

Program Review Annual Update

1. Discipline/Area Name: Accounting, Business Department, Career Technical Education Div.	2. Year: 2016
3. Name of person leading this review: Stacey Adams	
4. Names of all participants in this review: Stacey Adams	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has continued to increase from 98.5 in the 2013-2014 school year, to 101.2 in the 2014-2015 school year. Fall 2015 alone was 49.9, which up from 47.9 in the previous Fall term. Student headcount in 2013-2014 was 897, and was similar in 2014-2015 at 887. Fall 2015 was 426, an increase over Fall 2014 which was 414. The data here are showing that the Accounting department remains robust and in demand and continues to grow slowly. The headcount data is notably higher than what was indicated in the previous comprehensive program review, which indicated headcount ranging from 569 to 581, which may not be comparable data.

7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <p>The number of students served in 2013-2014 was 895 and in 2014-2015 it was 886. This does not represent a significant change.</p>
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: When looking at success and retention by gender, female students perform better than male students, with a success rate of approximately 77% in 2013-2014 and 2014-2015 school years, where male student rates were 60% and 68% in those periods. There are relatively few male students in many of our 100-level ACCT courses, making the data sample small and causing the rates to fluctuate up and down noticeably. Retention rates for both male and female students are in the mid- to high 80% range. When considering success and retention by race/ethnicity, the data shows that African-American students' success rate was 51% in Fall 2013 and 41.9 % in Spring 2014. The success rates jumped up to 57.4% in Fall 2014 and 50% in Spring 2015, significant increase over the previous like term. Fall 2015 jumped to 67.2%, almost the institutional standard. While these rates have improved significantly over prior school years, they tend to still be below the institutional standard of 68% and other ethnic groups. Success rates for all other races/ethnicities were in the mid- 70% and 80% and the overall success rate hovers right around 68%. There is clearly an achievement gap for African-American students. For Accounting, the most significant problem is the success rate of Black or African American students. Because this gap is shared throughout the district, it is not an issue that the Accounting discipline can resolve independently, but the Accounting discipline needs to actively help and support any district-wide efforts to help these student populations become more successful.</p>
8.b.	Number of Sections by Location and Modality .	<p>Comment on trends: The number of sections offered has grown slowly over time from 36 to 38 sections in total. There will continue to be an increase in sections in the 2015-2016 school year. All but two sections are traditional courses, rather than online. Due to the technical nature of the course material and the low success rates in online classes, we believe that we are better serving the students with traditional classes. We usually only offer 2 sections online each school</p>

		year in a course that is well-suited for online learning. One or two sections each semester have been offered at the Palmdale campus, though the sections sometimes get cancelled due to low enrollment. We are finding it difficult to fill classes at Palmdale, but recognize that there are students there that we need to serve. Class offerings at Palmdale have been limited, but will likely increase in the future as the Palmdale campus grows.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In California, the demand for Accountants and Auditors, is projected to increase at a rate of 16.9% from 2012-2022. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded in the Accounting industry. This adds to the importance and urgency of filling the vacant full-time accounting position because the increased demand for Accountants will affect us in two ways: 1) More students will take Accounting courses in preparation of transferring to a university and/or seek Professional Bookkeeping certificate or Degrees. 2) High quality adjunct Accounting faculty will become even more difficult to find and retain because quality candidates will likely have other job opportunities working in industry, which typically pays notably better than working in education.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
Acct 115, 131, 201 & 205 SLO Action Plans 2013-2015. PLO Action Plans 2013-2015.	One of the two vacant positions for full-time ACCT faculty needs to be filled in order to support the goals and workload of the program. While our adjunct instructors are a valuable and critical part of our division, they often don't have adequate time to prepare for a course and can't commit to teaching that course consistently term after	Ongoing	Requested replacement full-time faculty. Applications are now being accepted and the hiring committee is being formed to hire a new full-time ACCT faculty to start in Fall 2016.

	term. It has been an ongoing challenge to find qualified adjunct faculty to teach the courses offered. Often, adjunct faculty don't have time to devote to advancing the program goals and assisting with reviewing, maintaining, and updating courses and programs. These factors can negatively influence the program learning outcomes and hinder the ability to achieve program goals. To overcome this problem and support Accounting education, we should hire additional full-time Accounting faculty, to fill at least one of the two the vacant Accounting positions.		
Acct 111, 113 & 201 Action Plans	Students need consistent access to computer labs and software necessary to be successful.	Ongoing	A Perkins funding proposal is being drafted in hope of providing students with laptops and software in the classroom as needed with course material.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Provide quality Accounting tutoring available in the Learning Center starting at Week 2 every semester.	Ongoing	Guided by district Strategic Goal(s) # 1C, and as requested in prior Program Reviews and numerous discipline SLO / PLO Action Plans, Tutors for ACCT courses are needed from the very beginning of the semester. Quality tutoring has a direct and immediate impact on students, though there are currently no measures or data to support this.

Ensure that BE319 Computer Lab remains staffed and open during the Fall and Spring semesters	Ongoing	Guided by district Strategic Goal(s) # 1C, 4A, and as requested in prior Program Reviews and numerous discipline SLO / PLO Action Plans, Computer Lab BE319 needs staffing on a continual basis each Fall and Spring semester. The computer lab has been consistently open for the past few semesters. There are currently no data to support the impact, but without access to the computer lab and required software, students would not be able to complete course assignments.
Hire additional full-time Accounting faculty to fill vacant position	Ongoing	Requested replacement full-time faculty. Applications are now being accepted and the hiring committee is being formed to hire a new full-time ACCT faculty to start in Fall 2016.
Briefly discuss your progress in achieving those goals: We are in progress to achieve all of these goals. Applications are now being accepted and the hiring committee is being formed to hire a new full-time ACCT faculty to start in Fall 2016. Access to tutors in the Learning Center and the BE-319 computer lab has improved.		
Please describe how resources provided in support of previous program review contributed to program improvements: More students are succeeding in ACCT, as demonstrated by improvements in success and retention rates.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Provide consistent and ongoing access to computers and software needed for classroom instruction and student assignments.	*1. Support learning and facilitate student success 2. Increase the transfer rate 7. Enhance technology's support of the college Mission	Course curriculum could better incorporate technology used in Accounting, better preparing students for the workforce and for transfer. Student success would	Provide ACCT courses access to lecture classrooms with computers for 30-40 students. This is a long-term goal. In the short-term we are trying to achieve this by acquiring laptops which could	Yes

		- Supporting PLO(s), SLO(s), OO(s)	increase because students would have better access to the technology they need to complete course work.	be available for use in our current classrooms.	
#2	Work Experience	6. Maintain and enhance community partnerships *1. Support learning and facilitate student success *3. Expand and diversify CTE	Students would benefit from more Work Experience opportunities and relationships with employers in the community.	Faculty need to encourage, promote and work with the Accounting Advisory Committee to increase awareness of opportunities for students to participate in Work Experience.	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
#1	Technology	New	Acquire laptops which could be available for use in our current classrooms	\$35,000 est	One-time
#1	Physical	New	In the long-term ACCT and the Business Department overall, needs lecture classrooms with computers for 30-40 students	unknown	One-time

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

7. Discipline/Area Name: Airframe and Powerplant AERO	8. Year: 2016
9. Name of person leading this review: Jack R. Halliday	
10. Names of all participants in this review: Tyrone Mettler, Jack B. Halliday, Patti Browne	
11. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.

(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
12.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The enrollment for the AERO program has remained relatively steady over the last 5 years. There are minor fluctuations, but there is no significant trend up or down.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: All areas for the last five years have been above the target of 68%. There was one area for Asians in 2015 where the success rate was 50%. This is due to the fact that there were only two Asian students enrolled that year so if one failed then it would skew the numbers. No real achievement gaps were noted.
8.b.	Number of Sections by Location and Modality .	Comment on trends: The program has two sections that are Lancaster off campus. This has not changed in the last several years. In Fall 2011 there was one section offered for Lancaster Campus. This was for the SpaceTEC preparation courses which are no longer offered. The class modality has not changed in the same period.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The two year projections for Aircraft Mechanics and Service technicians is a 4.8% increase from 2014-2016. This shows a small but

Development Department website for jobs related to your discipline.	steady increase in need. At this time the program is at capacity and there are current plans to increase capacity.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
AERO 120	Need more space	Ongoing	The acquisition of an additional hangar in December 2014 has allowed to Airframe and Powerplant Program to increase storage and learning space by 3,000 square feet.
AERO 241	Purchase turboprop trainer	Ongoing	The program has purchased a turboprop trainer and we are awaiting its arrival. It will enhance our ability to teach students how to run jet engines.
AERO 230	Review Curriculum	Ongoing	The program is awaiting guidance from the Federal Aviation Administration as to the changing of the aviation regulations, therefore once these changes become a reality, we will undertake a comprehensive look at the curriculum.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals. We had a goal to incorporate human factors training into the program. This is ongoing. We have had some guest speakers and we have incorporated some of the training. This is ongoing since the Federal Aviation Regulations are in the process of being changed. This will impact how we continue to incorporate human factors training into the program. We also had a goal to assess our student learning outcomes for validity. This goal has been put on the back burner until the new changes from the FAA come down since they could require a change to student learning outcomes. We had a goal to increase certificate completion for Powerplant certificates by 30 percent. Certificate completions have increased roughly 60 percent. We had a goal to obtain additional tools and equipment to update and replace tools that wear out. This is ongoing and we have obtained several new pieces of equipment in the last couple of years. We had a goal to obtain a permanent facility for the airframe and powerplant program. This is ongoing and the president of the college is currently in negotiations with Los Angeles County to obtain the Milestones of Flight Museum for the program.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
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Finish state of the art Comp. lab	Completed	This project was finished over Intersession 2016. Not enough time has passed to determine impact on student success or other measures.
Incorporate human factors	Ongoing	This is ongoing. No data collected at this time. We have not seen any significant trends in SLO or success data.
Briefly discuss your progress in achieving those goals: These goals are ongoing.		
Please describe how resources provided in support of previous program review contributed to program improvements: We have not obtained the turboprop trainer yet. It will be delivered June 2016.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Perform a comprehensive curriculum review based on forthcoming aviation regulation changes. Expected changes within the next year.	*1. Support learning and facilitate student success	This will align the curriculum along a more industry integrated path, providing students with better ability to compete in a global economy.	<ol style="list-style-type: none"> 1. Review aviation regulation changes that are forthcoming and update to meet current industry standards. 2. Align our curriculum with those changes. 3. Rewrite courses as needed. 	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
Goal 1	Physical	Repeat	Obtain operable Cessna 152/172	\$100,000	One-time	Halliday
Goal 1	Physical	Repeat	Propellers and Propeller Manuals	\$100,000	One-time	Halliday
Goal 1	Physical	New	AC ground power unit	\$25,000	One-time	Halliday
Goal 1	Technology	Repeat	Updated DVD training videos (close captioned)	\$30,000	One-time	Mettler
Goal 1	Physical	New	Forklift	\$10,000	One-time	Mettler

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

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Program Review Annual Update

13. Discipline/Area Name: Airframe and Powerplant AERO	14. Year: 2016
15. Name of person leading this review: Jack R. Halliday	
16. Names of all participants in this review: Tyrone Mettler, Jack B. Halliday, Patti Browne	
17. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

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7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: All areas for the last five years have been above the target of 68%. There was one area for Asians in 2015 where the success rate was 50%. This is due to the fact that there were only two Asian students enrolled that year so if one failed then it would skew the numbers. No real achievement gaps were noted.
8.b.	Number of Sections by Location and Modality .	Comment on trends: The program has two sections that are Lancaster off campus. This has not changed in the last several years. In Fall 2011 there was one section offered for Lancaster Campus. This was for the SpaceTEC preparation courses which are no longer offered. The class modality has not changed in the same period.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The two year projections for Aircraft Mechanics and Service technicians is a 4.8% increase from 2014-2016. This shows a small but steady increase in need. At this time the program is at capacity and there are current plans to increase capacity.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

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AERO 230	Review Curriculum	Ongoing	The program is awaiting guidance from the Federal Aviation Administration as to the changing of the aviation regulations, therefore once these changes become a reality, we will undertake a comprehensive look at the curriculum.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals. We had a goal to incorporate human factors training into the program. This is ongoing. We have had some guest speakers and we have incorporated some of the training. This is ongoing since the Federal Aviation Regulations are in the process of being changed. This will impact how we continue to incorporate human factors training into the program. We also had a goal to assess our student learning outcomes for validity. This goal has been put on the back burner until the new changes from the FAA come down since they could require a change to student learning outcomes. We had a goal to increase certificate completion for Powerplant certificates by 30 percent. Certificate completions have increased roughly 60 percent. We had a goal to obtain additional tools and equipment to update and replace tools that wear out. This is ongoing and we have obtained several new pieces of equipment in the last couple of years. We had a goal to obtain a permanent facility for the airframe and powerplant program. This is ongoing and the president of the college is currently in negotiations with Los Angeles County to obtain the Milestones of Flight Museum for the program.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Finish state of the art Comp. lab	Completed	This project was finished over Intersession 2016. Not enough time has passed to determine impact on student success or other measures.
Incorporate human factors	Ongoing	This is ongoing. No data collected at this time. We have not seen any significant trends in SLO or success data.

Briefly discuss your progress in achieving those goals: These goals are ongoing.

Please describe how resources provided in support of previous program review contributed to program improvements: We have not obtained the turboprop trainer yet. It will be delivered June 2016.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

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1	Perform a comprehensive curriculum review based on forthcoming aviation regulation changes. Expected changes within the next year.	*1. Support learning and facilitate student success	This will align the curriculum along a more industry integrated path, providing students with better ability to compete in a global economy.	4. Review aviation regulation changes that are forthcoming and update to meet current industry standards. 5. Align our curriculum with those changes. 6. Rewrite courses as needed.	Yes

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

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Goal 1	Physical	Repeat	Propellers and Propeller Manuals	\$100,000	One-time	Halliday
Goal 1	Physical	New	AC ground power unit	\$25,000	One-time	Halliday
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Program Review Annual Update

19. Discipline/Area Name: Air Conditioning Refrigeration and Ventilation (ACRV)

20. Year: 2015-16 for 2017-18

21. Name of person leading this review: Joe Owens	
22. Names of all participants in this review: Ken Hymen Ernie Bridges	
23. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis														
24.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<p>Comments on trends over the past five years and how they affect your program:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">2009-2010</th> <th style="width: 15%;">2010-2011</th> <th style="width: 15%;">2011-2012</th> <th style="width: 15%;">2012-2013</th> <th style="width: 15%;">2013-2014</th> <th style="width: 15%;">2014-2015</th> </tr> </thead> <tbody> <tr> <td>FTES</td> <td style="text-align: center;">102.3</td> <td style="text-align: center;">97.3</td> <td style="text-align: center;">88.6</td> <td style="text-align: center;">90</td> <td style="text-align: center;">83.4</td> <td style="text-align: center;">88.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The ACRV program has been in operation since 70's. We increased our course offerings in 2005 to offer 5 programs running simultaneously. (1 Day – fulltime, and 4 evening – part-time) Our total enrollment/FTES for the last 6 academic years is 447 students. Program enrollments have maintained even through the state budget cuts. As funding is gradually being restored the program plans are to increase course offerings by bringing back courses that were removed from the catalog to keep pace with campus wide course reductions mandated during reduced budget years. 		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	FTES	102.3	97.3	88.6	90	83.4	88.2
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015										
FTES	102.3	97.3	88.6	90	83.4	88.2										

7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A																																																												
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: (The chart below is for 2015 but is representative of the program on average)</p> <table border="1" data-bbox="730 581 1898 959"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"># records</th> <th colspan="2">2015 Spring</th> <th rowspan="2"># records</th> <th colspan="2">2015 Fall</th> </tr> <tr> <th>Success</th> <th>retention</th> <th>Success</th> <th>retention</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>30</td> <td>53.30%</td> <td>73.30%</td> <td>31</td> <td>58.10%</td> <td>80.60%</td> </tr> <tr> <td>Asian</td> <td>4</td> <td>100.00%</td> <td>100.00%</td> <td>5</td> <td>60.00%</td> <td>80.00%</td> </tr> <tr> <td>Hispanic / Latino</td> <td>38</td> <td>78.90%</td> <td>86.80%</td> <td>48</td> <td>77.10%</td> <td>87.50%</td> </tr> <tr> <td>Pacific Islander</td> <td>2</td> <td>100.00%</td> <td>100.00%</td> <td>2</td> <td>100.00%</td> <td>100.00%</td> </tr> <tr> <td>Two or more races</td> <td>3</td> <td>66.70%</td> <td>66.70%</td> <td>3</td> <td>33.30%</td> <td>100.00%</td> </tr> <tr> <td>White</td> <td>20</td> <td>55.00%</td> <td>75.00%</td> <td>20</td> <td>75.00%</td> <td>90.00%</td> </tr> <tr> <td>Total</td> <td>97</td> <td>67.00%</td> <td>80.40%</td> <td>109</td> <td>69.70%</td> <td>86.20%</td> </tr> </tbody> </table> <p>During the years of 2014 and 2015, the ACRV Program averaged 68.35% success rate and an 83.3% retention rate. (59.38 % Black, 67.98 % White, 80.58 % Latino success rate) (retention is overall above 75% rate but averages at 83.3 %) We had good retention of females at 100%, but only a 50% success rate.</p> <p>Overall enrollment has increased in the last 4 years with the most growth occurring in the 24-35 year age group. We feel preparation of the students by increasing the push for pre-requisites or co-requisites will improve the level preparedness and overall success rate of our program students. We also feel that if more hands on during the basic courses are given, the students will be better prepared for the commercial courses</p>		# records	2015 Spring		# records	2015 Fall		Success	retention	Success	retention	African American	30	53.30%	73.30%	31	58.10%	80.60%	Asian	4	100.00%	100.00%	5	60.00%	80.00%	Hispanic / Latino	38	78.90%	86.80%	48	77.10%	87.50%	Pacific Islander	2	100.00%	100.00%	2	100.00%	100.00%	Two or more races	3	66.70%	66.70%	3	33.30%	100.00%	White	20	55.00%	75.00%	20	75.00%	90.00%	Total	97	67.00%	80.40%	109	69.70%	86.20%
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8.b.	Number of Sections by Location and Modality .	<p>Comment on trends: Five sections are taught at the Lancaster campus. The current labs are being 100% utilized (4 days a week) during the evenings but only 50% utilized during the mornings and not utilized at all during the afternoons. The only growth for the ACRV program can be during the daytime hours or weekends. During the prior years of extreme budget issues, the introductory courses were dropped, work experience was put out to pasture, and it has been determined by our advisory board that our students could use some preparatory courses offered, which may improve retention and student success. We have consistently offered one full time day course, and four part time evening courses.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In California, the number of Heating/Air Conditioning and Refrigeration Workers is expected to grow much faster than average growth rate for all occupations. Jobs for Heating/Air Conditioning and Refrigeration Workers are expected to increase by 23.0 percent, or 4,600 jobs between 2012 and 2022. The median wage in 2016 for Heating/Air Conditioning and Refrigeration Workers in California is \$51,700 annually, or \$24.86 hourly. The median is the point at which half of the workers earn more and half earn less.</p> <p>In California, the number of Maintenance and Repair Workers, General is expected to grow slower than average growth rate for all occupations. Jobs for Maintenance and Repair Workers, General are expected to increase by 12.1 percent, or 14,100 jobs between 2012 and 2022. The median wage in 2016 for Maintenance and Repair Workers, General in California is \$40,484 annually, or \$19.47 hourly. The median is the point at which half of the workers earn more and half earn less.</p> <p>I am constantly asked for increased course offerings aimed at those working in industry with equipment specific courses making it possible for career changes or progression. Course subjects include Hydronic systems, Chillers, Boilers and Zone Control, along with preparation for trade certification exams. While this would be great, and meet the needs of the industry, the present budgetary and staffing constraints create obstacles. We are in the process now of laying out a program redesign that should increase course offerings and meet the growing needs of the HVAC/R industries</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ILO 4	Heat transfer in Refrigeration system	Ongoing	An example of utilizing technology in the learning environment to improve instruction and for all our students especially the hearing impaired students that require interpreters was the recent purchase of a Smart Kapp white board, which enables students to receive all board work to a personal electronic device like smart phone or iPad and have the capability of saving screen shots or converting it to a PDF file to save for future reference. This board was purchased using prop 20 money.
SLO #2	Update refrigerant handling tools and equipment to current technology	Ongoing	New recovery equipment and refrigerant servicing tools to include digital MGA, micron gauges, hoses, vacuum pumps and system analyzers are needed in the labs. To purchase this equipment a Perkins grant will need to be applied for. In the event of a Perkins grant to make the equipment purchase, we would require an increase in our annual budget to maintain and keep the equipment in a serviceable condition.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Electricity, for Work and Control	Ongoing	utilizing technology in the learning environment to improve instruction and for all our students (especially the hearing impaired students that require interpreters) was the recent purchase of a Smart Kapp white board, which enables students to receive all board work to a personal electronic device like smart phone or iPad. This instructional aid helps students prepare for exams and labs, by improving the quality of notes and the rendering of the instructors drawings that they can upload and save for study and future reference.
Analyze basic refrigeration system	Ongoing	Refrigerant recovery equipment and refrigerant servicing tools to include digital MGA, micron gauges, hoses, vacuum pumps and system analyzers will improve the quality and quantity of lab time allowing increased individual experience by reducing the student lab team experience to two students from four.

Tool Issues	Ongoing	We continue to have issues with hand-tools that are pilfered. Equipment items (specialty tools) that wear out pre-maturely, or disappear. We have a TA that maintains the security of the tool room during the morning hours, but there is not any help for the evening programs. Instructors with 25 students are not capable of watching the students in the lab, while issuing tools and maintaining inventory control
Briefly discuss your progress in achieving those goals: Analyze basic refrigeration system – tools and equipment will be approached with a Perkins Grant application this year, and a request for increased supplies budget to cover the maintenance of lab equipment. The additional help in our Tool room has been addressed and will continue to be addressed until it is resolved. The help will also help with maintaining and performing maintenance on the equipment		
Please describe how resources provided in support of previous program review contributed to program improvements: In the past in years of diminished budget, we've relied on Perkins Grants to purchase new tools and training aids.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Improve the quality of hands on training achieved in the Commercial Refrigeration and Air Conditioning courses.	*1. Support learning and facilitate student success *3. Expand and diversify CTE 5. Utilize campus resources efficiently and effectively	Access to 3 phase power in the Air Conditioning / Refrigeration labs will improve the programs impact on students in the commercial / industrial courses. Presently, the 3 phase experience is on paper and simulated.	• We need an increase of 3 phase availability in the labs (4 ea - 3 phase 240V stations with utility disconnects, 50 amp circuit ampacity, with ability to lower fused protection- per lab)	Yes

			<p>Increase availability of 120 Volt convenience outlets on dedicated 20 amp circuits for each lab workstation.</p> <p>Lighting in outside storage yard to facilitate outside lab work. To accommodate evening lab classes increasing work area and lab space.</p> <p>Outside lab power sources, both 115V and 240V single and 3 phase power.</p> <p>Storage racks for lab projects – both outside pallet racks and interior collapsible storage racks that roll closed to reduce footprint and open to increase access.</p>	<ul style="list-style-type: none"> • Additional 20 amp circuits 120 V dedicated – for each workbench • Out-side lighting to accommodate evening labs in the exterior lot. • Outside power sources to be utilized for lab projects. • Storage racks for lab equipment storage.) 	
		*1. Support learning and facilitate student success		<ul style="list-style-type: none"> • Still need a hydronic system pump and air handling units to maximize training on an eight ton chiller that was recently donated to the 	

				Commercial air conditioning program.	
		5. Utilize campus resources efficiently and effectively 7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success		<ul style="list-style-type: none"> • Build an over-head trellis system to support ductwork, piping, fan coils and air moving equipment to make it possible for the commercial Air Conditioning class to learn on equipment that they will work on in industry. 	
		*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively		<ul style="list-style-type: none"> • Still need a remote storage site / training lab for our training aids. 	
		5. Utilize campus resources efficiently and effectively *1. Support learning and facilitate student success		<ul style="list-style-type: none"> • Equipment could be set up and operational for advanced course training, allow diagnostics, repair, maintenance and disassembly and assembly of this equipment. 	
		*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively		<ul style="list-style-type: none"> • Acquire a location / remote lab for Commercial students to work on Commercial and Industrial equipment. (outside storage / lab has potential) 	

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Two adjunct instructors		Recurring	Joe Owens
1	Physical	Repeat	Upgrade the electrical power distribution system in both our labs. to 120V / 240V single phase, and increase the circuits to each workstation	\$30K-\$60K	One-time	Joe Owens
1	Physical	Repeat	A large air handling unit and air distribution system trainer	\$24K	One-time	Joe Owens
1	Other	Repeat	Additional instructional supplies funding.	\$7K	Recurring	Joe Owens

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

25. Discipline/Area Name: Aircraft Fabrication & Assembly Technician (AFAB)	26. Year: 2015/2016
27. Name of person leading this review: Dr. Maria Clinton	
28. Names of all participants in this review: Dr. Maria Clinton, and AFAB adjunct faculty.	
29. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
30.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The enrollment for the AFAB program has more than doubled since the last annual program review.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: All areas since the last annual program review have been above the target of 68%.

