

## Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:20 AM EST

### Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

### Fall 2012 Administration of Justice (PR)

#### 1. Discipline/Program/Area Name

Administration of Justice

#### 2. Year

2012-2013

#### 3. Name of person leading this review.

Professor Dexter Cummins

#### 4. Names of all participants in this review.

Professor Dexter Cummins, AJ Adjunct Instructors: Jim Henchey, Wil Howard, and Tim Lynskey

#### 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

When reviewing the five year headcount, FTES, and PT/FT enrollment data for the AJ Program, what is striking is the loss of students that the program has suffered in the last two years from the listed high, which occurred in the 2008-2009 school year. The headcount lowered by more than 320 students each year, while FTES decreased. There was a small increase in the FT to PT student ratio in the last two years, although it remains below 50%. This loss of students is a result of the ongoing state-wide budget crisis which has forced a major reduction of AJ course offerings in the last three years. These reductions include the complete loss of all Intersession and Summer AJ courses, and the failure to hire the two missing full-time AJ Instructors. The AJ program continues to be the fourth largest producer of A.A. Degrees at AVC. The program will continue to strive to meet this important achievement goal.

#### 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)*

When reviewing the statistics for the areas of success, persistence, and retention based on the student's ethnicity, gender or location, there were only minor differences in the past five years. Almost all categories listed show no significant change with the exception of the last two years of student persistence, which showed at times a double digit increase in percentage. Since there has been a significant decrease in the number of AJ course offerings, it appears that the students are making a stronger effort to continue with their studies. Even with the lower number of courses offered a fairly consistent rate of student success was noted in all areas. Since there has been no change in the full-time Instructor to part-time Instructor ratio, approximately 15 part-time to one full-time during this period, it is not surprising that the success rate has stayed the same. If in the future the two additional, budgeted full-time positions in AJ can be filled the stability of a properly staffed AJ program would enhance the success rate of AJ students to a greater degree than presently experienced.

#### 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*

Based on an analysis of the last five years of data involving student achievement in AJ, it is noted that there is little difference in the rates of all areas of assessment. Even with the loss of numerous AJ courses, due to budget constraints, and the fact that the same ratio of full-time to part-time AJ Instructors did not change, student achievement stayed at about the same level statistically. The number of students seeking AJ courses was reduced drastically, yet the remaining AJ students continued their level of achievement. It can be expected that if the two additional, budgeted, full-time positions in AJ were to be filled the student achievement rates would markedly increase.

#### 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*

In the last year the AJ program's SLO results show that each class is meeting its assessment for each SLO with a success rate in excess of 70%. This has been a goal of the AJ program that is being met. AJ Adjunct Wil Howard has been selected as the adjunct representative to the AVC SLO Committee and has met with Professor Cummins weekly regarding the AJ program and the status of SLO's. This information as well as AJ PLO assessments: SLO reporting, assessments, action plans and documentation of SLO's was discussed with attending AJ Adjunct and Professor Cummins during an SLO meeting on August 17, 2012. The AJ Adjuncts involved in this meeting with Professor Cummins were: Tim Lynskey, Jim Henchey, Fred Hermann, Wil Howard, Carlos Pinho, and Nick Titiriga. Additional AJ SLO information and assessment discussions were conducted at the AJ Advisory Committee meeting on November 3, 2011. Individuals who attended this meeting with Professor Cummins were AJ Adjunct: Tim Lynskey, Wil Howard, Jim Henchey, and Nick Titiriga, as well as LASD personnel: Sgt. David Chambers, Deputy Mark Feickert, Security Officer Mario Salazar, and Security Officer George Garcia. Professor Cummins also holds weekly lunch meetings with available AJ adjuncts where the AJ program, including SLO and PLO information, is regularly discussed. All of the above listed adjuncts regularly attend these luncheons. With the ongoing budget crisis facing AVC and the mandatory cuts the AJ program has suffered, no new budget requests are being made by the AJ program at this time. Although, it is hoped that future funding will be eventually restored to hire the two unfilled, budgeted, full-time AJ Instructor positions. Also, critical to the ultimate success in the college's effort in the area of student persistence for the AJ program would be returning the numerous traditional semester AJ courses and Intersession and Summer session courses that have been taken from the program to help balance the budget shortfall.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

When analyzing the AJ SLO and PLO assessment results over the last four years the numbers speak for themselves. All AJ SLO's are being met with an achievement level that is higher than the 70% baseline which was established to identify successful AJ courses. The number of AJ A.A. Degrees continues at the same high level, while serving fewer AJ students. The AJ program has been drastically cut in the last four years with over 300 less students being served due to less AJ class offerings and the lack of two additional full-time AJ Instructors. The program continues to be at the mercy of the failing State of California and AVC budget processes and the outlook continues to be grim for the next several years. The only change that has occurred in the Fall 2012 semester was the fact that since a new instructional building came online at AVC, several existing AJ courses were moved to larger classrooms which allowed for a few more AJ students to be served.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

After reviewing the listed goals and objectives for the AJ program in the most recent comprehensive review and subsequent annual updates, the main goal of hiring two full-time AJ Instructors has not been accomplished. Unfortunately, the forced budgetary cutbacks continue to reduce the opportunity for educational improvement for students in the AJ program. The program continues to be unable to meet the strong demand for its classes by the AJ student population. Full AJ course wait lists and long lines of students attempting to crash the reduced AJ course offerings continue to occur at the start of each semester. The continued loss of the AJ course Intersession and Summer session continues into its fourth year. When the community suffers from high unemployment, due to the budget crisis, the unemployed turn to their community college and specifically the Technical Education area of their college for future job training. The AJ program has not been able to keep up with the high demand from these students for its courses. Since the state-wide budget crisis continues unabated, no new program goals will be added to the AJ program for the academic year.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

There have been no significant resource changes in the AJ program since the writing of the comprehensive self-study report. The state-wide budget crisis continues, which has had a very negative effect on the AJ program's ability to service the needs of its students. The continued loss of numerous AJ courses has had a noticeable negative effect on student achievement, based on the loss of several hundred AJ students in the last two years. Because of the continued high ratio of AJ adjunct (14-15) to the one full-time professor, there has been numerous AJ adjunct staffing changes due to the unexpected loss or injury of several AJ adjunct in the passed several semesters. This continued lack of consistent, full-time AJ faculty has made it difficult for the program to offer its students a consistent level of educational opportunity and has made it difficult to effectively increase student outcomes and achievement.

The AJ programs needs continue to be the same as reported in the past:

1. Hiring of the two budgeted, full-time AJ Instructor positions. The stability of a properly staffed AJ program would enhance the success rate of AJ students to a greater degree than presently experienced.
2. Restoring of the numerous traditional semester AJ courses and the return of the AJ Intersession and Summer session AJ courses are critical to the ultimate success of AJ students at Antelope Valley College.

## **Fall 2012 Aeronautical and Aviation Technology (PR)**

**1. Discipline/Program/Area Name**

Antelope Valley College Airframe and Powerplant Program, Tech Ed.

**2. Year**

2012-2013

**3. Name of person leading this review.**

Jack R. Halliday

**4. Names of all participants in this review.**

Ty Mettler-Instructor  
Jack B. Halliday-Instructional Assistant  
Patti Browne-Instructional Assistant

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The overall headcount trend for the summer courses for the last five years shows a steady increase. The headcount for fall shows a fairly increasing trend with a minor drop in 2011. The spring semester for the five years shows a fairly flat enrollment. There is an anomaly that shows up for the 2009-2010 academic year. This is due to the offering of AERO 180 which was offered only in that one year. This is not indicative of the program as a whole. These trends are probably due to the steadily declining economy and students returning to school to upgrade their skills. The classes are filling and staying full for the entire semester.

The FTES data for the AERO program shows a steady increase for the last five years. Again this is probably due to the economy and students returning to school. In comparing the AERO data and the division data there seems to be some correlation between the two showing steady moderate increases. The increase in FTES is good for the program and will probably flatten out as the program has reached capacity.

The PT/FT enrollment data stays fairly steady for the AERO program. This is due to the fact that all students enrolled in the Airframe and Powerplant program are always full time students since they take one 15 unit class in fall and spring and a 7.5 unit class in the summer semester. There is the anomaly that was noted in the headcount data that shows up in the PT/FT enrollment data as well. The lower percentages are low due to the fact that AERO 180 was offered in the 09-10 school year which was a 3 unit class.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

While looking at student success when comparing male and female rates the females tend to do a little better than the males. Part of this is due to the fact that there are very few women within the program and they are doing quite well. Our numbers are in the mid 90% to 100%. for both male and female success. The males tend to succeed at a slightly lower rate. This could be due to the fact that female students in our experience tend to do work harder than the males. Our success rate meets or exceeds the district and division levels. Our students might be more successful since they don't get any kind of break during the week. They attend class 5.3 .hours per day five days per week. So they may be more focused than the average student on campus. The students in the AERO programs are particularly motivated and goal oriented since most of them want to get a certificates and jobs in local industry.

When looking at success by race we see that our program exceeds the district and division numbers. The numbers from all groups land somewhere between 88% and 100%. Again our students tend to be highly motivated and do quite well in our program. See information in the previous paragraph for our analysis of the success of our students.

In terms of student retention rates by gender the AERO program tends to be about 10% higher than the district and a few percentage points higher than the division. Again this is a highly structured program with students meeting every day. These students are very goal oriented and highly motivated. The attendance requirements for the courses are quite stringent and so students know up front how much time they must put in

to be retained in the courses. Another reason for the high retention rates is that the program fills within the first week or two of priority registration. They know that if they drop out they will have a very difficult time getting back into the program. Technical Education courses tend to have high retention rates since most of the students are very hands on learners and the courses really cater to that demographic. Many of the students who do drop usually drop for job reasons. Their shifts change at work and they cannot complete the courses.

The program has decent term to term persistence rates. The numbers run a little higher than the district and division. There was a dip in the fall to spring 2009-2010 and a significant drop in Spring to fall 2010. The percentage of persistence dropped to 61% and 43% respectively. The drop was due to the fact that there was a course AERO 180 that was put on the schedule in the fall of 2009 and was offered again in the Spring 2010. This was a course taken by employees from Northrop Grumman for the express purpose of preparing to take the Spacetec written and oral and practical exams. This course was only offered in the fall and spring of that academic year. The students who took it only took that one course and did not follow on since it was a one time course. This course was not a part of the regular AERO curriculum. There is no obvious trend in terms of the term to term persistence. This may be due to the fact that students may enter the program at any point within the program and then graduate two years later. Generally, the students enrolled in the AERO courses are there for the express purpose of obtaining certificates that prepare them for the Federal Aviation Administration exams for licensure. They usually do not go on and take other courses within the college.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

We have looked at the student achievement data and we don't see any obvious trends up or down in the last four years. Most of our numbers are in the 90% range with many that are higher. Even with the significant budget cuts we have experienced over the last four years the program has continued to stay strong with students being successful and retained. We have received funding through VTEA for the last several years which may have helped alleviate the severe budget cuts in that we have been able to update our labs in a few areas. This may have allowed us to keep our numbers high in success and retention.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

We have been collecting student learning outcome data for the past three years. We have been waiting to see if there are any trends. This is the first year that we will actually be reaching any conclusions with our data. Each class will have been taught twice in the past few years which should give us some information this year to analyze. We have not been using SLO and PLO data to drive budget decisions. We have held many informal discussions concerning this data. These informal discussions include the two instructors (Ty Mettler, Jack R. Halliday) for the AERO program. This is an area we need to work on and figure out how to tie budget to SLO's.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

We are in the process of implementing a new computer laboratory for the AERO program. The first phase was implemented in the Spring of 2012 and the second phase will be implemented in Spring 2013. We have not had any time to fully realize the effect of the computer laboratory at this time. We will need a few semesters to analyze student improvement and achievement. This will be the first year that we will look at trends since we have been collecting data. For the past few years we have wanted to collect more data in order to see any trends. Our classes are only taught once per year so we only have three cycles to look at so it was difficult to discern any meaningful data.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Looking at the comprehensive report and followup annual updates over the past few years show very weak goals concerning student achievement and student learning outcomes. We need to have new goals and objectives this year in order to accomplish improvement.

Goal 2012-2013

To finish the state of the art computer laboratory for the Fox Field site.

Objectives: This computer system should be fully implemented by the Spring 2013 semester

Begin assessment of student achievement and student learning outcomes related to the installation of the computer laboratory.

