Technical Education Division

Program Review

Annual Update

2011/2012

Annual Program Review Update Report
Program: Technical Education Division Overview Update
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All course outlines of record are current. Programs are encouraged to develop and maintain a chart showing the planned schedule for revision of CORs within the Program Review document and the Annual Update Reports.

Full-time faculty meets regularly with the adjunct faculty to review the CORs and assist them with development of the syllabi to assure that all faculty follow the CORs. Syllabi are submitted by faculty to the Division Office and these are reviewed by the Dean. Also, syllabi are reviewed whenever faculty are evaluated and the syllabi are compared to the CORs as part of the faculty evaluation process.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Please refer to the individual programs for analysis of enrollment trends.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Programs, in general, are meeting the needs of students. However, reductions in schedules due to budget cut backs are limiting access to required courses by students in nearly all programs at this time.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Please refer to the individual programs for progress on goals. The role of the division office is to support and enable the individual goals whenever possible.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Program Learning Outcomes (PLOs) are actively being developed at this time for all Certificates in the division. Assessment of PLOs is planned to begin in Fall 2011.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

Full-time faculty meets with the adjunct faculty on a regular basis to discuss SLOs, PLOs, and assessment strategies. They also discuss outcome data analysis and devise plans related to the findings. Full-time faculty in each program serve as the WEAVE coordinator/facilitator and gather the SLO assessment data from the adjunct faculty, aggregate the data for each course, and input the results and any plans into the WEAVE software.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

SLOs are being actively assessed and reported in most programs as of this writing. For the 2010/2011 year, SLO reporting in WEAVE was achieved for nearly 75% of all courses scheduled and offered in this division. PLO assessment and reporting is scheduled to begin in Fall 2011.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

To date, no clear trends have been visible from the SLO assessment data. This is due to the limited number of assessment cycles that have been accomplished. Therefore, no needs for professional development have emerged. Perkins funding is available and does support professional development activities for all faculty associated with career and technical programs including the faculty in the Technical Education Division. It should be noted, however, that leadership from full-time faculty is most beneficial to the SLO

and PLO process. In programs without full-time faculty leadership, considerable oversight on the part of the Dean is required. This is contrary to the concept of a faculty-driven process.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Please refer to individual programs for goals and objectives. The main goal of the division office is to support the achievement of the goals established by each program within the division.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

FACULTY NEEDS

Priority	New Replace	Position	Reason
1	R	Administration of Justice Instructor	The second full-time instructor abruptly resigned just prior to the Fall 2008 semester. This program routinely schedules over 40 sections of classes. One full-time instructor is not adequate for this program. The ratio of full-time to part-time faculty currently is 1:12. There are seven sections taught by the full-time instructor and 33 taught by part-time instructors.
2	N	Welding Instructor	The full-time instructor for this program

			retired in Spring 2000. That position was redirected to Fire Technology. Since then, the Welding program has grown and strengthened. Welding classes routinely fill on early enrollment. Daytime classes were very successful when an adjunct instructor was available however, daytime instructors are extremely difficult to find. The Instructional Assistant for the Welding program resigned in Fall 2011. This program is far too equipment and supply intensive for only adjunct faculty to run. A full-time instructor should be hired before consideration is given to replacing the Instructional Assistant.
3	R	Clothing and Textiles Instructor	The full-time instructor resigned in Spring 2010. During the 2010/2011 year, one of the adjunct instructors came forward to provide significant leadership to the program. The curriculum was redesigned and courses were revised to place significant emphasis on commercial and industrial fashion design and construction. With leadership of a full-time instructor, this program can be strengthened even further and address the needs of the fashion industry in construction, design, and marketing. This would increase the job placement opportunities for certificate completers.
4	N	Administration of Justice Instructor	This program was approved for a third full-time instructor in the 2008/2009 year. However, the abrupt resignation of the second full-time instructor and the budget cutbacks prevented this position from being filled. Again, with over 40 sections routinely scheduled, three full-time instructors are easily justified to assure the program operates in a quality fashion.
5	R	Automotive Instructor	The replacement instructor hired in 2008/09 abruptly resigned just before the Fall 2009 semester began. He was not replaced due to the budget cutbacks. It is extremely difficult to find qualified adjunct faculty to teach in this program. Two full-time faculty are required to assure that class schedules sequence in a manner that

			allows students to complete Certificate requirements in a timely fashion.
6	N	Aircraft Fabrication Instructor	This program has experienced rapid growth due to the fact that Northrop Grumman has designated this program as the gateway to employment for aircraft fabricators at their Palmdale location. Other companies including Scaled Composites and The Spaceship Company hire workers from this program. The program does not supply sufficient graduates to support the local industry need for skilled workers. Should the budget conditions improve, the program should be allowed to grow to at least double the current output of graduates. The current laboratories can easily accommodate this growth. However, a second full-time instructor and an Instructional Assistant will be essential to support this aggressive scheduling.
5	N	Fire Technology Instructor	This program has a heavy reliance on adjunct instructors. It is the second largest program in the division. The program sustains the traditional certificate as well as both the Wildlands and Municipal academies. An additional instructor is necessary to sustain the quality of the program when the budget begins to recover.

CLASSIFIED NEEDS

Priority	New Replace	Position	Reason
1*	R	Welding Instructional Assistant	The previous Welding Instructional Assistant resigned early in Fall 2011. This position was critical to keeping the welding program operating smoothly related to equipment maintenance, supply availability, and safety in the shop. The adjunct faculty are attempting to fill in this role, but it remains to be seen if the program can be sustained with only adjunct faculty and no Instructional Assistant.
1	N	Auto Body Instructional Assistant (60% at Night)	The Auto Body program has moved into a new building. The program offers classes both day and evening, four days per week.

			Safety of students in this program at night is of serious concern. Automobiles are being pushed in and out of the shop bays frequently. The night instructors need an additional set of eyes and hands to manage the laboratory in a safe and efficient manner.
2	N	Clerical Assistant	The Technical Education has continued a strong enrollment pattern and has incorporated the Administration of Justice program into the administrative work and oversight of the division office. The current Administrative Assistant is unable to continue to keep up with this unreasonable workload.
3.	N	Instructional Assistant for Aircraft Fabrication and Assembly (100% Day)	The Aircraft Fabrication and Assembly utilizes two laboratories that are used by full-time and adjunct faculty at least 4 days and nights per week. The parts and supplies used by this program are very expensive and require significant time and attention to prevent loss. This Instructional Assistant is essential to future growth of the program to meet the needs of the local industry.

*Conditional Priority 1. This position should not be filled unless there is a full-time Welding Instructor available to train and direct needed work.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

Immediate Need – Probably will not be addressed in four-year time frame.

The Airfame and Powerplant program needs a permanent location on the main campus. It is currently slated for inclusion in the Technology Education II building. Efforts should continue to find an industry partner willing to provide space for the program until the Technology Education II building is constructed.

The Welding program and Fire Technology program will eventually need to be relocated from TE2 when it is planned for demolition. The logical location for Welding would be near the Automotive Complex if there is future expansion there. The Fire Technology program was considered as a potential “magnet” program for a Public Safety cluster at the Palmdale Campus if and when it is built.

10.3 Identify funding needed to support student learning.

All programs require additional instructional supplies funding. This is especially true since the existing supplies budgets have been decimated over the last three years of budget cuts. Please refer to the Appendix A for specific needs and rationale for restoration.

Appendix A

TECHNICAL EDUCATION DIVISION

BUDGET ALLOCATIONS

A HISTORICAL PERSPECTIVE OF EVENTS

Unrestricted District Funds

In Fall 1998, the Instructional Supplies budget for the entire Technical Education Division was $46,898. Before 1998, it was not distributed out to the individual programs but was managed at the Division level. Based on historical patterns, in Fall 1998, it was distributed as follows:

Program	Allocation
Aeronautics (Airframe and Powerplant)	$6,000
Air Conditioning and Refrigeration	$4,000
Agriculture	$3,000
Auto Body	$6,000
Automotive	$10,000
Electronics	$5,500
Welding	$10,400
Division Reserve	$1,998
TOTAL	$46,898

In Fall 2003, Clothing and Textiles and Interior Design were transferred to the Technical Education Division.

Clothing and Textiles had an Instructional Supplies budget of $2,075 and income from the Materials Fees charged for the beginning sewing class.

Interior Design had an Instructional Supplies budget of $1,494.

In Spring 2004, the Strategic Planning and Budget Committee (SPBC) acted upon budget requests. The Technical Education had requested funds for programs that had never had a supply budget, new programs that had been added to the college program inventory, and a need for a Repair budget for the Clothing and Textiles program.

The table below summarized the funds approved as ongoing funds by SPBC starting with the 2004/2005 year.

Program and Purpose	Allocation
Aircraft Fabrication and Assembly Instructional Supplies	$15,000
Clothing and Textiles Repairs for Sewing Machines	$500
Electrical Technology	$5,000
Fire Technology (traditional and Wildland programs)	$5,000
Total Received from SPBC ongoing 2004/2005 and beyond	$25,500

In 2005/2006, the SPBC adjusted the Warehouse budgets for all Division Offices to $3,000.

In Fall 2006, at the insistence of Mr. Terry Cleveland, Risk Manager, Shop Towel contracts with Mission Linen were established and funding was approved by Mr. Tom Brundage in the following amounts:

Shop Towels – Mission Linen	Amount
Aeronautics (Airframe and Powerplant)	$1,500
Auto Body (mostly paper products)	$1,000
Automotive	$1,500
Total	$4,000

In March 2007, Deborah Wallace approved $400 for Repairs in the Welding Program budget for preventative maintenance on the new (then) forklift. Also, in Spring 2007, SPBC approved $5,000 for Instructional Supplies for the new Firefighter I Academy that was to begin in 2007/2008. This money was approved as on-going funding.

In 2007/2008, Craig Wilde established the Technical Education Division Non-instructional supplies budget at $325 (primarily used for business cards), and the Freight budget at $46 (primarily supported overnight mailings related to Perkins and other grants to CCCCO).

The 2008/2009 budget R:drive print outs were the last ones that were loaded with the anticipated budget amounts. Since then, budgets have supposedly been based on previous year expenditures that have then been reduced by some amount for cost savings.

Please note that there were many errors in how purchase requests were charged in the 2008/09 year. The most significant of these were purchases that should have been charged to Clothing and Textiles (1303000) were actually charged to Interior Design (1302000), Instructional Materials Fees collected for Clothing and Textiles were never credited to the budget sheets, and significant errors in charges were made between Fire Technology (2133000) and Fire Academy (2133500). Other programs made significant efforts to hold spending to a minimum. These factors all contributed to a significantly lower budget for Instructional Supplies and Repairs in the Technical Education Division.

The chart below is a comparison of what the budgets for the various programs should be based on the historical funding levels and what is currently loaded on to the M:drive as of 10/1/2011.

Budget Category and Account Code	Historical Allocation	2011/2012 Load on M:drive – 10/1/11
Division Office (01.0-00000-12151-XXXX-0901000)		
Mat. and Supplies – Inst. (4300) Emergency Reserve for Programs	1,998	0
Non-Instructional Supplies (4500)	325	97
Warehouse (4530)	3,000	1,025
Freight (5802)	46	61
Total	5,369	1,183
Agriculture/Landscaping (01.0-00000-12155-XXXX-0109000)		
Mat. and Supplies – Inst. (4300)	3,000	2,332
Warehouse (4530)	0	162
Total	3,000	2,494
Electronics Technology (01.0-00000-12155-XXXX-0934000)		
Mat. and Supplies – Inst. (4300)	5,500	2,230
Total	5,500	2,230
Air Conditioning and Refrigeration (01.0-00000-12155-XXXX-0946000)		
Mat. and Supplies – Inst. (4300)	4,000	3,451
Total	4,000	3,451
Automotive Technology (01.0-00000-12155-XXXX-0948000		
Mat. and Supplies – Inst. (4300)	10,000	3,479
Laundry and Cleaning (5550)	1,500	1,312
Equipment Repair (5650)	0	0
Total	11,500	4,791
Auto Body (01.0-00000-12155-XXXX-0949000)		
Mat. and Supplies – Inst. (4300)	6,000	4,213
Non-Instructional Supplies (4500)	0	1,173
Laundry and Cleaning (5550)	1,000	1,000
Total	7,000	6,386

Aeronautics (A&P Program) (01.0-0000-12155-XXXX-0950000)		
Mat. and Supplies – Inst. (4300)	6,000	3,730
Non-Instructional Supplies (4500)	0	67
Warehouse (4530)	0	106
Dues & Memberships (5300)	0	220
Laundry and Cleaning (5550)	1,500	1,798
Rentals (5600)	0	0
Equipment Repairs (5650)	0	341
Total	7,500	6,262
Aircraft Fabrication and Repair (01.0-00000-12155-XXXX-0950500)		
Mat. and Supplies – Inst. (4300)	15,000	13,817
Warehouse (4530)	0	0
Equipment Repairs (5650)	0	1014
Total	15,000	14,831
Electrical Technology (01.0-00000-12155-XXXX-0952200)		
Mat. and Supplies – Inst. (4300)	5,000	3,700
Non-Instructional Supplies (4500)	0	67
Rentals (5650)	0	100
Total	5,000	3,867
Welding (01.0-00000-12155-XXXX-0956500)		
Mat. and Supplies – Inst. (4300)	10,400	6,402
Repairs – Forklift (5650)	400	468
Total	10,800	6,870
Interior Design (01.0-00000-12155-XXXX-1302000)		
Mat. and Supplies – Inst. (4300)	1,494	842
Non-Instructional Supplies (4500)	0	0
Warehouse (4530)	0	140
Dues (5300)	0	0
Licenses & Fees (5310)	0	312
Total	1,494	1,254
Clothing and Textiles (01.0-00000-12155-XXXX-1303000		
Mat. and Supplies – Inst. (4300)	2,075	201
Inst. Supplies – Lab Fees (4320)	As Collected	As Collected
Warehouse (4530)	0	43
Equipment Repairs (5650)	600	160

Total	2,675	404
Administration of Justice (01.0-00000-12155-XXXX-2105000)		
Mat. and Supplies – Inst. (4300)	0	0
Total	0	0
Fire Technology (01.0-00000-12155-XXXX-2133000)		
Mat. and Supplies – Inst. (4300)	5,000	2,570
Equipment Repairs (5650)	0	464
Total	5,000	3,034
Fire Academy (01.0-00000-12155-XXXX-2133500)		
Mat. and Supplies – Inst. (4300)	5,000	891
Total	5,000	891
Grand Total	**88,838**	**$57,948**

Please note that this $30,890 reduction in available funds represents a *35%* cut.