8.b.	Number of Sections by Location and Modality .	Comment on trends: The AFAB program has more than doubled in its enrollment. At the Lancaster facility the following classes have had the following sections added during the spring 2016 term: AFAB 110 – added two new sections, AFAB 115 – added two new sections, AFAB 120 – added 4 new sections, AFAB 130 – enrollment cap was increased from 24 students to 72 students. The program is also working toward offering classes at the Palmdale Terminal facility for the fall 2016 term.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The sections have been doubled because Northrop Grumman is increasing its workforce with an estimated hiring of 300 to 400 technicians in the next two to three years. Northrop Grumman hires about 85% to 90% of the AFAB program graduate students.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
AFAB 110 and 115	Need more Space	Ongoing	The acquisition and development of the Palmdale Terminal facility to incorporate labs for the additional classes that are needed to meet industry hiring requirements.
AFAB (All Courses)	Increase Supply Budget	Ongoing	Have purchased new equipment to meet the needs of industry standards.
AFAB (All Courses)	Review Curriculum	Ongoing	At the beginning stages of a comprehensive review of the curriculum.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals. These goals had been established in the 2009/2010 comprehensive program review, and remained on-going until the 2015/2016 academic year. During this academic year much progress has been seen in addressing these issues and this is due largely to the change in administration leadership, the demand from local aviation/aerospace industries on the program, and the addition of the BS Degree program.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
AFAB Instructional Assistant	Ongoing	Although this position was approved in Spring 2015, an announcement and hiring has not yet occurred.
AFAB Full-time Faculty	Completed	A new full-time faculty member has been added to the AFAB and AFMT programs
Increase Supply Budget	Ongoing	The program has seen an increase in its supply budget, but this is largely due to prop 20 funds, and augmented funds. The supply budget itself needs to be increased, especially now that the course offerings have more than doubled per term.
Briefly discuss your progress in achieving those goals: Most of the goals have been somewhat achieved, the focus of this next academic year will be assessing the program and creating new goals as the program moves forward. In addition, the Bachelor's Program has also been added and where it fits within our reporting system will have to be addressed.		
Please describe how resources provided in support of previous program review contributed to program improvements: This is the first time that the goals have been met from an AFAB program review, with the exception of the addition of new air compressors for the TE7 building, students success increased substantially after these units were installed.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
	Perform a comprehensive curriculum review based on forthcoming aviation regulation changes. Expected	*1. Support learning and facilitate student success	This will align the curriculum along a more industry integrated path, providing students with better ability to compete in a global economy.	7. Review current aviation industry standards and update to ensure quality entry-level technicians.	Yes

	changes within the next year.			8. Align AFAB/AFMT curriculum with those standards. 9. Revise CORs and curriculum as needed.	

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
AFAB	Physical	Repeat	Obtain new equipment and tooling to meet the industry standards	\$25,000	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: ABDY CTE	2. Year:2015 /2016
3. Name of person leading this review: Tim Sturm	
4. Names of all participants in this review: Tony Pusstizi, Alan Finch, Marvin Guzman	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. X <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.

(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	comment on trends over the past five years and how they affect your program: The ABDY FTES has only fluctuated by 3 FTES in the last five years. Our program seems to be steady.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	The ABDY program served 53 FTES except in 2011-2012 when it went to 59. Intersession and summer classes are not offered, also the program is only offered on the Lancaster campus and we do not hold online classes.
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: The ABDY program is above the success and retention rates for the least five years, with the exception of 2014 where it went to 50% in the Asian race, I would think this was due to one student not finishing class.
8.b.	Number of Sections by Location and Modality .	Comment on trends: ABDY has day and night classes all held on the Lancaster campus.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect you're planning: Projected from 2012 to 2022 they estimate 12,500 jobs with projected amount of 14,500. The average income is 22.00 per hour, The local area is always s Looking to the ABDY program for entry level employees.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLO	Financial	Ongoing	Maintaining the budget to the current level has helped to get students closer to mastery of class Objectives.
Slo/plo	financial	Completed	Perkins funding has allowed the ABDY program to purchase the necessary curriculum and equipment to stay up with the changing Auto body industry .

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Action plan	Ongoing	There is a major need for an Instructor Assistant for the night classes, this is a safety concern not to mention the amount of tools and materials that may come up missing.
Action plan	Ongoing	We are in need of the Electrical sockets to be change on the east side of the shop so we can run our Welders with them plugs.
Briefly discuss your progress in achieving those goals: Dr. Cowell had filled out some paper work to fund an Instructor Assistant, but as of now we have not heard of the status.		
Please describe how resources provided in support of previous program review contributed to program improvements: The increase in the Budget has impacted the program to great lengths, the students are not running out of the needed materials to master there objectives.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees

and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
01	Increase the number of students who complete 200 level courses by 5 percent.	- Supporting PLO(s), SLO(s), OO(s) *1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively	We will continue to see the student learning outcomes increase, by the students having the products to master the objective, this will directly impact the plo.	Maintain current budget amount, While being able to increase budget as the materials increase in cost. 2. Change electrical sockets on east side of shop to run welders. 3. Reduce tool loss by hiring an instructor Assistant for the night classes.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
ABDY	Personnel	Repeat	The ABDY program is in dire need of a night program Instructor Assistant.	30,000	Recurring

ABDT	Other	Repeat	The materials budget must stay in line with the rising cost of paint and material's.		

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

31. Discipline/Area Name: Automotive Technology Technical Education	32. Year: 2015-2016
33. Name of person leading this review: Bruce Shanks	
34. Names of all participants in this review: Bruce Shanks – Rod Sproule	
35. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis																														
36.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<p>Comments on trends over the past five years and how they affect your program: Over the past five years overall enrollment numbers have increased in, Auto 100, 101/102, Basic Automotive, Auto 198 A has been activated again with Bruce Shanks becoming Bureau of Automotive Repair certified to teach all Emissions classes. Auto 200 has been requested to be brought back through curricunet to added to the schedule.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th colspan="3" style="text-align: center; border-bottom: 1px solid black;">201070</th> <th colspan="3" style="text-align: center; border-bottom: 1px solid black;">201130</th> <th colspan="3" style="text-align: center; border-bottom: 1px solid black;">201170</th> </tr> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Division Department</th> <th style="text-align: center;">FTES A ssignme nt</th> <th style="text-align: center;">FTEF</th> <th style="text-align: center;">FTES/..</th> <th style="text-align: center;">FTES A ssignme nt</th> <th style="text-align: center;">FTEF</th> <th style="text-align: center;">FTES/..</th> <th style="text-align: center;">FTES A ssignme nt</th> <th style="text-align: center;">FTEF</th> <th style="text-align: center;">FTES/..</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>		201070			201130			201170			Division Department	FTES A ssignme nt	FTEF	FTES/..	FTES A ssignme nt	FTEF	FTES/..	FTES A ssignme nt	FTEF	FTES/..										
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		TEC	AUTO	47.03	3.11	15.1	47.15	3.01	15.7	37.89	2.69	14.1																		
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A																												
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps. To help all ethnic groups meet the college success rate of 68%. I first show them the resources available to all students from tutoring to basic skills, and if they have not had a basic assessment exam, then it is suggested to take one to see where their strengths and weaknesses are at.																												
8.b.	Number of Sections by Location and Modality .	Comment on trends: Currently all the automotive courses are at maximum capacity. In the day and night classes all wait lists are full with ten to twenty students trying to crash the course on the first night. Due to the college wide budget crisis and cancellation of courses, many students are taking automotive courses for the first time to maintain their full time student status. Seven of the students attempting to crash the morning class (Auto 175) needed the course for their driveability certificate																												
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:																												
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals. The automotive department has submitted Perkins grant requesting funding to advance the program to teach alternative energies, vehicle hybrid technology, electric car technology, also I requested an increase in our annual budget from \$ 3,500 to \$ 15,000.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Improve certificate completion	Ongoing	Provide skilled employable students to the workforce.
Update training of inst asst.	Ongoing	Upgrade job knowledge
More classroom space Implement alternative fuel course	Ongoing	Provide for expanding classes in alternative energy program
Briefly discuss your progress in achieving those goals: To improve completion of for certificate programs lead instructor (Bruce Shanks) achieved Bureau of Automotive Repair Instructor status, to teach the courses to be compliant with state guidelines. Auto 200 has been submitted to Curriconet to be made active again, so the class can be added to the class schedule for summer of 2017.		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Boost graduation by 10%	*3. Expand and diversify CTE *1. Support learning and facilitate student success *3. Expand and diversify CTE	More students will be prepared to meet the needs of the community.	1. Development of courses curriculum to be offered. 2. Partner with Victor Valley College to offer vehicle hybrid, and electric car programs with state fundin.	Yes
2	Develop and offer an Alternative Energy certificate	*3. Expand and diversify CTE *1. Support learning and facilitate student success	Students will be knowledgeable about an emerging industry.	1. Development of courses curriculum to be offered. 2. Partner with Victor Valley College to offer vehicle hybrid, and electric car programs with state fundin.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	The need to fill the vacancy of the second instructor that retired in 2007. All instructors currently are operating at max capacity based on availability	Amount, \$75,00	One-time or Recurring Cost, \$75,000	Contact's name
1 and 2	Personnel	New	Fill the vacancy of the second instructor that retired in 2007. Need a third fulltime faculty to write develop and teach added classes to the program for alternative energy.	\$ 150,000	Recurring	B Shanks
1 and 2	Technology	New	Equipment, tools and diagnostic equipment to support the current classes and anticipated alternative energy classes in vehicle hybrid and electric car technology. We are currently receiving quotes on hybrid vehicles		Recurring	B Shanks
1 and 2	Physical	Repeat	A safer and appropriate student learning and/ or work environment is needed.		One-time	B Shanks
1 and 2	Professional Development	Repeat	Ongoing training is needed by faculty and instructional aids to stay current in the field		Recurring	B Shanks

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form. Need additional fulltime faculty to write develop and teach added classes to the program for alternative energy.

²List needed technology resources in priority order. Funding is needed for equipment and tooling to expand and modernize the automotive program to include future alternative energy programs. The automotive program will need the tools and diagnostic equipment to support the alternative energy classes in vehicle hybrid and electric car technology. We are currently receiving quotes on hybrid vehicles

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment. TE 6 is in need of more class rooms to be added to be able to house the expanded classes. Our suggestion is to add to the second floor where there is only an office now.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee. With the development of the alternative energy classes, there is a need to upgrade the skills of the instructors as well. Additional training of the instructors and also the instructor's assistants will be needed.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Business	2. Year: 2016
3. Name of person leading this review: David Adams	
4. Names of all participants in this review: Deb Sullivan-Ford, Kathy Osburn, Stacey Adams, Dr. Ed Beyer	

<p>5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option</p>	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)</p>
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Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has increased slightly from 209 in the 2012-2013 school year to 216 in the 2014-2015 school year. While the popularity of the Business Admin Transfer Degree grows, the number of business courses required for the degree results in less demand for BUS 101 in particular.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: When looking at success and retention by gender, female students perform better than male students, with a success rate of approximately 75% in 2013-2014 and 2014-2015 school years, where male student rates were approximately 65% in those periods. Retention rates for males were in the low 80% range while female students were in the mid- to high 80% range. When considering success and retention by race/ethnicity, the data shows that African-American students' success rate was 55% in Fall 2013 and 59% in Spring 2014. The success rate stayed about the same at 59% in Fall 2014 but then fell to 52% in Spring 2015. Fall 2015 jumped to

		<p>60%, but still below the institutional standard. Although these rates have fluctuated over the past few school years, they tend to still be below the institutional standard of 68% and other ethnic groups. Success rates for all other races/ethnicities were in the mid- 70% and the overall success rate hovers right around 70%. There is clearly an achievement gap for African-American students. For Business, the most significant problem is the success rate of African American students. Because this gap is shared throughout the district, it is not an issue that the Business discipline can resolve independently, but the Business discipline needs to actively help and support any district-wide efforts to help these student populations become more successful. While FTES and enrollment numbers have decreased, the Business program remains strong and ranks among the top 7 declared and sought after degrees campus wide.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends: The number of sections offered has grown slowly over time from 74 to 81 sections in total. There will continue to be an increase in sections in the 2015-2016 school year. When viewed as percentages, the greatest increase in online section offerings took place in the spring semesters for 2013 and 2014. Spring 2015 reflects a slight increase in online section offerings. Although the number of online business courses dropped from 6 to 4, efforts to add online and hybrid components to amenable business courses were approved through the AP&P Committee, thereby paving the way for expanded online business section offerings in the future. There are approximately 12 Business sections per year offered at the Palmdale campus, though the sections sometimes get cancelled due to low enrollment. We are finding it difficult to fill classes at Palmdale, but recognize that there are students there that we need to serve. Class offerings at Palmdale have been limited, but will likely increase in the future as the Palmdale campus grows.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In Los Angeles County, the demand for Business and Financial Operations Occupations is projected to increase at a rate of 14.6% from 2012-2022. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded in the Business industry. The skills required for these types of</p>

	positions include oral and written writing and comprehension, problem sensitivity, and inductive and deductive reasoning.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO Action plans 2012 to 2015.	Hire replacement full-time Business faculty	Completed	Three replacement full-time faculty have been hired in the past two years. These replacement faculty will support the growth and development of the business program and work to update and keep curriculum current.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.	Ongoing	Faculty continue to update curriculum and develop more online and hybrid courses. Additionally, Business faculty have made efforts to increase technology usage in the classroom through use of Blackboard, publisher repositories and other third-party applications to supplement in-class instruction. This process will be ongoing.
Goal #2: Hire additional full-time faculty in the Business area.	Ongoing	Three replacement full-time faculty have been hired in the past two years. These replacement faculty will support the growth and development of the business program and work to update and keep curriculum current. The discipline may need additional faculty in the future as these three hires did not represent growth, but rather getting back to baseline.

Goal #3: Reinstate Business Work Experience.	Completed	The Work Experience program has been reinstated. However, it has not been widely utilized. Students would benefit from more Work Experience opportunities and relationships with employers in the community.
Briefly discuss your progress in achieving those goals: We have made progress towards all three of these goals.		
Please describe how resources provided in support of previous program review contributed to program improvements: The resources have been beneficial in achieving these goals.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Introduce more technology and computer skills into all classes through teaching methods and homework/research assignments	Choose an item. 7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success *3. Expand and diversify CTE	Course curriculum could better incorporate technology used in Business, better preparing students for the workforce and for transfer. Student success would increase because students would have better access to the technology they need to complete course work.	Faculty need to continue to update and modernize curriculum in order to incorporate more technology in classroom instruction. Faculty need to continue to develop online and hybrid courses to meet student demand.	No
#2	Work Experience	6. Maintain and enhance community partnerships *1. Support learning and facilitate student success	Students would benefit from more Work Experience opportunities and relationships with	Faculty need to encourage, promote and work with the Business Advisory Committee to increase awareness of	No

		Choose an item. *3. Expand and diversify CTE	employers in the community.	students to participate in Work Experience.	
#3	Incorporate the Business Administration AS-T degree into the AVC2CSU cohort pathway program.	2. Increase the transfer rate *1. Support learning and facilitate student success Choose an item. Choose an item.	AVC2CSU is a new cohort pathway program that will launch in Fall 2016. The Business Administration AS-T was selected as one of the transferrable degrees to be built into the pathway. AVC2CSU's purpose is to provide a student-centered, streamlined and focused degree completion route to guarantee students the opportunity to complete all transfer degree requirements necessary for admission into a CSU within two years.	Department chair and faculty will work to ensure scheduled courses are guaranteed and available for all cohort pathway students It will be important to evaluate the program every semester in the first cycle to ensure success and afford early problem identification. Funding proposals for various grants must be submitted to help fund the costs for certain aspects of the cohort pathway program.	No
#4	Business Technology	*3. Expand and diversify CTE *1. Support learning and facilitate student success Choose an item.	Office Technology program needs to be evaluated to help students get the skills and certificates they need to be employable.	Business, Office Technology and Computer Applications faculty need to evaluate and consider revision to the current Office Technology program and reconsider its title, course offerings, curriculum and certificates to modernize it and help	No

				students be better prepared for the work force.	

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Clothing and Textiles-Fashion Design, Business Department, CTE Div.	2. Year: 2016
3. Name of person leading this review: Melissa Ramiro	
4. Names of all participants in this review: Melissa Ramiro	

<p>5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option</p>	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)</p>
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Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has taken a slight dip in the recent semesters. Classes are only offered during the fall and spring semesters. The FTES was holding steady at approximately 9.89 on average (per semester) until the past three semesters which are down to an average of 8.67. However Fall 2015 shows 8.5 FTES as did the fall semester from the previous year. The headcount is directly related to the number of sections that are offered as well as the limited LHE of an adjunct-only program. The total headcount was 116 for the fall 2015 semester, which was slightly higher than the 111 for the fall 2014 count. The total headcounts for the program were steadily climbing from the 2010-2011 year until the 2013-2014 year with 218 (total) to 252 (total), respectively. A slight dip to 243 in the 2014-2015 year represents a reduction in sections offered or filled. The college, as a whole, experienced a dip in total headcount for the year 2014-2015 as well. The data supports that the CT program has continued a healthy total headcount for the limited sections/LHE available, but need to improve on the FTES number through either increased sections or increased information on program expectations. Another issue that was addressed was the course offerings at the upper division level. Some courses were offered every 2-3 years, thus affecting the FTES as some student transfer or go a different direction. Standardizing course offerings has afforded students the opportunity to complete the program in a much timelier manner. The increase for fall 2015 total headcount is an encouraging sign.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A

8.a.	<p>Student success and retention rates Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: Clothing and Textiles-Fashion Design is traditionally a female driven program. We have very few male students. The report will reflect numbers for both combined. 5 years ago, the program was fairly even between African American, Hispanic, and white. The trend is an increase in African American, followed by Hispanic, and lastly white students. The overall success rates for the entire program show an improvement in the fall semester over the spring semesters. For instance, the overall success rate for the fall 2014 semester was 72.1%, while the spring 2015 68.2%. Spring semester offers students many advanced courses as well as graduation preparation. However, within the spring 2015 semester, a breakdown of the success rates is as follows; African American 67.3%, Hispanic 66%, and White 81.8%. Thus showing that African American/Black students and Hispanic lag behind White students in success rates. Although the success rates show some disparity among ethnic groups, the retention rates have continued to improve. Fall 2010 shows a retention rate of 85.4% and spring 2011 shows 87.3%, fall 2014 shows a retention rate of 90.1% and spring 2015 is 93.2%. A breakdown of the spring 2015 retention rates shows; African Americans/Blacks at 96.6%, Hispanics at 89.4%, and Whites at 95.5%. So the data suggests that we are retaining students well, but our success rates need to improve for specific ethnic groups. While success rates amongst the lower group scores hover near the institutional standard of 68%, there needs to be continual attention given to increase the success rates among all groups. One issue that hinders success is the expense of the program. The tools and supplies required to be successful within the CT program is a real issue for many students, but especially financial aid students. The program has relied on donations as well as Prop 20 monies to assist students with some supplies, but cannot offer to only financial aid students. The other issue is that many students do not have sewing machines or tools at home to complete homework assignments, again especially financial aid students. In the past, students relied upon office hours of the (now retired) full-time faculty, that were held in the classroom/lab. Adjuncts do not have office hours and students are not completing assignments, thus affecting success rates. A student survey was collected in spring 2016 to address these issues and inquired what difficulties students face in completing the program. Expense, class offerings, and limited lab time were noted as the main concerns. The new scheduling system has shown to help students get through the program quicker and more efficiently. However, many students are finding the expense of two upper division construction courses to be prohibitive. Therefore the success rates go down without proper supplies as well as retaining students in courses. CT has reached out to the tutoring center for tutors in the CT program. This will allow some students extra time and help with assignments. Also, three instructors have volunteered to open the classroom on Fridays to allow students extra time on machines they need to complete assignments/projects. A full time faculty is needed to maintain this offer.</p>
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8.b.	Number of Sections by Location and Modality .	<p>Comment on trends: All sections are taught on the Lancaster campus. There are ten courses in the program, seven are lecture/lab and three are lecture courses. All courses are offered in the same classroom/lab, thus restricting the amount of section that can be offered during semesters. All classes rely on examples of student work displayed around the classroom as examples of expectations. The CT program is an all adjunct program and therefore the number of sections is also severely limited to the amount of LHE adjunct can teach. The sections have increased from 14 to 17 in the past two years as we try to front load the program. Several sections are offered for introductory classes as well as the number of instructors assigned those sections. With the addition of two new adjunct instructors, there should be an increase in sections offered. However, many students need night courses and only so many can be scheduled for 5 hour courses. The data shows that many students enroll and complete only a few intro courses and then do not persist through the program. An attempt to offer upper division courses alternating between morning/afternoon and evening hours has proven to limit the number of students who progress to these courses, until their schedule permits. Introductory course instructors need to do a better job of encouraging students to upper division courses as well.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The Clothing and Textiles-Fashion Design program encompasses a broad range of career fields. The student survey (as noted above) inquired as to what career students were pursuing. Fashion designers, Costumers, Custom Dressmakers/Tailors/Alterations, as well as the business side of fashion and Stylists were the main areas as noted. It should be noted that there have been several recent graduates who went on to pursue a Bachelor’s Degree to return to AVC to teach as well. There are limited classifications within the fashion technologies that were listed through the EDD site. Supervisor of retail sales worker shows 49,400 openings through 2022 with annual salary estimated at \$39,871, was listed in the top 20 under “most job openings coming up”. Breaking that down further, Marketing Managers, 7300 openings with annual 287 openings plus Retail Buyers with 5980 openings and 224 annually in LA county alone. In CA state marketing managers total 30,300 and retail buyers 17,600. CA employs 12,300 Art, Drama, and Music teachers-Postsecondary, while LA county shows 4210. That’s one third of the state’s postsecondary instructors in LA county alone. Fashion Designers show 7400 statewide with 300 annual openings. LA county shows 4900 with 183 annual openings. That’s two thirds of the fashion designers in LA county alone. Same for Patternmakers and apparel workers. The data shows that it is an open field in the LA county area. Fashion Design can be a fickle field, but with a fashion district, movies and television, as well as shopping meccas, LA county is prime for fashion related fields. AVC is the only community college to offer the fashion program in the central CA area. Students have an easy commute to the fashion district and can transfer to CSUN or FIDM for further education.</p>

	Numerous job experience opportunities are available through advisory committee partners. A full time faculty is needed for the facilitation of these opportunities.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
CT 100, 105, 110, 114 action plans, 2010-2015 PLO #'s 1-4 Action plans, 2010-2015	A full-time faculty member is requested to better facilitate office hours for student assistance as well as improve communication between instructors. The idea has been to front-load the program to promote more students through program completion. Although introductory courses are not considered capstone courses, they are truly the cornerstone for all subsequent construction courses. It is imperative that the instructor follow closely and strictly adhere to the objectives as clearly defined on the course outline of record and student learning outcome. The program would benefit from a full-time faculty member to monitor compliance. Even though new adjunct were hired to provide additional LHE and sections, they do not have the time to devote to developing, updating, or revising course and program objectives. Without a full-time faculty, there is neither cohesion nor overall compliance to goals and objectives. Full-time faculty would also be available to assist adjunct with compliance. It is imperative to hire a full-time Clothing and Textiles-Fashion Design faculty member.	Ongoing	The full time faculty member for the CT program retired in 2009. Since her retirement, an adjunct has completed only certain administrative tasks for the program. A full time faculty member would increase communication among instructors as well as offer students office hours and open lab time, thus increasing the success rates of our students. Full time faculty would be better adjunct evaluators as they are more familiar with the program. Full time faculty would have the time to devote to updating, reviewing, and writing new courses and objectives. Students would benefit from a full time instructor to ensure that there are promotional opportunities within the fashion instruction field. CT has requested the full time faculty position to fill in for the now retired faculty since 2010.
CT 105, 110, 222 action plans, PLO 1,	Review, revise, and update COR's and SLO's for approval through AP&P. The COR's must be revised and updated as do the SLO's. The COR	Completed	The syllabi were not reflective of the changes that were on the revised COR's. Some instructors were using different assessment tools than those

2 action plans 2011-2014	revisions must be reflected on all course syllabi. SLO assessment tests must be revised to reflect the changes as well.		reflected on the SLO's. Instructors were informed to comply with the assessment data and review for inclusion in action plan discussions.
CT 105, 110 action plans 2012-2015	Revise the safety exam for equipment and tools. Instructors must be aware of proper use and maintenance for all equipment within the classroom. Instructors must use the audio visual equipment for demonstrations to increase student comprehension and clarity.	Ongoing	There is a need for room and equipment reconfiguration in the classroom to enhance the learning environment as well as provide a safe environment. A Facility Alteration and Improvement Request (FAIR) was submitted spring 2016 for facility reconfiguration.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire a full-time faculty member to replace (retired) position	Ongoing	Requesting full-time faculty member to complete all program coordination duties as well as increase instructor communication and compliance. Full time faculty retired in 2009. An adjunct has been completing several administrative (governance) duties. The program as well as students would benefit from a full time faculty through increased success, counseling and compliance to college expectations.
Briefly discuss your progress in achieving those goals: Although an adjunct has filled in with most governance duties, a full time is imperative for program success and instructor compliance. Students would benefit with direct counseling as well as open lab/office hour inclusion for prompt completion of assignments. All adjuncts would have a direct source for assistance as well.		
Please describe how resources provided in support of previous program review contributed to program improvements: We are maintaining our request for full time faculty.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Provide consistent and comprehensive instruction of current computer applications as related to fashion	*1. Support learning and facilitate student success	Instructor(s) need to be trained on the current CAD system. Utilize instructors knowledge of computer illustration software to maintain current and relevant use and understanding of software as related to fashion technologies. Student success would increase as well as transfer students would be better prepared for university work.	Train one or more instructors on the current CAD system. Collaborate with ITS to ensure CAD updates are completed as planned. Assign courses utilizing instructor knowledge of Photoshop and Illustrator.	Yes
#2	Provide students better access to classroom/lab equipment and tool, through office/open lab hours, for completion of projects and assignments, basic program counseling, assistance when needed.	*1. Support learning and facilitate student success	Classroom time and use could be better utilized to ensure students have access to equipment if needed. Student success and retention is clearly dependent on access and use of equipment.	Facilitation over open lab time and/or office hours for student access.	Yes
#3	Classroom reconfiguration to better utilize space for additional equipment and tools. Provide better storage options for current equipment and tools while offering	*1. Support learning and facilitate student success	A complete reconfiguration of the current classroom/lab area would provide a safer more efficient means to demonstrate and learn within the classroom. Students will have an enhanced learning environment, thus allowing	Submit (FAIR) request to facilities to ensure proper reconfiguration of current machines, tools, and equipment, as well as future donations and acquisitions.	Yes

	instructors a better classroom demonstration area. Source out new chairs for sewing use that are safer and provide better access to machines.		for increased student success while providing a safe learning environment.		