Goal 2012-2013

Incorporate human factors training into the AERO program as mandated by the Federal Aviation Administration

Objectives: Determine areas of the curriculum where this information could be incorporated

Design curriculum to facilitate the implementation of human factors training

Have Federal Aviation Administration guest speakers in to discuss human factors each semester

Goal 2012-2013

Review Student Learning Outcomes for ascertain their validity and if they truly affect student achievement

Objectives: Review Student Learning Outcomes for all six courses

Review assessments to determine validity and if they are actually measuring what they are suppose to measure

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

We have seen a significant drop in our supply budget over the last few years. If this trend continues we will see a drop in student learning outcomes and student achievement. Material costs have increased and students must be able to accomplish hands-on projects in order to meet FAA guidelines and student learning outcomes. If this trend continues there may be an affect on student learning outcomes in a negative way. In addition, the Aero program needs to maintain 2 instructors and 2 instructional assistants to maintain student success at its current levels.

**Fall 2012 Agriculture/Landscape (PR)**

**1. Discipline/Program/Area Name**

Agriculture – Landscape and Park Management

Landscape construction (Degree / Certificate), Environmental Horticulture (Degree / Certificate), Grounds Maintenance Certificate

Tech Ed Division

**2. Year**

2012

**3. Name of person leading this review.**

Neal Weisenberger

**4. Names of all participants in this review.**

Neal Weisenberger, Sharon Weisenberger (adjunct instructor), Marilyn Buchanan (Ag Lab Technician)

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Environmental Horticulture/Landscape Construction program is made up of several classes mainly offered at night. It is hard for students to be full-time with-in the certificate programs. Only students in the program working towards a degree and not a certificate would be full time students for four semesters. Many students are working full time and taking just one or two classes each semester to fit their schedule.

The FTES and Head count for the program is impossible to analysis, BIOL 103/103L is also offered by the program, both for majors and for general education requirements. The data for that class is not included in the above charts. Low FTES and Headcount could be the results of BIOL 103/103L being offered that semester/Year reducing the AGRI offerings.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

With statistical headcounts below 100 (most in the 80's) most of the statistics are questionable. Dividing each statistic into 3 to 5 sample groups means the data is based on only 40 to less than 5 students in one sample. One response can change the percentage greatly. However in all aspects of retention the program has increased over the last five years retention in all areas. Most all of the earlier samples are below the college numbers, while in the recent years the program is equal or above college wide statistics. It seems the most significant finding, is the program has high retention level for retention by females and Hispanic population. These numbers have at best an adequate sampling and show significantly higher numbers than other groups and significantly higher numbers than the college as a group.

All trends show that the AGRI program is equal to the college in way of student success. The success rate for the program has shown improvement over the last few years. The only number outside a normal range shows female students have a higher success rate as a group.

Persistence in the program has improved over the last couple years. The last couple semesters the program has improved to a level much higher than the college level

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

I have never used achievement and achievement gaps in helping the planning process for the program. I was unaware of the data and it was not available at our last annual program review report. I also still believe the data is very questionable due to the size of the program. All program decisions have been made by observing students and course objectives and determining which topics within the program need additional supplies in order to improve the teaching of that information.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Most of the classes meet only once every two years, and we only offer one section. The assessment of SLO is very inconclusive and we cannot even track trends with the limited data. Our current budget decisions are solely based on maintaining our supply budget or how to meet supply needs with declining supply budgets. The advisory committee discusses new trends in the industry that need to be updated in the classroom to meet basic industry standards, and we try to determine how to fund.

Only about half of the PLOs have been currently assessed because the classes that measure the PLOs have not been offered since we began assessing the PLOs and the PLOs that have been assessed have very limited data with no trends.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Most of the classes meet only once every two years, and we only offer one section. The assessment of SLO is very inconclusive and we cannot even track trends with the limited data. Our current decisions are solely based upon observations in the classroom. The advisory committee discusses new trends in the industry that need to be updated in the classroom to meet basic industry standards.

Only about half of the PLOs have been currently assessed because the classes that measure the PLOs have not been offered since we began assessing the PLOs and the PLOs that have been assessed have very limited date with no trends.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

The following chart describes the Goals and Objectives from the self-study report. Most goals and objectives are ongoing. Some will always be ongoing, where others hopefully will reach a conclusion.

Goals	Objectives	Time frame	Justification	% Completion	Reason	New time frame
	<i>significant steps or actions needed to achieve the goal</i>	<i>Period of time the goal and objectives will be addressed</i>	<i>How does the goal support the mission of the college? How does the goal meet the needs of the community</i>			
Organize the new Agriculture/Landscape Science facilities			This will be "placing student success and <b>student-centered learning</b> as our number one priority through higher educational standards and <b>innovative programs</b> "			
	Organize tools and supplies in storage	Completed during the 10-11 school year		50%	Waiting for shelving	Completed during the 11-12 school year  12-13 school year
	Organize	Completed		75%	Organizing	Completed

	classroom materials in cabinets	during the 09-10 school year			<i>classroom as classes are offered, Currently adjusting and labeling cabinets</i>	during the <del>11-12</del> 12-13 school year
	Scan in all slides and pictures into computer for storage and side shows	Completed during the 11-12 school year		0%	<i>Not the highest priority</i>	Completed during the <del>11-12</del> 12-13 school year
Design and Landscape new Facilities			This will be "placing student success and <b>student-centered learning</b> as our number one priority through higher educational standards and <b>innovative programs</b> "			
	Design Landscape and develop material needs for facility	Completed during the 09-10 school year		90%	<i>This is a design/build operation. We have identified the main components and have the materials. The design will adjust during construction</i>	<i>Ongoing</i>
	Work with industry/community to help in providing needed materials	Completed during the 09-10 school year		90%	<i>Several meetings with both the industry and community help identify major purchases and donations. Ongoing</i>	<i>Ongoing</i>
	Install Landscapes (with Classes)	Completed during the 11-12 school year		33%	<i>Ongoing.</i>	<i>Ongoing</i>
Develop a plan to provide resources to maintain facilities.			This will be "placing student success and <b>student-centered learning</b> as our number one priority through higher educational standards and <b>innovative programs</b> "			
	Work with college administration on development of a volunteers or docents process	Completed during the 09-10 school year		75%	<i>In discussion</i>	Ongoing
	Work with government and	Completed during the		50%	<i>Ongoing</i>	Ongoing

	industry for assistance in the program	09-10 school year				
	Work with college administration to restore supply budget, which has decreased over the last few years	Ongoing	It is become more difficult to meet SLOs and PLOs without adequate supply budget to teach classes and maintain equipment	0%		Ongoing
	Develop a budget for new and innovative lesson and hands on classes	Ongoing	Requested Prop 20 money and VTEA funds to help with these projects	75%	<i>Received VTEA funds this year to purchase materials to assist in the classroom</i>	Ongoing
Involve the program in more community activities held at the new facilities	Hold community events for water districts or garden associations	Completed during the 09-10 school year	This will be "placing student success and <b>student-centered learning</b> as our number one priority through higher educational standards and <b>innovative programs</b> ".  This also allows the co-operation between the community and AVC	50%	<i>Currently the Hi Desert Iris and Daylily Society is meeting monthly and holding their annual plant sale at the college</i>  <i>Starting May 2011 holding smart workshops at AVC in cooperation with local Water groups</i>  <i>Working with AVRCD to develop a garden at their Nursery</i>	<i>Ongoing with new prospects</i>
Involve the Agriculture/Landscape Advisory Committee in program activities	Hold more meetings during the year	Completed during the 09-10 school year	This will be "placing student success and <b>student-centered learning</b> as our number one priority through higher educational standards and <b>innovative programs</b> "	100%	<i>Held meetings, however we still need to have more regular scheduled meetings</i>	<i>Completed during the 10-11 school year</i>

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

We have seen a reduction of the supply budget over the last few years. This reduction coupled with higher cost of material is becoming a real problem in operating the classes and maintaining the facilities. If this trend continues student-learning outcomes will be affected in a negative way. We have increased the size of our facilities and are having a harder time being able to financially maintain the facilities. Most supply budgets just support classroom activities. Our supply budget must maintain both facilities and classroom activities.

The highest rank is to increase supply budgets, including a facility maintenance component and a classroom component.

Second ranked would be developing a method using students, docents, or hourly workers to help cover the care and operation of the facilities when the Lab technician is on vacation, extended holidays and 4 day workweeks in summer.

**Fall 2012 Air Conditioning, Refrigeration & Ventilation (PR)**

**1. Discipline/Program/Area Name**

Air conditioning and Refrigeration / ACRV Program / Technical Education

**2. Year**

2011-2012

**3. Name of person leading this review.**

Prof. Joseph G. Owens

**4. Names of all participants in this review.**

N/A

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Five year head count has been consistent with course offerings. Summer and intercession courses have been sacrificed for the good of the institution and the overall program. When budgets return to normal the summer and intercession courses could return.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

Overall observation for the period 2007 through 2012: The numbers coincide with changes in curriculum pre-requisites for the advanced or 2nd year courses, along with changes in instructors. The changes in the program are reflected s in student success, retention and persistence rates.

With changes made in the curriculum (pre-requisites for the advanced classes) we are seeing an increase in Degrees and Certificates across the board. While the increase in certificates was less than 10% for Refrigeration, Air conditioning was slightly higher with a 12% increase between 2010-2011 and 2011-2012 year.. However there was an increase of certificates for Air conditioning and Refrigeration Specialist by 65% for the same period.

While there were only 2 degrees in 2007-2008 and none in 2008-2009, there where 5 degrees in 2009-2010, 6 in 2010-2011 with a notable increase to 12 Degrees in 2011-2012 .(an increses of 100%)

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Coure pre-requisites for the advanced courses have separated the students into two groups. The serious student whom has set his goals toward attaining a career in the HVAC/R industry, and the student who is satisfied with entry level work! The student who is satisfied with entry level usually lacks the drive to continue his education and only wants to get a certificate to help them gain employment. The serious student with career goals sees this program as a stepping stone toward his / her associates degree and perhaps eventually mvoing on toward an engineering technology degree.

Our work experience program (which is no longer due to budget cuts) gave many of the certificate minded students the opportunity to see first hand what the entry level positions are like, and in many instances motivated them apply themselves toward higher education levels

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

We have been successful with our SLOs and PLOs so far. However, with increased budget constraints, and not enough money for basic supplies, it is the contributions of scrap material and used equipment form several local contractors thrat has kept us going. The success of our program should not rely on donations of equipment, surplus materials and used scrap for industry, rather a consistant budget that accounts for inflation and taxes!

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Assesment results have only been analyzed over the last two years. There has been no conclusive evidence that would point toward change. However, it has been noted that our supplies are low and operating on a shoestring budget will have its consequences.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

All program goals can only be achieved with a better budget situation. We are finding new ways to accomplish labs and competencies. There is less repetition for practice with copper tubing and welding gases which ultimately affects how competent the student becomes.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

1. Supply budget - presently reduced to \$4000 and is assisted by Prop 20 money, When we had only 3 programs running our budget was \$7000 (year 2000 - 2001), we now have 5 programs running and inflation has hit us hard. Copper tubing prices have quadrupled, Refrigerant gases have risen 1000% (yes 10 times - due to changes in refrgiernat usage regulations and supply and demand. Phased out refrigerants are becoming more expensive, while new refrigerants are very pricey due to the initial limited demand)nd electrical wire and components prices have increased drastically.

a) students dont get to practice handling, forming and connecting copper tubing and brass fittings. They get one opportunity at a copper lab project, which reduces the effectiveness and competency levels.

b) They get less practice time with the air acctetylene and oxy acctetylene torches. Brazing is an art that takes time and practice to perfect.

c) We are using used wired for our electrical projects. Which in many cases forces us to ignore color coding, and wire sizing according to NEC. (National Electrical Code) An undesireable practice at best that leaves student learning a code, but not practicing it in lab.

**Fall 2012 Aircraft Fabrication and Assembly (PR)****1. Discipline/Program/Area Name**

Aircraft Fabrication and Assembly Technician Program, Technical Education Division

**2. Year**

2012-2013

**3. Name of person leading this review.**

Maria Clinton

**4. Names of all participants in this review.**

Adjunct Instructors: Harold Bloemendaal, Ron Coleman, Randy Durfee, and Marc Sas.

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Overall head count trend for the summer courses for the last five years showed a steady increase in enrollment until 2009, when classes the AFAB were no longer offered in the summer. The headcount for fall and spring shows the same trend, an increase in enrollment till the 2009/2010 academic year, then a decrease. This is due to: 1) the AFAB classes FTE was reduced, and 2) a new course was added to the certificate/program. Since a new course was added and the FTE was reduced, alternate sections can only be offered in either the fall or spring semesters. So there is a reduction in FTE and completion rates. The same trend is seen in the Division data, a steady increase then a decrease after the 2009/2010 academic year.