Proposition 20 Funds

In Fall 2001/2002 the Division was granted an initial allocation of Proposition 20 funding of $33,000. Those funds were used to augment the Instructional Supplies allocations. They were originally distributed as follows:

Program	Allocation
Aeronautics (Airframe and Powerplant)	$5,000
Air Conditioning and Refrigeration	$3,000
Auto Body	$4,000
Welding	$5,000
Administration of Justice (Beginning Fall 2009)	$1,000
Reserve	$15,000
TOTAL	$33,000

The reserve funding was allocated to programs based on need or unusual circumstances.

For the 2010/2011 year, Technical Education Division received $25,000 in Proposition 20 funds. It is anticipated that this amount will be received for the 2011/2012 year. Proposition 20 funds can no longer augment historically under-funded programs since the cut to Unrestricted District Funds now exceeds the anticipated allocation of Proposition 20 funds.

Annual Program Review Update Report
Program: Administration of Justice
Academic Year Reviewed:
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All COR's are current

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

The COR's are used extensively in the writing of the course syllabi. The AJ adjunct staff received training from the Dean Fall 2010, dealing with use of the COR's and the syllabi are required to be turned into the Division office each semester.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Enrollment trends for AJ are hard to properly access since the program has been severely cut with the continued loss of both the Summer and intersession AJ courses. There is also the continued reduction of between 6-10 courses each in the Fall and Spring Semesters as compared to the Spring of 2088. The demand of AJ courses continues to be high with all existing courses starting the semester full and then numerous students being turned away when they attempt to ad. In the Fall 2008, the AJ program lost a full-time instructor in the second week of the semester. Due to the continuing budget crises, this instructor has not been replaced nor has the third approved full-time AJ instructor been hired.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The AJ program is not meeting the needs of the AJ student population. At the start of both the Spring 2010 and the Fall 2011 semester, long lines of students attempting to crash the full AJ courses were turned away. When the community suffers from high unemployment, due to the budget crisis, the unemployed turn to community college and specifically the Technical Education area of this college for future job training.

Unfortunately, the cutbacks have reduced the opportunity for education improvement in the AJ area.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

- Replacement hiring of a second AJ instructor and the hiring of an approved new third full-time AJ instructor still has not be accomplished, which has continued to require the use of numerous adjunct instructors to fill the void.
- Development of both a P.O.S.T. approved Police Academy and a Custody Assistant Academy were completed and session were offered but, their operations have been suspended due to the budget problems.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

With use of the WEAVE software, the AJ program is now tracking all SLOS for each class each semester. We are now receiving yearly reports, which makes tracking of the SLOs much easier.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

The AJ program held a Dean facilitated training session involving COR's, SLOs and course requirements for the Technical Ed. Division in Fall 2010. All AJ instructors have been given copies of their individual course SLOs and the required assessment of each. All AJ instructors are submitting their individual SLO results every semester to the AJ full-time instructor for input into WEAVE. Numerous AJ instructors participated in a SLO review session at the start of the Fall 2011 semester. The full-time AJ instructor has contacted every AJ adjunct instructor at the start of the Fall 2011 semester to verify that they understand the SLO evaluation process. The AJ PLOs were completed and submitted to the PLO committee for approval at the end of the Spring 2010 semester. At the start of the Fall 2011 semester the AJ PLOs were not yet approved or being evaluated.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The plan that is being used is to assess every SLO every semester for all AJ courses with the data put into WEAVE. AJ PLOs were submitted to the PLO committee for approval at the end of the Spring 2011 semester.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

At this time all targets are being met and we are continuing assessments and monitoring data.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Goal: Hiring of two full-time AJ instructors

Objectives: Budgetary requests have been made

Time Frame: Unknown

Justification: the justification for the two full-time AJ instructors has been identified in past reports and division studies. This hiring would allow the AJ program to expand into new and changing areas of criminal justice while putting AJ in compliance with State full-time to part-time instructor requirements. The program would then be better able to serve the growing needs of AJ students.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

The AJ program is in continued need a replacement full-time AJ instructor and the hiring of a third approved full-time AJ instructor. These needs have been documented in past reports and the current workload is handled by the one remaining full-time AJ instructor with the teaching assistance of between 13-15 adjunct instructors.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

The AJ program was assigned 4 permanent classrooms for the Fall 2010 semester. This is important for the ability of the instructors to standardize their courses and use the assigned classrooms for help in law enforcement recruiting efforts. All classrooms have computers and overhead projectors but, most are in need of updating.

10.3 Identify funding needed to support student learning.

The need for additional funding has been identified in the request for two full-time instructors. The benefits to the students are having a consistent, standardized level of teaching that having full-time instructors brings.

Annual Program Review Update Report
Program: Aeronautics
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All course offerings were revised during the academic year 2010- 2011.

Course	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
AERO 120			X			X	
AERO 121			X			X	
AERO180		X			X		
AERO 230			X			X	
AERO 231			X			X	
AERO 240			X			X	
AERO 241			X			X	
AERO 280			X			X	
AERO 281			X			X	
AERO 282			X			X	

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

The COR's are used extensively in the writing of the course syllabi. The course objectives from the COR's are reflected in all instructor's syllabi every semester.

Area 5 Data Analysis and Environmental Scan – updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

At this time the Airframe and Powerplant program is holding between 6 – 9 % female participation. Aircraft maintenance is a traditionally male dominated career field. The number of females has stayed fairly consistent over the last four years. Ethnicity is comparable to the college statistics; however, the Hispanic population has increased significantly in the Airframe and Powerplant program whereby the Hispanic population is exceeding that of the white non-Hispanic population beginning in spring 2009.

The overall enrollment has increased significantly in the last 3 years with the most growth occurring in the 20-24 year old range. The other age ranges remained steady over the last several years. These trends may be occurring due to the downturn in the United States economy. Students in the 20-24 year old age group are realizing that they need to obtain skills in order to be successful in the job market.

The program success rate is running between 75 – 100 %. This could be due to the fact that students enrolled in the Airframe and Powerplant program are committed to obtaining their Airframe and Powerplant Licenses. The students have a significant investment in time having to attend five days a week for five plus hours each day. The students are willing to put in the effort and hard work to be successful in this program.

The Airframe and Powerplant program is meeting the needs of various populations by giving them the skills necessary to obtain employment in the local aircraft/aerospace industry. The Airframe and Powerplant program has seen an increase in Airframe and Powerplant Certificates over the last several years. This trend is continuing as of the Fall 2011 semester.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

The progress of recommendations and accomplishment of goals identified in the program's last program review are as follows:

1. An ongoing increase for supplies should be included in any Strategic Planning Budget Committee requests. Funding for the last four years has remained consistent; however, given the increase in the cost of aircraft materials and supplies an increase is funding in necessary. Beginning in the Spring 2011, the Airframe and Powerplant Program saw an $1,800 decline in the normal supplies budget. This is making it more difficult to obtain the supplies necessary to run the program.
2. Establish a permanent adequately sized facility with college owned land, buildings and classrooms. Some efforts have been made by the division Dean and other college administrators to secure a permanent facility for the

Airframe and Powerplant Program; however, no permanent facility has been secured to date.

3. Student surveys indicated the needs in following areas: Due to the lack of permanent adequate facilities the program has been unable to address the need for more workbenches, workspace, lighting, cooling and heating.
   a. Need more workbenches
   b. Need more workspace
   c. Need better lighting
   d. Need cooling and heating
   e. Need updated DATA such as engine and aircraft manuals

4. To enhance the learning of the students, the addition of online classes would increase the student enrollment, especially students that are currently employed. Due to the federal requirement for laboratory components, the Airframe and Powerplant Program is limited in its ability to offer online courses at this time; however, negotiations are still ongoing with the Federal Aviation Administration.

The performance/quality indicators used by the program are certificates of completion and Student Learning Outcomes. Completion has increased by an average of 35-40% of students obtaining their Airframe and Powerplant Certificates. SLO assessment is ongoing with no significant trends noted at this time.

Area 6 Student and Program Learning Outcomes Assessment – updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The Airframe and Powerplant program has developed PLO's and began assessing them in the Spring 2011 semester. No significant trends are apparent since it was only a snapshot for one semester. Assessment will need to continue for the next couple of years to determine any trends that may be occurring.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

There is no adjunct or part time faculty assigned to the Airframe and Powerplant program at this time.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The Airframe and Powerplant Program has been assessing SLOs for the past three years. The findings for all courses have indicated that the majority of students have been meeting the specific achievement targets. We are however a little concerned that some of our SLO's might be too broad. We will be looking at the SLO's and assessment instruments to determine if we need to narrow them down to make assessment more meaningful. This is the main trend for all courses except for AERO 180. This course is a preparatory course for the SpaceTEC core examination. SpaceTEC Certification exam was developed through a National Science Foundation grant effort by a community college in Florida to assess the skills of space related technicians. Through the Responsive Training Fund for Incumbent Workers grant, AVC was able to offer AERO 180 and the certification examination to approximately 70 Northrop Grumman technicians. The pass rate was less than 10% even though many of the workers were very experienced. Northrop Grumman management determined that the SpaceTEC Certification did not align with their workforce needs. The discussion concerning this negative trend is planned with the A&P advisory committee scheduled for November 2011 to determine the viability of the course or the SLO.

The following chart gives a sample of how the PLO's will be assessed for the next couple of years.

Program Assessment Cycle

Program Name: **Aerospace**

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
		Pilot PLO #1		**Assess PLO #1**		**Assess PLO #1**	**Evaluate & Revise**	**Begin New Cycle**
		Pilot PLO #2		**Assess PLO #2**		**Assess PLO #2**		
		Pilot PLO #3		**Assess PLO #3**		**Assess PLO #3**		

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

There is no clear trend that indicates a particular professional development resource or student services needed to effectively serve students.

Area 9 Goals and Objectives – updated annually

List the goals and objectives the program has for the next four years.

Obtain a state-of- the-art computer laboratory with 25 computers in the A&P program classroom.

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

-The Airframe and Powerplant Program has successfully obtained federal Perkins IV funding for the initial phase of the computer laboratory. The program faculty and staff have met with the ITS and facilities staff to evaluate the system and facility infrastructure. The initial phase consists of the installation of a redundant server and 13 think client computers. This should be completed by the Spring 2012 semester.

-The second phase will require the application and acquisition of a future Perkins IV grant. The second phase consists of obtaining 12 additional computers to complete the upgrade.

Time Frame: Period of time the goal and objectives will be addresses.

The timeline for the accomplishment of the computer laboratory upgrade would be Spring 2013.

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

The upgrade to the computer laboratory would greatly enhance the SLO and PLO assessment processes by allowing student to individually work on classroom projects and assignments.

Area 10 Long Term Resource Planning – updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

The Airframe and Powerplant program has no current need for any new staff as of this writing.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

The Airframe and Powerplant program needs a permanent location on the main campus. It is recommended that this program be considered for inclusion in the Technology Education II building.

10.3 Identify funding needed to support student learning.

The Airframe and Powerplant program requires additional instructional supplies funding. This is especially true in this budget year when existing supplies budgets were cut when they were capped at last year's spending level. Over the last year the supplies budget for the A&P program has declined by around $1800. This is a great concern since the cost of fuel has gone up significantly. In addition, the price of aluminum has gone up around 15-20%. These are big drivers of the supplies budget for this program.

Annual Program Review Report
Program: Agriculture/Landscape
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.5 Are all Course Outlines of Record (CORs) current?

	Class	Spring 07	Fall 11	Fall 13
AGRI 100	Fruit And Nut Production	**Revised**	**Pending**	**Update**
AGRI 102	Plant Pest Control	**Revised**	**Pending**	**Update**
AGRI 104	Nursery Practices	**Revised**	**Pending**	**Update**
AGRI 110	Basic Landscape Design	**Revised**	**Pending**	**Update**
AGRI 112	Plant And Landscape Maintenance	**Revised**	**Pending**	**Update**
AGRI 130	Environmental Gardening	**Revised**	**Pending**	**Update**
AGRI 132	Turf and Landscape Maintenance	**Revised**	**Pending**	**Update**
AGRI 134	Plant Identification I	**Revised**	**Pending**	**Update**
AGRI 150	Landscape Construction	**Removed**		
AGRI 153	Landscape Construction -Masonry	**New**	**Pending**	**Update**
AGRI 155	Landscape Construction – Wood and Lighting	**New**	**Pending**	**Update**
AGRI 210	Advanced Landscape Design	**Revised**	**Pending**	**Update**
AGRI 212	Interior Plantscape	**Revised**	**Pending**	**Update**
AGRI 220	Landscape Irrigation	**Revised**	**Pending**	**Update**
AGRI 230	Soils And Plant Nutrition	**Revised**	**Pending**	**Update**
AGRI 234	Plant Identification II	**Revised**	**Pending**	**Update**
AGRI 250	Landscape Management	**Revised**	**Pending**	**Update**

AGRI 199	Work Experience	**Revised**	**Update**	**Update**
BIO 103	Introduction To Botany	**Revised**	**Pending**	**Update**

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty in the program use a standardized syllabi template for classes. The COR is included in the template, as well as SLOs.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

The Gender ratio and ethnicity has not significantly changed since the last program review cycle. Without complete data reporting it is hard to determine success rate in the program. However class sizes have increased and class size at the end of the semesters is higher, showing a higher success rate. The plant ID class continues to have the lowest success rate, probable due the difficulty of the class.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

The program's strong points (last program review):

- Hands on curriculum based on industry needed skills.
- Actual landscape projects in commercial and residential settings.
- The program's strong link to the community.
- The program's community involvement.