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
#1 & #2	Personnel	Repeat	Hire a full-time faculty member to oversee the coordination of the program as well as enhance the teaching environment.	\$89,000 approx	Recurring
#3	Physical	New	Room reconfiguration and possible construction for enhanced learning environment.	unknown	One-time
#1	Other	New	Provide training for one or more instructors on the current CAD system for inclusion of select course instruction.	\$1650 per person	One-time

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴ List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵ List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Computer Applications, Business Department, Career Technical Education Div.	2. Year: 2016
3. Name of person leading this review: Dr. Ed Beyer	
4. Names of all participants in this review: Dr. Ed Beyer and Jim Bowen	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<p>Comment on trends over the past five years and how they affect your program: Computer Applications FTES has continued its downward trend from 202 FTES in 2010 to 163 in 2014. Spring numbers, while slightly lower than Fall, mirror the declining trend. However, summer FTES is climbing from 2 FTES in 2012 to 15 FTES in 2015 and is definitely trending upward.</p> <p>The continued decrease in CA FTES is believed to be a result of the lack of full-time faculty in the discipline and the lack of college commitment by a previous administration to support the computer studies discipline. With the recent filling of a replacement full-time networking instructor, the downward trend is anticipated to cease. However, the potential retirement (within 1-2 years) of the only full-time CA professor suggests that maintaining current levels will be difficult, and will remain difficult, to grow the discipline without additional full time faculty.</p>
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program: N/A</p>
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>For the three most significant ethnicities enrolled in CA courses, including all genders (African-American, Hispanic/Latino, and White) the success/retention ratios are dismal but do suggest some improvement is occurring.</p> <p>African-Americans are by far the least successful group with a success rate of 41% in SP13. However, that number is rising and has reached 55% in the SP15 semester, which still falls below the institutional standard. The ratio of success to retention has also shown improvement from a gap of 25% in 2013 to 16% in 2015.</p>

		<p>The Hispanic/Latino group averaged a 25% higher success rate over African-Americans and the data also suggests improvement from 67% success in SP13 to 78% success in SP15, which now meets the institutional standard.</p> <p>White students average a 6% success rate higher than the Hispanic/Latino group and the data suggests a steady to slightly improving trend from 76% in SP13 to 79% in SP15.</p> <p>The African-American group is the only group not meeting the institutional standard of 68% success. However, the results are not limited to the CA discipline and reflect African-American performance across campus. As such, student equity plans are being developed to address the lack of success for African-American students.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends: The number of sections offered on campus (both Lancaster and Palmdale) remain stable with an average of 27 sections offered in Fall and 25 offered in Spring. Online courses remain steady at 7 sections in Fall and Spring. Summer classes appear to be on the rise over the past two years, especially online, and could/should be expanded.</p> <p>Sections offered in Palmdale are minimal, averaging 2-4 sections in Fall and Spring semesters, mainly due to the lack of facilities. With the move into the new Palmdale facility, the number of sections should increase. The bulk of the sections are offered in Lancaster, with the online segment showing the most promise for growth as they are often the classes that fill first.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: According to the California Labor Market Information (LMI), occupations such as Computer and Information Systems Managers, Computer System Analysts, and Computer User Support Specialists are each projected to have approximately 1,530 annual openings due to growth.</p> <p>The data suggests a need to expand our computer studies department and offerings, which is currently difficult to accomplish with a diminished staff. The lack of full-time faculty in the CA discipline negatively impacts our ability to keep the CA programs consistent with the needs of students and the community. At a minimum, the Computer Studies department should have two computer applications instructors, two networking instructors, and two programming instructors.</p>

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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
CA103 and CA107 2013 Action Plan	Continue to monitor student performance for trends in success rates. When funding becomes available, upgrade software and equipment to meet the training needs of the community.	Ongoing	Updating computer resources is always ongoing, but recently Perkins funds and other grants have enabled two labs to be updated.
CA 171 2013 Action Plan	Continue to monitor student performance for trends in success rates. When funding becomes available, hire a full-time networking instructor, upgrade instructional software, and update equipment to meet the training needs of the community.	Completed	A replacement networking instructor has been hired and is on the process of updating and building the networking program. Also a grant was received that allowed us to build a cyber-security lab that will host both network security courses, and other computer application courses.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<i>Goal #1: Hire a full-time Computer-Networking instructor.</i>	Completed	<p>Due to the consistent success of the computer application program, only one significant goal was identified in the last annual update. The single most important goal of the computer application program was to secure the hiring of a full-time computer-networking instructor, which has been accomplished.</p> <p>Although the instructor was hired, there still remains a staffing concern in the CA discipline. The same goal was identified in the previous annual update and had been unsuccessfully advocated since 2010. For unknown reasons, the BCSSED Division, now CTE, has been denied <i>replacement and new faculty</i> in multiple disciplines; a fact supported by the remarkable 41% increase in the</p>

		PT/FT ratio, which is three times that of the college average. Continuing to keep the computer studies department at a bare-minimum of faculty negatively impacts the ability to serve our students and industry.
Briefly discuss your progress in achieving those goals: The goal has been reached.		
Please describe how resources provided in support of previous program review contributed to program improvements: Some duties that had been assigned to the CA instructor are now managed by the new computer networking instructor. Although the shift in responsibility has occurred, there is still a significant need for another CA instructor as well as another networking instructor.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Provide courses to prepare students for annual certification testing demanded in industry.	*1. Support learning and facilitate student success 2. Increase the transfer rate 7. Enhance technology's support of the college Mission - Supporting PLO(s), SLO(s), OO(s)	Course curriculum could better address the mobile technology that is ubiquitous in our community.	Expand course curriculum to keep abreast of new digital technologies.	Yes
#2	Review courses for the application of pre-requisites.	*1. Support learning and facilitate student success	Better prepared students may support an increase in the success and retention rates.	Eliminate course advisories and convert them to pre-requisites.	No
#3	Increase online courses	*1. Support learning and facilitate student success	More flexibility for student schedules.	Expand the number of classes offered online.	Yes

		2. Increase the transfer rate			

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
#1 Technology	Personnel	New	Hiring of a computer applications instructor.	Enter level salary	Recurring
#3	Other	New	Salaries for teaching classes.	Varies by teacher	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Computer Information Science, Business Department, Career Technical Education Div.	2. Year: 2016
3. Name of person leading this review: Ronald Mummaw	
4. Names of all participants in this review: Ronald Mummaw	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has remained relatively steady from 10/15 at an average of 78 with a peak of 81 in 13/14. Student headcount has steadily been increasing peaking in 13/14 with 583 then dropping slightly in 14/15 to 574. The data here are showing that the CIS department remains robust and in demand and continues to grow slowly.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:

		<p>When looking at success and retention by gender, female students perform slightly better than male students, with an average success rate of approximately 70% in 2013-2014 and 2014-2015 school years, where male student rates were 63% in those periods. There a relatively few female students in many of our CIS courses, making the data sample small and causing the rates to fluctuate up and down noticeably. Retention rates for both male and female students are in the mid- to high 70% range. When considering success and retention by race/ethnicity, the data shows that African-American students' success rate was 47% in Fall 2013 and 36 % in Spring 2014. The success rates jumped up to 52% in Fall 2014 and 50% in Spring 2015, significant increase over the previous like term. Fall 2015 jumped to 72%, almost the institutional standard. While these rates have improved significantly over prior school years, they tend to still be below the institutional standard of 68% and other ethnic groups. Success rates for all other races/ethnicities were in the mid- 70% and 80% and the overall success rate hovers right around 68%. There is clearly an achievement gap for African-American students. For CIS, the most significant problem is the success rate of Black or African American students. Because this gap is shared throughout the district, it is not an issue that the CIS discipline can resolve independently, but the CIS discipline needs to actively help and support any district-wide efforts to help these student populations become more successful.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends: The number of sections offered has remained steady for the past two years. Only one section per semester of one CIS course is offered online. Due to the technical nature of the course materials in general and the low success rates in online classes, we believe that we are better serving the students with traditional classes. One or two sections each year of CIS 101 have been offered at the Palmdale campus. Class offerings at Palmdale have been limited, but will likely increase in the future as the Palmdale campus grows.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In California, the demand for Software Developers, is projected to increase at a rate of 29.4% from 2012-2022. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded in the Software Development industry. This adds to the importance and urgency of filling the vacant full-time CIS position because the increased demand for Software Developers will affect us in two ways: 1) More students will take CIS courses in preparation of transferring to a university and/or seeking Software Development certificates or Degrees. 2) High quality adjunct CIS faculty will become even more difficult to find and retain because quality candidates will likely have other job opportunities working in industry, which typically pays notably better than working in education.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<p>CIS 111, 113, 121, 123, 161 SLO Action Plans 2013-2015. PLO Action Plans 2013-2015.</p>	<p>The vacant position for full-time CIS faculty needs to be filled to support the goals and workload of the program. While our adjunct instructors are a valuable and critical part of our division, they often don't have adequate time to prepare for a course and can't commit to teaching that course consistently term after term. It has been an ongoing challenge to find qualified adjunct faculty to teach the courses offered. Often, adjunct faculty don't have time to devote to advancing the program goals and assisting with reviewing, maintaining, and updating courses and programs. These factors can negatively influence the program learning outcomes and hinder the ability to achieve program goals. To overcome this problem and support CIS education, we should hire additional full-time CIS faculty, to fill at least the one vacant CIS position. In light of potential growth in the Software Developer field, another CIS position should be considered.</p>	<p>Ongoing</p>	<p>Requested additional full-time faculty. Applications are now being accepted and the hiring committee is being formed to hire one new full-time CIS instructor to start in Fall 2016.</p>
		<p>Ongoing</p>	

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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire additional full-time CIS faculty to fill vacant position	Ongoing	Requested additional full-time faculty. Applications are now being accepted and the hiring committee is being formed to hire a new full-time CIS instructor to start in Fall 2016.
Briefly discuss your progress in achieving those goals: We are in progress to achieve all of these goals. Applications are now being accepted and the hiring committee is being formed to hire a new full-time CIS instructor to start in Fall 2016.		
Please describe how resources provided in support of previous program review contributed to program improvements: More students are succeeding in CIS, as demonstrated by improvements in success and retention rates.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Continue monitoring demand for classes as well as SLO performance.	*1. Support learning and facilitate student success 2. Increase the transfer rate 7. Enhance technology's support of the college Mission - Supporting PLO(s), SLO(s), OO(s)	Meet demand for courses particularly as the demand for Software developers grows.	Continue monitoring and upgrading as necessary.	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Drafting	2. Year: 2016
3. Name of person leading this review: Kathy Osburn	
4. Names of all participants in this review: Kathy Osburn, Rick Motawakel	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.

(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has remained consistently below ten from 2011 up through Fall 2015. Implementing online and/or hybrid courses could possibly increase FTES as we accommodate working students.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	N/A
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Success and retention rates are equitable between genders. Women have a very slight higher success and retention rate than men, but it so slight that it does not warrant action. Attention will continue to be focused on overall success rate for all students.</p> <p>When considering success and retention by race/ethnicity, the data shows extremely high retention and success rates for all ethnicities. There is a single anomaly for Latino/Hispanics in one course, but that one anomaly does not justify any assumptions based upon the rate since it is not repeated. There is also one instance where the race “unknown” falls below the 68% standard. However, no action can be taken to address this since the population is “unknown”.</p>
8.b.	Number of Sections by Location and Modality .	<p>Comment on trends:</p> <p>Drafting courses are only offered in traditional face-to-face sections at our Lancaster campus.</p>

9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In Los Angeles County, the demand for the drafting profession is decreasing in many areas. However, we need to focus on how our drafting program integrates with our overall engineering and electronics programs.</p> <table border="1" data-bbox="716 454 1995 795"> <thead> <tr> <th data-bbox="716 454 1207 568">Occupational Title</th> <th data-bbox="1207 454 1386 568">Estimated Employment 2012**</th> <th data-bbox="1386 454 1638 568">Projected Employment 2022</th> <th data-bbox="1638 454 1848 568">Numeric Change 2012-2022</th> <th data-bbox="1848 454 1995 568">Percent Change 2012-2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 568 1207 633">Drafters, Engineering Technicians, and Mapping Technicians</td> <td data-bbox="1207 568 1386 633">16,520</td> <td data-bbox="1386 568 1638 633">16,680</td> <td data-bbox="1638 568 1848 633">160</td> <td data-bbox="1848 568 1995 633">1.0%</td> </tr> <tr> <td data-bbox="716 633 1207 665">Architectural and Civil Drafters</td> <td data-bbox="1207 633 1386 665">2,670</td> <td data-bbox="1386 633 1638 665">2,650</td> <td data-bbox="1638 633 1848 665">-20</td> <td data-bbox="1848 633 1995 665">-0.7%</td> </tr> <tr> <td data-bbox="716 665 1207 698">Electrical and Electronics Drafters</td> <td data-bbox="1207 665 1386 698">1,500</td> <td data-bbox="1386 665 1638 698">1,750</td> <td data-bbox="1638 665 1848 698">250</td> <td data-bbox="1848 665 1995 698">16.7%</td> </tr> <tr> <td data-bbox="716 698 1207 730">Mechanical Drafters</td> <td data-bbox="1207 698 1386 730">970</td> <td data-bbox="1386 698 1638 730">830</td> <td data-bbox="1638 698 1848 730">-140</td> <td data-bbox="1848 698 1995 730">-14.4%</td> </tr> <tr> <td data-bbox="716 730 1207 795">Drafters, All Other</td> <td data-bbox="1207 730 1386 795">630</td> <td data-bbox="1386 730 1638 795">740</td> <td data-bbox="1638 730 1848 795">110</td> <td data-bbox="1848 730 1995 795">17.5%</td> </tr> </tbody> </table>	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022	Percent Change 2012-2022	Drafters, Engineering Technicians, and Mapping Technicians	16,520	16,680	160	1.0%	Architectural and Civil Drafters	2,670	2,650	-20	-0.7%	Electrical and Electronics Drafters	1,500	1,750	250	16.7%	Mechanical Drafters	970	830	-140	-14.4%	Drafters, All Other	630	740	110	17.5%
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO Action plans 2012 to 2015.	Monitor progress of program	Ongoing	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Monitor progress of program	Ongoing	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements: The resources have been beneficial in achieving these goals.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Introduce more technology into all classes through teaching methods and homework/research assignments	7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success *3. Expand and diversify CTE	Outcome findings would improve. Course curriculum could better incorporate technology used in the real world, better preparing students for the workforce and for transfer. Student success would increase because students would have	Faculty need to continue to update and modernize curriculum in order to incorporate and teach more technology to our students. Faculty should study the impact of developing online and hybrid courses to meet student demand.	No

			better access to the technology they need to complete course work.		
#2	Work Experience	6. Maintain and enhance community partnerships *1. Support learning and facilitate student success *3. Expand and diversify CTE	Outcome findings in all drafting courses would improve because students could apply and practice the skills they are learning. Students would benefit from more Work Experience opportunities and relationships with employers in the community.	Faculty need to encourage, promote and work with the Drafting Advisory Committee to increase opportunities for students to participate in Work Experience.	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Electrical Technology/ CTE	2. Year: 2015/16
3. Name of person leading this review: Justin Shores	
4. Names of all participants in this review:	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If	Comments on trends over the past five years and how they affect your program: The Electrical program has been consistent over the last five years with little fluctuation,

	applicable, please also review division or department data.	
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: The Electrical program has maintained an average enrollment of 195 students with a success rate of approximately 76%.The program continues to surpass the institutional standard.
8.b.	Number of Sections by Location and Modality .	Comment on trends: The Electrical program offers classes only during the Spring, Summer, and Fall semesters. At this time there are no classes offered in the Intersession. We offer 9 classes in the Spring and Fall and 2 classes in the Summer.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: The market data shows an increase in the need for Electricians of 20000 new and replacement positions throughout the state. Our program is approved through the state to offer the General Electrician program. This allows students to apply and receive their Electrical Trainee card so that they can work in the field.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
			none

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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Form better relationships with local businesses.	Ongoing	Continuing to work with local Electrical contractors to build the curriculum to suit the ever changing needs of our field.
Build a more active Advisory committee.	Ongoing	This continues to be an uphill battle.
<p>Briefly discuss your progress in achieving those goals: I have had little success in getting advisory committee members together. I have had more requests for trainees, so when the contractors call me or stop me at the wholesale house to ask about trainees, I take this opportunity to query them about their needs and how we can tailor the program to help them.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: I have not had an increase in funds but I have had a decrease in funding. This makes it harder to keep up with the rising cost of material. Our enrollment has not declined but the amount of money I receive to serve the same amount of students has.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

1	Increase the number of students who complete the program and achieve a certificate and degree.	*3. Expand and diversify CTE	Offer more classes and have additional times for classes.	Hire a second fulltime instructor.	No
2	Increase the number of non-traditional students in the program.	*3. Expand and diversify CTE	With the hiring of non-traditional instructors we hope to increase the non-traditional student enrollment.		No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
1	Personnel	Repeat	Hiring a second fulltime instructor.	\$56,000	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Electronics Technology (ELTE)	2. Year: 2016
3. Name of person leading this review: Steven Brown, Rick Motawakel	
4. Names of all participants in this review: Kathy Osburn	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: For Fall and Spring semesters, FTES has been extremely consistent for the last five years with the 5-year average of 33.75 and varying between 30 and 40. For all semesters for the last five years, the FTES to FTEF ratio has been very consistent varying between 11.8 and 15 with an average of 12.38 (with an outlier of 8.0 in the Summer of 2012). These consistent trends are indicative of a very well developed and mature program that is consistently meeting the needs of the students and the community.

7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	N/A
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Overall, the success rate of the Electronics Technology program for the last five years exceeds the Institutional Standard of 68%. In fact, the average success rate was 77.69% and the minimum success rate was 69.7% (just exceeding the rate of 68%). Even though the success rate is above the Institutional Standard, there is a slight downward trend in the success rate over these years. The introduction of new lab equipment and text books is expected to turn this trend around. The average retention rate for the last five years was 88.9% for the average of 111.58 students per semester (ranging from 83 to 145 students).</p> <p>Electronics Technology has traditionally been dominated by males but the success rate and retention rate of females entering the program has exceeded that of males (based on statistics taken from ELTE 101 over the past five years) for all ethnicities. Because females are in high demand in the electronics technology field, females of all races are encouraged to attend and complete the certification program. For males, success or retention rates have been somewhat erratic for the last five years with no race being significantly different from any other race (based on statistics taken from ELTE 101). Again, the introduction of new lab equipment and text books is expected to improve success and retention rates.</p>
8.b.	Number of Sections by Location and Modality .	<p>Comment on trends:</p> <p>Currently, Electronics Technology courses are only taught at the Lancaster campus and due to the laboratory requirements, are not offered on-line. These are hands-on courses that include laboratories that require specialized instruction and equipment.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>In California for the next two years, electronics technology positions continue to look favorable. It is estimated that there will be over 3,000 new and replacement positions requiring</p>

Development Department website for jobs related to your discipline.	certification or an AA degree in Electronics Technology. The median annual salary of these positions is estimated to be over \$60,000 with very little work experience required. Salaries will increase with education and experience.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO and SLO (ELTE 125, ELTE 130, ELTE 135, ELTE 180)	Hire a lab technician	Planning phase	Increase the efficiency of the educational process and improve student learning. Currently we have to arrive an hour early to these courses to make sure that the experiments are set up and the equipment is functioning.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Provide adequate supplies for instruction (decrease loss of tools and equipment).	Ongoing	Hire a lab technician
Goal #2: Improve technology resources for students.	Ongoing	New computers and trainers/simulators were purchased within the last two years. The new computers have had a tremendous impact on the students' ability to research, learn and apply concepts. With the new trainers/simulators, there has been a steep learning curve with both the instructors and the students. The new trainers provide more individualized instruction enabled through a networked computerized system. Tracking student progress has

		significantly improved. With the new trainers/simulators, the students have less hands-on traditional electronics laboratory time. We are monitoring this closely to determine any long term impact on student learning objectives and retention.
	Ongoing	
	Ongoing	
	Ongoing	
	Ongoing	
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#3	Increase the number of students who achieve certificates and degrees. The program will have 10 graduates in 2016, and increase the number of certificates and degrees by five percent over the 2015 number by 2017.	*1. Support learning and facilitate student success 7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success *3. Expand and diversify CTE	The Electronics Technology program supports the aerospace industry in the Antelope Valley as most of the employers of Electronics Technology here are aerospace related and needs a certificates and degree. Increased retention will mean more students will master SLOs and PLOs and	Connect Elementary and Intermediate algebra students to Electronics Technology program. Increase the number of students who meet with a counselor to get educational plans. Develop new strategies for building relationship with the high schools.	No

			complete certificates and degrees in Electronics.	Provide a safe learning environment for electronics technology students. Currently, there is reference to Electronics laboratory in the Phase Two expansion of the TE7 Technology Building. Another option would be to plan for at least two electronics technology laboratories in an Aerospace Complex at the Palmdale Campus.	
		6. Maintain and enhance community partnerships *1. Support learning and facilitate student success *3. Expand and diversify CTE			No
					Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
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3	Physical	Repeat	We need a new facility to house ELTE classes and lab for student safety and comfort.	Est. \$850,000	One-time

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

7. Discipline/Area Name: <i>Emergency Medical Technician – Public Safety & Allied Health CTE</i>	8. Year: 2015-2016
9. Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
10. Names of all participants in this review: Jeff Stephens, Lance Hodge	
11. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
12.	Please review the FTES and enrollment (headcount) data. If	Comments on trends over the past five years and how they affect your program:

	<p>applicable, please also review division or department data.</p>	<p>In the past five years District FTES decreased 12 percent, while during that same period EMT Course FTES decreased by 62%.</p> <p>The EMT program continues to consistently show maximum enrollment in all sections. The EMT program suffered drastic cuts due to past budget concerns, and for the past several years has been operating with the minimum number of sections possible, causing a loss of our adjunct instructor pool. From 2008-2009 to 2014-2015 the EMT course dropped from 206 students to only 74 students, a decrease of 64%. This course has consistently demonstrated maximum enrollment numbers since 1992, even when several other sections were available and five adjunct instructors were teaching.</p> <p>In order to meet student demand the EMT course should add several new sections and reemploy several adjunct faculty. The loss of EMT courses to our community also impacts the continuing need for EMTs in the Antelope Valley and the ability to employ many of our students with our local ambulance services.</p>
7.	<p>Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)</p>	<p>Comment on trends and how they affect your program:</p> <p>For the past five years AVC has shown a 29.1% decrease in overall headcount, while the EMT program enrollment has maintained maximum enrollment. The EMT course continues to be a high demand course offering rapid employment opportunities for students in the Antelope Valley. The continued cut back to EMT course enrollment, despite a budget that has moved toward normalcy, has now caused a significant loss of our dedicated and experienced adjunct faculty pool. EMT sections should be added and the adjunct pool reestablished.</p>
8.a.	<p>Student success and retention rates Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Success by race in the district is below the institutional standard of 68% for 2012-2015. From 2012-2015 over-all success for EMT students remains at 36.2% with no race meeting the institutional standards of 68% except Pacific Islander. Retention for the same period remains at 77.6% above the institutional standard.</p>

Although fluctuations, sometimes wide, in student success are occurring, the consistency of instruction in the course and of course materials would seem to indicate that such fluctuations are due to natural variations in the student population rather than with elements within the course. Similarly, persistence and retention variations in the course are most likely the result of those same natural variations in student population. Regarding race, gender, location, and modality groups; it is significant that black/African American students show a college-wide lower success rate compared to all other races identified. The EMT course seems to reflect this trend as well. No race-specific adjustments have been made or are anticipated in the EMT course.