The FTES data shows the same impact as the headcount data. An marked increase till the 2009/2010 academic year and then a steady marked decrease due to reduced FTE and not being able to offer adequate classes each semester.

The PT/FT enrollment data stays fairly steady till after the 2009 fall semester, then a decrease. The fall semester tends to have a larger percentage than the spring semester; again this is due to the reduction in FTES for the campus, division and programs. In the fall semester two AFAB 115 structures classes are offered (24 student capacity) and only one AFAB 120 class (16 student capacity) however, in the spring it is the opposite only one structures class (24 student capacity) and two AFAB 120 class (16 student capacity) are offered. Before the fiscal crisis two AFAB 115 structures classes were offered (24 student capacity) along with two or three AFAB 120 class (16 student capacity). Both the AFAB program and the Division show the same trends.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

While looking at **student success**, when comparing gender percentages, the females on average tend to have a little better success rates than the males. This is the same for the AERO program. There is an anomaly for both programs in the 2011/2012 academic year where the females' success rate was slightly under that of the males. In addition, both programs have better success percentage rates than both the division and district for both male and females.

In terms of **student retention** percentages by gender the AFAB program tends to be about 8 to 10% higher than that of the district and a few points higher than that of the division. Very similar to the AERO program, the AFAB program is very structure even though it doesn't follow the cohort model. However, the students do share the majority of the sections together. All the instructors within the AFAB program adhere to the same core standards (Standards & Expectations model) for all the classes. This is turn motivates students, especially those student that are already highly motivated and goal orientated. Technical education programs tend to have high retention rates due to the fact that a high percentage rate of students within these programs are hands on learners.

Looking at **student persistence** percentages for the AFAB program the rates tend to stay around the 50% range. This can be due to the fact that students obtain employment after completing both the AFAB 110 and AFAB 115 classes. Typically Northrop Grumman hires the students after they have completed at least those two courses, even though the employer encourages the students to finish the program, some students do not return, because their goal was to again employment and once they do so, they do not usually return. In addition, if students are not given priority registration or their registration dates are further away, then they cannot get back into the classes, because they fill very rapidly. Furthermore, the last class in this program AFAB 210 has the student capacity of 16 students, and it is only offered in the spring semester, so again it is very difficult for continuing students to get access to the classes that they need to finish the program.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Since the last Program review, the trends have been the same. Presently, with the employment rate and the amount of hiring that the aerospace industry is providing, the AFAB program is serving the needs of the diverse student population of AVC and the community as a whole and preparing students for employment opportunities that exist in the Antelope Valley and do not require long commutes to the Los Angeles basin. However, this also affects the completion rates of certificate within the program. As previously stated, Northrop Grumman, Scaled Composites, Lockheed Martin, and others employ students who have not completed the program, just as much as they hire those that do. Even with that being said, success and retention rates for the AFAB students are very good and are above the district average. These rates usually range between 75% and 100% with most courses and programs running in the 85% to 100% range. This is not due to any type of grade inflation, but it is indicative of the fact that students who enroll in career and technical education programs are serious and committed to their chosen field of study. This is also indicative of the fact that the local aerospace companies provide positive feedback concerning the success-fulness of the graduates working in their company.

Certificate rates for students are very good. The AFAB program has an excellent completion rate as compared to the Technical Education Division. Even in comparison with the Fire Technology program that is much larger than that of the AFAB program (consisting of 5 courses), the certificate completion rates are higher. This is mostly due to the high demand of the students from the local aerospace industries, Northrop Grumman in particular and from the help of LaDonna Trimble and the poster series.

With the significant budget and FTES cuts the program has remained strong and has been successful with regards to student success and retention. The program receives Perkins V funding throughout most of the academic years which have helped alleviate some of the severe budget supply cuts to the program. The equipment and tooling for CTE programs is very costly and student continually wear out and break equipment, so the success of the students is dependent to a large degree on having the equipment and tooling available for hands on learning as well as that equipment and tooling being operational. Shop safety is of the utmost importance for these programs, and if the equipment is not working it becomes a safety hazard.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Looking at the last program review the AFAB and Airframe & Powerplant were the first programs to develop their SLOs and PLOs. The Technical Education Division has been a leader in the development of PLOs with our format being adopted for use college-wide. We also were one of the first divisions to complete SLO development and have been through a few assessment cycles (3 years) for most of our courses.

The AFAB program continues to assess all the SLOs in most of all the courses for the program every semester (dependent on if all courses in the program are offered that semester); the program has a 100% SLO assessment compliance rate. All the instructors (full time and adjunct) assess every SLO per course every semester. They meet at least once a semester to review the SLOs and the assessment tool, so that all instructors teaching a particular course are assessing the students in the same manner, and to collect the data and review results.

The full-time AFAB instructor has accepted the responsibility of discussing SLOs with the adjunct faculty in that area. The AFAB program conducts at least two meetings per academic year for all AFAB faculty (full-time and adjunct) to discuss SLOs, curriculum, standards and expectations, safe shop practices, etc. They have worked together, as a team to develop consistent assessment tools and strategies. The full time faculty member analyzes the data and then enters that data into the WEAVE program. The findings are discussed with the faculty at the meetings. SLOs are also discussed at divisions meetings

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

The AFAB program is in the process of completing three full cycles of assessing all courses in the program. The results of the assessment have been examined and there are no adjustments to the SLOs or assessment tools needed at the present time. One result from reviewing the assessment data showed that students were not becoming as proficient in the lab courses; this was due because the shop air compressor was nonoperational for periods of time during the semester. Students were not being allowed sufficient time in the lab to develop their hands on skills. Once the air compressor was replaced the student proficiency rates (SLOs) increased. Currently the assessment results show only that newly hired faculty or faculty teaching a new course need more support and mentoring to ensure that they are stressing the most important aspects of the program. The SLO also indicate that students are meeting the proficiency level in all courses.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Currently the AFAB program consists of one full-time faculty member and five adjunct instructors. It has no dedicated instructional assistant or other full-time faculty to help with program development and upkeep of the program equipment. The minimum requirement to keep the program at its current level of success is at least one full-time instructor and adjunct faculty that help with the upkeep of the labs and equipment.

Listed in the order of priority:

1. ~~Air Compressor~~ - Completed
2. Increase the supply budget for the program.



3. Hire a dedicated AFAB Instructional Assistant.
4. Hire another full-time instructor for the AFAB program.
5. Expand the course offerings to include pneudraulics and electrical wiring

Objectives: Significant steps or actions needed to achieve the goal.

All of the above goals and objectives are contingent on the State's budget situation and out of the Technical Education Division's control.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

1. The industry demand over the last four years has increased the popularity of the program dramatically; however the current supply budget is inadequate. The AFAB discipline supply budget was cut this last year. Alternate sources of funding are a necessity to the program at this point in time. This year a Prop 20 budget proposal for specific items was requested as well as a request for Perkins funding. Will also be considering Perkins proposal for next year that would include a request for new equipment (i.e.drill motors, vacuum generators and angle grinders).
2. Currently the Instructional Assistant provides no assistance to the AFAB program. The full-time faculty member has to clean, repair, inventory, set up shop, etc... for the classes. Help during lab time to ensure the safety of students and proper use of equipment (this would also help reduce the cost of replacing broken equipment and tooling from improper student usage). Some of this work has been subsidized by the loaning of the Airframe and Powerplant Instructional Assistants during the semester, but mostly occurs over intersession and summer. The assistants were available for a total combined of 8 hours a week (4 hours each). Although this was a help, it is not enough. The program's huge growth with all classes being offered during the summer (8-hour instruction days) has stressed the labs, equipment, and funds for the program.
3. Currently there is one full-time faculty to five adjunct instructors. It is becoming more and more difficult to manage all aspects of the program, especially with the demand of the lab classes. Another full-time faculty member is needed to manage class scheduling, adjunct coordinating, SLO data collecting and assessment, repairing shop equipment and tooling, purchasing supplies, etc...
4. The program would like to expand the course offerings to include pneudraulics and electrical wiring. Northrop has expressed a need for this training. However the classroom/lab and time dedicated to developing these courses by the full-time faculty member is limited. The development of these courses will increase the AFAB classes to include the much needed training that industry (Northrop) is requesting.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

When the AFAB program was developed, it was already noted by the dean at SPBC that the supply budget that was proposed would be inadequate. Since the program has become not only a high demand program with the Aerospace industry it has also expanded in its program (addition of more courses) and section offerings over the years, with a reduction currently due to the fiscal crisis. The program actively seeks out donations from the aerospace industry along with submitting Perkins proposals and Prop 20 proposals to keep the existing equipment and supplies adequate enough for instruction. This year the AFAB supply budget was reduced and if this trend continues it is very likely that this will effect the Student Learning Outcomes in a negative way.

**Fall 2012 Auto Body (PR)**

**1. Discipline/Program/Area Name**

Auto Body

**2. Year**

2012-2013

**3. Name of person leading this review.**

Tim Sturm

**4. Names of all participants in this review.**

Tim Sturm ,Joe Whitlow ,Tony Pusstizzi

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

After reviewing the data, I believe the largest impact of this data has been when we removed the overlapping classes. Class size was effected, but it seems to have leveled out as the rotation of the classes have ocured over the semester. After this change was implemented the class size had went down but seems to have stabalized with time.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success between ethnicand gender seem to be inline due to the fact that the majority of this class is filled by african americans and hispanic students, The retension rate across the ethnic groups is very good, i believe this to be due to our program moving into a newer modern facility and change in curriculum. we also have been able to place a lot of our sudents into the auto body industry.Persistence in the program was low as far as the data shows , we believe this again to be from removing the overlapping classes, and now seems to have leveled off.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

It appears that the success of our basic classes have a current success rate of approximately 70%. The success rate may be due to students exploring the Auto Body Program to see if this experience would be a career of choice.

As the students advance into the Advanced Auto Body Programs the success rate climbs to 80% to 100%.

The new shop has provided a new outlook on the program and sense of pride for students. Also the I-Car materials have made for a better learing experience and resulted in better retention rates.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

I meet with the adjunct faculty on a regular basis and they are both good at assessing their students and forwarding the data to me to be put into WEAVE.

In my meetings with adjunct faculty Joe Whitlow, and Tony Pusstizzi we have discussed how the program could use more funding to be able to spend more time with students on objectives, this would allow them to better master the coarse material.

The students slo 's are showing success, and at this time we seem to be getting the results we are looking for.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

The slo's and plo's are remianing very steady, this is due to the night refinish instructor becoming more comfortable with his teaching. Also all instructors have the same goal, which is to try and get the students hired in the auto body industry.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

**Goal:** To maintain the I-Car Alliance status, to have auto body vendors provide training to the local auto body shops at our facility.

**Objectives:** To continue building relationships with leaders in our industry to get exposure of our students and our state of the art facility and equipment.

This process is ongoing.

Our goal for this year is to provide a practical way to allow the students to simulate some current procedures being done in the collision industry today, this will be done by updating the current training models and building more models in house.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

There remains a great need for a tool room person during our night classes, this will not only make for a better learning experience but also help the program remain safe as the instructors would be able to stay focused on the class and not the tool roomneeds .

The Auto Body program needs to have additional funding for instructional supplies and materials.

Starting this year I-Car has applied a license fee of \$900 dollars, therefore the auto body budget also needs to be adjusted to cover this fee.

The electrical sockets on the east wall of the auto body shop do not carry the amps necessary to run our equipment and needs to be upgraded.

## Fall 2012 Automotive Technology (PR)

**1. Discipline/Program/Area Name**

Technical Education, Automotive Technology.

**2. Year**

2012

**3. Name of person leading this review.**

Kevin Mawhorter

**4. Names of all participants in this review.**

Chuck Capsel, John Mawhorter, Bruce Shanks, Mark Hartmann

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Over the past five years overall enrollment numbers have decreased. In 2009, Auto 100, 101/102, Basic Automotive, Auto 198-A Anti-lock Brakes, and Auto 200 Automotive Air Conditioning were canceled. No summer sessions have been offered since 2009. In spring of 2010, Auto 190 Automotive Parts specialist course was canceled and in 2012, the course was removed from the college catalog. In fall 2010 one Auto 101 and 102 courses were canceled. In fall 2011 one auto 100 and two Auto 101 and 102 Basic Automotive were canceled. In fall 2012 all the Basic Automotive courses were canceled.