These are still the strong points of the program with the following added

- New facilities that meet the needs of the students.
- New equipment and tools, making it meet industry standards.

The program's area of improvement (last program review):

1. Keeping the curriculum up-to-date with college's curriculum requirements.
2. Although it is well known and publicized in the community, more information always helps.
3. Staffing of the facilities on a short-term situation such as when Lab technician is on vacation, injured or sick.
4. Staffing of the new larger facilities will be difficult.
5. The program is lacking in tools and equipment to efficiently operate the program.
6. Funding is lacking keeping the program from rising up to industry standards in tools and equipment.
7. Using the Agriculture/Landscape Advisory Committee more efficiently.
8. Working with grounds for coordinating supplies, equipment and safety training.

   These are still areas that need improvement, except for 5 and 6, which are now one of our strong points of the program.

New areas of improvement for the program include

1. Reduced supply budget is preventing the completion of some projects (labs) in classes. With larger facilities, larger class sizes the past supply budget was difficult to meet the needs of the program. Now that the supply budget is reduced the problem has increased.

The table below summarizes the status of recommendations from the previous Agriculture/landscape review.

Recommendation from Last Program Review	Status of last Program review	2010 Annual Review	2011 Annual Review
Determine and fund a way to staff/maintain the facilities on a short-term situation such as when Lab technician is on vacation, injured or sick.	Not Completed	Not Completed	Not Completed
Develop a plan to provide resources to maintain the new larger facilities being planned, i.e. student assistance, volunteers, docents, industry assistance (such as in a water district would like a demonstration garden, they would also pay for maintenance)	In Discussion	In discussion	In discussion
Hold more Agriculture/Landscape Advisory Committee meeting.	In process, still needs improvement	Ongoing	Ongoing
The program is lacking in tools and equipment to efficiently operate the program.	These three recommendations are in process.	Completed	Completed

Develop a process to bring the program's tool and equipment up to industry standards. (Cost – Landscaping new facilities approximately $180,000.00, Tools and equipment approximately $75,000.00)	The program received a VTEA grant of 100,577.00 to help towards these recommendations. Current asking for additional help from industry sources.	Completed	Completed
Develop a process to bring the program up to "state of the art" status in the landscape field (Cost – Tools and equipment approximately $60,00.00).		Mostly Completed, In Process	In Process
Although the program is well known and publicized in the community, more information always helps.	Ongoing	Ongoing	Ongoing

The table below summarizes the status of recommendations from the previous Technical Education program review that included Agriculture/Landscape.

Recommendation from Last Program Review	Status	2010 Annual Review	2011 Annual Review
Analyze enrollments to adapt schedules to student needs.	Ongoing	Limited – Class scheduling frozen due to budget	Limited – Class scheduling frozen due to budget
Re-establish the infrastructure of plants and landscaping for the new Agriculture/Landscaping facility.	In progress.	Ongoing	Ongoing
Continue successful outreach activities.	Continuing.	Ongoing	Ongoing

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

All SLOs and PLOs have been developed. SLOs have been entered into weave and have been assessed. Since most classes are offered once every two years, there has not been enough information collected to see trends or develop action plans. PLOs have also been entered into weave and are currently being assessed as classes with PLOs have been completed. A few SLOs may need to be re-written due to the difficulty in the actual assessment.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

All faculty including adjunct have been involved in SLOs and PLOs. The advisory committee has also been involved the writing and reviewing SLOs and PLOs

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The plan is to assess every SLO every semester. PLOs are being assessed for all certificate and degree programs. The Ag/Landscape program has been assessing SLOs for the past three years. Many of the SLOs instruments are in the early stages of evaluation. Beginning in the spring 2010 the SLOs and the applicable assessment tools were evaluated and modified. Ongoing assessment of the SLO assessment tool changes incorporated will be evaluated in future semesters. PLOs that were completed in spring of 2010 were assessed and entered into WEAVE

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

We are in the process of collecting SLO data based on the changes made to the assessment tools. No clear indications are apparent at this time.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

Goal: A specific action.

Goals	Objectives	Time frame	Justification	***% Completion***	***Reason***	***New time frame***
	significant steps or actions needed to achieve the goal	*Period of time the goal and objectives will be addressed*	*How does the goal support the mission of the college? How does the goal meet the needs of the community*			

Organize the new Agriculture/ Landscape Science facilities			This will be "placing student success and **student-centered learning** as our number one priority through higher educational standards and **innovative programs**"			
	Organize tools and supplies in storage	Completed during the 10-11 school year		***50%***	***Waiting for shelving***	***Completed during the 11-12 school year***
	Organize classroom materials in cabinets	Completed during the 09-10 school year		***75%***	***Organizing classroom as classes are offered, Currently adjusting and labeling cabinets***	Completed during the 11-12 school year
	Scan in all slides and pictures into computer for storage and side shows	Completed during the 11-12 school year		***0%***	***Not the highest priority***	Completed during the 11-12 school year
Design and Landscape new Facilities			This will be "placing student success and **student-centered learning** as our number one priority through higher educational standards and **innovative programs**"			

	Design Landscape and develop material needs for facility	Completed during the 09-10 school year		***90%***	***This is a design/build operation. We have identified the main components and have the materials. The design will adjust during construction***	***Ongoing***
	Work with industry/community to help in providing needed materials	Completed during the 09-10 school year		***90%***	***Several meetings with both the industry and community help identify major purchases and donations. Ongoing***	***Ongoing***
	Install Landscapes (with Classes)	Completed during the 11-12 school year		***33%***	***Ongoing.***	***Ongoing***
Develop a plan to provide resources to maintain the new larger facilities.			This will be "placing student success and **student-centered learning** as our number one priority through higher educational standards and **innovative programs**"			

	Work with college administration on development of a volunteers or docents process	Completed during the 09-10 school year		***75%***	***In discussion***	Completed during the 10-11 school year
	Work with government and industry for assistance in the program	Completed during the 09-10 school year		***50%***	***Ongoing***	Completed during the 11-12 school year
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 **student-centered learning** as our number one priority through higher educational standards and **innovative programs**". This also allows the co-operation between the community and AVC	***50%***	***Currently the Hi Desert Iris and Daylily Society is meeting monthly and holding their annual plant sale at the college*** ***In discussion with water districts***	***Ongoing with new prospects***
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 **student-centered learning** as our number one priority through higher educational standards and **innovative programs**"	***100 %***	***Held meetings, however we still need to have more regular scheduled meetings***	***Completed during the 10-11 school year***

Area 10 Long Term Resource Planning (Updated annually)
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

FACULTY NEEDS

None

CLASSIFIED STAFF NEEDS

Staffing the facilities on a short-term situation such as when Lab technician is on vacation, injured or sick.

Additional staffing needed to maintain the new larger facilities being planned, i.e. student assistance, volunteers, docents, industry assistance (such as in a water district would like a demonstration garden, they would also pay for maintenance)

Neither of these needs relate to new positions however they need to be addressed as a staffing need.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

With the construction of new facilities, most of the facility needs have been addressed, however there will be needs identified as classes are offered. Currently the irrigation and landscape infrastructure needs to be addressed, most of the costs will be solved through the group 2 funding and a VTEA grant and installation by classes.

10.3 Identify funding needed to support student learning.

The program is lacking in tools and equipment to efficiently operate the program.	These three recommendations are in process. The program received a VTEA grant of 100.577.00 to help towards these recommendations. Current asking for additional help from industry sources.	***This has been successfully completed***
Develop a process to bring the program's tool and equipment up to industry standards. (Cost – Landscaping new facilities approximately $180,000.00, Tools and equipment approximately $75,000.00)		***This has been successfully completed***
Develop a process to bring the program up to "State of the art" status in the landscape field (Cost – Tools and equipment approximately $60,00.00).		***Most of this need has been met***
Replace lost supply budget		
Increase supply budget		

Annual Program Review Update Report
Program: Air Conditioning, Refrigeration and Ventilation (ACRV)
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum (3.5 and 3.6 updated annually)
3.5 Are all Course Outlines of Record (CORs) current?

Degrees and certificates currently offered in the program.

Air Conditioning Specialist Certificate

The following courses (20 units) are required for the cert.

Air Conditioning A.S. Degree

The requirements for an **associate degree** in Air Conditioning may be satisfied by completing 20 units of required courses, 21 units of general education requirements, and sufficient elective credits to total 60 units.

Refrigeration Specialist Certificate

The following courses (20 units) are required for the certificate.

Refrigeration A.S. Degree

The requirements for an associate degree in Refrigeration may be satisfied by completing 20 units of required courses, 21 units of general education requirements, and sufficient elective credits to total 60 units.

Air Conditioning–Refrigeration Specialist Certificate

A certificate in Air Conditioning- Refrigeration Specialist may be earned by completing the requirements for the Air Conditioning Specialist and the Refrigeration Specialist. Duplicate courses need only be taken once.

Air Conditioning–Refrigeration Specialist A.S. Degree

The requirements for an associate degree may be satisfied by completing the certificate requirements in addition to the associate degree requirements.

Reference page 80 thru 84 in the AVC Catalog.

Course	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ACRV 100			X			X	
ACRV 112			X			X	
ACRV 113			X			X	
ACRV 115			X			X	
ACRV 122			X				X
ACRV 123			X				X
ACRV 125			X				X
ACRV 198			X				X
ACRV 199			X				X
ACRV 212			X			X	
ACRV 213			X			X	
ACRV 222			X				X
ACRV 223			X				X

All the program courses are were reviewed Spring 2011.
The Refrigeration Program will be reviewed again in 2013-2014 and the
Air Conditioning program in 2014-2015 and rotated on a three year schedule, staying ahead of mandated reviews and making every effort to insure the program is current with industry standards.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

We use a standard syllabi template that has the course description, objectives and course content, along with typical assignments and methods of evaluation. This template is used by every instructor, insuring consistency and uniformity. We then assess the SLO's and PLO's using student competencies recognized by industry standards insuring both the success of our students and our program.
As a team we use these templates that encourage consistency with our syllabi and the use of our course outline of records.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

We went from enrollment of 92 students in 2008/09 to 125 at census in Fall 2010, and again Fall 2011 with full waiting lists for each class. (waiting list initiated for the beginning of Fall semester 2011) Our average student is approximately 35 years of age, and usually cross training. We are equally mixed with Hispanic, Black and Caucasian students and they are predominantly male. Most of the younger students have been out of high school for over two years.

At this time the Air Conditioning and Refrigeration program is less than 1 % female participation. (Again this year we have only 1 female enrolled in the program this semester) The ACRV service industry is a male dominated career field, though many women enter into the business or management side of the industry. Ethnicity in the program is comparable to the college statistics.

The overall enrollment has increased significantly in the last 3 years with the most growth occurring in the 24-35 year age group. While many are seeking a career change, most never focused on a career path, and this is their first attempt at focusing on career training instead of just finding a job.

The program success rate is running near 60 %. Some 30% of students starting the program do not finish and either change career paths, or determine college isn't for them. Then approximately 10% of the students find they must get a job before they can continue with their education. Whether they return to the program is presently unknown as we haven't monitored them.

The ACRV program is meeting the needs of various populations by giving them the skills necessary to obtain employment in the local HVAC industry. The program has seen an increase in Air Conditioning and Refrigeration Certificates over the last several years with record numbers for the 2010 – 2011 year.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program. The progress of recommendations and accomplishment of goals identified in the program's last program review are as follows:

Goals in the last review were to increase course offerings, to include an entry point every semester. Implement the pre-requisites and increase the level of instruction. Fill the ACRV labs (TE-7 RM 105 and 108) every Monday thru Thursday night by offering courses simultaneously. This of course meant bringing on two new instructors. We wanted to offer a summer introductory course for

students considering entering into the ACRV industry. With 3 entry level programs running both day and night and full waiting list for each class and our advanced courses have been turning away students we are stepping up the level of instruction and exploring program requisites.

1. An ongoing increase for supplies should be included in any Strategic Planning Budget Committee requests. Funding for the last five years has remained constant; however, given the increase in the cost of tools and supplies an increase in funding in necessary.

2. Student surveys indicated the needs in following areas:
   a. Need to replace many old and worn out tools
   b. Need more equipment and materials for labs and projects
   c. Need more advanced level tools and equipment to lower tools to student ratios.
   d. Need more advanced level training materials for student projects
   e. Need more space for students to work on and store individual lab projects between classes.
   f. Need storage for training aids and projects not in use.

3. The performance/quality indicators used by the program are certificates of completion and Student Learning Outcomes, and feedback from employers.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The ACRV program has developed PLO's and has begun the assessment process for them.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

Assessment of Student Learning Outcomes is accomplished for the most part through student competencies. Every effort is made to insure these competencies are consistent between the instructors of the same discipline as the same assignments and assessment rubrics are used. The advanced course instructors teach their discipline and use assessments specific to their curriculum.
(Hands on demonstrations with tools and equipment, interpretation of schematics in diagnostics, and simulation software are used.)

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

While assessment of SLO's and PLOs is ongoing we are assessing our methods of interpreting competencies and finding realistic competencies that challenge the students to demonstrate skills that exhibit the students' ability to perform at a level required for entry level employment in the HVAC/R industry. Presently while success has been good, we find that if more hands on during the basic courses is given, the students will be better prepared for the commercial courses.