Student success in the EMT course have been historically low compared to general success statistics. 2014-2015 66.5% of female students in the district were successful compared to male counterparts at 33%. In 2012-2013 the district rate was 71% success vs. 10% for the EMT course. The district's 08-09 success rate for males was 68%, the EMT course rate was 33%. In 2012-2013 69% of males in the district were successful vs. 28% success for EMT students

Student success in this course is largely a factor of preparation prior to entering the college environment (study skills), maturity, self-motivation, and critical thinking skills. It is rare for successful students in this course to receive a grade of 'C', as those students are most often unable to achieve a passing score on the final exam. Because this course has a job-training focus, and the role of the EMT is one where maturity, self-motivation, and critical thinking skills are essential, the low success rate has the effect of filtering out those students who cannot demonstrate those qualities in the application of their course work. Steps toward improving success rates with variations in teaching methods and strategies and the incorporation of innovative approaches will ultimately fall short when dealing with students who don't possess the maturity to appreciate long-term career goals, the self-motivation to push themselves beyond their expectations of the amount of study time required in this course, and the critical-thinking skills that allow them to synthesize information useful in scenario type questions and skills scenario practice. Although success rates are anticipated to continue reflecting the trends we have seen for many years, actions are taken each semester to help students better succeed. With the Fall 2013 semester we have incorporated the use of 'student notebooks' that are checked weekly in which students create a chapter-by-chapter summary of important topics and data from their textbooks. This notebook is designed to encourage the regular and scheduled reading of the textbook as well as to serve as a study guide when reviewing for exams. This Fall semester we have also encouraged and

		<p>expanded the use of YouTube to review EMT skills procedures. We are continuing and expanding the requirement of 'return demonstrations' of lecture and skills topics in both the lecture and lab classes to encourage students to better develop their speaking and presentation skills and to work on those important principles of maturity, self-motivation, and critical thinking, especially under the pressure of a group setting. At some point a 'standard' for student success set too high may not reflect the reality of what is possible when put in practice. A significant and sustainable increase in student success rates would most likely require a significant change in the student population entering the class, through the development of course prerequisites. In our last review we considered the prerequisite of a 'Medical Terminology' course to change our student population and perhaps increase student success. My personal experience reflects my ability to enter a community college EMT course without such prerequisites, which served as the beginning of a long and successful career in Emergency Medicine. This experience causes me to hesitate on the implementation of such prerequisites that could ultimately eliminate students such as myself early on who might have never entered the field if such prerequisites were in place. I continue to believe that it is important to have this course open to the general student population, allowing access to this important job training opportunity to all, even though that approach will open us to the fluctuations in success we have experienced. Our final exam, and its emphasis on scenario based questions, requires a significant synthesis of course material into real-life critical thinking skills, which further eliminates students unable to rise to that level. Again, this job-training course seeks to discover those students who demonstrate maturity, self-motivation, and honed critical thinking skills for the important job of Emergency Medical Technician.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends:</p> <p>In the past five years District FTES decreased 12 percent, while during that same period EMT Course FTES decreased by 62%.</p> <p>The EMT program continues to consistently show maximum enrollment in all sections. The EMT program suffered drastic cuts due to past budget concerns, and for the past several years has been operating with the minimum number of sections possible, causing a loss of our adjunct instructor pool. From 2008-2009 to 2012-2013 the EMT course dropped from 206 students to only 74 students, a decrease of 64%. This course has consistently demonstrated maximum enrollment</p>

		<p>numbers since 1992, even when several other sections were available and five adjunct instructors were teaching.</p> <p>In order to meet student demand the EMT course should add several new sections and reemploy several adjunct faculty. The loss of EMT courses to our community also impacts the continuing need for EMTs in the Antelope Valley and the ability to employ many of our students with our local ambulance services.</p>										
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <table border="1" data-bbox="730 646 1978 998"> <thead> <tr> <th data-bbox="730 646 982 954">Geographic Area</th> <th data-bbox="982 646 1234 954">2012 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians</th> <th data-bbox="1234 646 1486 954">Projected Employment (2012-2022)</th> <th data-bbox="1486 646 1738 954">Growth (2012-2022)</th> <th data-bbox="1738 646 1978 954">Annual Job Openings Reported (2012-2022)</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 954 982 998">California</td> <td data-bbox="982 954 1234 998">16,800</td> <td data-bbox="1234 954 1486 998">20,700</td> <td data-bbox="1486 954 1738 998">+23.2%</td> <td data-bbox="1738 954 1978 998">3,900</td> </tr> </tbody> </table> <p>EMT job growth is expected to continue with population growth. The 2012-2022 projections show an expected 23.2% increase in employment opportunities for EMT's, with annual job openings of 900 new positions.</p>	Geographic Area	2012 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)	California	16,800	20,700	+23.2%	3,900
Geographic Area	2012 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)								
California	16,800	20,700	+23.2%	3,900								

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
EMT 101 SLO 1	Review curriculum and lab	Ongoing	SLO data as a measure to determine improvements in student success is of limited value in this course. The assumption is that higher and higher student success goals can be reached. This assumption has the natural flaw of assuming we can change those

	<p>practicum for changes in LACo EMT Core requirements to identify deficiencies</p>		<p>factors that contribute to student success, many of which occur prior to the student entering the college environment. As an example, this EMT course could achieve higher success rates if we manipulated course prerequisites to filter out, or filter in, certain students. Students who have taken more and higher academic courses have most likely developed better study skills, and those with a specific introduction to biology or medical terminology will have an advantage over those who have not. Students who are better readers will most likely have an easier time studying for the EMT course. If our goal is simply higher student success numbers, such changes to the student population through implementation of prerequisites could most likely achieve some improvement in those success numbers. But, I believe there is great value in offering a course like the EMT course where virtually ANY student has the opportunity to complete career-track training in just one semester. Many of our students are desperate to improve their employment situation for themselves and their families and to enter a career they can be proud of. Even though many of our students will not successfully complete the course, they are introduced to the reality of a college-level learning environment and are reminded of the importance of maturity and self-motivation during their training. Students who repeat the course often show drastic improvements in both levels of maturity and self-motivation. I believe the value in such an open student population for this course outweighs the disadvantage of low student success data.</p>
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p>Goals 1-5</p>	<p>Ongoing</p>	<p>Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime but the majority of students fail to follow it.</p>

		<p>Goals 1, 3, 4, and 5 were implemented 2012-2013 and are being continued and expanded. We did achieve a pass rate that exceeded previous semesters by several percentage points but it is not clear yet if this success rate was an anomaly or if it may be related to past goals.</p> <ol style="list-style-type: none"> 1. Return demonstrations of EMT skills learned the prior week have been increased. 2. Students are now required to maintain a student notebook to help encourage and check on student reading assignments. 3. Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class. 4. Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building. 5. Greater emphasis on test taking skills and understanding of scenario-based test questions. This is being accomplished through the use of EMT National Registry study guides and review of practice final exams in such publications as well as those available on the internet.
<p>Briefly discuss your progress in achieving those goals: Cohort 2014-2015: 98 students enrolled 75 students (24% drop rate) took the assessment 35 (47%) passed the standardized skills test. These goals are ongoing and subject to continued review on how best to achieve them. Previous goals and procedures for achieving them have been maintained and enhanced.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: The EMT budget is currently funded by Proposition 20 and a limited supply budget. As an isolated entity without an advisory committee, or program status is not eligible for Perkins funding. Previous budgets were used to replace less costly supplies limited to the cap provided. 2015 2016 proposals have been generated through action plans and resource allocation requests to replace non-functioning mannequins and costly supplies.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
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1, 2, 3, 4, 5	Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime but the majority of students fail to follow it.	*1. Support learning and facilitate student success	This course meets the requirements of the Los Angeles EMS Agency for training of EMT's. EMT training is one of the basic requirements for the job of firefighter, and is required to progress toward paramedic training. EMT is also a stand-alone career certification that allows entry into jobs with ambulance services and hospital emergency departments as well as other first aid and emergency care environments.	<ol style="list-style-type: none"> 1) Return demonstrations of EMT skills learned the prior week have been increased. 2) Students are now required to maintain a student notebook to help encourage and check on student reading assignments. 3) Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class. 4) Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building. 	No
6	This is a high demand class with immediate job potential and could be increased by adding additional sections to better meet that demand.	*3. Expand and diversify CTE	The EMT course provides a high quality learning environment and works to facilitate student success, an important aspect of the EMT course is in providing	Re-establish adjunct faculty pool.	Yes

			general students the important opportunity to enter the college environment and be exposed to the often rigorous requirements necessary to achieve their goals.		
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****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Goals 1-5	Technology	Repeat	Replacement of mannequins and outdated equipment	10,000.00	One-time
Goal 6	Personnel	New	Re-establish adjunct faculty pool to expand course offerings		Recurring
Goals 1-5	Professional Development	Repeat	Instructors in the EMT course should attend the annual EMS Agency meetings to remain current in latest procedures and practices regarding EMT programs and EMT regulation changes. These meetings are mandatory for the Program Director or Program Clinical Coordinator.		Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Engineering , Career Technical Education Division	2. Year: 2016
3. Name of person leading this review: Jonathan Compton	
4. Names of all participants in this review: Jonathan Compton, Christos Valiotis	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If	Comments on trends over the past five years and how they affect your program:

	<p>applicable, please also review <u>division</u> or department data.</p>	<p>Between 2010-2011 and 2012-2013 we had a decline in the FTES from about 64 to 58. Since 2013-2014 we have steadily increased up to 74. I believe that this data reflects the removal of a full time faculty for the decline and the hiring of the next full time faculty on the incline. We have also had a continuous decrease in our FTES/FTEF ratio over the last 5 years from 13.4 down to 11.2. The student headcount in our department has followed the exact same trend with a low (360) in the 2012-2013 year and a steady increase up to the current headcount of 512 for the 2014-2015 year. We are continuing to grow based on the demand for engineers in our area.</p>
7.	<p>Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)</p>	<p>Comment on trends and how they affect your program: N/A</p>
8.a.	<p>Student <u>success and retention rates</u> Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: When looking at success and retention by gender, female students perform either on par or a few percent better than male students, with an average success rate of approximately 82% in the last two school years (2013-2014 and 2014-2015), where the average success rate for the same time period was 71%. There are relatively few female students in our program, making the data sample small and causing the values to not be as consistent. Retention rates for our students are in the mid 80% range.</p> <p>When considering success and retention by race/ethnicity, the data shows that African-American students' success rate was 54% in Fall 2013 and 56% in Spring 2014. The success rates jumped slightly up to 57% for both Fall 2014 and Spring 2015, significant increase over the previous like term. Fall 2015 jumped to 60%, almost the institutional standard. However, much like the female data there is a small number of African-American students attempting Engineering courses which can skew the data. While these rates have improved significantly over prior school years, they tend to still be below the institutional standard of 68% and other ethnic groups. Success rates for all other races/ethnicities averaged around the mid- 70% and 80% and the overall success rate hovers right around 73%. There is clearly an achievement gap for African-American students. For Engineering, the most significant problem is the success rate of Black or African American</p>

		students. Because this gap is shared throughout the district, it is not an issue that the Engineering discipline can resolve independently, but the Engineering discipline needs to actively help and support any district-wide efforts to help these student populations become more successful.
8.b.	Number of Sections by Location and Modality .	Comment on trends: We solely offer courses at the main campus due to the small class size nature of Engineering. We also do not have the staff to travel between the two campuses to offer courses at the Palmdale campus. None of the Engineering courses are offered online currently. However, we hope to change this in the future to either offer a fully online course or hybrid course. There has been some good research going on in a few California Community Colleges about offering Engineering courses online and the results so far seem positive.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	N/A

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO	Hire Full Time Permanent Faculty	Completed	This was the single most important thing AVC has done for this department and for all Engineering students. Students now have a permanent source of knowledge and guidance.
SLO (ENGR 130L and ENGR 220L)	Need new facility with more up to date equipment	Work in progress	This would allow our lab courses to run with the full class instead of splitting them into two separate groups. This would also give the students more confidence in our program if we have more up to date equipment like in the science courses.
PLO and SLO (ENGR 130L, ENGR 220L, ENGR 140*,	Hire a lab technician	Planning phase	Increase the efficiency of the educational process and improve student learning. Currently we have to arrive an hour early to these courses to make sure that the experiments are set up and the equipment is functioning.

ENGR 110, ENGR 210) *3D printers			
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Offer AS in Engineering-TMC at AVC	Obsolete	AVC will work to develop the TMC in the four engineering tracks as recommended by C-ID
Close Achievement Gaps in Success Rates Among Racial/Ethnic Groups	Work in Progress	Although Hispanic students have closed the achievement gap with white students, African-American students are still lacking in educational attainment. We will work with all faculty and student services specialist to identify appropriate interventions.
	Choose an item.	
<p>Briefly discuss your progress in achieving those goals: We have attended “Engineering Liaison Council” ELC meetings that served CCCs, CSUs, and UCs. During those meeting it became clearer than ever that a TMC for Engineering would never happen.</p> <p>As for the second goal we are still awaiting course approvals for some, while others have been approved and are currently in our course catalog with the increased prerequisites. We will get a sense over the next couple of years how these changes will affect student success with varying populations.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: Having the funding to travel to these ELC meeting has helped out our knowledge of the CSU and UC systems as well as the inner workings of the other CCC. This information is vital to bettering our program and preparing our students.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional**

standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Provide consistent and equipped facility for ENRG lab courses	*1. Support learning and facilitate student success 2. Increase the transfer rate	Course curriculum could better incorporate technology used in Engineering, better preparing students for the workforce and for transfer. Student success would increase because students would have better access to the technology they would use in the field.	Provide ENGR lab courses with a larger facility with updated equipment. This is a short term goal.	Yes
#2	Provide a lab technician for ENGR lab based courses	*1. Support learning and facilitate student success 2. Increase the transfer rate 7. Enhance technology's support of the college Mission - Supporting PLO(s), SLO(s), OO(s)	This would allow instructors in a widely adjunct based department more time to spend with students and curriculum rather than working on making old equipment function somewhat properly.	Offer at least a part time position possibly combined with one of the science programs for an individual to help with equipment maintenance and setup and removal.	Yes
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item.			Choose an item.

		Choose an item. Choose an item.			
		Choose an item. Choose an item. Choose an item.			Choose an item.

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Physical / Technology	Repeat	We need a new facility to house ENGR lab courses that contains up to date equipment	Est. 400,000 - 600,00	One-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.	Choose an item.			Choose an item.	

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Fire Technology- Public Safety & Allied Health	2. Year: 2015-2016
3. Name of person leading this review: Michael Hutchison	
4. Names of all participants in this review: Michael Hutchison, Bill Baily	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis																		
6.	Please review the FTES and enrollment (headcount) data. If applicable,	Comments on trends over the past five years and how they affect your program: <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="6">Fire Technology Enrollments</th> </tr> <tr style="background-color: #e0e0e0;"> <th>Year</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>FTES</td> <td>268.3</td> <td>230.6</td> <td>154</td> <td>184</td> <td>203.7</td> </tr> </tbody> </table>	Fire Technology Enrollments						Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	FTES	268.3	230.6	154	184	203.7
Fire Technology Enrollments																				
Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015															
FTES	268.3	230.6	154	184	203.7															

2010-2011	District	70%	83%	57%	81%	72%	79%	72%	64%	69%
	FTEC	50%	92%	55%	N/A	82%	86%	72%	72%	77%
	FTEC % change	-20%	9%	-2%	N/A	10%	6%	0%	8%	8%
2011-2012	District	73%	82%	57%	61%	73%	79%	71%	65%	71%
	FTEC	84%	94%	47%	50%	80%	79%	77%	72%	75%
	FTEC % change	11%	12%	-10%	-11%	7%	0%	6%	7%	4%
2012-2013	District	68%	80%	55%	58%	71%	77%	68%	73%	70%
	FTEC	84%	100%	45%	100%	75%	88%	71%	68%	74%
	FTEC % change	16%	20%	-11%	42%	4%	11%	3%	-5%	4%
2013-2014	District	65%	81%	54%	62%	71%	77%	67%	72%	68%
	FTEC	100%	75%	33%	100%	73%	82%	42%	84%	68%
	FTEC % change	35%	-6%	-21%	38%	2%	5%	-25%	12%	0%
2014-2015	District	65%	81%	58%	71%	70%	77%	N/A	76%	72%
	FTEC	100%	75%	25%	100%	56%	70%	N/A	100%	57%
	FTEC % change	35%	-6%	-33%	29%	-14%	-7%	N/A	24%	-15%

* AI/AKN= American Indian and Alaskan Native

Achievement gaps where FTEC students underperform compared to the District average range from 2-33%, and from 0-42% where FTEC students outperform the District average. There is a consistent trend among African American students showing a declining successful completion over the last 5 years. Much of the low success percentage can be attributed to a small number of African American students that complete the courses as scheduled. The FTEC program consistently refers students to student success services for them to seek additional skills development to enhance their success. The FTEC instructors are currently working with the Learning Center Staff in developing a supplement

workshop focusing on basic skills used or potentially encountered in the Fire Service. The hiring of an African American instructor will help provide a role model and should help recruit African American students to the FTEC program.

Female Students Retention & Success Rates

Academic Years	District Retention Rate	District Success Rate	FTEC Retention Rate	FTEC Success Rate	Rate Differences District to FTEC (expressed in %)
2010-2011	88%	72%	84%	71%	-4% / -1%
2011-2012	87%	72%	96%	81%	+9% / +11%
2012-2013	88%	75%	87%	68%	-1% / -7%
2013-2014	88%	73%	94%	72%	+6% / -1%
2014-2015	88%	74%	95%	77%	+7% / +3%

Comments: Even though there are not many female students enrolled in the fire technology program data has shown our female students on average are consistent with or above the district success rate. The fire tech program has increased its outreach to the female population over the years in an attempt increase the number of female firefighters in the work force.

Male Students Retention & Success Rates

Academic Years	District Retention Rate	District Success Rate	FTEC Retention Rate	FTEC Success Rate	Rate Differences District to FTEC (expressed in %)
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2010-2011	87%	70%	95%	82%	+7% / +12%
2011-2012	88%	73%	92%	79%	+4% / +6%
2012-2013	89%	74%	95%	80%	+6% / +6%
2013-2014	88%	72%	93%	74%	+5% / +2%
2014-2015	88%	72%	89%	70%	+1% / -2%

Comments: In the last five years there has been a slow but steady decline in the retention and success rate of the male students in both the District and Fire Tech program. More information is needed to better understand this trend.

8.b. Number of Sections by [Location](#) and [Modality](#) .

Comment on trends: Many for the courses offered are in compliance with IFSTA (International Fire Service Training Association) for Fire Technology or the NWCG (National Wildfire Coordination Group) for Certificates in Wildland Fire courses. All courses are consistent with National training models for professional firefighters.

FTEC Course #	Location Offered
111	Lancaster
112	Lancaster
113	Lancaster
114	Lancaster
115	Lancaster
117	Lancaster
120	Lancaster
122	Lancaster
125	Lancaster
126	Lancaster
127	Lancaster
128	Lancaster
129	Lancaster
130	Lancaster
131	Lancaster
132	Lancaster

137	Lancaster
138	Lancaster
295	Lancaster

9. Career Technical Education (CTE) programs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your discipline.

Comment on the [occupational projections](#) for employment in your [discipline](#) for the next two years and how the projections affect your planning:

California Labor Market Data			
Estimated Employment 2012	Projected Employment 2012-2022	Projected Change	Annual opening due to replacement
28,700	30,500	6.30%	7,800

Employment Breakdown	
Local	83.50%
State	11.20%
Federal	4.00%

Comments: Labor market data is projected for the next 10 years for the state of California. Even though California is projected to have a smaller growth than other areas. The annual openings estimates is about 7,800 positions, actual annual openings are difficult to predict due to the fluid nature of annual operation budgets of professional departments and hiring standards. It is also important to note the training students receive here is valid for multiple states not just California alone. Labor market break down shows only 4% of Fire fighters in California are federally employed. Students perusing a career in Wildland fire have the ability to obtain employment in all 50 states, therefor only relying on California Labor market data estimates might underestimate the employment needs of the professional workforce.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO 1,2,3,4,5 (For Fire tech and Wildland Fire tech)	2012-2013	Ongoing	It was noted there is a decline in students completing the final examination for many of the FTEC courses and new strategies were needed to increase the number of student completing FTEC courses. FTEC instructors are constantly adjusting their presentation of course material with in national course parameters to encourage student to complete the courses.
PLO 1,2,3,4,5 (For Fire tech and Wildland Fire tech) SLO For all FTEC	2013-2014	Ongoing	Testing strategies and attendance records were addressed. Student commented on the need for more “hands on” and manipulative based education. FTEC instructors are encouraged to use examples and simulated training exercises when possible to reinforce PLOs and SLOs for all FTEC courses. Review and Update CORs for course relevance and technology updates as per AP&P course revision schedule. As new technology becomes available this must be written into courses offered to ensure SLO’s and PLO’s are being met and student success is addressed. FTEC students are career driven and tend to obtain position in the work force prior to graduation, therefor FTEC courses must be constantly updated to continue to provide the fluid and dynamic topics being addressed in the professional work force.
PLO 1,2,3,4,5 (For Fire tech and Wildland Fire tech)	2014-2015	Ongoing	Fire Tech instructors have utilized funding from the Perkins grant for CTE programs to address aging equipment including but not limited to hand tools, personal protective equipment, power tools, fire hose, and multimedia equipment.

SLO all FTEC			Course revision for the summer Wildland Fire Fighter Academy was also identified to bring in compliance with Title 5. This revision will also include new technologies, increased field/lab exercises, and greater potential for job placement.
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hiring of female instructors to FTEC cadre	Completed	This will help increase awareness to female success in Wildland fire, and help provide the female students with a role model. Demonstrates good citizenship and team work through respect, tolerance, cultural awareness and the role of diversity in modern society.
Address Student Performance	Ongoing	Reorganize and reformat many FTEC courses to create a comprehensive model for like subjects, and prerequisites placed for more advanced courses that currently do not have them. Years ago the prerequisites were removed from classes as they were interpreted to be a barrier to student success. Today the lack of prerequisites is a barrier to student success because they do not have a baseline knowledge level of a subject to be successful in higher level courses.
Hiring of one additional Full time instructor (for a total of 3)	Ongoing	There is still a need for three full time instructors between all aspects of the Fire tech programs. 1 instructor for Municipal based FTEC courses, 1 instructor for Wildland Based FTEC courses, and 1 instructor for Fire fighter 1 Academy. Although all are labeled as FTEC there are fundamental difference in the knowledge and experience base to properly present the required information, as well as maximize student success.

Briefly discuss your progress in achieving those goals:

In Spring of 2015 new adjunct faculty were hired one was female specializing in Wildland Fire. She currently teaches FTEC 120 Wildland Fire Power saws, and is a crew leader for the AVC Marauders Fire crew. The crew a joint venture project with the Inyo national forest and is comprised of the top 40 students in the fire tech program.

Courses that have been offered in the past as short term courses are currently being combined with other short term courses of similar content to create fill term courses that contain multiple NWCG level courses to hopefully increase student success. An example of these revisions are the combination of 100, 200, and 300 level Incident Command and Management systems courses (I-100, I-200, & I-300)

Currently the number of FTEC courses and FTES students is prohibitive of hiring a third full time instructor. This is impart due to the nature of employment opportunities in the fire service. Historically when fire departments are Hiring recruits our enrollment drops, because FTEC students are very career minded individuals seeking employment. As program revisions and updates continue in response to increased professional demands the FTEC program will need to increase its instructor qualifications as well to keep up with the demand from the Professional Job Market.