With budget cuts and lack of course offerings, it is hard for students to finish our certificate programs in a timely manner. It takes four to five years to complete a program during the night classes. and two to three years for the day time course. This is due in part to the lack of electives offered during the day and night courses. Only certificate courses are offered for the last 3 years due to budget and overtime issues (maximum LHE's 16.5 full time and 9.9 part time). I have tried to offer other courses over the past 3 years, but they all were rejected by the dean of Automotive Technology.

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 cancelation 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.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

Success by race: American India 67%, Asian 55%, African American 46%, Pacific Islander 100%, White 65%, Mexican 72%, Other 63% (subject).  
American India 70%, Asian 89%, African American 61%, Pacific Islander 87%, White 81%, Mexican 78%, Other 75% (division).  
American India 71%, Asian 80%, African American 58%, Pacific Islander 72%, White 77%, Mexican 73%, Other 68% (district).

Comments: The success rate by race average percentage is 10% lower than division and 5% lower than the district average. The percentage rate is in alignment with the automotive departments slo projected achievement target. The automotive department is striving to bring the average up over the 70-75 percent range. After evaluating all slo's from spring 2012, I have found that the actual percentage to be close to division average.

Success by gender: Female 65% Male 62% (subject).  
Female 76% Male 75% (division).  
Female 72% Male 69% (district).

Comments: Success by gender is lower than expected. I have reviewed all courses offering spring 2012 in weave and found the percentages listed are incorrect.

Retention By Race: American India 92%, Asian 100%, African American 84%, Pacific Islander 100%, White 90%, Mexican 92%, Other 88% (subject).  
American India 93%, Asian 97%, African American 85%, Pacific Islander 98%, White 93%, Mexican 93%, Other 90% (division).

American India 89%, Asian 92%, African American 84%, Pacific Islander 88%, White 90%, Mexican 90%, Other 86% (district).

Comments: The percent of student retention by raced is very close to both district and division on average.

Retention By Gender: Female 81% Male 90% (subject).  
 Female 91% Male 91% (division).  
 Female 88% Male 88% (district)

Persistence Spring to Fall 2011: 49% (subject).  
 62% (division).  
 61% (district).

Comments: Persistence (term to term) is low due to lack of course offerings. Many returning students can not register due to the lack of seats (limited to 24 students) available.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

After analyzing fall 2011 and spring 2012 data, I found a large gap in the success rate of the 198H course (38% pass rate). I reviewed the success rate with the instructor and was informed the half of the class was taking the course to maintain their full time student status. The 198H course is designed for the working professional currently performing and repairing vehicle smog inspections. The course is a twenty hour, technician recertification update, and it is recommended that any student taking the course have a strong background in vehicle driveability and emission. The course has limited enrollment and industry professionals has difficulty registering for the course due to the lack of priority registration.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Over the past five years I have met with instructors and instructional assistants to discuss program improvements need to help students excel in the automotive program. There have been many upgrades to the department over the past five years. One of the most beneficial to the students was a Perkins IV audio/visual upgrade in 2012.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

After analyzing the data input into the weave program, we found that some of the standardized testing procedures needed to be realigned to directly reflect subject matter covered during lecture and lab exercises. After making adjustments, the percent of student success rates started to improve and continue to improve each semester.

One big problem that is effecting student learning is the lack of funding due to budget cuts, program cuts and lack of course offerings. The automotive annual budget was cut by two thirds this year and most of it will be uses for online services (service information data base) and the smog check program changes.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Our goal in the automotive department is to train students for entry level position in the automotive industry, including auto parts and machine shops. Starting in 2009 with the construction of the new auto body shop, summer courses were canceled and are no longer offered. Due to the lack of course offerings and cancelation of courses, it is hard for students to complete either of our certificate programs. Students were able to complete our driveability certificate in under two years by completing auto 150 one semester, auto 175 second semester, and auto 190 third semester (26 units). As of fall 2012 all auto 100, 101, 102, 105, 190, 198A, 198C, 198D, 198E, 198J, 198N, 199, 200, 210, have been obsoleted or removed from the college catalog completely. Currently with the course offerings it will take the average student three to four years to acquire a certificate and a minimum of four and a half years to for the night courses.

In 2008/2009 Honda Motor Company wanted to start a factory training program at Antelope Valley College, but was rejected with no explanation why. Honda offered to supply all necessary tools and equipment, training materials and vehicles.

In January 2012 the California State Referee program was terminated at Antelope Valley College. The program was canceled due to budget cuts and the lack of support from Antelope Valley College. I discussed the possible cost of maintaining the smog check equipment and was told I quote " If it cost very much money to maintain the equipment we may think about canceling the Bureau of Automotive Repair (BAR) program". In January 2013 major changes coming to the BAR program, new test equipment will be required, the diesel program goes into full effect, hy-brids will need to be tested (starting August 2013). At this time Antelope Valley College does not offer any diesel courses or hy-brid courses.

I currently have an articulation agreements with Palmdale High School, Highland High School and Quartz Hill High School. The automotive department also in involved in a tech prep program (ROP) at QHHS.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

The lack of funding will drastically impact student learning outcomes. Without funding the automotive department can not run the courses needed for certificate completion.

Program needs.

1. Replacement full time instructor
2. Offer auto 100, 101 and 102 series
3. Offer auto 190 course
4. Offer second 198H course
5. Run courses needed for for certificate completion
6. Increase automotive budget (currently \$3500.00)
7. Division support in assisting program to develop it full potential
8. Diesel course and update training (recommended by BAR)
9. Hy-brid safety course
10. Hy-brid vehicle training
11. Roll up door repair (has not worked in over 7 years)
12. exhaust evacuation system repair (inoperative sense A/C units were installed)

**Fall 2012 Clothing and Textiles (PR)**

**1. Discipline/Program/Area Name**

## Technical Education- Clothing and Textiles-Fashion Design

**2. Year**

2012

**3. Name of person leading this review.**

Melissa Ramiro

**4. Names of all participants in this review.**

Melissa Ramiro

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The five year data analysis includes summer and intersession enrollment data. Although the headcount and FTES data was consistent, the Clothing and Textiles-Fashion Design program stopped offering classes during these two sessions (summer in 2009-2010 and intersession in 2008-2009). Therefore the analysis will be for fall and spring, as it is more realistic numbers.

The trend in Headcount, FTES, and FT/PT, as taken from the data provided, shows a general decline in numbers for headcount only (**142** in 2007-2008 to **117** in 2011-2012). As for FTES, a general decline until 2011-2012 school year. The data per subject area shows an increase from **26.99** (2010-2011) to **32.56** (2011-2012). As for PT/FT, a general increase in FT students has occurred over the past five years (**29/30%** fall/spring in 2007-2008 to **44/39%** fall/spring in 2011-2012). It should be noted that in 2007-2008, the FT percentage was higher in the spring (29/30%), but reversed to (44/39%) by 2011-2012. The reduction in headcount is also indicative of the decline in section count (**20** in 2007-2008 to **14** in 2011-2012\*) It should be noted that with section count, independent studies with a single student and work experience with 2 students are factored into the section count data for the 2010-2011 and 2011-2012 school years.

Several issues are playing factors into the data provided. In the spring of 2009, the only full-time faculty member (Evelyn Tiede) retired, leaving three adjunct instructors in the program. In the fall of 2010, adjunct instructor (Melissa Ramiro) assumed the administrative duties of the retired faculty without the addition of LHE's. Under the direction of the Dean of Technical Education (Margaret Drake-now retired), the adjunct instructor began an enormous overhaul of the Clothing and Textiles program (more information to come in subsequent sections). Every COR was revised and updated, CT50 (was offered as pass/fail and not part of the program curriculum) was changed to CT105 and became part of the program requirements. Several courses were dropped due to the availability of adjunct LHE's or inconsistency with the newly updated program objectives. Where some of the courses were available to repeat up to four times, repeatability was no longer offered. All courses were revised, updated, and renumbered. The students who had declared during previous calendar years were looking for courses to take as electives (no electives exist in the program). The repeatability was keeping students in the introductory courses and not encouraging advanced enrollment. The headcount reduction, as noted above, is due to the reduction in section count (due to LHE limitations). The decline in FTES is due in part to students who had maxed out on possible units or course offerings. The increase of FTES in the 2011-2012 school year included students who needed one course for completion or were interested in the work experience course. A huge push has been made to enlighten students on the new course contents, program requirements, and subsequent employment within the subject area. The program is still meeting with some resistance in the introductory sewing course, as students were used to repeating it four times. The FT numbers flopped between fall/spring, as more students are trying to complete the program. It is anticipated that the enrollment in the advanced courses will continue to decline as students are either not meeting the minimum requirements from the introductory courses or financially unable to enroll in the upper division courses (the cost of supplies, equipment, and texts).

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

All Clothing and Textiles-Fashion Design courses have been and are taught at the Lancaster campus, classroom setting, and in classroom APL-108.

Term to Term Persistence- As noted above, the data used for this report is based from Fall and Spring semesters. The persistence numbers run parallel with the FTES and FT student data numbers. In the years 2007-2008, 2008-2009 The Fall to Spring numbers were higher than the Spring to Fall (66%/54% and 67%/57% successively). However during the 2010-2011 and 2011-2012 academic years, the trend reverses to show improvement or near equalization for the term to term persistence (62%/74% and 78%/75% successively). This trend was also present in the above stated data. After the aggressive program changes were actuated, the persistence and (as noted later in this report) retention numbers started to rise as students made their way through the "new" program.

Student Success by Ethnicity- The data is broken down into three categories with a steady increase in "no response" (72% in 2007-2008 to 78% in 2011-2012). "Non-Hispanic" dropped slightly (76% in 2007-2008 to 73% in 2011-2012). This may be possibly due to the increase in "no response". "Hispanic/Latino saw the biggest fall (73% in 2007-2008 to 68% in 2011-2012), possibly for the same reason.

Student Success by Race- All races has shown improvement in the success by race numbers (except for the "other" category). Most notably were the numbers for Black/African American (63% in 2007-2008, 79% in 2010-2011, to 70% in 2011-2012). Each race shows a slight drop in all student success by race numbers between the academic year 2010-2011 and 2011-2012. As the program concluded its first two-year rotation, under the new program enhancements and guidelines, the success numbers dropped slightly as students acclimated to the new, more rigorous course as well as program objectives. The program saw slightly more "drops" in the 2011-2012 academic year than we had in previous years. There were fewer sections for students to take and some were enrolled under independent study.

Retention by Ethnicity- These numbers are all over the place. Even with highs and lows, the data from the 2007-2008 academic year to the 2011-2012 are almost even.

Retention by Race- Again, the numbers (in comparison) are very similar, with the noted exception of other (took a dramatic drop). It should be noted that once the program changes took effect (2010-2011), the numbers increased in retention. One theory for this increase and steady retention rate for the next academic year is once the students committed (declared) to the program, they stuck with it. A noted increase in FTES between these academic years supports that theory. Again the African American category shows significant retention (86% in 2007/2008, 76% in 2008/2009, 88% in 2009/2010, 95% in 2010/2011, and back down to 86% in 2011/2012)

Success and Retention by Gender- The data follows the same pattern as success and retention. It should be noted that Fashion Design, at AVC, has historically been a predominantly female driven program. In the years before the full-time faculty retired, male students were instructed to design, construct, and even model female garments. Under the restructuring plan, there have been (both female and male) projects assigned for the choice of the student. We have seen an increase in the number of male students within the program, but continue to struggle to retain them through degree/certificate completion.

It is surmised that the retention numbers will be similar for the 2012-2013 academic year, but that the persistence will continue to rise as will the success rate by race. The Clothing and Textiles-Fashion Design program continues to surpass the AVC college-wide numbers for success, retention, and persistence (except for the noted "other" category).

The program/course changes that have occurred over the past five years have confused some students as well as counselors with regard to the objectives and outcomes. Many students have taken the lower level construction courses for general education credit or to fulfill financial aid requirements (instructor observation). Upon restructuring, the objectives, assignments, and outcomes have provided a better flow through the program. Where at one time the Clothing and Textiles Design (old name) program was thought of as a "home sewing" or "quilting" program, now has been replaced with an updated, progressive Clothing and Textiles-Fashion Design curriculum for employment within the fashion design, merchandising, retail, and alterations/custom dressmaking fields. The program strives to increase the number of completers as well as help advise as to transfer opportunities. With the onset of "Project Runway" ("television show about Fashion Design), more students are seeking the

glamor of fashion design. As of this writing, one recent graduate (with input from adjunct) has applied to audition for the upcoming (summer 2013) season! The specific improvements required will be addressed in the goals section.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Over the past four years, many changes have occurred within the program. The retirement of the only full-time faculty, the assumption of administrative duties by an adjunct without the addition of LHE's, the resignation of one adjunct, the hurried addition of a replacement adjunct, as well as aggressive, all-encompassing changes being made to the courses as well as the program have been both tumultuous and evolving by nature. Under the direction of the Dean of Technical Education, it was imperative to establish an advisory panel for program advice, employment opportunities, as well as objective restructuring. The establishment of said advisory committee was established in the fall of 2010. The advisory members have been growing and providing key input for changes within the program which affect both retention and success data.