6.4 If the program SLO and PLO assessment results make it clear that particular - professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

This is our third year assessing the students in the program. Many of the students assessed last year are now in advanced classes which are being assessed this year.. We are looking at how we are assessing our students and the SLO's and in turn how we assess our PLO's. We will need more time to work out inconsistencies in our assessment methods, and build uniform rubrics that work across our course offerings.

Professional development / Student Services:

1. Student Services: Work Experience needs to be opened to more students that are ready to job shadow industry professionals both to prepare the students for the work force, and introduce industry to our students. A program that has been reduced due to budget issues.
2. Industry Competency exams given to students completing the basic courses and again upon completion of the advanced courses. These exams build confidence and self-esteem, as well as letting a student know how prepared they are for work in the industry.
3. Professional development such as AHRI and / or HVAC Excellence Instructors workshops held annually usually in March.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

Goal: A specific action.

1. Goal: Improve the quality of hands on training achieved in the Commercial Refrigeration and Air Conditioning courses.
   a. Acquire a location/remote lab for Commercial students to work on Commercial and Industrial equipment.
   b. Acquire commercial and industrial equipment, much of which will be donated from local contractors and government agencies.
   c. Equipment could be set up and operational for advanced course training, allow diagnostics, repair, maintenance and disassembly and assembly of this equipment.

2. Upgrade the electrical power distribution system in our labs. Presently 115 volt 13 amp circuits are in the refrigeration lab and is grossly inadequate when running refrigerant recovery and evacuation equipment. It also inadequate when running student projects. Initially we didn't have the tools and workstations to allow 12 student teams in the labs. (which we do now) When we work in the labs we may overload circuits and trip breakers. We must work students in teams of 4 to reduce power demand on the circuits. Upgrading to 120V / 240V single phase, and increase the circuits to each workstation would open the door for training of every student simultaneously and allow students in the commercial classes to work on light commercial refrigeration equipment.

3. Build an Over-head trellis system to support ductwork, piping, fan coils and air moving equipment to make it possible for the commercial Air Conditioning class to learn on equipment that they will work on in industry. The ability to offer real equipment configurations with real maintenance and operating conditions allows the students to experience first-hand what it's like to work around equipment with the tools and components. This trellis system would allow for the planning, design and building of systems that would be used throughout the year by the commercial courses. Built up systems could be left in place from week to week, and added to and modified as the course progresses. A similar trellis would be advantageous to the Commercial Refrigeration lab as well as the air Conditioning lab.

4. Still need a remote storage site / training lab for our training aids. Equipment like package unit A/C systems, furnaces and condensing units, Refrigeration rack system, and hopefully in the future display cases, and air distribution system and a boiler along with water coils.

5. We still need a hydronic system pump and air handling units to maximize training on an eight ton chiller that was recently donated to the Commercial air conditioning program. This of course would need to be located in a remote lab/storage facility.

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

Money is all it takes!! I am presently using grant money (Perkins) to purchase training components for use in the Commercial air conditioning class. I will apply again this year to continue with the acquisition of components for use in the Commercial Air conditioning and Commercial Refrigeration program.

Recent changes with our equipment storage yard caused us to give up over 40% of our useable equipment storage when we are already short on space. Storage containers are going to alleviate immediate storage issues for small equipment. Larger equipment will still pose a problem and require finding an alternate storage location.

I am constantly asked for increased course offerings aimed at those working in industry with equipment specific courses making it possible for career changes or progression. Course subjects include hydronics, Commercial Chillers, Boilers, Zone Control and preparation for NATE, TABB, NEBB trade certifications.

A Trellis system is presently in the beginning stages of planning. Once a design is thoroughly though out and analyzed, we will bring it to facilities for their input on our design, and determine feasibility.

A proposal for the lab power upgrades will be drawn up this spring and submitted to facilities for an analysis and feasibility study.

Area 10 Long Term Resource Planning – updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

The ACRV program replaced an adjunct instructor whom left the end of the spring semester. We hired a suitable replacement and put him teaching the residential air conditioning program and moved another instructor to teach the basic refrigeration course. At present we have two outstanding instructors that would be willing to teach a full time program if the need arises. This gives us the flexibility of increasing course offerings during time periods when the labs are empty. We have an ongoing search for potential adjunct instructors to teach across the disciplines.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

1. Upgrade the electrical power distribution system in both our labs. Presently 115 volt 13 amp circuits are in the labs and are grossly inadequate when running refrigerant recovery and evacuation equipment or class projects. Upgrading to 120V / 240V single phase, and increase the circuits to each workstation would open the door for training of every student simultaneously and allow students in the commercial classes to work on light commercial equipment.

2. The commercial air conditioning class needs a large air handling unit and air distribution system trainer which we do not have room for in our labs. There are two options that could remedy the problem.

First, and probably not possible: Locate a room on campus for students in the commercial air conditioning program to build and train on a commercial air distribution system. Approximately 3000 sq ft to 5000 sq ft would do the job. This space would allow the use and storage of equipment items otherwise left in the weather to be ruined, or donations turned away due to lack of training space to use them.

Second, and more feasible: Build an over-head trellis system to support ductwork, piping, fan coils and air moving equipment to make it possible for the commercial Air Conditioning class and the Commercial Refrigeration class to learn on equipment that they will work on in industry. With a built up system equipment could be left in place from week to week, and added to and modified as the course progresses. A Trellis system would be advantageous to both the Refrigeration lab as well as the Air Conditioning lab.

Both these situations can be remedied with more space, which is not readily available in the present labs. or above existing space on the trellis system.

A large utility room or industrial space with approximately 3000 to 5000 square foot could be shared by both commercial programs to build and maintain large commercial training systems and allow real quality hands on training never before thought possible due to space limitations. This facility / space could be used by the electrical program for industrial wiring and motor controls. The commercial refrigeration program could acquire and build rack systems used in supermarket refrigeration while the commercial air conditioning program could build mock air distribution systems along with chilled water and hot water boiler systems.

A trellis system would be a tremendous addition to our lab, but will not remedy the footprint and storage of equipment. Though much of the equipment could be hung and left in place as the incidentals like duct work and piping are moved.

El Camino Community College, Long Beach Community College and LA Trade Tech, while not considered local competition for our students, have long offered commercial programs that are far closer to industries needs than we are capable of. Now with Charter College in town and competition between programs we feel the need to step up our game if we are to remain the program to be reckoned with.

With the increased demand on the TE-7 computer lab, I may consider shifting the AM class to an afternoon class, when the building is practically empty, allowing increased use of the computer-lab. I may also look into breaking the 10 unit classes into smaller courses as the large 10 unit classes tend to attract those looking for an easy way to get full time status.

10.3 Identify funding needed to support student learning.
The ACRV program requires additional instructional supplies funding. With 500 FTEH of entry level students (25 @10 units, and 50 @ 5 units) and another 250 FTEH (50 @ 5 units) for the commercial classes each Spring and Fall our materials and supply budget is grossly inadequate. Refrigerants and copper tubing, wire and connectors, welding gases, brazing rods, fluxes, and emery cloth are perishable supplies that are single use items and needed every semester. Most of these supplies are used up and there is little tangible value left after the training and projects are completed. Lab fees are not allowed under these circumstances.

We have already reduced the use of supplies to a minimum due to increased student load and reduced budgets. If supply budgets aren't increased and adjusted for inflation, adjustments for increase in price of copper, the supply and demand of refrigerants etc. we will soon find ourselves unable to offer the use of our labs to our students.

Annual Program Review Update Report
Program: Aircraft Fabrication & Assembly Technician Program
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

The following table shows when the COR's for each AFAB class are due. This year the following AFAB COR's will be updated; AFAB 110, AFAB 115, AFAB 120, and AFAB 210. AFAB 210 was developed an approved by AP&P the 2010-2011 academic year.

AFAB 110, 115, 120, 130, and 210 are not due for review/revision again until 2013-2014.

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
AFAB 110	X			X		X	
AFAB 115	X			X		X	
AFAB 120	X			X		X	
AFAB 130	X			X		X	
AFAB 210						X	

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

Before the end of the Spring 2011 semester the full time AFAB faculty member along with RTF grant director reviewed the program requirements: ensuring that the COR content was reflected; and a level of standardization of all instructors' syllabi was achieved through thoughtful collaboration; thus ensuring academic freedom throughout the program. The AFAB full-time instructor did not meet with the adjunct instructors over the summer because of the building closures.

The full-time faculty member has a very close working relationship with the part-time faculty in the program. AFAB program faculty meetings are held bimonthly to encourage collaboration and ensure that program standards are being applied to all students. This assures consistency throughout each program. This is very important in career and technical programs where students are expected to demonstrate core concepts and skills to be employable.

Area 5 Data Analysis and Environmental Scan – Updated annually

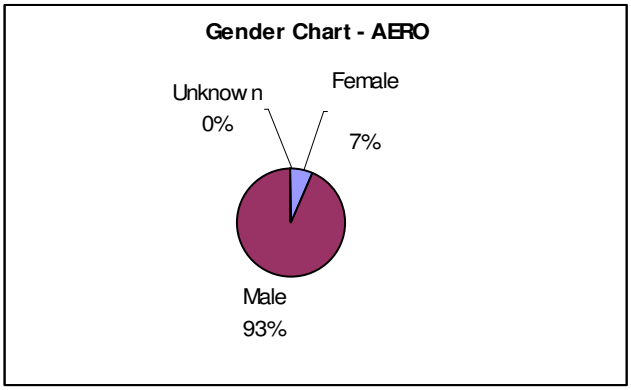
5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

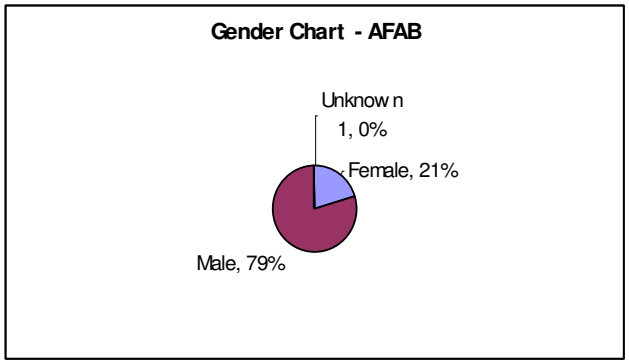
- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Since the last Program review, the trends have been the same. Please refer to the following:

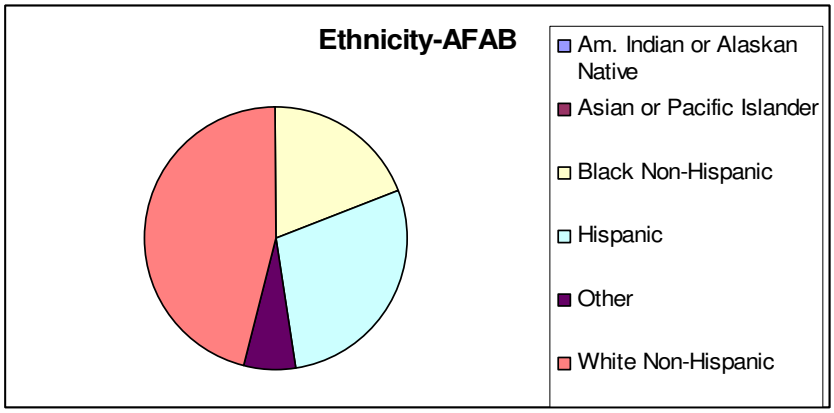
The Aircraft Fabrication and Assembly program has experienced significant growth since Northrop Grumman approved the program for "new hire" training. Classes fill during the first weeks of early registration. Students no longer show up at midnight to crash the classes because the program has developed a lottery system.

An exception to the gender specific trends is the Aircraft Fabrication and Assembly program. A comparison between the Aeronautics program and the Aircraft Fabrication program indicates that the Aeronautics program female to male ratio is between 6% to 19%, the Aircraft Fabrication program female to male ratio is between 13% to 21%. This can be attributed to the fact that the full-time instructor is a female and provides positive role model to female students and the program is 16 weeks in length. This allows a student to be job ready in a short period of time, no long term commitment and is less intimidating.

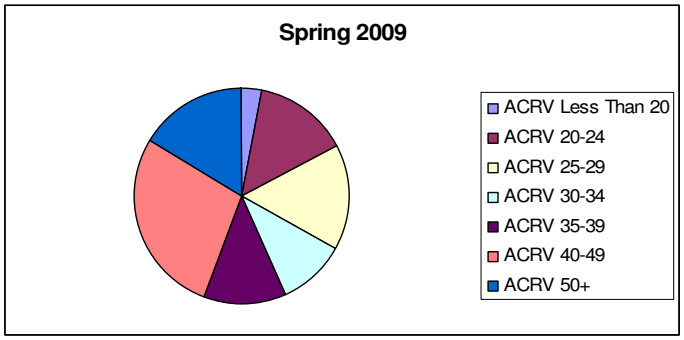


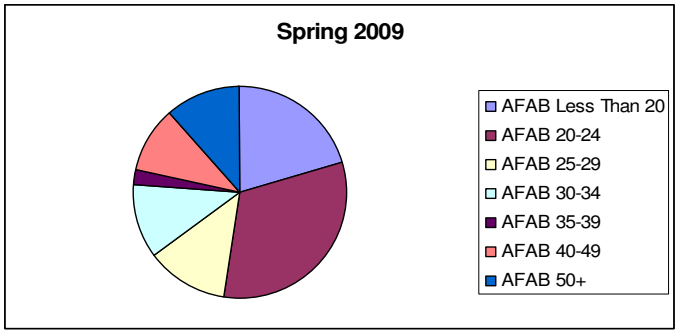


Ethnicity in the division is comparable to that of the college as a whole Hispanic students nearly equaling White Non-Hispanics and the combined student enrollment of African-American and Hispanic students exceeding the number of White Non-Hispanics. The AFAB program almost mirrors the college's diverse population.