Please describe how resources provided in support of previous program review contributed to program improvements:

Previous program review contributed to improvements by making analysis and beginning to obtain funding to lay the ground work for these technical updates to begin. With funding received from previous program reviews the FTEC program was able to replace and modernize some of the equipment that may be cost prohibitive for some students to attend fire courses. With this increase of equipment the Fire Tech program is able to better provide educational opportunities to individuals that may otherwise have been unable to participate.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase employer outreach for participation on advisory committees in the Fire Technology occupational related	*3. Expand and diversify CTE 6. Maintain and enhance community partnerships	With more input from our professional colleagues we can ensure the most current accurate information is included in our courses to better prepare the students	Discussions with multiple fire agencies and forests are currently underway including but not limited to; Angeles National forest, Sequoia National Forest, Kern Country	No

	work experience and job placement.		for a position in the workforce.	Fire, and Ventura County Fire.	
2	Maintain adjunct instructor base with a wide variety of skills to ensure program continuity.	*1. Support learning and facilitate student success *3. Expand and diversify CTE	There is a need to add instructors to this pool who reflect the ethnicity and gender of our students through the hiring of African American and Women instructors.	The FTEC faculty are always looking to expand/update our adjunct pool as instructors retire or peruse other interests.	Yes
3	Utilize most appropriate facilities for student success.	5. Utilize campus resources efficiently and effectively - Supporting PLO(s), SLO(s), OO(s)	Being able to utilize proper facilities will provide our students the best chance for success in FTEC courses.	Moving the Fire fighter 1 Academy to the old sheriff's Academy building T-503, moving FTEC courses currently held in TE7-103 (computer Lab) back to Fire Tech class room (TE2-120) will allow best use of facilities, equipment, and instructional material (props) for all FTEC courses and Programs.	Yes

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
2	Personnel	New	There is a need to add instructors to this pool who reflect the ethnicity and gender of our students through the hiring of African American and Women instructors.		One-time	Michael Hutchison or Bill Baily
3	Other	Repeat	FTEC currently hold classes in two classrooms TE2-120 (Fire Classroom) and TE7-103 (computer lab) by the nature of FTEC courses there are many props, examples, and equipment needed to present course material effectively. Holding courses in the computer lab is not the most effective venue for FTEC courses. Moving the Fire Fighter 1 Academy to T-503 will free up the fire classroom for the instruction of FTEC courses that are currently held in the computer lab. This also frees up TE7-103 (computer lab) for use by other programs or disciplines that may better used the computer lab facilities.		One-time	Michael Hutchison, or Bill Baily

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³ In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Interior Design	2. Year: 2016
3. Name of person leading this review: Leslie Baker	
4. Names of all participants in this review: Leslie Baker	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: From 2010 through Spring 2014 the program was averaging 90.88% of maximum enrollment when looking at the program as a whole. Since Spring of 2014 there has been a noticeable drop in enrollment numbers for three consecutive semesters, ending with a 71.8 % of maximum

		<p>enrollment for Fall of 2015. Should this trend continue the viability of the Interior Design program is at risk. Efforts are currently underway to enhance recruitment into the program through direct contact with students enrolled in Math 99 and ESL course, where student may not be aware of the offerings associated within the ID program or the potential employment opportunities associated with the certificate and degree options within the program. Marketing of the program is also being extended to local High Schools through career day opportunities and High School guidance counselors.</p> <p>Technical Education as a whole as evaluated for Fall 2015 data was running at 77.1% of maximum with two subject areas running percentages of maximum less than the Interior Design program.</p>
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <p>The Interior Design Program has served more than 1,700 student since Fall 2010. The program has developed an Honors options for many of the courses within the discipline and has issued 38 Interior Design Certificates and 29 degrees from 2011 through 2015.</p>
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Based on the data provided both females and males have been succeeding in the program over the 5 year data period at a rate in excess of 80%. The snapshot of the Spring 2014 Success/Retention chart indicates that four of the eight course offered that semester did not meet the planned institutional standard for success, but given that this is a limited view of the program as a whole it does not add value to the analysis of the success students are achieving in the program as a whole.</p> <p>African American students are the most challenged in meeting the success standards of the college. Based on the data provided, only once in 12 sessions did African American students meet the institutional standard for the Introduction to Interior Design course (ID-100), the gateway to the program. As African American Student travel through the program the success</p>

		<p>rates increases, especially in the 200 level courses where these students meet the institutional standard at a rate of nearly 79%.</p> <p>The lack of “success” in the 100 level courses may be related to students trying a subject area which does not align with their personal interest or skills, therefore leading to a lower success rate. While students in the 200 level course have the requisite skill and abilities to succeed.</p> <p>Actions planned to increase success include are to stress the need for students to have solid notetaking and study skills and to refer student early in the semester to resources available at the Learning Center to enhance the skills required to succeed at in college</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends:</p> <p>All course are presented at the Lancaster campus. All courses are instructor lead in a traditional classroom environment.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p><i>According to the CEDD “Designers are in high demand in the health care industry because of an anticipated increase in facilities that will accommodate the aging population. Demand for Designers is also high in the hospitality industry – hotels, resorts, and restaurants – due to an expected increase in tourism.</i></p> <p><i>Continuous use of design services in residences and commercial establishments has increased the demand for qualified Interior Designers. Job opportunities are more frequent in prosperous times as some people consider the employment of an Interior Designer a luxury. Employment opportunities should be best for applicants with extensive knowledge of the latest technology, ergonomics, and green design”. The CEDD anticipates that 330 new Interior Designers will be required annually to meet the anticipated need.</i></p>

		<p>The program has currently increased its utilization of technology by offering ID-240, Computer Aided Design. This class provides the student with the ability to learn a skill which is currently required even for entry level positions. New adjuncts to the program will need to be versed in the use of CAD and other application (app) driven design tools currently available.</p> <p>The program is looking at modifying the course requirements to incorporate the use of technology in specific program offerings. Both ID-120, Color and ID-230, Lighting, are courses which could easily incorporate more technology into the classroom. As always, all students may not be financially positioned to own the devices required to utilize these new technologies.</p>
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ID-240, SLO 1, 2, 3	2013-2014	Ongoing	Need to secure funding to purchase 25 seats of the current version of Chief Architect computer drafting software in support of ID-240. This software support the OO of increasing the use of technology within the college
PLO 1,3,5	2014-2015	Ongoing	Need to assure continued access to the computer lab to support the presentation of ID-240.
		Ongoing	Continue to recruit for skilled adjunct faculty to support the program. The current pool of adjuncts have limits in skills and availability that are negatively impacting enrollment and student satisfaction in the ID program.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)

Development and implementation of a computer aided drafting course.	Completed	Course has been offered one previous semester and was scheduled again for Spring 2016, but was withdrawn as the assigned adjunct instructor was not available for the course dates as scheduled. The course is scheduled again for Fall 2016 with committed faculty.
Promote enrollment in Basic Skills and ESL courses by Interior Design students in need of improved learning skills to increase program learning outcomes.	Ongoing	The basic learning skills of many students entering the ID program are marginal and could be enhanced by basic skills courses in mathematics and English. Promoting the opportunities provided by the college is an ongoing effort, but response from the student has been underwhelming. Promoting the use of the Learning Center to enhance basic learning skills such as note taking and test taking is ongoing. I am unable to quantify the number of students taking advantage of these resources.
<p>Briefly discuss your progress in achieving those goals: ID-240 is on track and will be offered in Fall 2016. Tenured faculty will instruct the course to assure that issues of Spring 2016 are not repeated.</p> <p>Instructors in the ID program continue to promote the use of both the Learning Center and basic skills courses as a mechanism for student to enhance their personal success within the program. As of the review, success rates, particularly within the African American student group continues to decline and the number of students using the resources available through the college to enhance their learning success is unknown.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: Previous Perkins grant funding allowed for the procurement of 25 seats of Chief Architect, the software associated with ID-240, Computer Aided Drafting. This funding has allowed the ID program provide students with the skills required to compete for entry level positions in the Interior Design profession. The grant funding also allowed for stocking the ID lab with materials required to successfully conduct a variety of the ID courses which require access to materials.</p> <p>A previous resource requests to open the adjunct hiring pool has been honored by Human Resources with the current application period closing on April 4, 2016.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master

Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Continue to support ID-240, Computer Aided Drafting	*1. Support learning and facilitate student success 7. Enhance technology's support of the college Mission	Enhance employment opportunities for students exiting the ID program. Provide basic entry level skills to students seeking employments opportunities	Procure 25 seats of Chief Architect x7 for use by the students. Estimated funding required: \$2,375.	Yes
2	Add ID-240 to the list of required classes to earn a certificate/degree in Interior Design	*1. Support learning and facilitate student success - Other Reasons	Enhances skills within the career track for students; helps to keep the ID curriculum relevant, as CAD skills are now considered a necessity for job placement in the field	Propose changes to Interior Design Certificate and Degree tracks	Yes
3	Expand internal and community outreach to promote enrollment in the Interior Design Program	*3. Expand and diversify CTE 6. Maintain and enhance community partnerships	Enhanced outreach is required to reverse a pattern of decreasing enrollment, ensure diversity in the program area and maintain connection with feeder schools and local employers.	Translate existing recruitment material for Interior Design into Spanish for use at local High Schools. Schedule outreach in AVC basic skills courses where knowledge of the ID program may be lacking. Outreach to feeder schools regarding opportunities to promote the ID at local High Schools	Yes

4	Establish cooperative work arrangements with local employers	*1. Support learning and facilitate student success 6. Maintain and enhance community partnerships	Enhance the connection of the CTE program with local employers while providing a track for qualified students to obtain employment upon graduation.	Establish professional connections with Interior Design related employers within the Antelope Valley.	No

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
ID Goal 1	Technology	New	Procure 25 seat Chief Architect X7 for use in ID-240 class	2,375.00	One-time
ID Goal 1	Technology	New	Annual procurement of Chief Architect software for updates and technical support beginning in 2017 in support of ID-240	975.00	Recurring
ID Goal 1	Physical	Repeat	Assure access to campus computer lab to support the presentation of ID-240	N/A	Recurring
ID Goal 3	Personnel	Repeat	Maintain an open recruitment announcement for adjunct instructors for the ID program in order to efficiently address anticipated loss of members of the current adjunct pool.	N/A	One-time

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Management	2. Year: 2016
3. Name of person leading this review: Kathy Osburn	
4. Names of all participants in this review: Stacey Adams, David Adams	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has remained consistently in the low twenties from 2013 up until Fall 2015 where we saw a decrease to 18. Implementing online and/or hybrid courses should increase FTES as we accommodate working students.

7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	N/A
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Success and retention rates are fairly equitable between genders showing differentiation of 1 – 11%. In 2013 females had slightly higher success and retention rates, besting males by 1 – 11%. In 2014 males had a slightly higher success and retention rate besting females by 4 – 9%. In 2015 females again had a slightly higher success and retention rate besting males by a margin of 1 – 10%. Gender does not appear to be a significant factor in success in this program. Attention will be focused on overall success rate for all students.</p> <p>When considering success and retention by race/ethnicity, the data shows that Hispanic/Latino students have a success rate of 69%, and White students have a success rate of 79%, both of which are higher than African American students, whose average success rate is 49%. The success rate for the program overall is 63%. African American success rates have been consistently below 60%, which is below the institutional standard. Because this gap is shared throughout the district, it is not an issue that the Management discipline can resolve independently. Our division will actively support any district-wide efforts to help this student population to become more successful.</p>
8.b.	Number of Sections by Location and Modality .	<p>Comment on trends:</p> <p>The number of sections offered has been static from 2013 to 2015 at approximately 20 sections. We do not offer any online or hybrid courses. It is our intention to offer online courses in the near future. We have had no class offerings at Palmdale, but will likely be offered in the future as the Palmdale campus grows.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:

Development Department website for jobs related to your discipline.	In Los Angeles County, the demand for Business Services Managers and General Management Occupations is projected to increase at a rate of 11 – 12% from 2012-2022. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded in the Business Management industry. The skills required for these types of positions include oral and written communication and comprehension, problem solving, and inductive and deductive reasoning.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO Action plans 2012 to 2015.	Hire replacement full-time Business/Management faculty	Completed	Three replacement Full-time faculty have been hired in the past two years. These additional faculty will support the growth and development of the management program and work to update and keep curriculum current.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.	Ongoing	Faculty are working to update curriculum and develop online and hybrid courses. This process will be ongoing. Additionally, Management faculty have made efforts to increase technology usage in the classroom through use of Blackboard, publisher repositories and other third-party applications to supplement in-class instruction.

Goal #2: Hire additional full-time faculty in the Business area.	Completed	Three replacement full-time faculty have been hired in the past two years. These replacement faculty will support the growth and development of the business program and work to update and keep curriculum current. The discipline may need additional faculty in the future as these three hires did not represent growth, but rather getting back to baseline.
Goal #3: Reinstate Business Work Experience.	Completed	Work Experience program has been reinstated. However, it has not been widely utilized. Students would benefit from more Work Experience opportunities and relationships with employers in the community.
Briefly discuss your progress in achieving those goals: We have made progress towards all three of these goals.		
Please describe how resources provided in support of previous program review contributed to program improvements: The resources have been beneficial in achieving these goals.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Introduce more technology into all classes through teaching methods and homework/research assignments	7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success *3. Expand and diversify CTE	Course curriculum could better incorporate technology used in Business, better preparing students for the workforce and for transfer. Student success would increase because students would have better access to the technology they need to complete course work.	Faculty need to continue to update and modernize curriculum in order to incorporate and teach more technology to our students. Faculty need to continue to develop online and hybrid courses to meet student demand.	No

#2	Work Experience	6. Maintain and enhance community partnerships *1. Support learning and facilitate student success *3. Expand and diversify CTE	Students would benefit from more Work Experience opportunities and relationships with employers in the community.	Faculty need to encourage, promote and work with the Business Advisory Committee to increase opportunities for students to participate in Work Experience.	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Marketing	2. Year: 2016
3. Name of person leading this review: David Adams	
4. Names of all participants in this review: Stacey Adams	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES has increased slightly from 18 in the 2012-2013 school year to 15.9 in the 2014-2015 school year. This decrease may be due in part the implementation of the Business Admin Transfer Degree as students who are focused on transferring to universities tend to take required classes and not have much capacity for electives in Marketing.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: The number of students served in 2013-2014 was 182 and in 2014-2015 it was 153. This decrease may be due in part the implementation of the Business Admin Transfer Degree as students who are focused on transferring to universities tend to take required classes and not have much capacity for electives in Marketing.
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:

		<p>When looking at success and retention by gender, female students perform better than male students, with a success rate of approximately 80% in 2013-2014 and 71% 2014-2015 school years, where male student rates were approximately 70% in 2013-2014 and 60% in 2014-2015. Retention rates for males were around 80% while female students were in the low-to-mid 80% range. When considering success and retention by race/ethnicity, the data shows that African-American students' success rate was 72% in Fall 2013 and 59% in Spring 2014. The success rate decreased to 52% in Fall 2014 but then increased to 70% in Spring 2015. Fall 2015 jumped to 77%. Although these rates have fluctuated over the past few school years, they tend to still be below the institutional standard of 68% and other ethnic groups. Success rates for all other races/ethnicities fluctuated between 68% to 83% during the same time period and the overall success rate fluctuated between 62% and 84% during the same time period. There is clearly an achievement gap for African-American students. For Marketing, the most significant problem is the success rate of African American students. Because this gap is shared throughout the district, it is not an issue that the Marketing discipline can resolve independently, but the Marketing discipline needs to actively help and support any district-wide efforts to help these student populations become more successful. It should be noted that because there are so few FTES students enrolled in Marketing courses, the data can be somewhat skewed from semester to semester.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends: The number of sections offered has remained steady with 6 sections of Marketing generally taught in a school year. We have never taught Marketing online or at the Palmdale campus. We are finding it difficult to fill classes at Palmdale, but recognize that there are students there that we need to serve. Class offerings at Palmdale may be offered in the future as the Palmdale campus grows.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: In Los Angeles County, the demand for various Marketing occupations is projected to increase at a rate of 12.7% from 2012-2022. At the community college level, we need to be prepared to support this increase by offering high-quality certificate and degree programs that both prepare students for the workforce and to transfer to universities, to seek the higher degrees demanded</p>

		in the Marketing industry. The skills required for these types of positions include oral and written writing and comprehension, problem sensitivity, and inductive and deductive reasoning.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO Action plans 2012 to 2015.	Hire additional Full-time Business faculty	Completed	Three additional full-time faculty have been hired in the past two years. One new faculty is designated as Business & Marketing. The additional faculty will support the growth and development of the Marketing program and work to update and keep curriculum current.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.	Ongoing	Faculty need to review and update curriculum to meet the demands of the workforce.
Goal #2: Hire additional full-time faculty in the Marketing area.	Completed	Three additional full-time faculty have been hired in the past two years. One new faculty is designated as Business & Marketing. The additional faculty will support the growth and development of the Marketing program and work to update and keep curriculum current.

Goal #3: Reinstate Marketing Work Experience.	Completed	Work Experience program has been reinstated. However, it has not been widely utilized. Students would benefit from more Work Experience opportunities and relationships with employers in the community.
Briefly discuss your progress in achieving those goals: We have made progress towards all three of these goals.		
Please describe how resources provided in support of previous program review contributed to program improvements: The resources have been beneficial in achieving these goals.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Introduce more technology into all classes through teaching methods and homework/research assignments	7. Enhance technology's support of the college Mission *1. Support learning and facilitate student success *3. Expand and diversify CTE	Course curriculum could better incorporate technology used in Business, better preparing students for the workforce and for transfer. Student success would increase because students would have better access to the technology they need to complete course work.	Faculty need to continue to update and modernize curriculum in order to incorporate and teach more technology to our students. Faculty need to continue to develop online and hybrid courses to meet student demand.	No

#2	Work Experience	6. Maintain and enhance community partnerships *1. Support learning and facilitate student success *3. Expand and diversify CTE	Students would benefit from more Work Experience opportunities and relationships with employers in the community.	Faculty need to encourage, promote and work with the Marketing Advisory Committee to increase opportunities for students to participate in Work Experience.	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Medical Office Assisting – Clinical/ Public Safety & Allied Health	2. Year: 2015-2016
3. Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
4. Names of all participants in this review: Jeff Stephens	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.

(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The program served an average of 204 students per semester in 2013-15. Enrollment in the discipline peaked in 2008-09 when 305 students were enrolled in MOA courses, but the budget crisis of 2008-09 resulted in a decrease in offerings in the discipline which lowered the number of students enrolled. In 2010-11, the number of students enrolled rebounded to 270. Primarily this was due to the fact that the MOA skills courses have only been offered every other year. The number of students enrolled is rebounding due to increased sections offered, including two sections of MOA 110, Beginning Medical Office Assisting Skills, in 2013-14. This is the first time in 12 years that two sections of MOA 110 have been offered. Of course, the pattern of FTES followed the trends of unduplicated headcount. Perhaps the downward trends can be related to the lack of accreditation and employers consideration of graduates who possess certification.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: The section count in the MOA discipline followed the budget crisis pattern. The peak in section count occurred in 2008-09 when 15 sections of MOA courses were offered. Then the number of sections declined in 2009-10 when the MOA skills courses were not offered. The number of sections increased in 2010-11 and in 2011-12 when the MOA skills courses were offered and then the number of sections declined in 2012-13 when the skills courses were not offered.
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: 2013-2015 Overall retention and success data shows 86% and 77% respectively which reflective of 23% attrition within the division.

Student success for Hispanic and Non-Hispanic students has exceeded the institutional standard every year for the past five years at 80.6% and retention of 87.6% 5 year average. African-American students show a 65% success rate Students whose ethnicity is “unreported” do not succeed at the level of the institutional standard. Without more information about the students in this category, more action cannot be taken for individuals. However, the faculty is committed to the success of every student who enrolls in the MOA courses.

The success of female and male students is fairly equal. Student success in MOA courses has been above the institutional standard for the past five years and it has increased, reaching 81% for females and 83% for males in 2012-15.

Students who are American Indian/Alaska Natives, African American or Pacific Islanders have had comparable success rate at 83%. Tutoring and basic skills courses would probably assist students with low success rates, according to the instructors in the discipline.

When analyzed by ethnicity, students who are Hispanic had a higher retention rate than non-Hispanic students in 2012-15. In other years included in this report, student retention of Hispanic students was approximately the rate of success in non-Hispanic students. Male students had a retention rate of 94% in 2012-13, which was higher than the retention rate for females (89%). Retention of both male and female students exceeded the institutional standard of 60%. Retention at Palmdale lagged retention at the Lancaster campus until 2012-13 when the retention rate was equal.

Retention in the online classes in MOA has been in the 87 to 96th percentile, much higher than the District’s retention rate of 79%.

The retention rate for American Indian/Alaska Natives and African American students has been lower than the retention rate for Pacific Islander, Whites and Mexican/Central American students by up to 23%.

Term to term persistence of students in MOA has varied. The variance probably is due to the course offering pattern, as the skills courses in the discipline have only been offered every other year.

8.b.	Number of Sections by Location and Modality .	<p>Comment on trends:</p> <p>The section count in the MOA discipline followed the budget crisis pattern. The peak in section count occurred in 2008-09 when 15 sections of MOA courses were offered. Then the number of sections declined in 2009-10 when the MOA skills courses were not offered. The number of section increased in 2010-11 and in 2011-12 when the MOA skills courses were offered and then the number of sections declined in 2012-13 when the skills courses were not offered.</p> <p>One or two sections of MOA 101, Beginning Medical Terminology, have been offered at the Palmdale Center in most fall and spring semesters since 2007. In 2010-11, four sections of MOA 101 were offered in Palmdale and eight sections of various MOA courses were offered in Lancaster because the college had a full-time health sciences instructor who needed to make load while the Radiologic Technology program was being developed. The sections filled to capacity in 2010-15, which demonstrates that the discipline can support a full-time faculty member.</p>										
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <table border="1" data-bbox="810 1084 1969 1398"> <thead> <tr> <th data-bbox="810 1084 1045 1360">Geographic Area</th> <th data-bbox="1045 1084 1276 1360">2012 Employment SOC Code 31-9092/CIP Code 510710 Medical Office Assistant</th> <th data-bbox="1276 1084 1514 1360">Projected Employment (2012-2022)</th> <th data-bbox="1514 1084 1740 1360">Growth (2012-2022)</th> <th data-bbox="1740 1084 1969 1360">Annual Job Openings Reported (2012-2022)</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 1360 1045 1398">California</td> <td data-bbox="1045 1360 1276 1398">81,600</td> <td data-bbox="1276 1360 1514 1398">100,500</td> <td data-bbox="1514 1360 1740 1398">23.2%</td> <td data-bbox="1740 1360 1969 1398">15,600</td> </tr> </tbody> </table>	Geographic Area	2012 Employment SOC Code 31-9092/CIP Code 510710 Medical Office Assistant	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)	California	81,600	100,500	23.2%	15,600
Geographic Area	2012 Employment SOC Code 31-9092/CIP Code 510710 Medical Office Assistant	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)								
California	81,600	100,500	23.2%	15,600								

		Comment: Based on the above statistics and projections emphasis should be placed on expansion of CTE – Medical Office Assisting program as the growth within the industry has increased from 22 to 23.2% from previous program review data.
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10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLO's MOA 101 MOA 102 MOA 110 MOA 111	Action plans reflect specific program competencies required by the industry	Ongoing	Over the last 5 years the 3 SLOs for all MOA clinical courses have been meet above the 70% target. PLOs have been achieved at the 100% level, which is higher than the target.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal 1 Reassess the viability of the Medical Office Assisting courses 110 and 111 and the program as a college level program using the Educational Program Evaluation and Discontinuance Procedure in conjunction with the Academic Senate.	Completed	Completion Status: Consensus of the faculty was to continue the program in the new Health Science Building.