The retention of our students has to be driven by employment or transfer opportunities upon graduation. The success of our students is completely contingent upon understanding the needs of our students. Some students just want to improve his or her skills, while others are seeking employment within the fashion and/or merchandising/retail industries. Understanding these needs have been tied into course revision as well as equipment acquisition. The advisory board represents individuals from all of the fields listed as well as students and instructors. The advanced students (those enrolled in 200 level courses) were surveyed as well as the advisory board in reference to employment. As a result of those surveys, Perkins IV grant funding was generated and approved for the first time since the creation of the program. The distinct career paths that had been established with program revision (starting in fall 2010) required equipment for the success of those students who chose those particular paths.

The Perkins funds were used to allocate and acquire industrial equipment for completion of the fashion design program. It took many months to purchase and install said equipment. The drop in retention between the last two academic years may in part be due to the lack of installed equipment/software/tools as promised to not only students, but the advisory board as well. Upon entering the APL 108 classroom, students quickly noticed and were enticed by new, state-of-the-art equipment. The equipment will be introduced (in some cases) in the lower level courses, but will be utilized by all advanced students for program completion. As noted earlier, the adjunct who resigned for another job opportunity was the instructor trained on the equipment. Two adjuncts are applying for training funding for the CAD system. It is anticipated that the success numbers, persistence, and retention will rise with the development of the equipment and possible courses as students are patiently anticipating training on the new equipment. More info on this will be defined in the goals section.

It should be noted that with the revision of the program, the Degrees and Certificate numbers have jumped to a five year high in 2011-2012. In 2007-2008 2 degrees and 11 certificates were presented. 2008-2009 saw only 3 degrees awarded. In 2009-2010 1 degree and 3 certificates were awarded. But with the onset of the changes in the fall of 2010, 3 degrees and 3 certificates were presented in 2010-2011. Last year (2011-2012), after independent studies, work experience opportunities, and individual counseling 7 degrees and 6 certificates were awarded! The past two years degree and certificate earners have been taught under the new program requirements and on limited new equipment. Although that was a huge accomplishment from the Clothing and Textiles-Fashion Design program students, it is anticipated that the numbers may still fluctuate until the implementation of CAD equipment and training is complete.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

As mentioned previously, the Clothing and Textiles-Fashion Design program underwent a huge overhaul of all program components. Under the guidance of aforementioned Technical Education Dean- Margaret Drake (retired) and the newly established advisory committee (meeting minutes in WEAVE document repository), clear definitions were needed to address the industry standards or industrial methods. It was determined to better prepare our students for employment within the fashion design, construction/alterations, or apparel manufacturing fields, industrial equipment was needed. Under the previous full-time faculty, numerous makes and models of commercial sewing machines were being used in the classroom. The assessments were based on rubrics for each class. Students were assigned construction techniques on machines without the specific method needed. Upon conversations with other community colleges covered under the FCS (Family and Consumer Sciences) programs, comparison of classroom equipment, tools, and methods offered were compared with what AVC had to use and offer. Through student questionnaires, potential employer questionnaires, AVC CT staff, and the Dean, two subsequent Perkins IV grants were applied for and approved for acquisition of equipment, tools, software, and sewing machines to complete the transformation of the program. Students are now afforded the opportunity to be instructed on standardized machines as well as state-of-the-industry CAD system and machinery. The graduates of the Clothing and Textiles-Fashion Design program will and are competitive within the work force and have certification to back up their degree/certificate.

These successful grant applications were in part to align with program/course objectives and better meet the following:

1. SLO #2- CT-110, "Construct four garments, following accurate garment measurements, necessary alterations, professional sewing techniques that meet *industry standards*."
2. SLO #1- CT-141 (\*now CT-200), "Construct two custom tailored jackets, using advanced methods of tailoring. One jacket will be lined; one will be unlined, using appropriate interfacing, underlining, interlining, fabric, commercial patterns and notions for *constructing professional garments in the fashion industry*."
3. SLO #2- CT-213 (\*now CT-243), "Develop and utilize a sample notebook illustrating techniques used in fashion sewing. Notebooks will include *industry methods used in fashion sewing*."
4. PLO #2- "Choose appropriate fabric, commercial patterns (where applicable), and notions for construction of garments that *meet industry standards*."
5. PLO #3- "Analyze and choose garment construction techniques (ranging from basic to complex), apply alteration principles, and revise proper fit for various body types while *measuring industry tolerances*."
6. PLO #4- "Analyze and evaluate commercial *engineering practices* such as product cost, textile technologies, and *industrial methods of production design and construction*."

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

As with any complete program overhaul, every detail had to be revised. The SLO's and PLO's were no exception. Not only did each SLO need to be re-numbered, but the assessments were skewed. Whereas each SLO is in the process of re-write to reflect the new COR and course objective changes, the assessments for each course were never fully developed.

A few examples of skewed assessment tools were/are:

1. Assessment #4 for CT-050 (\*now CT-105), "The technique notebook will be evaluated using a *rubric based upon industry standards*."
2. Assessment #3 for CT-110, "All instructors teaching CT 110 will use the same *instrument of evaluation provided by the industry*."

3. Assessment #3 for CT-243 (\*now CT-241), "Instructors will score and evaluate individual garments based on *industrial performance measurement tests*."

4. Assessment #2 for CT-141 (\*now CT-200), "Notebook will be assessed using a *rubric* developed by *department faculty* based on industry standards."

There are many more examples of assessments written similar to those listed. The problem was no tests, rubrics, nor industry provided evaluations ever existed. The SLO's were not even entered into WEAVE until after the faculty had retired. The introductory clothing construction instructor was using a basic sewing test (sewing straight, curved, and broken lines on a piece of paper) with no real guidelines for scoring. The process was very subjective. Although many of the SLO's and assessments pointed towards industry or industrial standards, there was an immediate need to establish a better assessment method. A "test" was created for each course to be given at the beginning and the end of the class. Listed as pre-test/post-test in WEAVE, these 10 point "tests" were instrumental for both instructor and student alike. Action plans listed the development of updated SLO's with correct assessment data has been documented. The data collected, by comparing the pre-test scores with the post-test scores for numerical improvement as well as post-test scores to evaluate the total course comprehension, have netted some very valuable data. As the instructors meet to discuss pre-test scores, areas of course curriculum can be evaluated for depth of coverage based on overall comprehension. The student is afforded the ability to get a quick glimpse into the course objectives and expectations. The Clothing and Textiles-Fashion Design program is still in the process of re-writing the SLO's but has been posting data based off of these Pre/Post test scores. In a program that is very individualized with interpersonal design ideals, a written "test" provides tangible objective data for processing.

The PLO's were re-written as well in the spring of 2011. there were numerous PLO's that were being assessed at the introductory level. We started compiling data as far back as the spring of 2010 for assessments, but were updated to reflect the new PLO's to be assessed at the mastery level. All pilot periods for PLO assessments have shown students meeting and even exceeding expectations. Action plan items may include re-evaluating achievement targets.

All CT staff will continue to monitor PLO's as well as SLO's for student performance or achievement.

#### 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

**Goal:** To train the appropriate staff on the Gerber Computer Aided Design (CAD) system (installed through ITS and a Gerber technician) as well as the Photoshop and Illustrator software that has recently been purchased and is waiting to be installed.

Objective: A Perkins IV Professional Development funds proposal needs to be submitted and approved in order to provide the appropriate staff training on the CAD system. Currently, staff is waiting on Geber to provide training fees quotes in order to complete the funding form. A community education class will be offered upon completion of staff training, for all recent or near graduates desiring the training opportunity on the Gerber CAD system. The certificate of completion that will be presented at the end of successful completion will assist students/graduates with the skills required to obtain employment within the fashion industry.

**Goal:** To train the adjunct instructors on the audio-visual equipment provided as well as the new industrial machines.

Objective: All adjunct instructors need to be trained on all tools, equipment, machinery, and software within the program/classroom.

**Goal:** To revise the SLO's for correct course numbers, objectives, and assessments as per action plans.

Objective: All adjunct instructors are required to administer the pre and post-tests, collect data, and deliver data to WEAVE administrator before the deadline per semester. It is the WEAVE administrators' responsibility to provide feedback on achievement targets and have dialogue on action plans.

**Goal:** New courses need to be developed for core instruction on the CAD system as well as apparel engineering and manufacturing processes. An industrial approach to pattern making as well as the development of fashion through an engineering standpoint (Tech packs) needs to be included in the new curriculum. The program has begun to include an industrial-based career path. Thus, courses need to be developed to reflect these changes/improvements.

Objective: Some of the advanced courses (CT-222, CT-241, CT-243) COR's need to be updated to include the use of advanced equipment, tools, machines, and software. Upon hiring more adjunct instructors, new course development will commence. Currently, we are unable to offer any additional courses or sections, due to staffing and LHE limitations.

**Goal:** To provide all instructors, counselors, local school districts with the appropriate literature to promote the Clothing and Textiles-Fashion Design program. Each instructor has the responsibility to assist students with career choice as well as proper flow through the program. Introductory course instructors should be encouraging students to build upon objectives and skills learned by discussing and directing students through each course.

Objective: Copies need to be available at all times to be distributed to not only students in the intro classes but to any interested person who has questions about the program requirements. Instructors must familiarize themselves with the program, each course requirement, and the requirements for certificate or degree completion. More CT staff meetings need to be held to inform all instructors of any changes or issues as they arise.

#### 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

The Clothing and Textiles-Fashion Design program has gone through significant growth and revision in the past few years. Many new machines, tools, and equipment were purchased thanks in part to Perkins IV funding. We have a strong advisory committee as well as opportunities for student work experience and employment. The needs of the program are for faculty development to provide for student achievement as well as graduate employment. The priority needs for the program are:

1. Provide for professional staff development by funding attendance (for appropriate staff) to the AmCORE training provided by Gerber Technologies Inc., in Cerritos, CA. Provide training opportunities (for appropriate staff) on the use of Photoshop and Illustrator as well.

2. Development of a community education class to train and certificate students on the proper use and functions of the Gerber CAD system. This course will lead to the development of a new CT course.

3. The Clothing and Textiles-Fashion Design program is actively recruiting for adjunct instructors (with emphasis in apparel construction/ apparel manufacturing/ alterations/ illustration and photography/ merchandising fields). These positions will allow the department to offer more classes and/or develop new course as existing adjunct are limited to 10 LHE per semester.

4. Replacement of faculty member. As of June 2010, the sole faculty member retired, thus leaving a vacancy for a full-time faculty position. Currently, the program is being run with 3 adjunct instructors. Under the direction of the Dean of Technical Education, one adjunct has assumed most of the administrative duties of the full-time faculty without the addition of LHE's. The replacement of this position is essential for future program and/or course development. The replacement would also add more LHE's available without the addition of adjunct.

**Fall 2012 Electrical Technology (PR)****1. Discipline/Program/Area Name**

Technical Education  
Electrical Technology

**2. Year**

2012

**3. Name of person leading this review.**

Justin Shores

**4. Names of all participants in this review.**

Justin Shores  
Carl Cron  
Kirk Sennett  
Toby Keith  
John Cipollone  
Eric Young

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

By the data provided the Electrical Program carries 10% of the enrollment for the Technical Education Department. In the Summer session we offer only one class. In the intersession we offer no classes. Our students that are fulltime have stayed consistent, 30+% in the fall and dropping to 20+% in the spring. What we see is our students starting to migrate into the workforce in the spring and continuing their course work on a part time basis at night in the following semesters.

Women tend to do better than men across the division and district by one or two percent. Women in Elec have averaged 9% better than men in the past four years.

Success by race for Elec students is very similar to that of the district with the exception of Am Indians who did 9% better than district averages and African Americans who did 11% better than district averages. There are a lot of "unknown/other" race and those numbers obviously skew the other numbers.

Elec students persist at a 16% higher rate than the division or district from fall to spring.

Elec students persist at a 10% and 11% higher rate than the division and district respectively from spring to fall.