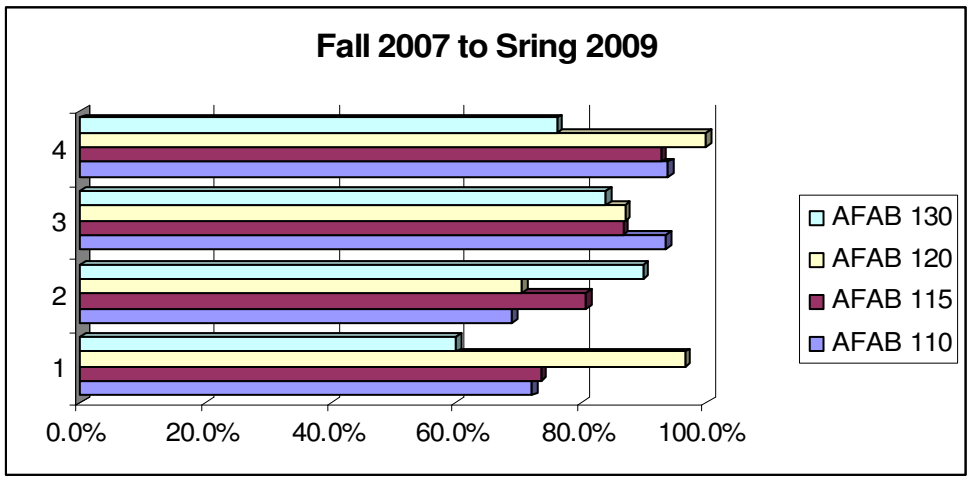


Age rates for the AFAB program shows that the program tends to attract younger students, much like the college as a whole. If you compare the AFAB program to the ACRV program you will see that the ACRV program tends to attract individuals between the ages of 40 to 49 and the AFAB program tends to attract individuals between the ages of 20 to 24.

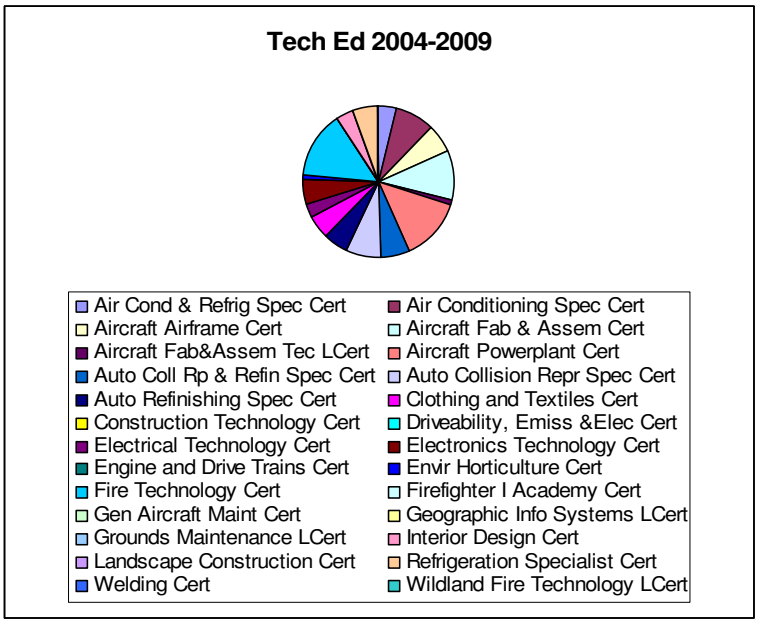


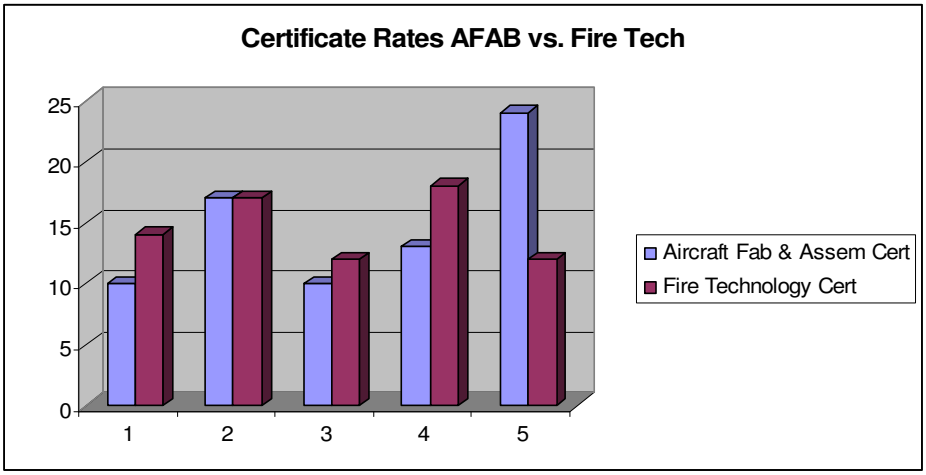


Success and retention rates for all students are very good and are probably above the college average. These rates usually range between 75% and 100% with most courses and programs running in the 85% to 100% range. This is not due to any type of grade inflation, but it is indicative of the fact that 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 successfulness 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 4 courses), the certificate completion rates are comparable. 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 La Donna Trimble and the poster series.





- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Since the last Program review, the trends have been the same. Please refer to the following:

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.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

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 though one assessment cycle for most of our courses.

They were to review and update the curriculum to industry standards. This is a continuing process for technology is ever changing and the curriculum is constantly updated to reflect the new technology and industry standards.

The full time faculty member of the AFAB program currently is serving a three year term as the AP&P co chair, this committee is extensive and very time consuming, so progress on the web site has been very limited.

Recommendation from Last Program Review	Status	Year
Review and update the curriculum to industry standards.	Completed	2008
Encourage adjunct faculty to become more involved with the program and curriculum.	Completed	2007
Develop stronger industry partnerships.	On going	
Develop a website with information related to the program.	Not done	

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The AFAB program continues to assess all the SLOs in all the courses for the program; 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 twice a semester, the first meeting is before the start of the 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. Another meeting is held at the end of the semester to collect the data and review results.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

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 meeting per semester 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.

6.3 What specific plans have been made for assessing student learning over the next four years?
Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The AFAB program is in the process of completing two 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. 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. The AFAB program will begin assessing the PLOs this academic year.

Below is a chart with the time table.

Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Pilot PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1
Pilot PLO #2	Assess PLO #2	Assess PLO #2	Assess PLO #2	Assess PLO #2	Assess PLO #2
Pilot PLO #3	Assess PLO #3	Assess PLO #3	Assess PLO #3	Assess PLO #3	Assess PLO #3
Pilot PLO #4	Assess PLO #4	Assess PLO #4	Assess PLO #4	Assess PLO #4	Assess PLO #4

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

If the assessment results indicate a need to serve the students, such as providing students with the tools and equipment needed to develop a better understand of industry practices and processes, this could be improved with either proper funding and budget as well as training for faculty. This training could be either educational teaching methodologies and/or technical training.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.

Listed in the order of priority:

1. Air Compressor
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 objectives are contingent on the State's budget situation and out of the Technical Education Division's control.

Time Frame: Period of time the goal and objectives will be addresses.

The need for the air compressor is immediate. The college has sent the project out for bid and a new compressor, air lines and landing pad are scheduled to be installed over the intersession 2012 break.

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

1. The air compressor directly impacts the college mission statement with regards to CTE courses. The program is dependant on allowing students to practice and demonstrate proficiency in certain skills pertaining directly to the aviation industry, without an adequate air supply system, students will not be properly prepared for employment.
2. The growth that the program has received in the last year has allowed more classes to be offered due to student and industry demand; however the current supply budget is inadequate. Alternate sources of funding are a necessity to the program at this point in time.
3. 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 spring 2009 semester. 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.
4. Currently there is one full-time faculty to seven adjunct instructors. It is becoming more and more difficult to manage all aspects of the program, especially with the expansion of classes due to the dramatic increase in growth. 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…
5. The program would like to expand the course offerings to include pnuedraulics 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.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

Immediate need for the AFAB program would be an Instructional Assistant and to increase the supply budget.

AFAB PROGRAM NEEDS

Priority	New Replace	Title	Reason
1	N	AFAB Instructional Assistant	The program currently has no dedicated assistant; instructor has to perform all upkeep and maintenance on equipment and shop.
2	R	Increase Supply Budget	Current budget is in adequate due to the increase course offerings per semester.
3	N	Aircraft Fabrication Instructor	This program has experienced rapid growth due to the fact that Northrop Grumman hires exclusively from this program. The facilities are not used to capacity due to difficulties finding adjunct instructors.
4	N	Expand course offerings	Cannot expand offerings without an additional full-time instructor

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

As stated from the last program review, the AFAB program has an immediate need for an air compressor that will have the capacity to run both the structures and composite labs simultaneously. As of to date, the air compressor located in the TE7 building is in adequate and sometimes cannot maintain enough air pressure to run one lab, composites or structures.

This affects the student's **Student Learning Outcomes**, if a student cannot correctly accomplish a task using the proper tools and equipment, then they cannot practice the correct forms and procedure. This results in inadequate training and poor outcomes.

10.3 Identify funding needed to support student learning.

As stated from the last program review, the AFAB program requires additional instructional supplies funding. The AFAB program's budget had been the same, even though the course offerings have more than doubled. Composite and sheet metal materials have increased in prices and a very costly, yet the program did not receive an increase in budget. None of the programs in Tech Ed. have received a budget increase, yet all of our material fees have gone up. This is especially true in this budget year when existing supplies budgets were cut when they were capped at last year's spending level. The division has requested an additional $36,000 every budget request year since 2006/07. No additional funds have been forthcoming. Instead, funding has been cut.

Annual Program Review Update Report
Program: Auto Body
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.5 Are all Course Outlines of Record (CORs) current?

All course offerings have been revised in 2009, all COR'S are current.

COURSE	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ABDY 112	X					X	
ABDY 113	X					X	
ABDY 115	X					X	
ABDY 212	X					X	
ABDY 213	X					X	
ABDY215	X					X	
ABDY 122	X					X	
ABDY 123	X					X	
ABDY 125	X					X	
ABDY 222	X					X	
ABDY 223	X					X	
ABDY 225	X					X	

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All Auto Body Instructors use the CORs extensively in writing their course syllabi.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Ethnicity stayed in line with campus.
Fifty percent of the students enrolling are 24 years and older.
Ten percent are female, similar to other male dominated programs such as AERO, AUTO, and ELEC. Currently female enrollment is lower than previous year.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

It appears that the success of our basic classes currently have a success rate above 70%, as accessed by SLO's. The success rate may be due to students exploring the Auto Body Program to seek out if this would be a career of choice.

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

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

1. Since the last program review, the Auto Body Program has continued to benefit from the new facility. This has given the program and the students a very positive outlook.

2. The revision of the CORs to move the program toward the modern techniques of the collision industry has greatly enhanced the students learning.

3. The need for a larger supply budget is still a need of the program. Cost of auto body repair materials continue to rise 3% to 5% a year as technology changes towards products becoming environmentally friendly.

4. The performance and quality indicators used by the program are the amount of students being hired by the industry, certificates of completion issued at the end of the program and student learning outcomes. Even with state of our economy we have seen an incline in the students being employed by the industry. The local Auto Body Employers are very satisfied with the students/employees we are providing to them.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The Auto Body program has developed PLOs and will start the assessment cycle for them this Fall.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

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.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

We will continue to assess every SLO in all course semester. Since the CORs have been revised and the courses modernized to current auto body techniques, we are currently gathering data for the evaluation of the SLOs. We will assess the need for SLO changes in the future semesters.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

We are in the process of collecting SLO data based on the changes made to the assessment tools. No clear indications are apparent at this time.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

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 state of the art facility and equipment. To Continue attending Auto Body Seminars to increase our knowledge of current trends and standards in the industry.

Time Frame: This is an ongoing process.

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

By having our students trained in the most current procedures used in the industry will provide our community better technicians as they become hired in the industry.

Area 10 Long Term Resource Planning (Updated annually)
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

There is a great need for a night time tool and or instructional assistant.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

The new facility continues to move our program to new levels. Our students are learning with the most up to date equipment. The new facility needs to have electrical outlets changed to higher Amps to accommodate welders and necessary equipment. Current sockets in facility do not provide adequate power supply to equipment/tools that when used by the students allows them to gain knowledge and experience. Maintenance has been notified.

10.3 Identify funding needed to support student learning.

The Auto Body program needs to have additional funding for instructional supplies and materials. With the current change to Water Borne Materials the Auto Body industry has seen a significant rise in cost of materials and the budget needs to reflect this increase in cost.

Annual Program Review Update Report
Program: Automotive
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All courses are currently up to date. Some courses are due for revision this year and are being revised on the new CurricUNETt software acquired by Antelope Valley College.

	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
Auto 100			10/25/07			2010			
Auto 101			10/25/07			2010			
Auto 102			10/25/07			2010			
Auto 105			11/8/07			X			
Auto 110			2/14/08			2010			
Auto 111			2/14/08			2010			
Auto 112			2/14/08			2010			
Auto 113			2/14/08		3/25/10			X	
Auto 125			2/14/08			X			
Auto 126			2/14/08			X			
Auto 127			2/14/08			X			
Auto 128			2/14/08			X			
Auto 130				4/10/08			X		
Auto 150			2/14/08			X			
Auto 151			2/14/08			X			
Auto 152			2/14/08			X			
Auto 153			2/14/08			X			
Auto 175				4/10/08			X		
Auto 176				4/10/08			X		
Auto 177				4/10/08			X		
Auto 190									
Auto 198A				4/10/08			X		
Auto 198C				4/10/08			X		
Auto 198D				4/10/08			X		
Auto 198E				4/10/08			X		
Auto 198F				4/10/08			X		
Auto 198H				4/10/08			X		
Auto 198N			4/10/08			X			
Auto 199									
Auto 200			2/14/08			X			
Auto 210				4/10/08			X		
Auto 231				4/10/08			X		
Auto 232				4/10/08			X		
Auto 276					3/25/10			X	
Auto 277				4/10/08			X		
Auto 278				4/10/08			X		

3.6 How does the program ensure that all faculties utilize CORs when designing course syllabi?

All courses are taught within the parameters described in the syllabus and outline of record. Instructors also collaborate on grading and teaching methodology to assure consistency.