Objective: Determine whether the program is viable or whether students would be served better by having the clinical medical assisting program offered in Corporate and Community Services or in the Health Sciences Division		
Goal 2 Restore discipline budget that was cut in 2010-2011. Objective: To restore a supply budget for the MOA program of \$1000.	Ongoing	The program has a higher requirement for durable medical supplies and has been funded using Proposition 20 money 2015-2016 \$5,600.00 and no supply budget
<p>Briefly discuss your progress in achieving those goals:</p> <p>The programs with the CTE divisions continue to struggle with limited supply budgets and many within the Allied Health and Public Safety area including MOA are not eligible for funding through Perkins grants as they are not programs that lead to a degree.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>An increase in supply funding on-going and or one-time will allow for these programs to replace and restore needed equipment and allow for operation using up-to-date equipment and possible program expansion.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Restore discipline budget that was cut in 2010-2011.	*1. Support learning and facilitate student success - Supporting PLO(s), SLO(s), OO(s) *3. Expand and diversify CTE	Added budgetary allowance will enable program to maintain	Restore annual 1,000.00 supply budget and maintain Prop 20 funding	Yes

			training equipment and simulation supplies.		
2	To increase the FTEF for the discipline (MOA 110 and 111) with full-time instructor in the discipline and maintain adjunct faculty improve skill competency.	*1. Support learning and facilitate student success *3. Expand and diversify CTE 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	This would allow for program expansion by complying with State requirements and allow for program accreditation with certification of graduates.	Addition of full-time faculty and increase community partnerships by the addition of clinical experiences.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Goal 1	Physical	Repeat	Restoration of supply budget	1,000.00	Recurring
Goal 2	Personnel	Repeat	Addition of 1 full-time faculty		Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Nutrition and Foods/ Public Safety and Allied Health	2. Year: 2015-2016
3. Name of person leading this review: Ann Volk MS RDN, Rona Brynin MS DC	
4. Names of all participants in this review: Ann Volk, Rona Brynin	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.

Year 4: Annual update or status quo option	Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)
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Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: FTES have remained stable since fall 2010 at 45. In Fall 2013 it increased to 49.9 FTES, but the last data available is spring 2014 and it decreased to 44.3 FTE.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: N/A
8.a.	Student success and retention rates Equity groups within discipline	Review and interpret data by race/ethnicity and gender or both together . Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps: The categories for race/ethnicity changed from Fall 2013 to Spring 2014 making it difficult to accurately interpret and compare data (Pacific Islander was dropped, Asian added). Reviewing the data, it is evident that Blacks consistently score the lowest for success and retention (averaging around 35% for success and 75% retention). This is seen in data from 2011 to present. Hispanics are the next lowest in rates, 64% success rate, 88% retention. Whites and Asians (assuming Pacific Islander as part of Asians) consistently scored the highest. Whites 76% success, 88% retention and Asian 86% success, 97% retention. There was only a slight difference between male and female gender for success rate (average 58%) and retention (average 85%). There has been tutoring available for the NF 100 course which makes up the majority of the data. However, there is only one tutor and that person is only available at the Lancaster site. It could be beneficial to offer tutoring services at the Palmdale site also, as well

		as increase the availability. Faculty are also meeting on a routine basis to review assignments and using SLO data to monitor student progress. In the last year, the case study project was modified to increase student success which was evident in the SLO data.
8.b.	Number of Sections by Location and Modality .	Comment on trends: The number of sections for all NF courses has varied from 15 – 18 sessions. Online classes vary 3-4 sections per term.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO 1,2,3,4, & 5 SLO's			The achievement target was met for the fall semester. This is the first time that only students who turned in the assignment were counted in the analysis. Previously, all students enrolled in the class were counted. Twelve sections were offered in the fall and achievement rates varied from 70% - 95%. However, 83% was the median. Spring 2015 - 80% - 239/298. The target was met for spring semester. Overall, 82% of students achieved a 70% or higher on the case study project. The spring semester an additional section was added, for a total of 13 sections. Rates varied from 60 - 100%. On-line classes were consistent with traditional method of teaching in achieving the target. Palmdale site was also consistent with Lancaster site in achieving the target. The low of 60% was from the section that was added this semester which had a new instructor.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Develop AS-T in Nutrition	Ongoing	SLO data, feedback from advisory committee with industry representatives, AS-T degrees awarded
Briefly discuss your progress in achieving those goals: We have collected the data from other colleges and are working to determine which courses we need to offer for the degree and finalizing the template. When that has been approved, we will set up an advisory committee.		
Please describe how resources provided in support of previous program review contributed to program improvements: N/A		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1.	Develop and offer an AS-T in Nutrition and Dietetics	*1. Support learning and facilitate student success 2. Increase the transfer rate	SLOs acquired in AS-T courses will give students a strong foundation for transfer and upper division work in a 4 year university.	Determine needed courses. Set up advisory committee	No

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from **12** guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Office Technology Engineering and Comp Science Dept, CTE Division	2. Year: 2016
3. Name of person leading this review: Deborah Sullivan Ford	
4. Names of all participants in this review: Kathy Osburn, Deborah Sullivan Ford, Kathleen Ballestero	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: An annual increase in enrollment (539 to 644) was realized from 2010/2011 through 2012/2013; however, enrollment numbers have since decreased over the last two years (2012/2013 to

		<p>2014/2015) with the most significant reduction in enrollment occurring within the last year (585 down to 487). Overall, enrollment for the Office Technology Program decreased by 10% from fall 2010 to summer 2015 which is significant when compared to the 2% increase in district enrollment over the past year.</p> <p>The FTES trend for the same time frame reveals a decrease from 85.41 to 65.89 (22.85%). Conversely, there was a slight increase in FTES over the past year from 61.79 to 65.89 (6.6%). This is good considering the district change in FTES actually decreased by .1% over the past year.</p> <p>In the end, the Office Technology Enrollment and FTES trends indicate the demand for the OT related certificates is slowly decreasing which brings into question the viability of the existing Office Technology program in meeting industry demands. Existing certificates and degrees will need to be reviewed and updated to better align with industry needs.</p>
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <p>N/A</p>
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Examination of success and retention rates over the past five years (2010/2011 through 2014/2015) reveal a 23% increase in the success rate and a 6% increase in the retention rate for students enrolled in the Office Technology Program. What is interesting, is that while the success and retention rates for female students increased (58.9% to 75.8% for success and 77.4% to 84.3% for retention), the success and retention rates for the male students decreased (54.4% to 46.2% for success and 75% to 65.4% for retention). The data reflects that while female students consistently exceed the institutional standard of 68%, male students within the program do not. There were terms during the past five years when the retention rate for males did exceed the institutional standard. In fall 2011, spring 2013, fall 2013, and fall 2014,</p>

		<p>retention rates for male students reached 73.9%, 79.5%, 84.8%, and 72.7% respectively. Over the past year (2014/2015) success rates for males are starting to increase while retention rates continue to decrease. African Americans, Hispanics and students classified as Two or More, all most frequently presented success rates below 68% over the past five years (2010/2011 through 2014/2015). Of those three classifications of students, only Hispanic students have proved successful in improving their success rates to a level above 68% over the past year (2014/2015).</p> <p>Retention rates for students classified as Unknown were most frequently below 68% from 2010/2011 through 2014/2015. African American students only fell below 68% for one semester in the past five years. The highest and most consistent rates are attributed to Hispanic students who remained well above the institutional standard. Their retention rates range from 79.4% to 88.3%.</p> <p>When gender and racial/ethnic identity are combined, the data reflects that African American males have success and retention rates well below the institutional standard; however over the past year, their success and retention rates have increased significantly with the success rate doubling and the retention rate tripling. For the majority of the past five years, Hispanic males held success rates below 68%; however, within the past year (2014/2015), their rates have significantly increased from a low of 38.5% to a high of 81.8%.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends:</p> <p>Sections offered by location show the number of courses offered at the Lancaster campus increased from 18 to 21 from 2010/2011 to 2014/2015, and courses offered at the Palmdale campus reduced from one to none. Limited computer lab space at the Palmdale campus as well as demand for the courses are two factors affecting section offerings at that location.</p> <p>With regard to modality, for the district there were 3,428 sections offered on-campus and online 214 courses offered online during the 2014/2015 academic year. For the Office</p>

		<p>Technology program, the number of online sections by modality increased for on-campus courses from 23 to 30 and decreased for online courses from 6 to 1. The decrease in online OT course offerings is the first decrease in the past five years (2010/2011 through 2014/2015). Discussion among faculty revealed that both staffing and scheduling have negatively impacted the number of online courses offered in support of the OT program. This issue will be presented as an action item within WEAVE and closely relates with Goal #4 from item #12 of this document.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>According to the California Department of Labor, some of the most frequently requested job openings for Los Angeles County are that of Secretary/Administrative Assistants with median annual salaries of \$37,030. Both the Office Specialist and Administrative Assistant certificates within the Office Technology program help to prepare students for careers in this particular industry. Specific industries which align with the certificates for employment purposes include Management Services (6,800 employers), Physician Offices (13,850 employers), Religious Organizations (6,468 employers), Real Estate Agents and Brokers (10,800 employers), as well as Accounting and Bookkeeping Services (6,536 employers). Projections from the Department of Labor are that from 2012 to 2022, the labor force will increase by 14.6% from 60,570 positions to 69,440. Additionally, the demand for Health Information Technicians (HIT) is expected to increase by 17.8% between now and the year 2022. The current Administrative Medical Assistant certificate prepares students for entry level positions into the HIT industry. As office technology uses continue to change and evolve, it will be important to revise and enhance the existing the OT program to better align with the growing and changing industry technology needs.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
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Research Strengthening of Curriculum through Focus on Medical Billing & Coding and Accreditation	2013 - 2014	Ongoing	A strengthened and viable Medical Billing and Coding certificate and degree program will better align the OT program with the growing and changing technology requirements of the industry as it relates to the role of Administrative Medical Assisting. Strengthening the program will require expanding course offerings, hiring a full-time Office Technology faculty member, continued access to computer labs, and the eventual implementation of a dedicated Medical Billing and Coding lab.
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Hire a full-time Office Technology Instructor	Ongoing	The decline in demand for the OT certificates and degrees is reflective of a program that needs to be realigned and improved to meet industry needs. A full-time faculty is needed to make the immense changes needed for the program. Lack of a full-time Office Technology faculty member has limited the amount of efforts and progress made toward meeting Goal #2 thus far. Much work is needed to be done to make the Office Technology Program more relevant to industry needs and technology uses for the benefit of the students.
Goal #2: Establish Medical Office Certification Coding (national) program	Ongoing	The demand for Health Information Technicians (HIT) is expected to increase by 17.8% between now and the year 2022. HIT includes medical billing and coding curriculum. A more robust certificate and degree program will have outcomes of increased employability for our students
Goal #3: Establish Microsoft Office certification testing site for Microsoft certification	Ongoing	Projections from the Department of Labor are that from 2012 to 2022, the labor force Secretary/Administrative Assistant will increase by 14.6% from 60,570 positions to 69,440. The industry demands prospective employees have an intermediate to advanced competency with Microsoft applications.
<p>Briefly discuss your progress in achieving those goals: A request was submitted for the full-time Office Technology Instructor in 2013/2014 but not in 2014/2015. This slight oversight will be corrected for 2015/2016. Advisory Committee support was received, textbooks are under review, CORs are being developed and research continues for the development of a Medical Billing and Coding program as well as a Health Information Technology program.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements: Resources helped to ensure existing computer labs remain viable through updated technology and software.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
Goal #1	Develop a Health Information Technician Certificate and Degree	*1. Support learning and facilitate student success *3. Expand and diversify CTE 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	Students will gain more relevant and demanded skill sets for improved employment opportunities within the medical administrative industry. Skill sets will prepare students for both front office and back office support roles.	Develop additional courses needed for the certificate. Evaluate and modify existing courses aligned with the current AMA certificate. Research appropriate textbooks and other learning materials. Seek guidance from the Office Technology Advisory Committee. Research other community colleges who have implemented similar certificates and degrees.	Yes
Goal #2	Develop a Medical Billing and Coding Certificate and Degree	*1. Support learning and facilitate student success *3. Expand and diversify CTE 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	Students will gain more relevant and demanded skill sets for improved employment opportunities within the medical administrative industry. Skill sets will prepare students for front office support roles.	Develop additional courses needed for the certificate. Evaluate and modify existing courses aligned with the current AMA certificate. Research appropriate textbooks and other learning materials. Seek guidance from the Office Technology Advisory Committee.	Yes

				Research other community colleges who have implemented similar certificates and degrees.	
Goal #3	Develop a master stackable certificate that combines the Office Support Award, Medical Billing and Coding certificate and the Health Information Technology Certificate.	*1. Support learning and facilitate student success *3. Expand and diversify CTE 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	The combined certificates will afford students with a robust set of technical skills necessary to fully function within medical front and back office support roles. It will also serve as a conduit for students to successfully complete a degree in Health Information Technology (HIT).	Develop the certificate programs for Goals #1 and #2, then combine those certs with the existing Office Support Award toward a stackable master certificate. Seek guidance from the Office Technology Advisory Committee. Research other community colleges who have implemented similar certificates.	No
Goal #4	Hire a full time Office Technology Instructor	*1. Support learning and facilitate student success *3. Expand and diversify CTE 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	A full-time Office Technology faculty member is needed to support the OT Program to ensure viable programs for the students exist to better meet industry needs. Currently one full-time Business Instructor also teaches OT courses and oversees the program as the Discipline faculty.	Submit a hiring request, along with supporting data, through the established college policy for hiring faculty.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Goal #1	Technology	New	Student access to computer labs is needed for numerous courses associated with the goal as technology is an integral component of the program. As long as existing access to computer labs remains, this should not be an issue for the short term; however, a dedicated medical billing and coding lab will be needed. Research to determine the costs of such a lab are underway.	\$50,000	One-time
Goal #2	Technology	New	Student access to computer labs is needed for numerous courses associated with the goal as technology is an integral component of the program. As long as existing access to computer labs remains, this should not be an issue for the short term; however, a dedicated medical billing and coding lab will be needed to support the HIT program. Research to determine the costs of such a lab are underway	\$50,000 (same as for Goal #1)	One-time
Goal #4	Personnel	New	A new Full-Time Office Technology Instructor is needed to support the program.	\$72,000 Plus benefits	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Radiologic Technology – Public Safety & Allied Health	2. Year: 2015-2016
3. Name of person leading this review: Robert Desch., MA, CRT, RT (R)	
4. Names of all participants in this review: Robert Desch	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis																		
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The radiologic technology program has been in operation since fall 2009. Our total enrollment capacity for the last 5 fall semesters is 100 students, and we have admitted 51 students (61% capacity).																		
<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="text-align: left;">FTES</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Admitted/Capacity</td> <td>11/20</td> <td>10/20</td> <td>10/20</td> <td>10/20</td> <td>20/20</td> </tr> <tr> <td></td> <td>55%</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>			FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Admitted/Capacity	11/20	10/20	10/20	10/20	20/20		55%	50%	50%	50%	100%
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Admitted/Capacity	11/20	10/20	10/20	10/20	20/20															
	55%	50%	50%	50%	100%															

		<p>Comment: Program admission shows a steady increase until 2011-2012. State budgetary constraints limited enrollment. We have expanded our enrollment due to increased funding in addition to increased market demand.</p>																																										
7.	<p>Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)</p>	<p>Comment on trends and how they affect your program:</p> <table border="1" data-bbox="730 418 1978 683"> <thead> <tr> <th>FTES</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>Admitted/Capacity</td> <td>11/20</td> <td>10/20</td> <td>10/20</td> <td>10/20</td> <td>20/20</td> </tr> <tr> <td>Graduates</td> <td>7/11</td> <td>N/A</td> <td>8/10</td> <td>N/A</td> <td>9/10</td> </tr> <tr> <td>Credentials Earned</td> <td>63%</td> <td>N/A</td> <td>80%</td> <td>N/A</td> <td>90%</td> </tr> <tr> <td>Grads Employed</td> <td>100%</td> <td>N/A</td> <td>100%</td> <td>N/A</td> <td>100%</td> </tr> <tr> <td>Students 1st and 2nd year</td> <td>11</td> <td>N/A</td> <td>10</td> <td>N/A</td> <td>20</td> </tr> <tr> <td>Faculty Hired</td> <td colspan="2">1(Adjunct)</td> <td colspan="3">1(FT)</td> </tr> </tbody> </table>	FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Admitted/Capacity	11/20	10/20	10/20	10/20	20/20	Graduates	7/11	N/A	8/10	N/A	9/10	Credentials Earned	63%	N/A	80%	N/A	90%	Grads Employed	100%	N/A	100%	N/A	100%	Students 1 st and 2 nd year	11	N/A	10	N/A	20	Faculty Hired	1(Adjunct)		1(FT)		
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8.a.	<p>Student success and retention rates Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>The Radiologic Technology Program trends (2010-2014) show a course completion rate of 78%. (Gender) male/female 36% / 64% respectively; (Ethnicity/Race), Asian 3%, Hispanic 47% and White Non-Hispanic 47% (Meets Institutional Standard 68% Success Rate).</p> <p>When the radiologic technology program was instituted the requirements has not changed concerning staying in compliance with accreditation standards. The trend seems to be that there has been a steady increase in retention over the past years, this retention is not totally understood, but adding more adjunct and the increase (FT) faculty for 1 to 2 could be the reason for the increase in retention due to better management and time spent with students to help the students stay focus and provide guidance.</p>																																										

	<p>Program success and achievements</p>	<p>Annual evaluative tools utilized include the Student Program Resource Survey, Graduate Survey, Employer Survey, student credentialing test results and annual program meetings. These tools provide data on resource availability /allocation such as personnel, facilities, laboratory equipment, learning resources, instructional support, and clinical resources. PRMC hospital has donated 3 portables x-ray machine with reader for the radiology lab. The portable machine new cost 300,000.00 keeping a close relationship and providing annual meetings was a big part granting this donation. This donation has help in continuing student success concerning their training.</p>						
<p>8.b</p>	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends: The Radiologic Technology Program sections offered are based on the number of enrolled students and the programs accreditation body JRCERT (Joint Review Commission Education in Radiologic Technology) JRCERT Standard states “In addition to the key personnel, there must be sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting. Currently we meet the JRCERT standards sense 2014-2015 and 2015-2016 by adding additional (FT) faculty in 2014.</p> <table border="1" data-bbox="730 1263 1705 1425"> <thead> <tr> <th data-bbox="730 1263 1228 1344"><i>Sections Offered Fall/Spring/Intersession</i></th> <th data-bbox="1228 1263 1705 1344"><i>Location/Campus/Site</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1344 1228 1385">RADT 101 (lecture)</td> <td data-bbox="1228 1344 1705 1385">Lancaster</td> </tr> <tr> <td data-bbox="730 1385 1228 1425">RADT 102 (lecture)</td> <td data-bbox="1228 1385 1705 1425">Lancaster</td> </tr> </tbody> </table>	<i>Sections Offered Fall/Spring/Intersession</i>	<i>Location/Campus/Site</i>	RADT 101 (lecture)	Lancaster	RADT 102 (lecture)	Lancaster
<i>Sections Offered Fall/Spring/Intersession</i>	<i>Location/Campus/Site</i>							
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RADT 102 (lecture)	Lancaster							

		RADT 103 (lecture / clinical/lab)	Lancaster-AV,PRMC, Ridgecrest Hospitals	
		RADT 104 (lecture)	Lancaster	
		RADT 106 (clinical) Intersession	AV, PRMC, Ridgecrest-Hospitals	
		RADT 107 (lecture/clinical/lab)	Lancaster – AV, PRMC, Ridgecrest Hospitals	
		RADT 108 (lecture)	Lancaster	
		RADT 109 (lecture)	Lancaster	
		RADT 201 (Clinical)	AV, PRMC, Ridgecrest-Hospitals	
		RADT 202 (clinical ,lecture)	Lancaster, AV, PRMC, Ridgecrest-Hospitals	
		RADT 203 (clinical)	AV, PRMC, Ridgecrest-Hospitals	
		RADT 204 (lecture)	Lancaster	
		RADT 210 (lecture)	Lancaster	
		RADT 205 (clinical) Intersession	AV, PRMC, -Hospitals	
		RADT 207 (clinical, lecture)	Lancaster, AV, PRMC, Ridgecrest-Hospitals	
		RADT 208 (lecture)	Lancaster	
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p>		

Development Department website for jobs related to your discipline.	Geographic Area	2012 Employment SOC Code 29-2034/CIP Code 510911 Radiologic Technologist	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)
	California	14,100	15,490	+0.98%	470
	California Accredited Programs	Number of Graduates Estimated (17 students =Mean)		Job Short Fall	
	25	425		45	
	<p>Based on the labor market data available there is projected 0.98% state wide job market growth 2012-2022. The estimated growth is potentially slightly more than students currently in programs. Currently most of the potential jobs will come from out of the Antelope Valley area and most of our students will have to travel outside the area for employment. The Radiologic Technology Program has double the size of the amount of students attending from previous years adding to meet potential future shortfall in the job market.</p>				

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2011-2012	Ongoing	<p>100% graduate students passed the national credentialing examination and obtained a California State license to practice; 37% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 100% (3-year average) positive placement based on returned surveys. Program will continue to add needed faculty to improve student retention ratio.</p> <p>The Curriculum in the past and currently have achieved the National Board scores in all areas concerning radiologic technology meeting 100% pass rate first time testing. Ongoing evaluation of graduate performance on examinations and competency review to meet Commission on Accreditation Benchmark 75% will continue.</p>
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2012-2013	Ongoing	<p>100% graduate students passed the national credentialing examination and obtained a California State license to practice; 20% attrition of the total number of students enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 100% (3 year average) positive placement based on returned surveys. Program will continue to add needed faculty to improve student retention ratio.</p> <p>SLO's identified additional areas (critical thinking) 100% as compared to national average 65%.</p>
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2013-2014	Ongoing	<p>100% graduate students passed the national credentialing examination and obtained a National and California State Certification; 20% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 100% (3-year average) positive placement based on returned surveys. Program will continue to add needed faculty to improve student retention ratio. Program will continue to add needed faculty to improve student retention ratio.</p> <p>Review of SLO data and national test results revealed to continue to meet students or exceed national standards.</p>
PLO 1,2,3,4, & 5	2014-2015	Ongoing	<p>100% graduate students passed the national credentialing examination(s) and obtained a California State license to practice; 10% attrition of the total number of student</p>

<p>SLO's (all RCP courses)</p>			<p>enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 100% (3-year average) positive placement based on returned surveys. The program has added additional (FT) faculty to the program currently both cohorts are at 100% retention ratio, this added faculty has seemed to improve the retention ratio currently.</p> <p>SLO measurements reveal to continue in meeting standards and student performance in all content areas. The SLO subject content continue to meet accreditation standards and ASRT (American Society of Radiologic Technology) subject standards and curriculum guidelines.</p>
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p>Goal 1: <i>Fulfill the need for Radiologic Technology in our community.</i></p>	<p>Ongoing</p>	<p>The Radiologic Technology program has to date filled open positions at both area hospitals and out-patient services within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction.</p>
<p>Goal 2: <i>Increase program faculty and hold to a high quality while maintaining accreditation standards for radiologic technology.</i></p>	<p>Ongoing</p>	<p>As our program increased, adding more adjunct faculty is currently needed. We continue to look for added faculty to help meet the growth of the program. Our program has maintained all accreditation standards meeting or exceeding benchmarks for success.</p>
<p>Goal 3: <i>Continue monitoring student progress by utilizing data from standardized testing and national board examinations.</i></p>	<p>Ongoing</p>	<p>Student success is measured on performance of course competency performances, assessment testing of review examinations, and national board testing annually. These results are utilized by the program chair and director of clinical education to adjust curriculum to meet the needs of students and maintain standards of practice within the radiologic technology community.</p>

<p>Goal 4: Meeting accreditation: JRCERT Standards</p>	<p>Ongoing</p>	<p>Accreditation Standards: We will continue to meet accreditation standards. The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director. The program must appoint a Program Director to provide and ensure interaction and involvement in student education in both the clinical and non-clinical settings; the Program Director must have a master’s degree and hold an ARRT, CRT certification for California programs.</p> <p>Recommendation from JRCERT site visit 2013/ was to increase the faculty number to better meet the needs concerning the clinical coordinator and student placement at clinical training.</p> <p>Department Dean: It was agreed by consensus of board of supervisors to recommend an increase the faculty from 1 to 2 (FT) meeting the JRCERT recommendation. The JRCERT has approved the change by granting the full 8 year accreditation the most the JRCERT can grant. The college adding additional faculty to the radiologic technology program has meet the JRCERT recommendation and currently the change has been acknowledged by JRCERT.</p>
<p>Briefly discuss your progress in achieving those goals:</p> <p>Review: As all goals are on-going we have continued to meet the student success and outcomes as reflected in national board examinations.</p> <p>Goal 4: The radiologic technology program will continue to evaluate the curriculum to make improvements when needed. The program curriculum is guided by ASRT (American Society of Radiologic Technology) and the ARRT (American Registry of Radiologic Technology) so meeting these guidelines are the most important and any change in the curriculum will mostly be done by these governing bodies.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>The program has added more faculty meeting additional faculty needs to continue success in the program and improve ratio retention.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<i>Acquire additional “state of the art” Digital Imaging Lab</i>	*1. Support learning and facilitate student success *3. Expand and diversify CTE 7. Enhance technology's support of the college Mission - Supporting PLO(s), SLO(s), OO(s)	Meet industry standards and providing the most current technologies	Secure/expand additional funding	Yes
2	<i>Add additional maintenance contracts / additional repair funding on the radiology imaging readers in the lab and provide an new an updated mannequin for positioning lab</i>	*1. Support learning and facilitate student success *3. Expand and diversify CTE - Supporting PLO(s), SLO(s), OO(s)	This will provide a more consistence imaging lab readers that the students use during clinical lab training. The readers continue to be a problem and a maintenance agreement / additional repair funding would provide the much needed repairs the reader require to work consistently. The new mannequin is needed, as the old one is reaching end of life cycle, it is 8 years old.	Continue to seek continue revenue to add service contract concerning Fuji imaging reader and update positioning mannequin	Yes
3	<i>Improve student performance on exit examinations.</i>	*1. Support learning and facilitate student success - Supporting PLO(s), SLO(s), OO(s)	Increase PLO success in content areas deficiencies imaging readers, digital	Increasing student experiences in us by	Yes

			imaging, and positioning mannequin.	providing consistence and up to date technologies	