**Summer**

SUBJECT	2007	2008	2009	2010	2011
TEC	282	354	312	176	128
ELEC	21	36	25	20	25

**Fall**

SUBJECT	2007	2008	2009	2010	2011
TEC	1097	1150	2244	1941	1861
ELEC	117	103	124	127	124

**Intersession**

SUBJECT	2008	2009	2010	2011	2012
TEC	120	99	35	38	0
ELEC		0	0	0	0

**Spring**

SUBJECT	2008	2009	2010	2011	2012
TEC	1099	1167	1916	1870	1783
ELEC	118	105	118	118	119

**Annual**

SUBJECT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
TEC	1841	1938	3267	2935	2727
ELEC	187	174	190	189	194

Year	Summer	Fall	Intersession	Spring	Annual
2007-2008	1238.30	4668.63	511.42	4771.37	11189.72
2008-2009	1364.44	4863.56	618.80	5040.10	11886.90
2009-2010	1354.45	4920.80	126.57	4192.77	10594.59
2010-2011	686.09	4766.43	377.36	4724.98	10554.86
2011-2012	326.03	5173.99	27.10	5045.10	10572.23

**Full-Time %**

Year	Fall	Spring
2007-2008	31%	29%
2008-2009	32%	30%
2009-2010	30%	30%
2010-2011	33%	32%

2011-2012	34%	31%
Full-Time % ELEC		
2007-2008	26%	19%
2008-2009	32%	25%
2009-2010	31%	26%
2010-2011	38%	36%
2011-2012	38%	24%

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The success and retention rate for the Electrical Program seems to be in line with the college's. Women in our program tend to do better than the men. The women in the Electrical field do not take things for granite. They turn in their homework on time and their attendance is typically better than their male counterparts.

			Success					
YEAR	SUBJECT	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	ELEC	100%	85%	43%	33%	77%	76%	64%
2008-2009	ELEC	67%	86%	64%	50%	77%	77%	91%
2009-2010	ELEC	89%	73%	70%	100%	78%	70%	82%
2010-2011	ELEC	88%	88%	65%	0%	82%	70%	79%
2011-2012	ELEC	71%	80%	73%		80%	66%	76%

  

			Retention					
YEAR	SUBJECT	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
2007-2008	ELEC	100%	90%	64%	67%	92%	90%	82%
2008-2009	ELEC	100%	93%	76%	75%	87%	90%	93%
2009-2010	ELEC	89%	91%	86%	100%	91%	88%	91%
2010-2011	ELEC	94%	100%	84%	100%	91%	88%	89%
2011-2012	ELEC	100%	85%	89%		93%	93%	87%

Success

YEAR	SUBJECT	Female	Male
2007-2008	ELEC	89%	72%
2008-2009	ELEC	67%	77%
2009-2010	ELEC	95%	75%
2010-2011	ELEC	84%	76%
2011-2012	ELEC	88%	75%

Retention

YEAR	SUBJECT	Female	Male
2007-2008	ELEC	100%	88%
2008-2009	ELEC	80%	87%
2009-2010	ELEC	95%	90%
2010-2011	ELEC	95%	89%
2011-2012	ELEC	88%	91%

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

In the Electrical Program we have been monitoring the SLO's, but have no data to support making any changes to the courses we are offering at this time. We have developed PLO's for the programming and will be inputting data this year for them.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

I meet with my adjunct before the start of each semester and in these meetings SLO's and now PLO's have been a topic of discussion. We have tried to determine what we can do to try and increase the success rate in the learning outcomes. We decided to increase and update the lab material we have for the students. To do this we will need to continue to put in for Perkins grants because our yearly budget barely supports the necessities to keep the program operational.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

In the Electrical Program we have been monitoring the SLO's, but have no data to support making any changes to the courses we are offering at this time. We have developed PLO's for the programming and will be inputting data this year for them.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Form better relationships with local businesses.

Build a more active Advisory Committee.



1. Visit Advisory committee members to bolster support of the program.
2. Send out emails to Advisory committee members to keep them up to date with advances in the program.
3. Plan Advisory meetings every six months.
4. Continued mentoring at the High School level.

This goal strengthens the relationship between the Electrical program and employers in the community by providing employees to local industry.

Build a house on campus so that Fire Technology, HVAC, Electronics, Agriculture, and Electrical will have a life size lab with realistic scenarios.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

In 2011 we were received a Perkins grant. With the money we have purchased new lab equipment to better serve the students needs. The new equipment included individual labs for the fundamental students and more motor control equipment for the advanced students. We also purchased a new lab from Futuretek, the lab will help us in training the students in Solar and Wind power systems. We hope to integrate the maintenance and upkeep of the existing alternative power now in place in our communities into our Advanced AC theory class and our Maintenance and Troubleshooting class.

With this same grant we able to upgrade our computer and software so that our students can stay up to date with what Electricians are using in the field.

This grant is a one time event and does not substitute for our annual budget. The annual budget for the program has been going down each year when in reality it should be going up to keep up with market prices on material. I originally had \$5000 a year to run the program(not enough), but have been reduced to \$3658.71 this year. With the increase in the cost of wire and conduit this leaves me drastically short in being able to supply the material needed to run all the classes. I need an increase beyond what I started with to be able and run the program the way the state requires. Everything continues to go up in price but our budgets continue to decrease.

**Fall 2012 Electronics Technology (PR)**

**1. Discipline/Program/Area Name**  
ELECTRONICS TECHNOLOGY

**2. Year**  
2012/2013

**3. Name of person leading this review.**  
Rick Motawakel

**4. Names of all participants in this review.**  
Rick Motawakel, Jose Alvarado, John Berger, Steven Brown, Richard Chapman, Jack Trapp, Elmore Wigfall

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

The Electronics Technology program has experienced significant growth in the last five years. As a result, the completion rates have also increased for the students in the program. Overall, the Electronics Technology program is doing an excellent job of serving the needs of the diverse student population of AVC and the community as a whole and preparing students for employment opportunities that exist in the Antelope Valley and do not require long commutes to the Los Angeles basin.

- Modernize Electronics Technology equipment and supplies
- Connect Elementary and Intermediate algebra students to Electronics Technology program.
- The program has been full-time for seven years, the \$5000.00 a year budget is not adequate, and the cost of replacements and new technology is forcing us to update gear annually. A budget of \$10000.00 is a better amount for the needs of the program.
- Develop new strategies for building relationships with the high schools.
- The articulation agreements are in place with the high schools.
- Progress has also been made for significant improvements to equipment and tools for the Electronics Technology laboratory through the use of Perkins (VTEA) funding.

One of the most significant accomplishments is the increase of enrolment and completion rate in the program. The increase in certificate completers and degree completers in the past three years is a significant improvement. Completer rates increased over 50% for certificate completers and 26% for degree completers. This increase is an indication that large increases are possible through encouraging students to get the awards that they have earned.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

Success by race in the Electronic Technology is Asian by 89% and White by 82%, Black is only by 55%. Female show more success in the program. Success by ethnicity is Hispanic or Latino by 83% then Not Hispanic or Latino and No Response.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

The Electronics Technology program has developed Program Learning Outcomes (PLOs) this year and have been approved by the SLO committee. Therefore, the program will begin assessing PLOs in all Mastery Level courses in 2012/13 school year.

All adjunct faculties have been provided with a complete set of CORs and SLOs for the Electronics Technology program.

SLO assessment reporting completed in more than 95% of the courses for 2012.

Assessment template has been provided to all instructors in the Electronics Technology program to facilitate uniform reporting of SLOs and PLOs. Reporting assessment data by all instructors in the Electronics Technology program are expected for the 2013 year. Beginning in the spring 2012 the SLOs and PLO's applicable assessment tools were evaluated and modified.

The Electronics Technology Program has been assessing SLOs for the past five years

Electronics Technology program needs an instructional assistant.

The program currently has no dedicated assistant; instructor has to perform all upkeep and maintenance on equipment and shop. The full-time faculty member has to clean, repair, inventory, set up labs, for the classes. Help during lab time to ensure the safety of students and proper use of equipment.

A new facility is needed before TE1 is demolished. Electronics Technology is not included in the current Facilities Master Plan.

The prior four years we had an operating budget of \$5,500.00, but last year we were cut to under \$2500.00. The budget for the program should be \$10000.00. We need an increase in our yearly budget to \$10,000.00 to accommodate the current enrollment.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

Assessment template has been provided to all instructors in the Electronics Technology program to facilitate uniform reporting of SLOs and PLOs. Reporting assessment data by all instructors in the Electronics Technology program are expected for the 2013 year. Beginning in the spring 2012 the SLOs and PLO's applicable assessment tools were evaluated and modified. The Electronics Technology Program has been assessing SLOs for the past five years. The program needs instructional aids such as computers laboratory equipment up to industry standards.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

No changes in SLO, PLO assessment results at this time.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Goal:

To provide support to the aviation and defense industries.  
Start an internship program with Edwards Air Force Base.  
Hire an Electronics Technology Instructional Assistant.

Objectives:

Collaboration with FAA, NASA, and Edwards Air Force Base

Contingent on the State's budget situation.

Time Frame:

Plan for Advisory Committee to meet every six months in the 2011 year.

Two to three year period to start and implement the internship program agreements.

This goal strengthens the relationship between the Electronics Technology program and employers in the community by providing employees to local industry.

This goal contributes to the college's support of continuing educational goals of the students.

The full-time faculty member has to clean, repair, inventory, set up labs, for the classes. Help during lab time to ensure the safety of students and proper use of equipment.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Electronics Technology program needs an instructional assistant. The program currently has no dedicated assistant; instructor has to perform all upkeep and maintenance on equipment and shop.

A new facility is needed before TE1 is demolished. Electronics Technology is not included in the current Facilities Master Plan.

The prior four years we had an operating budget of \$5,500.00, but last year we were cut to under \$2500.00. The budget for the program should be \$10000.00. We need an increase in our yearly budget to \$10,000.00 to accommodate the current enrollment.

## **Fall 2012 Fire Technology (PR)**

**1. Discipline/Program/Area Name**

Fire Technology  
Includes Fire Technology, Wildland Fire Technology and Firefighter I Academy

**2. Year**

2012

**3. Name of person leading this review.**

Thomas Hutchison

**4. Names of all participants in this review.**

Thomas Hutchison, Bill Bailey and Bruce Schmidt

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the peak enrollment at AVC in 2008-09 the head count in the Fire Technology program increased 2.7% in 2009-10, another 2.7% in 2010-11 and declined of 7% in 2011-12. This resulted in a net decline of -1.9% below the 2008-09 levels yet an 18.1% growth over the 2007-08 levels. When compared with the College decline in

-26.1%, the Fire Technology program performed well overall. When compared with the data with the Technology Program the total Division numbers are skewed due to the inclusion of the Administration of Justice program into the division. The decline in numbers in the 2011-12 academic year is in all probability due to reduction in course offerings as we had to turn away more students than normal in the 2011-12 Academic year.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

Looking at student success rates for the District for female students during the period of 2007-08 to 2011-12 academic years ranged between 69 to 72% for women and 68 to 69% for male students. During this same period of time the Tech Ed. Division reflected a success rate for female students between 75 to 79% and male students between 74% to 77%. When compared to the Fire Technology program which showed success rates for female students between 74% and 88% and male students between 79% and 82%. These success rates for female FTEC students indicated that in:

Academic year For females	District success rate For females	Tech Ed rate and difference over Dist.	FTEC Rate & difference over TE/ Dist.
2007-2008	69% base	78% +9%	88% +10%/ +19%
2008-2009	69 % base	79% +10%	84% +5%/ +15%
2009-2010	70 % base	75% +5%	87% +12%/ +17%
2010-2011	71 % base	78% +7%	74% -4%/ +3%
2011-2102	72 % base	76% +4%	81% +%5/ +9%

These success rates indicate that female students in fire Technology overall have a greater success rate than the district and Tech Ed. division overall. With the exception of the 2010-2011 academic year where there was a drop in the success rate. During this year we saw a large influx of general education students that were taking technical courses and were not prepared for the rigors of the courses and generally they performed poorly. Overall female students enrolled in FTEC classes perform better academically than male students as they overall have a stronger desire to succeed in a predominately male dominated field.

For male students we see similar performance:

Academic year For males	District success rate For males	Tech Ed rate & difference over Dist.	FTEC Rate & difference over TE/ Dist.
2007-2008	68% base	74% +9%	81% +7%/+13%
2008-2009	68% base	76% +10%	81% +5%/+13%
2009-2010	69% base	77% +5%	81% +4%/+12%
2010-2011	68% base	76% +7%	82% +6%/+14%
2011-2102	69% base	75% +4%	79% +4%/+10%

Overall the success rate for Male students in Fire Technology has shown consistent success rates higher than the District and Tech Ed division.