Area 5 Data Analysis and Environmental Scan – updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

All classes offered this semester were full to capacity the first day of class. The automotive program has maintained a strong student enrollment in all classes over the last four years.

Most courses have a waiting list of students who would like to crash the course due to the early fill rate and closure of the course.

Overall enrollment numbers will be lower than previous years due to the cancellation of courses.
Summer program cuts:
Auto 100 loss of 48 students, Auto 101/102 loss of 24 students.
Fall program cuts:
Auto 100 loss of 48 students, Auto 101/102 loss of 72 students,
Auto 198H (smog update course) loss of 24 students.

The success rate of students in the automotive program is about the same as last year. With the weave software now used for student learning outcomes, I have found that the automotive program is currently running approximately 65% pass rate.

Gender is holding at approximately 10% female and 90% male. The automotive industry is a male dominated profession as indicated by the data collected over the past four years.

Ethnicity varies slightly over the past four years. The majority of students are white at 33% to 38%. Black students account for approximately 22% to 27%, Hispanics account for approximately 22% to 27%. Ethnicity in the automotive department is comparable to data collected college wide.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

COMPLETED

1. Continue involvement with local high school programs. The automotive department has an articulation agreement with Palmdale, Quartz Hill, Highland, and Littlerock High schools.

2. Currently working with Rick Engstrum's Tech Prep program at Quartz Hill high school.

3. Continue to offer automotive career day to all local high schools.

4. Acquire Perkins IV funding for 12 station computer lab, audio/visual upgrades.

WORK IN PROGRESS

1. Higher new instructor to replace Chris Echeard, who resigned in August 2009, as the second full-time instructor. Antelope Valley College has had two full-time instructors for over twenty years and the California Automotive Technical Trainers (CATT's) has recommended the addition of a third instructor to the program.

2. Increase automotive supply budget (cut to $3500.00)

3. Develop an Automotive Management Certificate, which was recommended by the Automotive Advisory committee.

4. Expanding course offering to students (when budget allows).

5. Higher third full-time instructor, which was recommended by CATTs evaluation team and Automotive Advisory committee.

6. Enlarge tool room and automotive library.

7. New Perkins IV funding for the automotive department.

Area 6 Student and Program Learning Outcomes Assessment – updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The automotive department has PLO's developed for each course. The Technical Education Division is currently working on implementing an assessment procedure for each discipline starting in fall of 2011.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

Full-time instructor has spoken with and sent e-mail to all the automotive adjunct faculty requesting their SLO data.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

Currently SLO's are being assessed every semester. The 2009/2010 semesters are completed. The 2010/2011 semesters are not completed at this time.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

SLO and PLO assessment is in its early development stages. The automotive department will need more data before if can properly assess student learning outcomes and program learning outcomes.

Area 9 Goals and Objectives – updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.

1. Hire a full-time instructor.
2. Implement automotive management certificate program.
3. Hire a third full time instructor for management courses (see 3.4 of this document).
4. Expand course offerings to improve certificate completion rate.
5. Purchase audio visual equipment for classrooms and lab area.
6. Install partition between engine and transmission lab area.
7. Make more classroom space available for additional courses.

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

1. Increased funding to replace full-time instructor.
2. Increased funding for new full-time instructor for management program.
3. Increase in the automotive budget (other than Perkins IV funding) to improve facility..
4. Instructor training in alternative fuel vehicles.
5. Division support in assisting program to developing its full potential.

Time Frame: Period of time the goal and objectives will be addresses

.

1. Replacement instructor needed as soon as possible.
2. The other goals and objectives to addressed within the next four years.

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

1. Hiring a full-time instructor in to replace Chris Echeard, who resigned in August 2009, would allow for an increased student load and allow a full-time instructor to be available for night courses.

2. Automotive. management course was recommended by the advisory committee so as to fill the communities need for automotive management positions.

3. CATT's recommended a third instructor for the automotive program to meet student needs.

4. Expansion of classrooms needed to implement the management program and the alternative fuel vehicle courses which enabling the student to fill needed management positions in the automotive trade and repair alternative fuel vehicles.

Area 10 Long Term Resource Planning – updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

1. Fill full time instructor position (replacement) vacated by Chris Echeard.
2. Hire new full time instructor for management program.
3. Replace instructional assistants with personnel willing to work and support the program

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

1. New roll up doors, as many of our doors still do not work, including one which has not worked for over 5 1/2 years.
2. Expansion of Classrooms, only two classrooms available in TE 160. Room number one has a maximum capacity 48 students. Room number two has a maximum capacity of 24 students. Shop area has a maximum of 24 students.
3. Enclose south side of building for addition classroom or lab space.
4. Repair heating and A/C units which are still not working correctly. In the summer, classroom temperature exceeded 100 degrees in TE-171. Additionally, lab area coolers have not worked for over 10 years and have not worked since current full-time instructor was hired.
5. Recommend installation of security cameras in and outside of building. Over the last year, there have been parts, tools and equipment stolen from the automotive department. Some of the vehicles in our department have been damaged from apparent vandalism (wiring cut, hoses slashed, parts broken). A good security system would help to deter vandalism and theft.

10.3 Identify funding needed to support student learning.

1. Increase the supply budget.
2. Apply for Perkins IV funding in spring of 2012 for more equipment upgrades.
3. Facility funds which are not available at this time due to budget concerns.

Annual Program Review Update Report
Program: Clothing and Textiles, Fashion Design
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

The following chart reflects the timetable for CT course's (CORs) revision(s). Please note; most CT courses have been re-numbered. This chart reflects the current CT course numbers.

COURSE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
CT 100		X		X		X
CT 102	X			X		X
CT 105	X			X		X
CT 110	X		X		X	
CT 114	X		X		X	
CT 200	X			X		X
CT 212	X		X		X	
CT 222	X		X		X	
CT 241	X			X		X
CT 243	X		X		X	

Current Instructors will be included in the revision of their individual courses.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All syllabi for current CT courses have been revised and standardized to reflect the changes from the course COR revisions. The objectives specifically reflect the verbiage of the COR. Specific attention was made to reflect the College's attendance policy. Each course syllabi is standardized with attendance, grading procedures, add/drop policy, as well as inclusion of Student Learning Outcomes as stated for each course. Each student will sign a form of acceptance of receipt, understanding, and compliance of the syllabi and attendance policies.

Area 5 Data Analysis and Environmental Scan – updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Currently, the Clothing and Textiles program is experiencing a drop in male participation. The Fashion Design field is viewed, by some, as a traditionally female field. However, with revision in course content and objectives, the male participation should increase with the option of assignments/projects that are gender neutral. Ethnicity has shifted slightly to reflect a more balanced enrollment as comparable to the college statistics.

The overall enrollment in all courses offered in any specific semester has continuously exceeded spaces available. Most classes offered reach maximum capacity, and therefore closed, before "open enrollment" begins. Students attempting to "crash" on the first day are added as open spaces become available, but many are turned away. Many of these students have expressed a desire for a second career, or to be prepared to enter the work force to substantiate household income. This trend seems to be presenting the older student's putting forth substantial and equivalent effort as the younger student. Thus, allowing both students to be successful in the program.

As of Fall 2011, enrollment and course (day and time) offerings have been questioned by the students. Some (enrolled) students have requested day and evening course offerings, as well as additional course developments. A "Student Survey" was developed and administered to collect student data and opinions of the CT program. The data collected was reviewed and tabulated. Current trends show the student enrollment to reflect the slight increase in the older student, but still predominantly in the age group of 24 and younger. The data also revealed that the students enrolled within the CT program are predominantly single students (without children). The survey reflected the student's desire for more day classes as well as a maintenance of evening and weekend course offerings as well. A preponderance of students revealed that they are committed to achieving a degree. There was a slight increase, from previous semesters, of students expressing a desire to transfer to a University for completion of a Bachelor's degree.

The survey also revealed that there is an even split on the choice of career paths for the Apparel Design field. The COR revision clearly defined the inclusion of more industrial objectives for
many of the CT courses.

The program success rate had declined over the past several semesters, possibly due to limited course offerings as well as fragmentary path of course offerings for program completion. Not only did the revision of CORs , including prerequisite/co-requisite and repeatability revisions effectively streamlining the path to the certification/degree goal, but a more individualized student degree-progress review assist in an increase in student success rate for the 2010/2011 school year. This increase will continue through the current 2011/2012 school year. Currently, in the Fall 2011 semester, most courses are offered in the evening (due to staffing restrictions). At this point, several students are one or two courses away from certification/degree. The 2011/2012 course offerings prioritized these students successful completion of the program into consideration for scheduling. The course offering(s) are needed by the majority of the students that are currently enrolled in the program. The many demonstrative courses require a significant investment in time and participation. As the program has steadily grown in enrollment (meeting and/or exceeding class maximums), the students' have continuously demonstrated a commitment to the time, hard work, and participation required to be successful in the program.

The Clothing and Textiles program is meeting the needs of various populations by giving them the skills needed to obtain employment in the fashion industry, whether corporate, or self-employed. With the current enrollment, several certificates/degrees will be awarded by the end of the 2010/2011 school year as well as an increase in the coming semesters.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

1. Funding for the 2011/2012 school year has been decimated. The increase in machine repair costs has forced a re-evaluation of the acquisition of supplies needed for the program. The Instructors have assigned sewing machines to students for individual classroom use, hopefully decreasing machine repair costs. After implementation of this new procedure, Instructors have been able to identify students who need further instruction on proper machine use. This procedure has reduced the amount of machine repairs. Instructors have also informed students to feel free to bring in their personal machines as the classroom has floor outlets for machine use. This dramatically reduces the number of machine repairs as well. The students feel comfortable with his/her personal machine. The Instructor is not responsible for the maintenance of personal sewing machines. As a side note, the COR/Syllabi revision reflects

curriculum/objectives to utilize and demonstrate a more thorough use of the classroom machines (stitches, adjustments, and additional equipment).

2. The programs courses, CORs, and syllabi have been completely revised, updated, and standardized. The courses have been re-numbered to specifically establish a clearer path to completion within the chosen career path. The expectations, objectives, and policies have been updated and standardized as well. Several courses have been eliminated from the program to allow students to complete within the current staffing/course offering limitations. No repeatability has curtailed the stagnant recidivism of students within the program. The student success of completion has been greatly enhanced within these changes. More individualized student programs as well as streamlined course offerings have been implemented to improve student success within the program. The involvement of the Instructors, the Division Dean, the Advisory Committee members, and student participation, has all provided for the introduction, implementation, and expected success of these program changes.

3. After submission of the previous review, a Perkins Funding proposal was submitted and approved for the acquisition of the Computer Aided Design (CAD) system. The Gerber CAD system is recognized and utilized worldwide with apparel industries. Most, if not all, fashion design schools/colleges/universities include CAD objectives, courses, and utilization in their programs. This system is imperative in training students to be competitive in the apparel design/manufacturing field. The Perkins funded project also included recourses for acquisition of industrial sewing machines and other designing tools and equipment.

4. The program has established an active Advisory committee. Several meetings have taken place to develop and record objectives and expectations the committee has for their involvement and participation in program review and COR revisions. The group is very diverse and encompasses almost all areas of Fashion Design and Manufacturing. The committee's input was crucial in the application for and approval of the Perkins funded project. The committee has been canvassed for possible Adjunct Instructors. As of this writing, we have received an application for an Instructor's position from a member of the committee. Each member was asked to participate in a guest lecture/demonstration within the program. The committee also has members who represent current as well as past students from the program. These students/graduates play an integral part in the implementation of projects and objectives within the program. The enthusiasm within the group is intriguing. The dedication of each member has made a congruent group to further the mission of the Clothing and Textiles Program.

5. At this time, the instructors have implemented a revised floor plan of machine/workstation placement within the classroom to create an improved classroom learning environment for enrollment capacities, utilizing existing equipment and provided supplies. A base inventory of all equipment and supplies was drafted to identify the needs within the program.

6. The California Community College: Family and Consumer Science designee-Joann Diggers (Project Director) has compiled information utilizing the FCS Statewide Collaboration Grant. A committee of esteemed colleagues has offered many opportunities for symposiums, workshops, or professional development colloquium to statewide staff within the FCS programs.

Area 6 Student and Program Learning Outcomes Assessment – updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The Clothing and Textile program is currently revising the assessment of Student Learning Outcomes. An assignment/courses grading rubric was developed to demonstrate the standardization of expectations within the program. The course specific rubric is documented on each courses syllabus. This eliminates the subjective nature of grading the artistic interpretation of the Fashion Design student's work. The assessment cycle will begin with a few courses and continue through a more standardized method/cycle.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

As of this writing, all instructors have accessed the SLOs and are currently participating in the assessment standardization process. At this time, there are only three adjunct instructors in the department. Therefore, all instructors are an integral part of the SLO process. Each course has been revised to include a pre-test/post-test assessment for SLO's. Each adjunct instructor collects the data and reports to the WEAVE facilitator. These assessment tools are also reflected in the newly standardized syllabi.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The plan is to assess every SLO every semester. As stated above, the assessment tools, currently documented, have been revised and/or updated for standardization. Upon evaluation of the first SLO, a rubric has been developed to assure proper assessment has commenced. As of this writing, the Clothing and Textiles program is in the process of SLO assessment for the Fall 2011 courses. PLOs have been developed and documented into WEAVE. Currently, there are no

courses to be assessed for PLOs in the Fall 2011. However, Spring 2012 has two courses to be assessed for PLOs. An assessment review of program PLOs will be available on the next review/update.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

1. Several SLOs have indicated a need for Audio/Visual equipment for use in demonstrations of text supplied technology.
2. Projection system indicated for student's ability to view instructor demonstrations in the classroom.