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here (all request in priority order)	Amount, \$	One-time or Recurring Cost, \$?
RADT/CTE 1	Technology	New	Imaging Readers Maintenance Agreement	24,000	Recurring
RADT/CTE 1	Technology	New	Imaging Readers Repair (currently needed)	7,000	One-time
RADT/ CTE 1	Technology	New	Positioning Mannequin	30,000	One-time
RADT/CTE 1	Technology	Repeat	Radiographic Machine Maintenance Agreement	10,000	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

1. Discipline/Area Name: Real Estate		2. Year: 2016
3. Name of person leading this review: Linda Arquieta-Herrera		
4. Names of all participants in this review: Linda Arquieta-Herrera, Stacey Adams		
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option		In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	The FTES had been increasing from 2013 to the end of 2014 at approximately 36 annually. In the 2014-2015 school year, however, the FTES decreased to 29, and Fall 2015 was at 14, indicating that the 2015-2016 school year may decrease further. Enrollment had been increasing from 2012 (292) to 381 in 2013 and remained steady at 383 in 2014. In 2015 enrollment dropped to 246.
7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	The number of students served in the real estate program increased from (292) in 2012 up to 383 through 2014. There was a decline in 2015 to 246 students.
8.a.	Student success and retention rates Equity groups within discipline	Over the past several years, success rates in the Real Estate discipline have been inconsistent, ranging from 54% to 79%. The success and retention rates became more steady in the 2014-2015 school year for both male and female students. Success and retention rates by gender for real estate trends showed that historically from 2009 to 2014 female students performed better (in

		70% range) than male students in the success rates. During the same period, female and male students were at 80% for retention. In 2015, both female and male students were at nearly 80% range for success and averaged 90% retention. When considering success and retention by race/ethnicity, again the figures are rather inconsistent, likely due in part to relatively small number of students in some population groups. In the 2013-2014 school year, there was clearly an achievement gap for African-American students, with success rates of 48.8% and 29.8% in Fall and Spring respectively, while the average success rate for all races during the period was 64% and 47% in Fall and Spring respectively. In the 2014-2015 school year, however, the data has changed significantly, with African-American success rates in the mid-70% range, and in line with the overall success rate for the program. Based on this recent data, it is unclear if there is an achievement gap in this discipline.
8.b.	Number of Sections by Location and Modality .	Real Estate has no online classes or classes during intersession in both the past or at this time. There are more classes offered in the spring than in the fall but the overall number of classes offered has remained consistent at 13 since dropping from 15 in 2011-12. The last time that Real Estate classes were offered at the Palmdale location was spring 2013. With the projected growth of the real estate industry and the new Palmdale campus opening, It may be a good time to offer them at the new Palmdale location. It would benefit the program to do a survey to see if there are students in that geographic location that would want to take the classes.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	The long term projection numbers for jobs in real estate (real estate agents and real estate brokers) cover the period from 2014 to 2022. In California, the demand for real estate agents is projected to increase at a rate of 16.5% by 2022 with growth in jobs from 26,000 to 30,400, a change of 4,300 jobs and an increase of 680 openings. Real estate brokers have a projected growth from a base of 10,400 to 12,300 which is a change of 1900 and an increase of 18.3 percent with 300 openings. With the projected increase for the real estate industry AVC needs to ensure we have the staff (both full time and adjunct) available to meet the needs of students in the real estate programs.

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
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RE121-SLO Identify the duties, responsibilities, and regulations of licensees.	Surveys (4.1) Develop Stakeholder survey Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. Advisory Committees, employers in the community, universities, scores on licensure exams, job placement)		Ensure real estate program is meeting the needs of our students and that we are addressing the changes in the real estate industry in a timely manner
		Choose an item.	
		Choose an item.	

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1 - Improve use of assessment data in making decisions.	Ongoing	SLO's were updated in Curricunet in 2016
Goal #2 – New course development.	Ongoing	Guided by district Strategic Goal(s) # 2, Time Frame: Contingent upon the administrative statement. As of the last report, no statement was made. Providing workshops of 1 or 2 days in length which provide additional training could be used until such time courses are developed. There is no current data to support new courses would fill but the industry is fluid enough where the college needs to keep up with current information.
Goal #3 - Reinstate Work Experience Program	Ongoing	Guided by district Strategic Goal(s) # 3 students would gain valuable experience in order to be successful in the real estate industry. Based on feedback from Real Estate Advisory Committee there are committee members who are willing to assist.

Real Estate Goals #1 Hire one full-time Real Estate Faculty to oversee and further develop Real Estate program, classes, online classes, keep abreast of industry changes and inform faculty, serve as lead to adjunct faculty and class development.	Ongoing	Request additional 1 full-time real estate faculty. The option of offering real estate classes online can be successful if care is taken in recruiting faculty with on-line skills and faculty with current experience in the field. The faculty offering online courses, would need to be proficient and have experience in conducting online learning. More importantly, the faculty offering these courses would need to ensure that real world experience is provided to the students. Feedback from teaching has made me aware of how much the students learn and benefit from the instructor providing real world experiences in the classroom work. Again, having faculty oversight or a point person to coordinate the scheduling of classes to ensure we offer the classes the students need in order to take the state exam in all locations would ensure we are moving our students in a steady and aggressive path towards being licensed agents.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Hire Full-time Real Estate	*1. Support learning and facilitate student success 2. Increase the transfer rate *3. Expand and diversify CTE Choose an item.	The real estate industry is projected to increase by the year 2022. AVC offers the full range of classes for students to prepare to take the state exam to be a licensed real estate agent or broker. There is a need to have a point person for the real estate program to work on budgets, recruitment, and curriculum. A full	Present the hiring request, along with supporting data, through the established college policy for hiring faculty.	Yes

			<p>time real estate faculty member would be critical for overseeing the program, making adjustments as the industry changes, and ensuring that our students are offered additional classes as needed. In the 2013/14 report there was mention that a clear path needed to be established for the real estate students</p> <p>Having an advisor available to the students would help enable the students to have access to a knowledge base of active professionals in the industry.</p>		
#2	Work Experience	<p>6. Maintain and enhance community partnerships</p> <p>*1. Support learning and facilitate student success</p> <p>*3. Expand and diversify CTE</p> <p>Choose an item.</p>	<p>Students would benefit from more Work Experience opportunities and relationships with employers in the community.</p>	<p>Faculty need to encourage, promote and work with the Real Estate Advisory Committee to increase awareness of opportunities for students to participate in Work Experience.</p>	No
		<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>			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.

**Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from 12 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
#1	Personnel	Repeat	Hire Full-time Real Estate faculty	Entry-level salary + benefits	Recurring
	Choose an item.	Choose an item.			Choose an item.
	Choose an item.	Choose an item.			Choose an item.
	Choose an item.	Choose an item.			Choose an item.
	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.

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

3 In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

4List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

5List any other needed resources in priority order.

1. Discipline/Area Name: Registered Nursing/CTE	2. Year: 2016
3. Name of person leading this review: Elizabeth Sundberg	
4. Names of all participants in this review: Vickie Beatty, RN, MSN Yesenia Cota, RN, MSN Bonnie Curry, RN, MSN Debra Dickinson, RN, MN Wendy Hardy, RN, MSN Casey Scudmore, RN, EdD Susan Snyder, RN, MA Elizabeth Sundberg, RN, MN Denise Walker, RN, MSN	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis																																							
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<table border="1" data-bbox="751 321 1856 513"> <thead> <tr> <th></th> <th>Fall 2012</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>FTEF</td> <td>28.5</td> <td>22.0</td> <td>23.2</td> <td>19.3</td> <td>21.2</td> <td>20.6</td> <td>18.4</td> </tr> <tr> <td>FTES</td> <td>152.54</td> <td>130.29</td> <td>133.71</td> <td>115.75</td> <td>146.27</td> <td>142.13</td> <td>124.03</td> </tr> <tr> <td>FTES/FTEF</td> <td>5.4</td> <td>5.9</td> <td>5.8</td> <td>6.0</td> <td>6.9</td> <td>6.9</td> <td>6.7</td> </tr> </tbody> </table> <p data-bbox="730 558 1772 586">Comments on trends over the past five years and how they affect your program:</p> <p data-bbox="730 634 1982 781">When reviewing the data it was noted that there were discrepancies in the data provided. The office of institutional research was consulted and Svetlana Deplazes recalculated the ratios using FTEF data from Banner and FTES data from DataMart for NS (Two-digit TOP Code 1230 which includes Licensed Vocational Nursing-123020 and Registered Nursing-123010).</p> <p data-bbox="730 829 1982 1052">FTES for the nursing program has varied since 2012 from a high of 152.54 (fall 2012) to a low of 124.03 (fall 2015). The average per semester since fall 2012 is 134.96. The Associate Degree Nursing program generally enrolls 60 students each spring semester and 40 students each fall semester. Enrollment grants have provided the financial support to enroll additional generic students into the first semester and VN students as advanced placement students. The amount of funding from these grants has varied.</p> <p data-bbox="730 1101 1919 1170">FTEF has ranged from 19.3 to 28.5 and FTES/FTEF has ranged from 5.4 to 6.9 since fall 2012. This data has remained fairly consistent over the past few years.</p>									Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	FTEF	28.5	22.0	23.2	19.3	21.2	20.6	18.4	FTES	152.54	130.29	133.71	115.75	146.27	142.13	124.03	FTES/FTEF	5.4	5.9	5.8	6.0	6.9	6.9	6.7
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7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p data-bbox="730 1219 1451 1247">Comment on trends and how they affect your program:</p> <p data-bbox="730 1295 926 1323">Not applicable.</p>																																							

8.a.	<p>Student success and retention rates Equity groups within discipline</p>	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>Race/Ethnicity and Gender - The retention rate for the nursing science classes ranged from 97.4% - 99.6% and the success rate ranged from 92.7% - 96.3% for both race/ethnicity and gender.</p> <p>Race/Ethnicity - On some individual courses there was a slight decrease in Hispanic/Latino student success. However the retention rate was 100% for all courses.</p> <p>Gender - There is a decrease in success and retention for male students in the first semester of the program. There is also a decrease in success for both males and females in NS 122 and NS 241.</p> <p>The 2 courses that had the lowest success rate were NS 122 and NS 241. These are both medical-surgical nursing courses with difficult content. The faculty is aware of this problem and developed a new curriculum where the medical surgical content would be divided into 3 courses and spread out during the curriculum. The new curriculum started fall 2015 and the faculty members are hoping that this will increase the success rate in all of the courses.</p> <p>We offer a mandatory orientation every semester for all incoming students. Topics include college and hospital policies and procedures, privacy practices and tips for success. Our California Nursing Students' Association (CNSA) had a "Welcome to the Program" event and encouraged students to bring their families to gain an understanding of the life of a nursing student. In addition we have a success counselor who meets with nursing students to develop and update educational plans, assists students with stress and anxiety, and works with students on their study skills.</p>
8.b.	<p>Number of Sections by Location and Modality .</p>	<p>Comment on trends:</p>

		<p>All theory classes are scheduled on the Lancaster campus. The clinical component of the course is scheduled at either Palmdale Regional Medical Center, Antelope Valley Hospital or a community based clinic. All classes are traditional.</p> <p>All nursing science courses have been offered every fall and spring semester and NS 200 (transition course for VN-RN students) has been offered during intersession or summer session. The nursing skills lab and simulation rooms have extremely expensive equipment that is available for student and classroom use. It is not realistic to duplicate a nursing lab on another site.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>Registered nursing is listed by the State of California Employment Development Department as one of the occupations with the most job openings. Registered nursing is number 9 on the list. The total projected openings in California from 2012-2022 is 92,300. The median hourly wage for a beginning RN is \$45.87 and the median annual salary is \$95,415.</p> <p>California Community College Chancellors Office Salary Surfer states that the average salary two years before an ADN degree is awarded is \$21,055. Two years after the degree is awarded the average salary is \$75,985 and five years after the degree is awarded the average salary is \$82,729.</p> <p>Due to the projected need for registered nurses we need to continue to apply for nursing enrollment grants to increase enrollment.</p> <p>The new curriculum is a model curriculum to align with the CSU requirements for a BSN. We need more articulation agreements for RN to BSN programs and dual enrollment programs.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<p>PLO # 1 Practice nursing within the legal, ethical, and regulatory frameworks of nursing and standards of professional nursing practice.</p>	<p>Increase student Success</p>	<p>Ongoing</p>	<p>Perkins funds were used to purchase SimMan 3G so students could participate and observe active scenarios and evaluate the roles of leadership, teamwork, collaboration, communication, safety and patient centered care.</p> <p>Nursing enrollment grant money was used to hire a nursing counselor that meets with nursing students to develop and update educational plans, assist students with stress and anxiety, and work with students on their study skills.</p> <p>Skills lab check-offs and simulations have been expanded to allow students more opportunities to practice in a realistic safe environment.</p>
<p>SLO #1 (NS 241) Utilize critical thinking for clinical decision making for the acutely ill adult medical-surgical population.</p>	<p>Increase student Success</p>	<p>Ongoing</p>	<p>Three new nursing faculty members were hired in 2015. Perkins and Nursing Enrollment grant funding was used for Professional Development for the new hires and current faculty. Donna Ignatavicius presented a FPD presentation on writing and analyzing NCLEX (National Council Licensure Examination)-Style test items. Several faculty members attended nurse educator conferences. The Director of Nursing attended the California Organization of Associate Degree Nursing conference.</p>
<p>PLO #2 Uses the nursing process to safely care for patients; reports and documents appropriate patient information in a timely manner.</p>	<p>Increase student Success</p>	<p>Ongoing</p>	<p>District and Prop 20 funds were used to purchase supplies that students use to practice venipuncture, administration of oral, intramuscular and intravenous medications, Foley insertion, wound care, and other required skills. Video streaming was purchased for all students so they would have access to nursing videos at school and at home. Computers were purchased that allow students to take their exams online that simulates taking the NCLEX.</p>

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase student success in the program and on the NCLEX	Ongoing	<p>Overall program attrition is 11.6% which is within the acceptable standards set by the Board of Registered Nursing and Antelope Valley College. However, attrition is high in fourth semester which is of concern to faculty.</p> <p>July to December of 2015 the NCLEX pass rate is 82% for national ADN graduates and 82.83% for AVC graduates. However, the benchmark set by faculty for AVC's ADN program for NCLEX pass rate is 85% even though the California BRN sets the benchmark at 75%. NCLEX pass rate for first time AVC ADN graduates from October-December 2015 is 70.59%, compared to national ADN graduates from October-December 2015 at 69.51%.</p>
Maintain BRN approval	Ongoing	<p>There was an approval visit by the BRN in the spring of 2015. The Nursing Education Consultant (NEC) recommended approval and the Ed/Licensing Committee approved our report without comment or question. A suggestion by the NEC was that the nursing books and audio visual material in the library and skills lab be updated.</p>
Fund the current open skills lab hours, student success advisor, and simulation coordinator.	Ongoing	<p>The skills lab/simulation coordinator will be retiring fall 2016. Currently this is a full time position.</p> <p>The skills lab is open and available to students 6 hours per day/five days a week. Fall of 2015 the nursing students logged 1098.87 hours in the lab.</p> <p>The skills lab/simulation coordinator taught 108 hours of simulation to students in the fall of 2015. Simulation has been shown to increase student success so the number of simulation hours has been increased to 210 for spring 2016.</p> <p>From August of 2015 to March of 2016 Ms. Quesada counseled 730 nursing students for a total of 491 hours.</p>

Enhance integration of simulation into the curriculum	Ongoing	Simulations have been implemented in every semester. In fall of 2015 there were 18 simulation sessions. In spring of 2016 there are 35 scheduled simulations. At this time the simulations are not multi-discipline which the faculty would like to implement.
Replace full-time faculty	Ongoing	Four full time faculty members retired in spring of 2015. Two new full time faculty members started August of 2015 and one in February of 2016. The Director of the nursing program retired in January of 2016 and a full time faculty member was moved into that position. In addition one full time faculty member resigned effective June 2016. At this time we are down two full time faculty members compared to last year.
Implement a model curriculum to include more acute medical-surgical nursing in each semester.	Completed	A model curriculum was started fall of 2015 and will be fully integrated spring of 2017. The curriculum has medical-surgical content in each semester.
Increase technologies in the classroom, increase computerized testing, and have universal student access to computers.	Ongoing	25 new computers were purchased which increased the capacity to 45. This has increased the ability for classes to use computerized testing. In fall of 2015 two classes tested exclusively with computers and another class intermittently tested with computers.
Provide a safe environment for student learning.	Ongoing	Classroom doors can now be locked by the instructor. There continues to be inadequate electrical outlets for students to use in the classrooms.

Briefly discuss your progress in achieving those goals:

The model curriculum is designed to allow medical/surgical content in every semester which the faculty hope will help with increasing student success in the program. We will continue to monitor NCLEX pass rates and attrition rates. The only suggestion from the BRN consultants was the outdated resources, books and audio visual material, in the library and lab. These are being replaced. The purchase of additional laptops has helped to be able to provide computerized testing. There are still problems with internet connectivity in the skills lab and classrooms.

There continues to be very limited electrical outlets for students to use in the classrooms. Regarding safety, there are now interior locking mechanisms for all classrooms and labs.

Please describe how resources provided in support of previous program review contributed to program improvements:

The purchase of 25 additional computers allow for students in a class to take computerized testing which gives them practice for the NCLEX. Installment of appropriate classroom locking mechanisms provide for student safety. Video streaming has allowed us to have updated audiovisual per the BRN suggestion.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase student success in the program and on the NCLEX	*1. Support learning and facilitate student success	Maintain our NCLEX pass rate above 85% and our attrition rate 15% or less.	Refer at risk students to meet with nursing success counselor and utilize campus resources such as Learning Center, OSD and SI. Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture. Implement the new curriculum that will include medical/surgical content and clinical each semester and increase the number of	Yes

				medical/surgical clinical hours.	
2	To fund the current open skills lab hours, student success advisor, and simulation coordinator.	*1. Support learning and facilitate student success	Maintain our NCLEX pass rate above 85% and our attrition rate 15% or less.	<p>Provide more academic and skills lab support for the LVN transition students. Expand skills lab check-offs for nursing skills.</p> <p>Refer at risk students to meet with nursing success counselor and utilize campus resources such as Learning Center, OSD and SI. Maintain the nursing success counselor position.</p>	Yes
3	To replace full-time faculty.	- Other Reasons *1. Support learning and facilitate student success	Maintain current admission rate for the nursing program.	<p>Replace full-time faculty positions. We have one faculty member resigning, one retiring and one assuming the role of Director of Nursing. These faculty positions need to be replaced.</p> <p>Faculty Professional day scheduled for test writing NCLEX type questions. Faculty to format exams to reflect the same test plan as the NCLEX. Faculty members that</p>	Yes

				are retiring need to be replaced with full time faculty positions. New full time faculty members need to remediate to specialty areas.	
4	To increase technology in the classroom, increases computerized testing, and have universal student access to computers.	7. Enhance technology's support of the college Mission	Improve success at taking computerized tests.	<p>Encourage Kaplan online resources starting at the beginning of the program and during the NS 200 course.</p> <p>Partner with Staff Garden to allow students to create electronic resumes.</p> <p>Blackboard merge of nursing classes to improve data reporting and analysis.</p> <p>Increase use of Blackboard for testing.</p>	Yes
5	To Maintain BRN approval	- Other Reasons	To meet the requirements to have an approved program.	<p>To comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing.</p> <p>Replace full-time faculty positions. We have one faculty member resigning, one retiring and one</p>	Yes

				<p>assuming the role of Director of Nursing. These faculty positions need to be replaced. We are required to have qualified faculty members to teach all areas of nursing including med/surg, pediatrics, women and infant health, mental health, and geriatrics.</p> <p>Expand the action plans that were developed based on outcome analysis.</p>	
6	To enhance integration of simulation into the curriculum.	7. Enhance technology's support of the college Mission	To meet the BRN requirement of integrating simulation. Students can participate and observe active scenarios and evaluate the roles of leadership, teamwork, collaboration, communication, safety and patient centered care.	<p>Develop complex simulations. Have the students participate and observe active scenarios and evaluate the roles of leadership, teamwork, collaboration, communication, safety and patient centered care. A full-time simulation coordinator is needed to expand the simulation program to fully utilize all the equipment.</p>	Yes

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
Goal #3 To replace full-time faculty.	Personnel	Repeat	We need to replace 3 full time faculty members compared to last year.	Depends on the salary schedule	Recurring
Goal #2 To fund the current open skills lab hours, student success advisor, and simulation coordinator.	Personnel	Repeat	We need a full time simulation coordinator and nursing success counselor.	Depends on the salary schedule	Recurring
Goal #1 Increase student success in the program and on the NCLEX To increase technology in the classroom, increases computerized testing, and have universal student access to computers.	Technology	New	Real Life and Pharmacology Made Easy computer software for nursing students.	\$40,000.	One-time
Goal #1 Increase student success in the program and on the NCLEX	Personnel	New	Learning Disability Specialist that can evaluate and diagnose students for learning disabilities.	Depends on salary schedule	Recurring

Goal #4 To increase technology in the classroom, increases computerized testing, and have universal student access to computers.	Other	Repeat	Wire the electrical outlets in the nursing classrooms and skills lab.	\$100,000.	One-time
Goal #6 To enhance integration of simulation into the curriculum.	Personnel	New	We need a full time simulation coordinator	\$80,000. Depends on the salary schedule	Recurring
Goal #4	Personnel	Repeat	We need to replace 3 full time faculty members compared to last year.	Depends on the salary schedule	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Respiratory Care – Public Safety & Allied Health	2. Year: 2015-2016
3. Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
4. Names of all participants in this review: Jeff Stephens	
5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis																		
6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<p>Comments on trends over the past five years and how they affect your program:</p> <p>The respiratory care program has been in operation since fall 2006. Our total enrollment capacity for the last 5 fall semesters is 125 students, and we have admitted 77 students (62% capacity).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: left;">FTES</th> <th style="text-align: center;">2010-2011</th> <th style="text-align: center;">2011-2012</th> <th style="text-align: center;">2012-2013</th> <th style="text-align: center;">2013-2014</th> <th style="text-align: center;">2014-2015</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Admitted/Capacity</td> <td style="text-align: center;">23/24</td> <td style="text-align: center;">12/24</td> <td style="text-align: center;">12/24</td> <td style="text-align: center;">12/24</td> <td style="text-align: center;">18/24</td> </tr> <tr> <td></td> <td style="text-align: center;">96%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table> <p>Comment: Program admission shows a steady increase until 2011-2012. State budgetary constraints limited enrollment. We have expanded our enrollment due to increased funding in addition to increased market demand.</p>	FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Admitted/Capacity	23/24	12/24	12/24	12/24	18/24		96%	50%	50%	50%	75%
FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015															
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7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p>Comment on trends and how they affect your program:</p> <table border="1" data-bbox="730 310 1978 574"> <thead> <tr> <th>FTES</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>Admitted/Capacity</td> <td>23/24</td> <td>12/24</td> <td>12/24</td> <td>12/24</td> <td>18/24</td> </tr> <tr> <td>Graduates</td> <td>17</td> <td>11</td> <td>17</td> <td>11</td> <td>9</td> </tr> <tr> <td>Credentials Earned</td> <td>100%</td> <td>85.7%</td> <td>86.7%</td> <td>72.7%</td> <td>90.9%</td> </tr> <tr> <td>Grads Employed</td> <td>100%</td> <td>71.4%</td> <td>86.7%</td> <td>54.5%</td> <td>81.8%</td> </tr> <tr> <td>Students 1st and 2nd year</td> <td>23</td> <td>24</td> <td>24</td> <td>24</td> <td>30</td> </tr> <tr> <td>Faculty Hired</td> <td></td> <td></td> <td>1 (FT)</td> <td>1 (Adjunct)</td> <td>2 (Adjuncts)</td> </tr> </tbody> </table>	FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Admitted/Capacity	23/24	12/24	12/24	12/24	18/24	Graduates	17	11	17	11	9	Credentials Earned	100%	85.7%	86.7%	72.7%	90.9%	Grads Employed	100%	71.4%	86.7%	54.5%	81.8%	Students 1 st and 2 nd year	23	24	24	24	30	Faculty Hired			1 (FT)	1 (Adjunct)	2 (Adjuncts)
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Faculty Hired			1 (FT)	1 (Adjunct)	2 (Adjuncts)																																							
8.a.	Student success and retention rates Equity groups within discipline	<p>Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p> <p>The Respiratory Care Program trends (2010-2014) show a course completion rate of 78% an increase of 6% from 2013 comprehensive program review. (Age) 19% are 20-24 years, 79% between the ages of 25-49 years, and 1% above the age of 49; (Gender) male/female 37%/63% respectively; (Ethnicity/Race) African-American 17%, American Indian/Alaskan Native 2%, Asian 9%, Filipino 34%, Hispanic 4% and White Non-Hispanic 34%. Comment: The program exceeds the colleges' institutional standard in all demographics.</p> <p>When the respiratory care program was instituted there were limited requirements for admission that lead to significant attrition rates. Specific observations and data collection revealed a limited ability for student success based on knowledge gaps between anatomy physiology, chemistry, and algebra. The highly technical nature of respiratory care in combination with the gaps led to student failure. In 2009 pre-requisites of anatomy, physiology, chemistry, and algebra were instituted as program requirements. This has improved students' ability to complete the program successfully as seen by a decrease in student attrition from 40% to 23.1%.</p>																																										

Annual evaluative tools utilized include the Student Program Resource Survey, Program Personnel Resource Survey, Graduate Survey, Employer Survey, and student credentialing test results. These tools provide data on resource availability /allocation such as personnel, facilities, laboratory equipment, learning resources, instructional support, clinical resources, and medical direction. Gaps in student achievement/success related to a lack of up-to-date equipment, limited medical direction, knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain) have been identified. Over the past 4 years the program has sought resource allocation from the Perkins IV program improvement fund (\$125,957.24) for interactive computer software for testing and up-to-date equipment for lab simulation including simulation manikin, and \$4,800.00 for instructor professional development. In addition, a change was made of a medical director that has increased involvement to include grand rounds with the students and semester lecture series. The 2014 surveys rated the program >3 on a 5 point Liker scale which identified no deficiencies.