**In the area off success by ethnicity/race** we see similar success rates when compared to District and Division the chart below indicates FTEC retention rates when compared with the District and Division. (values expressed are % point + or -)

Year	AIKN	Asian	Black/AA	PI	White	M/C/SA	Other/UK
2007-08	Tec.+13 Dist.+21	Tec.+5 Dist.+12	Tec.+14 Dist.+19	Tec.+38 Dist.+30	Tec.+6 Dist.+9	Tec.+4 Dist.+12	Tec.+3 Dist.+9
2008-09	Tec.+2 Dist.+3	Tec.+15 Dist.+22	Tec.-1 Dist.+3	Tec.+13 Dist.+31	Tec.+8 Dist.+14	Tec.-1 Dist.+12	Tec.+0 Dist.+11
2009-10	Tec.-2 Dist.+21	Tec.+15 Dist.+15	Tec.-5 Dist.+3	Tec.+13 Dist.+26	Tec.+5 Dist.+12	Tec.+4 Dist.+10	Tec.+7 Dist.+14
2010-11	Tec.+3 Dist.+8	Tec.+0 Dist.+1	Tec.+0 Dist.+6	Tec.+9 Dist.+22	Tec.+0 Dist.+5	Tec.+6 Dist.+13	Tec.+8 Dist.+14
2011-12	Tec.+9 Dist.+8	Tec.+6 Dist.+15	Tec.-1 Dist.+2	Tec.+2 Dist.+17	Tec.+3 Dist.+7	Tec.+3 Dist.+8	Tec.+9 Dist.+16

- AIKN =American Indian/AK Native
- PI= Pacific Islander
- M/C/SA= Mexican/Central or South American

Achievement gaps of 10% are present with Asian students and the rest of the general population. We believe this is due to the relatively low numbers and their individual highly competitive drive. The other significant difference is with Black/African American students whose overall success ranges 2% to 30% lower than all other groups except Pacific Islanders which exceed all other groups. The FTEC program consistently refers students to student services for them to seek additional skills development to enhance their success.

Student retention shows that overall FTEC retention rates based on Ethnicity are ranging 90% to 98% during the all Academic years in the data.

Tech Ed. retention rates during the same period reflect a spread of 89% to 93% and the District ranges 86% to 91% for the same period of time. When examining the same data for gender retention for females range 86 to 99 and male is 93% to 95%

#### Retention by Race

Year	AIAKN	Asian	Black/AA	PI	White	M/C/SA	Other/UK
2007-08	FT. 100%	FT. 100%	FT. 95%	FT. 100%	FT. 97%	FT. 94%	FT. 94%
	Tec. 96%	Tec. 94%	Tec. 84%	Tec. 92%	Tec. 92%	Tec. 93%	Tec. 91%
	Dist. 67%	Dist. 76%	Dist. 55%	Dist. 70%	Dist. 75%	Dist. 68%	Dist. 67%
2008-09	FT. 92%	FT. 100%	FT. 91%	FT. 100%	FT. 97%	FT. 95%	FT. 94%
	Tec. 91%	Tec. 94%	Tec. 80%	Tec. 93%	Tec. 93%	Tec. 92%	Tec. 92%
	Dist. 69%	Dist. 78%	Dist. 55%	Dist. 69%	Dist. 76%	Dist. 69%	Dist. 69%
2009-10	FT. 95%	FT. 95%	FT. 92%	FT. 100%	FT. 98%	FT. 93%	FT. 97%
	Tec. 95%	Tec. 92%	Tec. 92%	Tec. 97%	Tec. 94%	Tec. 92%	Tec. 92%
	Dist. 69%	Dist. 80%	Dist. 57%	Dist. 74%	Dist. 77%	Dist. 71%	Dist. 67%
2010-11	FT. 100%	FT. 97%	FT. 86%	FT. 100%	FT. 95%	FT. 97%	FT. 95%
	Tec. 90%	Tec. 94%	Tec. 89%	Tec. 98%	Tec. 93%	Tec. 93%	Tec. 91%
	Dist. 70%	Dist. 82%	Dist. 59%	Dist. 78%	Dist. 78%	Dist. 73%	Dist. 65%
2011-12	FT. 95%	FT. 98%	FT. 90%	FT. 100%	FT. 93%	FT. 94%	FT. 96%
	Tec. 93%	Tec. 97%	Tec. 85%	Tec. 98%	Tec. 93%	Tec. 93%	Tec. 90%
	Dist. 71%	Dist. 86%	Dist. 58%	Dist. 72%	Dist. 77%	Dist. 73%	Dist. 68%

Looking at retention by race Fire Technology is doing well when compared with the Division and District.

When looking at persistence an interesting trend is found that indicates a lack of persistence by students from spring returning to fall semester in all sampled years. In examining this trend it can be attributed the summer employment period for Wildland Firefighters which traditionally runs between late may early June through late October early November. Students are electing to work as seasonal Firefighters to gain valuable work experience for when they compete for a permanent career job either as a Wildland or Municipal firefighter.

#### 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

The most significant achievement gap on the Fire Technology program appears to be success for African American students. Gender wise there is a large gap in the number of female students in the program as compared to male students. The female students appear to be better performers academically and more persistent. The Fire Service is actively looking for skilled qualified females and those that are successful are generally hired soon after completion of the program. I plan to contact Dr. Grishman to seek help in improving the African American group of student's performance in the classroom and to seek assistance in recruitment of females into the fire technology program.

#### 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Discussions were held in the late fall of 2011 in reference to mastery of manipulative skills for Firefighter I lab, Rescue Systems and Fire Suppression Systems classes. The discussion centered on the need to improve student skills and knowledge in two areas, first was the forcible entry evolutions for Firefighter I and Rescue Systems. Specifically looking at acquiring a practice props for on campus use by these classes. The second included discussion with all three courses about fire extinguisher training and that it is resource intensive and expensive to put use fire extinguishers on campus. This resulted in submission of a Perkins Grant Request to purchase these props which was granted in the spring of 2012. This discussion involved Karl Smith, Robert Falb and Tom Hutchison all instructors in the program.

#### 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

An analysis of SLOs for FTEC 111 was conducted in the Fall of 2011 and some changes were made to the SLOs. At that time it was decided to let the rest of them stand until the faculty felt that sufficient data existed to review other SLOs. No changes in resource allocations were pursued at

that time.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

10 During the 2011-12 year several program needs were addressed particularly with regards for safety. Portable radios were purchased for field days and live fire exercises for the firefighter 1 academy and additional state of the Art Self Contained Breathing Apparatus (SCBA) through the use of Perkins funds. Additional adjunct instructors were hires to meet correct safety margins for the Firefighter 1 academy. One full time Faculty member was hired as the coordinator and Instructor for the Firefighter 1 Academy.

Goals and Objectives for this year are:

1. To complete the acquisition of training props funded through Perkins funds. Target completed by 3/2013
2. Replace safety equipment for the Wildland and Firefighter 1 programs. Target 3/2013
3. Complete service shop repairs to 17 chainsaws and 2 circular saws used by all the Fire Technology programs. Target completed by 4/15/2013.
4. Revise 3-6 courses which are in need of subject matter updates submit to AP&P by 6/1/2013.
5. Review the Articulation Agreement with CSULA for FTEC courses.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Significant resource needs:

1. To maintain two full time instructors in the Fire Technology Program, one focusing on the Firefighter 1 Academy and one focusing on the Wildland program with shared responsibility for overall FTEC courses and budget.
2. Maintain 13 adjunct instructors minimum to insure that Fire Marshal standards are met of the Firefighter 1 Academy, and delivery of courses in the overall FTEC curriculum.
3. Restore separate funding for supplies for both Municipal and Wildland programs and establish a equipment Maintenance budget for items such as SCBA, Compressed Air bottle static tests, Gasoline powered equipment such as chain saws, rescue system tools, generators and breathing air compressor.
4. Obtain an administrative Tech position attached to the Firefighter 1 Academy to maintain records required by State Fire Marshal (SFM) with Academy certification. This position was identified when the Academy was first certified by SFM and has been unfilled. The Academy is overdue for recertification and this position is sure to be questioned, and may cost the Academy its Certification with SFM.
5. Some form of Pumping Fire Apparatus. This need has been identified for over 7 years as a need for the Fire Program This provides hands on training for Fire Technology Students on campus. This will benefit the Firefighter 1 and Wildland Academies, Engine operations and the Wildland firefighter Engine courses. Students in the courses are not receiving a full range of manipulative and technical training without this equipment.
6. Need to insure that a new facility is in the planning stages for the Fire Technology programs, as the current building is on the demolition schedules in the future and a facility will be needed.

**Fall 2012 Interior Design (PR)**

**1. Discipline/Program/Area Name**

Interior Design

**2. Year**

2012

**3. Name of person leading this review.**

Leslie Baker

**4. Names of all participants in this review.**

N/A

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Trend analysis is based on data from fall and spring semesters only as the Interior Design program has never offered intersession courses and summer session courses were dropped as an offering in 2010, therefore limiting the data available for review.

Trend analysis for the 5-year period 2007-2008 through 2011-2012 indicates an upward trend in the percentage of full time students participating in the program. However, this analysis also indicates a downward trend in the number of total students (Headcount) and the number of Full Time Equivalent Students (FTES). This latter trend reflects the reduction in the number of sessions offered in the Interior Design program. The reduction in the number of sessions offered began in Spring 2011 which corresponds to the reduction in both FTES and Headcount.

The ID program saw a less significant drop in headcount than did the district (10% reduction vs. 15% reduction). This could reflect the overall popularity of the ID program at the college.

Should this downward trend continue two potential impacts exist for the ID program. Firstly, the number of adjunct instructors required to support the program will be reduced. As adjuncts are released from instructional responsibilities, the potential of "ramping up" the program should budgets and enrollments improve in the future will be difficult.

Secondly, should the downward enrollment trend continue and fewer students enter the program, class sizes in 200 level courses is anticipated to decrease given that fewer students are available to feed upper level courses..

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and**

**persistence b... (The full text shows at beginning of the document)**

All courses are delivered in a classroom setting and all courses are presented at the Lancaster campus.

Success - Race: Success is mixed by race within the program with American Indian/Alaska Natives, Asians and Whites showing an increasing success trend, while the Black and Mexican/Central American student population is trending towards lower success rates. Not enough data is available to comment on the Pacific Islanders student population.

Given this mix of results, no pattern can be drawn from the data, as success is both increasing and decreasing by race. The decreasing success trend identified for the Mexican/Central American populations may be attributed to an increasing number of students who are not native English speakers (personal observation).

Success - Gender: The male student population is on a fairly steep positive success trend based on the five years of data analyzed. The female population within the program has remained nearly steady-state, with only a slight decrease in success identified through trend analysis. Female success remains greater than male success rates, but this gap is closing with both groups near 80% success.

These trends mirror the trends associated with the Technical Education division. Success rates within the ID program slightly higher than the division success rates for both genders.

Retention - Race: 2011-2012 data showed a small drop in retention for all identified groups with the exception of the Asian student population. This decrease in retention occurred after four years of consistent retention above 90%. The Interior Design program has a current retention percentages greater than the Technical Education division and the college for the White, Asian and Pacific Island student populations, while retention percentage are slightly below the Technical Education division and the college percentages for the American Indian/Alaska Native, Black and Mexican/Central American student populations.

A possible reason for the most recent drop in retention percentages may be associated with the reduction in available classes within the program and the increased competition for all courses at the college. The inability of students to enroll in desired courses has created frustration in the student population which may be affecting retention of students who are finding it increasingly difficult to enroll in required course work.

Retention - Gender: Retention for both males and females within the program are on a downward trend, with this trend more observable within the male student population. This is not unexpected as the ID program is not traditionally favored by male students. As competition for classes has increased at the college, more students with limited interest in Interior Design are taking ID classes to meet general education requirements. Often these students do not complete courses.

Persistence - Race: The ID program is on an upward trend for term-to-term persistence of the student population. Using trend analysis, persistence within the program is well above (79%) the rate found within the Technical Education division (67%) whole and the college in general.

The ID program continues to strive to increase the number of transfer students and certificates/degrees issued. The retention gap is the trend being focused on currently, as greater retention has a positive influence on the number of certificates issued and degrees obtained.