Area 9 Goals and Objectives – updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.

1. The department needs to be upgraded to current technology for utilization of text supplied classroom visual aids/technology as well as power point presentations.

2. The program is in the process of acquiring and implementing a Computer Aided Design (CAD) system (per Perkins funding). This system will also utilize a projection system as stated on the previous update.

3. The program is also in the process of procuring several industrial sewing machines (per Perkins funding). These machines will be used by students who have been identified as choosing a more industrial career path. These machines will also be available for all student use.

4. New courses need to be developed for core instruction on the CAD system. An industrial approach to pattern making as well as production capabilities 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.

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

1. Assistance is required from ITS with implementation of equipment as well as removal of obsolete equipment. As of this writing, a scheduled meeting between the Division Dean, Adjunct Instructor, and ITS has been scheduled for implementation of the project.

2. After pricing and shipment adjustments have been determined, procurement of industrial machines will be completed by the end of the Fall 2011 semester.

3. Upon hiring more adjunct instructors, new courses development will commence. Currently, we are not able to offer any additional courses, due to staffing limitations.

Time Frame: Period of time the goal and objectives will be addresses.

1. The acquisition and the retooling of the classroom (APL 108) should be completed by the 2011/2012 school year.

2. Ongoing recruitment of Adjunct Instructors is currently taking place.

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

Utilizing current technology supplements a student's ability to professionally present designs and portfolios. The technology is a creative tool for design presentations and is utilized by most collegiate institutions. Additional staffing brings a broader, if not more pronounced, view to the program. Traditionally, Adjunct Instructors have been recruited from the Advisory committees as well as the community in general. These positions and utilization of current and progressive equipment are imperative to implementing the Clothing and Textiles program requirements and objectives. Thus providing the community with trained professionals within the Apparel Design and Manufacturing field.

Area 10 Long Term Resource Planning – updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

1. (NEW) The Clothing and Textiles program is actively recruiting for adjunct instructors (with emphasis in apparel construction/merchandising fields/apparel manufacturing). These positions will allow the department to offer more classes as existing adjunct are limited to 10 LHE per semester.

2. (Replacement) 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. The replacement of this position is essential in the administrative duties required for future program development.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

1. Acquisition of sewing machinery that is used in industrial factories. These machines will enable students (whom desire careers in apparel production, or designing/engineering for contractual assembly) the experience required.

2. Acquisition of the Computer Aided Design (CAD) system as utilized by most apparel industries/institutions. This system will be used by all CT students in preparation, alteration, and design of clothing patterns. The system will also be used for instruction of industrial production pattern utilization.

3. Repairs on equipment need to be scheduled on a yearly basis to repair equipment that is not functioning properly. (*As stated previously, assigning machines has reduced the number of emergency repairs.)

10.4 Identify funding needed to support student learning.

The Clothing and Textiles program is currently implementing plans to reduce the cost of machine repairs/replacement. The addition of industrial sewing machines as well as accepted use of personal machines will reduce machine repair. The restructuring of the classroom (APL 108) will be needed for implementation of the CAD system. More information/data will be available with the next review as to the potential cost-savings of the plan.

Respectfully submitted,

Melissa Ramiro
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Clothing and Textiles, Fashion Design program
October 25, 2010
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Annual Program Review Update Report
Program: Electrical Technology
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

ELEC Course	Last Revised	Next Revision
110	Fall 2009	Fall 2012
115	Fall 2009	Fall 2012
120	Fall 2009	Fall 2012
130	Fall 2009	Fall 2012
140	Fall 2009	Fall 2012
150	Fall 2009	Fall 2012
160	Fall 2009	Fall 2012
220	Fall 2009	Fall 2012
250	Fall 2009	Fall 2012

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

The COR's are used extensively in the writing of the course syllabi. The course objectives from the COR's are reflected in all instructor's syllabi every semester.

Area 5 Data Analysis and Environmental Scan – updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- The Electrical Program has maintained a steady fall semester enrollment carrying these students through the spring semester.

Enrollment Spring 2004 to Spring 2009												
SP 04	FA 04	SP 05	FA 05	SP 06	FA 06	SP 07	FA 07	SP 08	FA 08	SP 09	FA 10	SP 11
20	73	83	102	112	104	145	136	120	130	118	214	207

- The Electrical Program has shown steady growth in both certificates and associate
  degree completers.

Certificates					
2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
3	4	5	10	14	
Associate Degree					
1	1	3	5	6	

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

  The program has a predominately male enrollment with a flat growth rate running at capacity.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

  - All adjunct instructors participate in the Office Hours program to advise students regarding career and educational opportunities.

  - Full-time instructor is able to offer Work Experience opportunities for the students.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

The progress of recommendations and accomplishment of goals identified in the program's last program review are as follows:

- Now that the program has been full-time for seven years the $5000.00 a year budget is not adequate, 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.

- Have developed relationships with local high schools mentoring students in Robotics and continued efforts to build a better relationship with our local ROP.

- Have been meeting with students in the final classes to help with completing forms for certificates and associate degrees.

- Created a counseling sheet with Dean Drake and developed a relationship with Susan Knapp in Counseling to assist Technical students to move forward with degree and certificate completions.

Area 6 Student and Program Learning Outcomes Assessment – updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

- Developing Program Learning Outcomes and will begin assessment cycle in 2011/12.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

- All adjunct have had training and are working with the full time instructor to ensure that all SLOs are assessed.

- All SLOs have been completed for several semesters and we are developing action plans.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

- The plan is to assess SLO's every semester. At this time PLOs have been submitted and are awaiting approval. The Electrical Program has been assessing SLOs for the three years. Many of the SLOs instruments are in the early stages of evaluation. Ongoing assessment of the SLO assessment tool changes incorporated will be evaluated in future semesters.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

- We are in the process of collecting SLO data based on the changes made to the assessment tools. No clear indications are apparent at this time.

Area 9 Goals and Objectives – updated annually
List the goals and objectives the program has for the next four years.

- Form better relationships with local businesses.
- Build a more active Advisory Committee.
- Continued mentoring at the High School level.

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

- Visit Advisory committee members to bolster support of the program.
- Send out emails to Advisory committee members to keep them up to date with advances in the program.

Time Frame: Period of time the goal and objectives will be addresses.

- Plan Advisory meetings every six months.

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

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

Area 10 Long Term Resource Planning – updated annually
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

- The Electrical program will be bringing in one new part time instructor.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

- The facilities we have at this time are no longer adequate. As the program continues to grow we need more space. We are overflowing into TE-7 103 to try and fit the students. An additional lab and classroom is needed along with storage space.

10.3 Identify funding needed to support student learning.

- The prior four years we had an operating budget of $5,000.00, but last year we were cut to under $4000.00. 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.

Annual Program Review Update Report
Program: ELECTRONICS TECHNOLOGY
Academic Year Reviewed: 2011/12
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

ELTE Course	Last Revised	Next Revision
101	Fall '10	Fall '13
110	Fall '10	Fall '13
125	Fall '11	Fall '14
130	Fall '11	Fall '14
135	Fall '11	Fall '14
180	Fall '11	Fall '14
140	Fall '10	Fall '13
220	Fall '10	Fall '13
235	Fall '11	Fall '14
105	Fall '10	Fall '13
252	Fall '10	Fall '13
254	Fall '10	Fall '13

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

- All faculty are required to list CORs for the ELTE course they are teaching in their syllabi.
- All faculties are supplied with examples of syllabi authorized by the college, to assist in syllabi development for an ELTE course.
- Staff meeting are scheduled prior to the start of a term to assist in COR incorporation of syllabus.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

The Electronics Technology program has experienced growth in the last four years.

Full-Time Student Enrollment											
F '07	Sp '08	Su '08	F '08	Sp '09	Su '09	F '09	Sp '10	Su '10	F '10	Sp '11	Su '11
38	45	18	58	60	20	64	68	24	70	74	26

As a result, the completion rates have also increased for the students.

Associate Degrees					
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
2	6	4	8	8	3
Certificates					
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
1	4	3	9	9	3

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

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.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

- 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 pass 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.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

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 2011/12 school year.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess SLOs and PLOs and been included in assessment activities?

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 2011.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

- 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 2012 year.
- Beginning in the spring 2011 the SLOs and PLO's applicable assessment tools were evaluated and modified.
- The Electronics Technology Program has been assessing SLOs for the past four years.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

We are in the process of collecting SLO data based on the changes made to the assessment tools. No clear indications are apparent at this time. The PLOs for Electronics Technology Program have been approved and implemented.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.

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

- Collaboration with FAA, NASA, and Edwards Air Force Base
- Contingent on the State's budget situation.

Time Frame: Period of time the goal and objectives will be addresses.

- 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.

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

- 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.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

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.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

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

10.3 Identify funding needed to support student learning.

- 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.

Annual Program Review Update Report
Program: Fire Technology
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All course offerings are due for revision in the academic year 2010- 2011.

FTEC Course	Last Revised	Next Revision
102	04/22/2010	04/15
111	04/22/2010	04/15
112	04/22/2010	04/15
113	04/22/2010	04/15
114	04/22/2010	04/15
115	04/22/2010	04/15
117	02/26/2009	02/14
120	04/22/2010	04/15
122	04/22/2010	04/15
123	02/12/2009	02/14
125	05/13/2010	05/15
126	04/22/2010	04/15
127	04/22/2010	04/15
128	04/22/2010	04/15
129	05/13/2010	05/15
130	04/22/2010	04/15
131	04/22/2010	04/15
132	04/22/2010	04/15

FTEC Course	Last Revised	Next Revision
137	04/22/2010	04/15
139	On Hold *	TBD
141	On Hold *	TBD
142	04/22/2010	04/15
144	In process	TBD
149	On Hold *	TBD
150	04/22/2010	04/15
215	09/27/2007	09/12
216	In process	TBD
217	In process	TBD
222	09/27/2007	09/12
240	04/22/2010	04/15
250	03/12/2009	03/14
295 A	03/12/2009	03/14
295 AL	03/26/2009	03/14
295 B	03/12/2009	03/14
295 BL	03/26/2009	03/14

** On hold waiting on revised National base course from National Wildfire Coordinating Group*

3.2 How does the program ensure that all faculty utilize CORs when designing course syllabi?

Full-time faculty maintains a very close working relationship with part-time faculty in the Fire Tech. program. Collaboration between full-time and adjunct faculty helps to assure consistency throughout each program.

Area 5 Data Analysis and Environmental Scan – updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

Enrollment trends in the Fire Technology program are strong though we have seen a decline in enrolment over the previous 3-4 years. This decline is attributed to the budget issues at the State and College level which forced a reduction of sections and classes offered during the 2010-2011 year The Firefighter I Academy was started in fall 2007 with 25 students with a cap of 40. The fall 2010 enrollment for this class was 36. During fall 2010 enrollment started with 660 available seats in classes with 33 not filled, with the majority of those in one short term class with a prerequisite that is taught early in the semester. There is significant demand for the Wildland Firefighter courses sought in spring semester which support the college fire crew as well as allow immediate job placement for fire tech. students in temporary entry level firefighter positions with the federal fire agencies, Calfire and private contractor operated wildland fire crews.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The Fire Tech. program has been very successful in meeting the needs various learner populations in the past. The number of degrees and certificates has increased slightly over the past few years; though there is still room for improvement. One of the reasons we attribute to the slow changes in degrees and certificates is that many students acquire sufficient skills to get hired in firefighter jobs and do not apply for graduation or the certificate. We continue to stress to students the importance of the graduation and certificate process.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

- Development of the new Fire Tech. courses have been completed and added to the offerings in 2007, 2008, 2009, 2010. It is anticipated that there will be additions of courses to meet the changing state standards in Fire Tech. curriculum.
- Development of California State Fire Marshals certified Firefighter I Academy first class started fall 2007. With Academy #4 Graduating in 2011 with 32 Cadets.
- Continued to increased interior storage for training aids and equipment.
- Additional outside instructional props and facilities were erected in 2011 to facilitate manipulative training.

Area 6 Student and Program Learning Outcomes Assessment – updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

The Fire Technology program has developed PLO's and plans to begun the assessment cycle for them during fall 2011 or Spring 2012.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

The Fire Technology program has developed SLO's for every course and the full time faculty work with Adjunct faculty to provide a uniform assessment of student achievements across individual courses, sections and semesters. Adjunct faculty has been involved in the development of PLO's for the Fire Tech Program.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The plan is to assess every SLO every semester. At this time PLO's are not currently being assessed. Though assessment strategies are being pursued to implement an evaluation process for 2011-2012. The Fire Technology Program has assessed SLOs for 2009-10 and 2010-11 years. Many of the SLOs instruments are in the early stages of evaluation. Beginning in the spring 2010 the SLOs and the applicable assessment tools were evaluated and modified, SLO assessment continued throughout 2010-2011.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Ongoing assessment of the SLO tool additions and changes incorporated is new enough that we need to complete additional assessment to determine trends for the future.

Area 9 Goals and Objectives – updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Goal: Hiring of two to three adjunct Instructors or Subject Matter Experts for the Firefighter I Academy.

Objective: To provide Student and Staff safety during active live fire training days at the drill tower.

Time Frame: Complete action prior to the 2011-2012 academic year.

Justification: To develop staffing levels during live fire exercises to meet State Fire Marshal's office Requirements for instructor to student ratio and provide for the safety of those persons present.

Goal: To purchase Radio communications equipment for the Fire Technology Program.

Objective: To submit a success proposal for Perkin IV funding.

Time Frame: To execute the purchase and have the equipment in place for Spring 2011 courses. This goal was successfully met in the Spring of 2011.