8.b. Number of Sections by [Location](#) and [Modality](#) .

Comment on trends:
The Respiratory Care Program sections offered are based on the number of enrolled students and the programs accreditation body CoARC (Commission on Accreditation for Respiratory Care). CoARC Standard 2.15 “In addition to the key personnel, there must be sufficient faculty to provide effective instruction in the didactic, laboratory, and clinical setting. In clinical rotations, the student to faculty ratio cannot exceed 6:1.”

<i>Sections Offered Fall Semester</i>	<i>Location/Campus/Site</i>
RCP 101 (lecture)	Lancaster
RCP 101 CL (lab)	Lancaster
RCP 102 L/L	Lancaster
(1) RCP 201 (lecture)	Lancaster
(1) RCP 202 (lecture)	Lancaster
(1) RCP 202 CL (clinical)	Lancaster – AV Hospital
(2) RCP 202 CL (clinical)	Palmdale – Palmdale Med Center
(3) RCP 202 CL (clinical)	Lancaster – AV Hospital
(1) RCP 203 (lecture)	Lancaster
(1) RCP 203 CL (clinical)	Lancaster – AV Hospital

		(2) RCP 203 CL (clinical)	Palmdale – Palmdale Med Center
		(3) RCP 203 CL (clinical)	Lancaster – AV Hospital
		<i>Sections Offered Spring Semester</i>	<i>Location/Campus/Site</i>
		(1) RCP 103 (lecture)	Lancaster
		(1) RCP 103 CL (clinical)	Lancaster – AV Hospital
		(2) RCP 103 CL (clinical)	Palmdale – Palmdale Med Center
		(1) RCP 104 (lecture)	Lancaster
		(1) RCP 204 (lecture)	Lancaster
		(1) RCP 204 CL (clinical)	Lancaster – AV Hospital
		(2) RCP 204 CL (clinical)	Palmdale – Palmdale Med Center
		(3) RCP 204 CL (clinical)	Lancaster – AV Hospital
		Sections Offered Summer Semester	Location/Campus/Site
		(1) RCP 105 (lecture)	Lancaster
		(1) RCP 105 CL (clinical)	Lancaster – AV Hospital
		(2) RCP 105 CL (clinical)	Palmdale – Palmdale Med Center

9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <table border="1"> <thead> <tr> <th>Geographic Area</th> <th>2012 Employment SOC Code 291126/CIP Code 510908 Respiratory Care</th> <th>Projected Employment (2012-2022)</th> <th>Growth (2012-2022)</th> <th>Annual Job Openings Reported (2012-2022)</th> </tr> </thead> <tbody> <tr> <td>California</td> <td>14,100</td> <td>16,600</td> <td>+1.7%</td> <td>450</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>California Accredited Programs</th> <th>Number of Graduates Estimated (24 students =Mean)</th> <th>Job Short Fall</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>864</td> <td>-52.08%</td> </tr> </tbody> </table>	Geographic Area	2012 Employment SOC Code 291126/CIP Code 510908 Respiratory Care	Projected Employment (2012-2022)	Growth (2012-2022)	Annual Job Openings Reported (2012-2022)	California	14,100	16,600	+1.7%	450	California Accredited Programs	Number of Graduates Estimated (24 students =Mean)	Job Short Fall	36	864	-52.08%
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		<p>Based on the labor market data available there is projected 1.7% state wide job market growth 2012-2022. This is a change from 2001-2011 data from 2.07% estimated growth. The economy and re-reimbursement has forced Hospitals, Clinics and Private Institutions in Southern California to close and or reduce staff which leaves less employment opportunities. This will impact our students as they will have to travel distances in order to obtain employment. Therefore, projected planning includes marketing to potential students outside of Southern California specifically central coastal areas where programs are non-existent. In 2011 the Respiratory Care Program enrollment was cut in half to accommodate changes in college funding. As funding was restored in part enrollment was increased by 25%. However, with slower recovery and changes in re-reimbursement the recommendation will be made to return enrollment to 75% of capacity.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2011-2012	Ongoing	<p>90.9% graduate students passed the national credentialing examination and obtained a California State license to practice; 29% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 71.4% (3-year average) positive placement based on returned surveys.</p> <p>Curriculum changes improved exit examinations and National Board scores in areas of patient data evaluation, equipment manipulation, infection control, modification of therapeutic procedures from 33% - 60%. Ongoing evaluation of graduate performance on examinations and competency review to meet Commission on Accreditation Benchmark 75%.</p>
PLO 1,2,3,4, & 5	2012-2013	Ongoing	92.9% graduate students passed the national credentialing examination and obtained a California State license to practice; 25% attrition of the total number of students

SLO's (all RCP courses)			<p>enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 86.7% (3 year average) positive placement based on returned surveys.</p> <p>SLO's identified additional areas in patient data evaluation (critical thinking) 41.7% as compared to national average 65%. Additional changes made in competencies evaluations occurred. Identified weaknesses in equipment manipulation of mechanical ventilation 33% of the national average prompted acquisition of Perkins funding to purchase up-to-date mechanical ventilators.</p>
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2013-2014	Ongoing	<p>85.7% graduate students passed the national credentialing examination and obtained a California State license to practice; 23.1% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 54.5% (3-year average) positive placement based on returned surveys.</p> <p>Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students meet or exceed national standards. Minor deficiencies in infection control 60.7% of national averages 65%; evaluation and monitoring patient objective/subjective responses 60.7%; and conduction pulmonary rehabilitation 66.5%. Have prompted additional core content be emphasized in applicable curriculum.</p>
PLO 1,2,3,4, & 5 SLO's (all RCP courses)	2014-2015	Ongoing	<p>88.9% graduate students passed the national credentialing examination(s) and obtained a California State license to practice; 17.9% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 63.7% (3-year average) positive placement based on returned surveys. <u>It must be noted that the National Board for Respiratory Care (NBRC) and State of California changed in minimum qualifications for job entry as the Registered Respiratory Therapist.</u></p> <p>New testing data and SLO measurements reveal marked improvement in student performance in all content areas. Using the new high cut score of 94 correct responses (established by the NBRC), there were 2 additional area deficiencies identified in equipment manipulation and modification of therapeutic procedures that did not meet cut scores.</p>

			Additional focus has been placed on these areas in SLO achievement through curriculum review.
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11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal 1: <i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i>	Ongoing	The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain).
Goal 2: <i>Increase program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.</i>	Ongoing	As our program is dynamic, our faculty fluctuates dependent on student enrollment. We continue to seek new and innovative ways to ensure critical-thinking processes as evidenced by improved examination performance. Our program has maintained all accreditation standards meeting or exceeding benchmarks for success.
Goal 3: <i>Continue monitoring student progress by utilizing data from standardized testing and national board examinations.</i>	Ongoing	Student success is measured on performance of course competency performances, written self-assessment exit examinations, and national board testing annually. These results are utilized by the program chair and director of clinical education to adjust curriculum to meet the needs of students and maintain standards of practice within the respiratory care community.
Goal 4: <i>Continue to provide medical direction for Respiratory Care Program as required by accreditation (CoARC) body.</i>	Ongoing	We continue to employ a medical director for our program as mandated CoARC Accreditation Standards 2.03 The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director. 2.14 The program must appoint a Medical Director to provide and ensure direct physician interaction and involvement in student education in both the clinical and non-clinical settings; the Medical Director must be a Board certified, licensed physician, credentialed at one of its

		<p>clinical affiliates, with recognized qualifications, by training and/or experience, in the management of respiratory disease and in respiratory care practices.</p> <p>Recommendation from CoARC site visit 2009/ initial accreditation was to increase physician (medical director) involvement.</p> <p>Advisory Committee 9/22/2011: It was agreed by consensus to recommend an increase to Dr. Ahmed's stipend to \$3000 per year.</p>
<p>Briefly discuss your progress in achieving those goals:</p> <p>Review: As all goals are on-going we have made significant improvements in student success and outcomes as reflected in national board examinations. Goal 4: This goal has <u>not</u> been accomplished completely; despite adherence to recommendations by the Commission on Accreditation for Respiratory Care and Advisory Committee (increased medical direction involvement) re-imburement has not been increased accordingly. In addition, action plans have been addressed in RCP courses to reflect the need for additional support for the medical director.</p>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>As of 07/01/2014 the Respiratory Care program was awarded \$28,000.00 in Perkins funding for the purchase of 2 Puritan Bennett 840 adult ventilators. However as the industry and technology changes occur additional support will be needed for the purchase of neonatal/pediatric mechanical ventilators.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<i>Acquire additional "state of the art" mechanical ventilators to maintain standards of training in simulation.</i>	*1. Support learning and facilitate student success *3. Expand and diversify CTE 7. Enhance technology's support of the college Mission - Supporting PLO(s), SLO(s), OO(s)	Meet industry standards	Secure/expand additional funding	Yes

2	<i>Return program enrollment to 24 students.</i>	<p>*1. Support learning and facilitate student success</p> <p>*3. Expand and diversify CTE</p> <p>- Supporting PLO(s), SLO(s), OO(s)</p>	<p>As identified there are 36 accredited respiratory care programs in California. The majority are concentrated in the Southern California area where hospitals are saturated. Therefore to meet this strategic goal program expansion should occur through outreach as a consortium to central coastal communities in addition to our student population. This will require inter-collegial efforts, coastal area hospitals for clinical sites, and additional adjunct personnel to adhere to accreditation (CoARC) requirements.</p>	<p>Continue to analyze job markets and assist graduates in job placement.</p> <p>As of January 2016, the Commission on Accreditation of Respiratory Care will no longer grant accreditation of new associate degree programs. The minimum entry will be baccalaureate level. Consider expanding the respiratory care program to baccalaureate level as there are only 2 programs in the State of California 1) proprietary (Loma Linda University – that will not accept transfer students) and 2 Skyline Community College in Northern California.</p>	Yes
3	<i>Improve student performance on exit examinations.</i>	<p>*1. Support learning and facilitate student success</p> <p>- Supporting PLO(s), SLO(s), OO(s)</p>	<p>Increase PLO success in content areas deficiencies in infection control, evaluation and monitoring patient objective/subjective responses, and conduction pulmonary rehabilitation</p>	<p>Increasing student experiences in use of protocols and computer based testing.</p>	No

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****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
RCP/CTE 1	Technology	New	Neonatal/Pediatric Ventilator and simulation mannequin	60,000.00	One-time
RCP/CTE 4	Personnel	Repeat	Increase stipend Medical Director	500.00 increase	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Program Review Annual Update

1. Discipline/Area Name: Vocational Nursing/CTE	2. Year: 2016
3. Name of person leading this review: Candace Martin	

<p>4. Names of all participants in this review:</p> <p>Candace Martin, RN, MSN Elizabeth Sundberg, RN, MN</p>	
<p>5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option</p>	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)</p>

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
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6.	Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	<table border="1" data-bbox="751 191 1858 386"> <thead> <tr> <th></th> <th>Fall 2012</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>FTEF</td> <td>28.5</td> <td>22.0</td> <td>23.2</td> <td>19.3</td> <td>21.2</td> <td>20.6</td> <td>18.4</td> </tr> <tr> <td>FTES</td> <td>152.54</td> <td>130.29</td> <td>133.71</td> <td>115.75</td> <td>146.27</td> <td>142.13</td> <td>124.03</td> </tr> <tr> <td>FTES/FTEF</td> <td>5.4</td> <td>5.9</td> <td>5.8</td> <td>6.0</td> <td>6.9</td> <td>6.9</td> <td>6.7</td> </tr> </tbody> </table> <p data-bbox="730 430 1774 462">Comments on trends over the past five years and how they affect your program:</p> <p data-bbox="730 511 1984 657">When reviewing the data it was noted that there were discrepancies in the data provided. The office of institutional research was consulted and Svetlana recalculated the ratios using FTEF data from Banner and FTES data from DataMart for NS (Two-digit TOP Code 1230 which includes Licensed Vocational Nursing-123020 and Registered Nursing-123010).</p> <p data-bbox="730 706 1942 852">FTES for the vocational and registered nursing program has varied since 2012 from a high of 152.54 (fall 2012) to a low of 124.03 (fall 2015). The average per semester since fall 2012 is 134.96. The Vocational Nursing program generally enrolls 24 students biannually (even years i.e., 2016) in the fall semester.</p> <p data-bbox="730 901 1984 1006">FTEF for the vocational and registered programs has ranged from 19.3 to 28.5 and FTES/FTEF has ranged from 5.4 to 6.9 since fall 2012. This data has remained fairly consistent over the past few years.</p>		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	FTEF	28.5	22.0	23.2	19.3	21.2	20.6	18.4	FTES	152.54	130.29	133.71	115.75	146.27	142.13	124.03	FTES/FTEF	5.4	5.9	5.8	6.0	6.9	6.9	6.7
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7.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	<p data-bbox="730 1055 1459 1088">Comment on trends and how they affect your program:</p> <p data-bbox="730 1128 934 1161">Not applicable.</p>																																
8.a.	Student success and retention rates Equity groups within discipline	<p data-bbox="730 1250 1984 1356">Review and interpret data by race/ethnicity and gender or both together. Identify what actions are planned to meet the Institutional Standard of 68% for student success and to close achievement gaps:</p>																																

		<p>Race/Ethnicity and Gender - The retention rate for the vocational nursing classes ranged from 85% - 100% and the success rate ranged from 56.3% - 96.7% for both race/ethnicity and gender.</p> <p>Race/Ethnicity - On some individual courses there was a significant decrease in Hispanic/Latino and African American student success. However the retention rate was 100% for most courses. VN 110 denoted the least retention rate spread fairly equally with the various ethnic groups. The Hispanic/Latino group did have the least retention rate.</p> <p>Gender - There is a decrease in success and retention for female students in most of the courses.</p> <p>VN 110 is the course that had the lowest success rate. This is the entry course of the vocational nursing program. The only academic requirement to be accepted into the program is a high school diploma or GED. Students are frequently unprepared to take on the rigors of the demanding program, both academically and the time commitment. A validation study was performed several years ago to determine if requiring BIO 100 as a prerequisite would increase student success. However, the results indicated changing this course to a prerequisite would not have a significant impact on student success.</p> <p>We offer a mandatory orientation for all incoming students. Topics include college and hospital policies and procedures, privacy practices and tips for success. In addition students have access to a success counselor who meets with nursing students to develop and update educational plans, assists students with stress and anxiety, and works with students on their study skills. Other resources such as tutoring at the Learning Center and the Office of Students with Disabilities are explained to the students.</p>
8.b.	Number of Sections by Location and Modality .	<p>Comment on trends:</p> <p>All theory classes are scheduled on the Lancaster campus. The clinical component of the course is scheduled at Antelope Valley Hospital or a community based clinic. All classes are traditional.</p>

		<p>Vocational nursing courses are offered sequentially starting in the fall of an even year. Courses continue during the winter intersession and spring semester. The final course is offered during the summer session or the following fall.</p> <p>The nursing skills lab and simulation rooms have extremely expensive equipment that is available for student and classroom use. It is not realistic to duplicate a nursing lab on another site.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>The California Employment Development Department states that, due to an aging population, including retiring licensed vocational nurses (LVNs), long-term care needs will increase substantially. Hospitals are increasing the use of LVNs in response to budgetary needs. And changes in the healthcare industry delivery will include more outpatient centers.</p> <p>The total projected openings for LVNs in California from 2012-2022 is 15,600. The total annual job opening is 3,040. The median annual salary for an LVN is \$52,422.</p>

10. Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLO #1 (VN 110) Demonstrate advanced nursing skills for the hospitalized patient to promote self-care agency.	Increase student success	Ongoing	Because the VN program was on hiatus, the most recent action plan is from 2012. The students continue to have a well-equipped skills lab, supplied with materials needed to practice fundamental and advanced skills. They are given simulations and scenarios to enhance their learning experience.

SLO #1 (VN 113) Demonstrate advanced nursing skills for the adult medical-surgical patient to promote self-care agency	Increase student Success	Ongoing	The software Virtual Clinical Excursions was utilized in this class for the first time. The success rate was 100%. More importantly, six out of nine students scored in the 'recommended' category of the HESI exit exam, while one student scored in the 'acceptable' category, and one in the 'needs further preparation' category.
PLO #3 Students will demonstrate leadership skills by collaborating with student team members to identify nursing interventions to assist the hospitalized adult, child-bearing family, newborn, and pediatric client with Self Care Deficits (SCD)	Increase student Success	Ongoing	District and Prop 20 funds were used to purchase supplies that students use to practice administration of oral, intramuscular and intravenous medications, Foley insertion, wound care, and other required skills.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase student success in the program and on the NCLEX	Ongoing	The overall program attrition for the last graduating VN class was 62%. This high attrition rate is contributed to the lack of preparation and academic skills of students entering the program. As noted earlier, the admission criteria require students to have a high school diploma or GED. Students are advised to take AVC assessment tests and achieve a recommended score in English, Math, and Reading. But these are only advisements, not requirements. The success rate for VN 113, the last course of the program, was 100%, indicating students who were prepared for the program were able to complete it.

		The NCLEX pass rates for the 2013, 2014, and 2015 were 82%, 62%, and 100%, respectively. (2015 had one test-taker.) 72.45% was the state average and 80.88% was the national average. The goal of the VN program is to consistently score in the 80 th percentile on the NCLEX.
Maintain BVNPT approval.	Ongoing	The VN program is currently undergoing the re-approval process.
Hire a third full-time instructor.	Ongoing	Two full-time faculty members taught the VN program with a request for a third full-time faculty in previous program reviews. When the program went on hiatus in 2013, one full-time position was given to the ADN program for the skills lab. Thus, currently, there is only one full-time position slotted for the VN program. The second full-time position needs to be replaced so that student success can be achieved. A third full-faculty is needed to return to previous enrollment numbers of 30 to 45 students.
Expand Clinical Skills Lab hours and hire a full time Clinical Skills Lab Coordinator.	Ongoing	This goal was achieved 100% with the appointing of a full time skills lab coordinator in Fall 2013. However, the current full-time skills lab coordinator has announced her retirement in December 2016. Therefore, a replacement will be needed.
Develop a 12-month Vocational Nursing Program.	Ongoing	The 12-month VN program was implemented Fall 2010 and went on hiatus 2013 – 2014. When the program was reinstated Fall 2014, the decision was made to offer the last course, VN 113 in fall of 2015 instead of the summer session of 2015. This is an eight week course that was designed to be taken in the summer. It is an extreme disadvantage to students to take the class in the fall instead of summer. When completed in summer, the students' transcripts are compiled within a couple of weeks of graduation and sent with their application to the BNVPT. Currently, students graduate from the program in October, necessitating the students to wait until the end of the semester to process their applications. This delays their ability to take the NCLEX by several weeks, decreasing the chance to be successful.
Develop a plan to ensure a full class in VN 110.	Ongoing	Typically, some students admitted to the program drop VN 110 during the first week or two of the semester, leaving vacant positions that could be utilized by alternate students. Fall 2014, 24

		students were admitted to the VN program, and two dropped out within a week or two. By replacing the students with alternates may help to reduce the attrition rate. The BNVPT does allow developing a policy to allow alternate students to attend the first few weeks of class in the event students drop out. The VN program did have a policy addressing this issue. This policy should be reinstated.
Hire a part time technician to maintain computer equipment in the computer lab.	Ongoing	This goal has been achieved since a full time technician is assigned to the Health Sciences building.
Integrate simulation into the current curriculum.	Ongoing	VN students have access to simulations in the skills lab. Simulation has been incorporated into the VN curriculum.
Return to a 12-month schedule	Ongoing	The curriculum was designed to be implemented within a 12-month period. In the 2014 – 2015 cycle, the last course of the program was offered in the fall rather than the summer. As stated earlier, this is not in the best interest of the students. Also, the VN program is a very popular among the community as evidenced by the numerous applicants. Returning to admitting students annually would benefit the community.
<p>Briefly discuss your progress in achieving those goals: Many of the goals have been and continue to be achieved such as having a full-time skills lab coordinator, computer technician, and simulations as part of the curriculum. The goal of reducing attrition, particularly in the first semester of the program, continues to be problematic. Several years ago, a validation study was done to determine if changing BIO 100 to a prerequisite (rather than a co-requisite for VN 110, as it is currently required) would reduce attrition. However, that study did not indicate that reduced attrition would be the outcome. A new validation study has been discussed. But, because only 24 students are being admitted every two years, there is not sufficient data to perform such a study.</p> <p>There has been significant improvement in the HESI exit exam. As stated earlier, 89% scored within the ‘recommended’ and ‘acceptable’ ranges, predicting a high degree of success on the NCLEX.</p>		

Losing the second full-time faculty position has been a major setback. The program requires continuous compliance/approval by the BVNPT as well as AVC mandates (such as this Program Review). These tasks are difficult to complete by one full-time faculty. Also, extending the program to 15-month program was never a goal of the program. Its impact is yet to be determined. But studies indicate that the sooner students take the NCLEX, the higher the success rate.

Please describe how resources provided in support of previous program review contributed to program improvements: The purchase of 25 additional computers allow for students in a class to computerize test which gives them practice for the NCLEX. Installment of appropriate classroom locking mechanisms provide for student safety. Video streaming has allowed us to have updated audiovisual per the BRN suggestion.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase student success in the program and on the NCLEX.	*1. Support learning and facilitate student success	Maintain consistent NCLEX pass rate above 80%.	Refer at risk students to meet with nursing success counselor. Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture.	Yes
2	To fund the current open skills lab hours, student success	*1. Support learning and facilitate student success		Provide more academic and skills lab support for the	Yes

	advisor, and simulation coordinator.			students. Expand skills lab check-offs for nursing skills.	
3	To replace full-time faculty	*1. Support learning and facilitate student success	The second full-time faculty position was allocated to the Skills Lab and a third position was never approved.	Replace full-time faculty positions.	Yes
4	To increase technology in the classroom, increase computerized testing, and have universal student access to computers.	7. Enhance technology's support of the college Mission		Utilize more online resources starting at the beginning of the program.	Yes
5	Maintain BVNPT approval.	- Other Reasons		To comply with all requirements set forth in the California Vocational Nurses Practice Act and the BVNPT.	Yes
6	To enhance integration of simulation into the curriculum.	7. Enhance technology's support of the college Mission		Develop complex simulations. Have the students participate and observe active scenarios and evaluate the roles of teamwork, communication, safety and patient centered care.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 12 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
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Replace full-time faculty and add a third full-time faculty	Personnel	Repeat	One full-time faculty needs to be replaced and a third full-time faculty added.	Dependant on salary schedule	Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

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