The Interior Design program has recently completed a resequencing of the courses within the program to create a more logical flow of the learning objectives. It is anticipated that this change will eliminate much of the frustration felt by students who were unprepared for the more challenging information of the upper level courses. As foundational skills are better developed with the new curriculum it is anticipated that more students will be able to complete a degree/certificate or transfer to a 4-year institution.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

There was a noticeable drop in "Success by Ethnicity" for both Hispanic and non-Hispanic respondents based on data provided. The large number of "No Responses" (83%) to this element has the potential to skew the data and therefore the drop in success associated with 2011-2012 data may not be as large as data suggests.

The greatest influence on "success" for students in the ID program may be attributed to the increasing competition for courses at the college, forcing students with limited interest and skills in the interior design profession into ID courses in order to meet financial aid requirements or to acquire general education units. This potential influence is not part of the Program Review data, however, observations of the student population indicates that a shift in the type of student enrolling in ID courses is occurring. This may lead to a continuing downward "success" trend into the future.

At this time, no examples of using data as a basis for resource allocation can be cited. This shift in the types of students enrolling in ID courses will continue to be evaluated by staff.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

During the 2009-2010 academic year efforts to re-sequence courses within the ID program, discussions regarding SLO's and PLO's were held with Technical Education Dean, Margaret Drake (retired). The discussion focused on the need to secure new instructional materials and computer software with the intent of assuring that students in the ID program were provided the skills required to successfully transfer to 4-year programs or enter the workforce with the skills identified by the California Council for Interior Design Certificate program. Perkins IV grant funding was the vehicle of choice to address these needs.

This successful grant application allowed the program to better meet:

1. SLO #2 – ID-110, “create accurate drawings in several views ...”
2. SLO #1 – ID-120, “analyze and apply design concepts and requirements related to color in design”
3. SLO # 3 – ID-220, “present design solutions incorporating construction techniques, lighting solutions and accepted universal design practices.
4. SLO # 3 – ID-260, “create and present design solutions incorporating effective space planning concepts”
5. PLO #1 – “Identify and solve problems pertaining to aesthetics and function ...”
6. PLO #3 – “Demonstrate proper business, technical and communication skills ...”.
7. PLO #4 – “Analyze lifestyles, historical perspectives, environmental requirements and universal design influences that affect design practitioners”

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

PLO #4 is most closely associated with ID-260, the capstone course in the program. While this PLO was not achieved in Spring of 2012, this outcome is not entirely unexpected as students are evaluated at or near professional standard for the final project as they transition into the design workforce or transfer to 4-year universities following the completion of ID-260. Because of the high standards used to evaluate the final presentation in a capstone course, some student will inevitably not meet this standard.

2012 may prove to be an anomaly in PLO #4 as data does not exist to evaluate a trend involving this learning outcome.

At this time, no examples of using data as a basis for resource allocation can be cited. ID staff will continue to monitor this PLO in order to determine if a trend in student performance can be determined.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

Goal: Development and implementation of a computer aided drafting course.

- à Objectives: Develop a course which will provide students with an opportunity to become proficient in the use of computer aided drafting software.

Goal: Revise Course Outlines of Record (COR) to include additional learning objectives for the understanding and application of building codes associated with residential and commercial design.

- à Objective: Provide students with the necessary knowledge to successfully complete the California Council of Interior Design certificate test. This test requires knowledge of Universal Building Codes.

Goal: Begin the evaluation of the effects of resequencing courses in the program on student success.

Objective: Evaluate student success (SLO/PLO) to determine if the resequencing of the courses within the ID program has had a positive effect on student success by assuring that foundational courses have been completed prior to student entry into upper level courses.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

Currently the Interior Design program has several needs to improve the learning environment for the students as well as addressing student safety and faculty development. The priority needs for the program are:

1. Acquire additional storage facilities for the ID's program lab materials. The assigned classroom storage areas are insufficient to safely store instructional materials. Materials currently overflow into the classroom, creating a potentially hazardous classroom environment.
2. Write a course proposal and secure final approval of the computer aided drafting course from the Academic Policies and Procedures Committee.
3. Provide for professional staff development by funding attendance of the Interior Design Educators Councils' conference, Indianapolis, Indiana, February 2013.
4. Add a student worker to the program to support the administrative needs of the only full-time faculty. With a full load of five unique courses each semester, committee responsibilities and program management; including four adjunct instructors and an advisory committee; managing workloads without donating excessive personal time to the program has become increasingly difficult. A student worker would allow for mundane administrative duties to be delegated, freeing staff for greater focus on program management and professional growth.
5. Then program needs to retain its current minimum supply budget. This budget supports minor administrative needs within the program, but is also the source of funding for the annual license renewal for the Chief Architect computer aided drafting software used by students in the program.

Numbers 1 through 5 above are directly related to improving student outcomes in that they all contribute to; an improved student learning environment (#1, #5); professional development of the staff and/or curriculum (#2, #3) or enhanced ability to provide quality classroom instruction (#4)

**Fall 2012 Technical Education Division (PR)**

**1. Discipline/Program/Area Name**  
Technical Education Division

**2. Year**  
2012-13

**3. Name of person leading this review.**  
Dr. Karen Cowell, Dean

**4. Names of all participants in this review.**  
Dr. Karen Cowell  
Maureen Rethwisch, administrative assistant

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**  
Headcount, FTES, and FTES have declined over the past five years due to reductions in FTES throughout the District. A slightly higher percentage of students are full-time than in the District as a whole. The percentage of students who attend full-time has increased by 13% over fall 2007 and by 8% over spring 2008.

The PT/FT faculty ratio in the division exceeds the college ratio dramatically. There are disciplines without full time faculty including welding and clothing and textiles.

Students in many of the division's CTE programs can gain employment immediately after completing their certificates or degrees. The loss of sections has resulted in fewer opportunities for students who otherwise cannot find career technical education programs at reasonable cost in the Antelope Valley.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

The division does not offer courses online. However, faculty use Blackboard course management software for communicating with students, posting grades, and maintaining course information (syllabi, gradebooks, and attendance records, for example).

Retention rates by ethnicity are approximately the equal to the college's rates.

Retention rates by gender slightly exceed the college's rates for both females and males.

Retention rates by race are similar to the college's rates. African American students have a lower retention rate than students of all other races.

Persistence rate is approximately equal to the college's rate.

Success by ethnicity rates are slightly higher than the college's rates.

Success by race rates are slightly higher than the college's rates. African American students and Pacific Islander students are less successful than other student groups.

Administration of Justice was the second most frequently awarded degree (tied with Business Administration) in 2011-12. 92 degrees were awarded in AJ in that year, an increase of 10 degrees over the previous year.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

The division does not have OOs.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

Not applicable

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

The goals and outcomes for the division can be found in the program reviews of the disciplines comprising the division.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

The division has been experiencing problems in the electrical systems in the welding shop and the auto shops. Electrical capacity needs to be added to those areas. These are safety issues for the students and faculty in the program.

Full-time faculty leadership is needed in Clothing and Textiles and Welding to maintain stable programs and curricula in those areas. AJ needs to have a second full-time faculty member to provide consistency in the program and share the leadership burden for this large discipline. These will assist in providing role models and consistent teaching methods for students.

As the administrative assistant is contemplating retirement this year, it is critical that this position is filled. The admin assistant supports the faculty, staff, dean and students of the Technical Education division and provides assistance to the dean for monitoring the Perkins IV funding for the college. The scope of the job is too broad for the duties to be assigned to another clerical person instead of filling the position.

## Fall 2012 Welding (PR)

**1. Discipline/Program/Area Name**

Welding

**2. Year**

2011-12

**3. Name of person leading this review.**

Dr. Karen Cowell, Dean Health Sciences & Technical Education

**4. Names of all participants in this review.**

Dr. Cowell (Dean)  
Stephan Bates (adjunct instructor)  
Tom Olivares (adjunct instructor)  
Jerome Udager (adjunct instructor)

**5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)**

Since the District began cutting FTES, sections and enrollment in 2009-10, the Welding program has also seen a decline in sections offered. The District has not hired a full time welding instructor and the welding instructional assistant left the District to accept a position as a welding instructor in another state.

Headcount in the Welding program has decreased from 205 in 2007-08 to 130 in 2011-12, a decline of nearly 37%. The downward trend was most noticeable in 2010-11 when headcount declined by 46 students as section were decreased.

In 2009-10, the Welding program had 2.32% of FTE students in the Technical Education Division. The percentage has increased to 3.32% in 2011-12.

Students in the Welding program are less likely to be full-time students than other students in the college. The difference between full-time students in the college and full-time students in the program has been steady at about 5%.

**6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**

In the Welding program, student success by ethnicity equals the success rates of the college, but Hispanic students' success is 5% lower than the division success rate.

The female success rate is lower than the college's success rate by 6% and lower than the division's success rate by 9%. The male student success rate is 6% higher than the college's success rate and equals the division success rate. A project to increase female participation and



success in the program will be referred to Dr. Lee Grishman and staff who are implementing a project to increase non traditional student success in programs such as welding.

The success rate of students in the program is 2% higher than the success rate for all students in the college.

Success rates for American Indian/Alaska Native students and Asian students are higher than the success rate for all students in the college and the Technical Education division.

Success rates for African American/Black students and Pacific Islander students is significantly lower than the success rates of students in the college and the division. Students of other races are as likely to succeed as other students in the college.

This will also be mentioned to Dr. Grishman.

Retention rate by ethnicity for the Welding program is nearly equal to the college's and the division's retention rate.

Retention rate for female students is 21% lower than the college's retention rate and 24% lower than the division's retention rate.

Females tend to drop out after one or two class sessions. Females who are retained in the program tend to have backgrounds in the welding field before entering the first class.

Retention rate for African American/Black students and students of other/unknown is significantly lower than the college's and division's retention rates.

Retention rates for American Indian/Alaska Native students and Pacific Islander students are significantly higher than the college's and division's retention rates.

Retention rates for students of Hispanic and White races are approximately equal to the college's and division's retention rates.

Student persistence is slightly higher than the college's and division's persistence rates.

**7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)**

Success rates by race and gender declined in 2010-11 by increased to the 2009-10 rates in 2011-12. No changes to resources have been made.

**8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)**

At a meeting on October 25, 2012, the faculty and dean discussed the achievement of SLOs and PLOs. All SLOs and PLOs were met in all four years except in 2010-11 when students in WELD 110 did not meet the SLOs. To continue to meet the SLOs and PLOs at high levels, the group discussed the need to replace and repair welding equipment that has been damaged by arcing and shorting.

2 of the welding machines need to be replaced immediately due to shorting and two need to be repaired. One is being repaired and one is being replaced in fall 2011.

\$10,000 annually is needed to provide supplies for the students to use in their projects. This is funded from Prop 20 funds annually.

The program would benefit from full-time faculty leadership and an instructional assistant for welding. Cost of one of each employee would be \$90,000 for faculty and \$50,000 for the welding assistant. Requests were made to fund both positions and the requests were not top priorities for the District.

Fuses are blowing and burning out in the shop. There is a need for four additional electrical outlets and assessment of the electrical system in the welding shop to provide a safe teaching environment. The compressed air supply is not reaching the shop.

Four additional welding booths (preferably portable booths to replace the aging and deteriorating stationary booths) need to be added.

The air conditioning and heating do not work in the weld shop. The thermostats do not work. Campus Facilities will be asked to consider the electrical system upgrade, the welding booth replacement and the HVAC system issues as possible projects from the remaining Measure R funding.

**9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)**

SLOs were met except for WELD 110 in 2010-11. Leadership of the adjunct faculty has resulted in sustaining the program, identifying needs for the program, assessing SLOs and PLOs and substituting for a welding assistant who left the program two years ago. Having the adjunct faculty working during the summer months to organize the equipment and lab has sustained the program.

**10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**

1. Hire Full-time faculty
2. Hire Welding instructional assistant
3. Restoration of District budget of \$10,800 (Historically, this was the budget in 1998 when the number of students was approximately the same as the participants in 2010-11).

These three goals were named in the 2011-12, 2010-11, and 2010 program reviews. None have been achieved. It is recommended that these goals be continued.

In addition, upgrading the electrical system and supplying compressed air to the weld shop are needed improvements.

Four portable booths need to be added to the shop.

**11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)**

- Diagnostics and repair of electrical system and compressed air supply (safety issue)
- Repair of HVAC system
- Two new welding machines and repair of two machines
- Stable District supply budget
- Four portable welding booths
- Full time instructor
- Full time, 10 month instructional assistant

Given the District and state budget, it is more likely that new welding machines can be purchased. Perkins funding may be available for this project in 2012-13. Repairs to the electrical system and HVAC system are capital projects and may be funded from remaining Measure R funds. Students must have access to equipment and the shop to achieve any of the student learning outcomes for the Welding courses and program, as all SLOs and PLOs relate to welding projects.