Justification: These radios were purchased as a part of the college wide radio system and have significantly improved the communication, safety and control of activities during field activities and fire exercises. This eliminated the need for the program to "borrow" radio equipment to meet required communications capabilities during live fire exercises with the Fire Academy and with the Wildland Field exercises.

Goal: To Obtain operating Fire Engine for the Fire Technology program.

Objective: To provide direct hands on learning for the kinesthetic learners and others in the uses of water handling tools and appliances.

Time Frame: To execute the procurement of apparatus to have on campus the beginning of Fall Semester 2012-2013.

Justification: The Fire Technology program is currently using Los Angeles County Fire Department equipment located at the North County Training Center in Lancaster. This necessitates the class holding sessions at the County Fire Facility. Their equipment may be committed to County Priorities and not available. Instructors are prevented from taking the apparatus of the training center as they are not county employees. Not having an engine on campus available for the Fire Technology students to use results in a low quality experience for the Engine Operations Class, Wildland Firefighter Engine class, Fire Academy classes and several others which cover topics related to fire engines.

Goal: Hire Third Full Time Instructor.

Objective: To have a third full time instructor in place before the beginning of the 2013-2014 academic year.

Time Frame: The beginning of the 2013-2014 academic year.

Justification: The need for a third full-time Fire Tech. Instructor is based upon growing enrolment, Firefighter I Academy work load and the Adjunct to full time ratio. The additional instructors for the Firefighter I academy is necessitated due to the need to meet a specific instructor/student ration of 4/1 due to the extreme safety environment during live fire training. The Firefighter One Academy requires extensive hours outside the classroom documenting Cadet performance to certify to the State Fire Marshals office Training division that the students did meet the State Established Standards. The program would also be better able to serve the growing needs of Fire Tech. students.

Area 10 Long Term Resource Planning – updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

1. Hire two to three adjunct Instructors or Subject Matter Experts for the Firefighter I Academy (New) Student and Instructor Safety, meet State required minimum staffing and qualifications.
2. Hire Third Full Time Instructor (New) to address the increased student load with the Fire Academy and anticipated future student growth in the Fire Technology program.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

The Fire Technology program needs a permanent location on the main campus. As the building they currently occupy is scheduled for demolition sometime in the future and is in need of improvements and updates to the electrical, HVAC system, Insulation and Sound proofing of the metal roof. It is recommended that this program be considered for inclusion in the New Technology Education building. The program has outgrown the current dedicated classroom and scheduling conflicts are occurring particularly during spring semester of the facilities in the room.

10.3 Identify funding needed to support student learning.

The Fire Technology program requires additional instructional supplies funding. This is especially true in this budget year when existing supplies budgets were cut when they were capped at last year's spending level.

Annual Program Review Update Report
Program: Interior Design
Academic Year Reviewed: 2011/2012
Due October 3, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All COR's have been revised in 2011. Three courses, ID 100, ID 110, and ID 120 were approved for minor revisions, and the rest of the program's course inventory was approved for major course revisions. This included updating course content and renumbering/renaming courses, as well as adding prerequisites to two courses. The reason for these changes was to make the program course inventory current to today's interior design field, as well as convey to the student the program's progression of coursework, difficulty, and more accurately name each the course.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty, full-time and adjunct, are required to list COR's for the ID course they are teaching in their syllabi.
All faculty, full-time and adjunct, are supplied with examples of syllabi endorsed by the college, to aid in syllabi development for an ID course.
Staff meetings are scheduled prior to the start of the term to aid in COR incorporation of syllabus.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

The overall enrollment in the Interior Design Program has continued to increase each semester. The ethnicity of the students in the ID program has shifted in the last four years to a higher percentage of Black Non-Hispanic enrollments. The age ranges remain steady over the last several years, with exception of the 40-49 age group, which has seen a steady increase.

The enrollment in both day and night courses has remained consistent, and the program is structured so that each student has the opportunity to complete the program on a schedule which meets their needs, as all courses are offered on a rotating day/night schedule every other semester.

The overall success/completion rate has continued to rise, with fairly equal numbers of certificates and Associates Degrees being awarded. This may be due in part to the fact that many of the students completing the program are earning both a certificate and Associates Degree. Also, students continue to benefit from the addition of a full-time faculty instructor, as this has leant stability and growth to the program.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The Interior Design Program is meeting the needs of the various learner populations by continuing to offer most courses each semester, taught by instructors who work in the Interior Design field. In addition, an Advisory Committee is actively engaged with this program, lending advice on career options, materials for the lab, and job shadowing opportunities for the students.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

The development of two new courses, computer aided drafting, and a building and safety codes course has been re-evaluated, with the realization of a greater need in developing the computer aided drafting course as the priority at this time.
The goal of re-numbering and renaming most of the courses in the Interior Design program has been accomplished; these revisions are reflected in the 2011-2012 course catalog.

Progress has been made on the goal of adding computer aided drafting software to the program course work. At this point money is available through Perkins IV grant and the software has been selected, but not purchased due to the fact that the computer lab needed does not have sufficient computer capabilities to support this software program. A solution is being explored to remedy this.

The Interior Design program goal of developing and implementing course sequencing to assist the students in completing their certificate or Associates Degree in a timely manner has been implemented.

Because of the current economy, the goal of increasing job placement for students completing the program remains limited. This is expected to change when the economy begins to grow again. Some students enrolled in Fall 2011 semester have begun to find local employment in the design field.

The performance/quality indicators used by the program are certificates of completion rates, Associates Degrees awarded, as well as success rate of Student Learning Outcomes.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Program Learning Outcomes have now been written and approved this year for the Interior Design program. The next step is to collect data so they can be assessed. This will begin in the Fall 2011 semester.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

All faculty have been provided with a complete set of SLO's and PLO's for the ID program. SLO assessment reporting has been completed for 100% of the courses for the 2011 academic year.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

All instructors in the ID program have standardized criteria to assess each course's SLO's. The data in then input into an assessment template which has been provided and used by all instructors to facilitate uniform SLO reporting. This information is then input into the WEAVE software by the data manager for the ID program.

SLO's have been assessed and reported every semester for the last year. The assessment criteria have been refined and modified, enabling them to be more accurate tools in measuring student success rates. This will be an ongoing process in future semesters as the assessment tool changes are evaluated.
The PLO's will begin to be assessed during the Fall 2011 semester.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

It is too early in the data collection timeline to identify specific deficiencies or needs in the ID program. The process of collecting and reporting SLO data will continue; at this time there are no clear indications of needs, or deficiencies in this area.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Goal: Purchase computer aided drafting software and integrate limited use into ID 110, Interior Drafting and Design.

Objectives: Use Perkins IV funding to purchase the required software, install into a computer lab, and train appropriate instructors in its use.

Time Frame: This should be completed by the end of 2012.

Justification: Learning computer aided drafting would allow the students to attain skills which will help them find employment in the interior design field.

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

Objectives: Develop a course which will teach students to become proficient in working with a computer aided drafting program.

Time Frame: A successful proposal for 2011-2012 Perkins IV funding has been granted. Computer lab must be updated with computers which can run the software, and then the software will be purchased with this funding. During the 2012 academic year write the course proposal and submit the course for approval.

Justification: This goal serves the needs of the Interior Design students' desires for training in current industry's standards of computer aided drafting. Inclusion of this course will also align the program with California state practice certification for Interior Designers.

Goal: Purchase materials for the Interior Design resource lab.

Objectives: Provide students with material samples typically specified as finish materials for interiors.

Justification: Students can better identify and understand finish materials as they relate to their clients and interiors if the resource lab is fully supplied. This knowledge of current materials will help qualify students for employment in the Interior Design field.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

The Interior Design program would benefit by hiring another Adjunct instructor qualified to teach all courses. At this time the availability of Adjunct instructors is somewhat limited by their full-time employment situations outside of the college setting. This would be a replacement position as needed to staff the program.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

No changes required at this time.

10.3 Identify funding needed to support student learning.

The greatest funding need at this time is monies to purchase new computers capable of running the computer aided drafting program.

Annual Program Review Update Report
Program: Welding
Academic Year Reviewed: 2011/2012
Due October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

All Course Outlines of Records (CORs) were reviewed, updated, and approved by the Academic Policies and Procedures Committee (AP&P Committee) during the 2010/2011 year.

The chart below shows the schedule planned for future revisions.

Course	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
WELD 101	Revised			X		
WELD 110	Revised			X		
WELD 120	Revised			X		
WELD 130	Revised			X		
WELD 145	Revised			X		
WELD 211	Revised				X	
WELD 212	Revised				X	
WELD 230	Revised				X	
WELD 240	Revised				X	
WELD 260	Revised				X	

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty are provided with the most current version of the CORs for the courses that they are teaching. The COR is the basis for the course objectives and the content of the syllabus. It also provides guidelines regarding appropriate assignments, testing strategies, and homework. Faculty submit copies of the syllabi to the Dean of Technical Education each semester for review.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

There is no full time faculty for the Welding program. Qualified faculty who are available to teach in the daytime blocks are extremely hard to find. The only adjunct faculty that was available to teach in the daytime resigned at the end of Fall 2009. All daytime classes have been eliminated from the schedule since then.

WELD 101 classes (two sections) were eliminated from the schedule of classes beginning with Fall 2010 and have not been restored. This measure was taken when classes that are not required in a certificate or degree were eliminated due to budget cuts. WELD 101 is not a required course in the Welding program but provides a servicing skill to Automotive and Auto Body students.

The final reduction to the Welding schedule was the elimination of all Summer classes for the Summer 2011 schedule. Again, this was a cost saving measure as only very essential classes such as Wildland Fire Fighter were scheduled during summer 2011.

These reductions to the schedule were made due to various staffing and budget shortages and not in any response to lack of demand for welding courses or the need for skilled welders in the community. The student demand for welding classes far exceeds our current capacity to offer welding classes. All welding classes are filled within a few days of early priority registration, and many students are turned away each semester.

Demographics of the program remain consistent with the statistics reported for the 2009/2010 year. The program is over 90% male and the ethnic mix of students mirrors the college population.

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The program is not meeting the current demand of the students interested in entering the welding career field. This is due to the reduced schedule due to staffing constraints and other budgetary considerations. This is not a reflection of the need for the program in this community. Should the budget improve, there will be an effort to increase the course offerings. However, without a full-time faculty, it is unlikely that daytime classes will be offered in the near future.

Another setback to increasing the welding schedule back to previous levels is the recent resignation of the Welding Instructional Assistant. This position was essential to the efficient management of the welding consumable supplies. Steps have been taken to mitigate the loss of this vital position with the reduced schedule of classes currently offered. It is doubtful that an increase in schedule can be supported without this position being filled.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

The major goal for the Welding program is to offer courses to meet the needs of the community and industry. While we are able to offer courses in welding, it is increasingly difficult to offer a schedule of classes that truly meets the needs of the community and industry without a full time faculty member. The previous full time faculty member retired in Spring 2000. Without the leadership provided by a full time faculty, it is extremely difficult to establish the rapport and support of the industry, and to offer sufficient daytime classes to provide consistent levels of graduating students.

The program has suffered another major setback with the loss of the Welding Instructional Assistant in addition to the lack of a full time instructor.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Program Learning Outcomes (PLOs) were established and approved in Spring 2011. Assessment of PLOs is planned for the 2011/2012 year.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

A meeting was held during July 14, 2011 with the Dean of Technical Education and all three adjunct faculty teaching Welding courses. The main focus of this meeting was to determine strategies for continuing the operation of the Welding program without full time Instructional Assistant. A significant amount of time at this meeting was devoted to the assessment of Student Learning Outcomes (SLOs) and PLOs and the documentation of the assessment, analysis, and planning into the WEAVE software. All adjunct instructors agreed that assessment, analysis and planning centering around SLOs and PLOs was essential to the continuous improvement of the program. Mr. Bates volunteered to be the WEAVE software coordinator. All adjunct faculty indicated that they had assessed SLOs in the courses that they taught in the Spring 2011 semester, but they did not know what to do with that assessment data. All agreed to report assessment data to Mr. Bates for inclusion in the WEAVE software for the 2010-2011 cycle.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

Adjunct faculty are committed to developing a strategy for assessment of SLOs and PLOs for the 2011/2012 year with Mr. Bates serving in the role of SLO coordinator. Mr. Olivares attended the SLO analysis workshop that was held in conjunction with the Welcome Back day, August 19, 2011.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Assessment is not at the point to provide any clear direction. If professional development is needed in the future, it will be supported through the use of Carl D. Perkins funding.

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

The only goal for the program is to continue to offer courses to meet the needs of the community and the industry. This is becoming increasingly difficult with the dwindling of staffing and the complete lack of any full time faculty or staff for this program.

There is no timeline to address the staffing shortages as this is all dependent on the state budget problems being resolved. It is doubtful that the budget shortfall will improve in the next 3 years.

Area 10 Long Term Resource Planning – Updated annually

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

Priority Number One
Hire a full time Welding Instructor. This is essential to the health of the program and is vital to offering a stable schedule of classes during the daytime hours. A full time instructor is also essential to the proper oversight of the equipment, coordination of the supplies budget, and effective reporting, analysis, and planning related to SLOs and PLOs.

Priority Number Two
Hire a full time Welding Instructional Assistant. This position should be a minimum of 10 month with the consideration of extension of hours for the summer should classes be restored to the summer schedule. This person is essential to the reliable repair of the welding stations, inventory control, routine supply ordering and stocking, and safety in the laboratory. A full time Welding Instructional Assistant should *not* be hired unless there is a full time Welding Instructor to provide guidance and training to the new Assistant.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

The Welding program has benefitted from a generous amount of Carl D. Perkins funding over the past 3 to 5 years. All equipment and most tooling has been upgraded and reflects the current state of the industry.

10.3 Identify funding needed to support student learning.

The supply budget is insufficient for the program. It should be increased from the current $6,000 to at least $12,000 annually. Additional increases would be needed to support any increase in class schedules. Currently, the program is supplemented with Prop 20 funds.