



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / Accounting</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Stacey Adams</b>		
Names of all participants in this review: <b>Stacey Adams, Richard Fleishman</b>		
Number of Degrees offered: <b>1</b>	Number of Certificates offered: <b>1</b>	
Number of Full-time Faculty: <b>2</b>	Number of Part-time Faculty: <b>8</b>	

### Part 1. Program Overview

<p>1. Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The ACCT program specifically contributes to the district mission by supporting: 1) students seeking technical education to enter the workforce (Professional Bookkeeping Degree &amp; Certificate) and 2) students seeking to transfer under the Business Administration Transfer Degree, by providing the required ACCT coursework.</p>	
<p>2. State briefly program highlights and accomplishments:</p> <p>The Business &amp; Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degrees and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
<p>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: ACCOUNTING**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	893	891	889	804	Decrease	Overall enrollment is down
# of Sections offered	38	38	38	38	No Change	
# of Online Sections offered	3	2	2	2	No Change	
# of Face-to-Face Sections offered	35	36	36	36	No Change	
# of Sections offered in Lancaster	34	35	36	35	No Change	
# of Sections in other locations	4	3	2	3	No Change	
<u># of Certificates awarded</u>	13	13	14	8	Decrease	We are not clear on what caused the sudden decrease in # of degrees and certificates.
<u># of Degrees awarded</u>	12	13	14	8	Decrease	We are not clear on what caused the sudden decrease in # of degrees and certificates.
Subject Success Rates	66.3%	67.7%	66.4%	65.0%	No Change	Relatively stable, but slightly under institutional average.
Subject Retention Rates	79.1%	83.2%	77.8%	79.0%	No Change	
Full-time Load (Full-Time FTEF)	1.37	1.1	.97	1.6	Increase	Hired FT faculty Fall 2016
Part-time Load (Part-time FTEF)	2.67	2.93	3.23	2.6	Decrease	
PT/FT FTEF Ratio	1.9	2.6	3.1	1.6	Increase	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)						
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: <u>Race/Ethnicity:</u> During the four-year period, the average success rates were as follows: African American 51.1%, White Non-Hispanic 75.8%, Hispanic 64.7%, Asian 79.1%, Overall 66.4%. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being					

	<p>addressed in various ways at the district-level.</p> <p><u>Gender</u>: During the four-year period, the average success rates were as follows: Male 62.4%, Female 68.9%, Overall 66.4%.</p> <p>There appears to be a small achievement gap for male students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.</p>
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>According to the CA EDD Labor Market Info, the Occupational Projections for Accountant and Auditors shows growth of 13% from 2014 – 2024.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>Acct 111, 113 &amp; 201 SLO Action Plans &amp; ACCT PLO Action Plans 2013-2017</b>	<b>2016 &amp; 2017 Action Plan #1:</b> Students need to have regular access to computers in the classroom to be successful in this course. Homework and curriculum are increasingly computer-based, but holding all ACCT courses in computer labs is not possible due to scheduling limitations, and not practical due to enrollment caps. The ACCT program needs laptops available for use in lecture classrooms.	<b>Ongoing</b>	ACCT has acquired 40 laptop computers for use in ACCT courses using Perkins Funding, based on previous resources requests supported by previous SLO & PLO action plans. Additional computerized classrooms will be needed in the BE building to be able to fully implement this. Thus far, we don't have a measure of the impact, since the laptops have only been utilized for 2 semesters. The increased participation in coursework utilizing computers in the classroom is evident.
<b>Acct 115, 131, 201 &amp; 205 SLO Action Plans 2013-2015. PLO</b>	One of the two vacant positions for full-time ACCT faculty needs to be filled in order to support the goals and workload of the program. While our adjunct instructors are a valuable and critical part of our division, they	<b>Completed</b>	New ACCT full-time faculty started in Fall 2016. The new faculty has been able to offer support and insight in program and curriculum updates, textbook changes, and work on community outreach for the program.

<b>Action Plans 2013-2015.</b>	often don't have adequate time to prepare for a course and can't commit to teaching that course consistently term after term. It has been an ongoing challenge to find qualified adjunct faculty to teach the courses offered. Often, adjunct faculty don't have time to devote to advancing the program goals and assisting with reviewing, maintaining, and updating courses and programs. These factors can negatively influence the program learning outcomes and hinder the ability to achieve program goals. To overcome this problem and support Accounting education, we should hire additional full-time Accounting faculty, to fill at least one of the two positions.		
<p><b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:          Our Accounting classes need to be taught in computerized lecture rooms to keep pace with current industry standards. We need to teach our Accounting classes in classrooms that offer a computer to every student.</p>			
<p>Please provide any additional comments for Part 3:</p>			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee Meetings	-committee agreed that QuickBooks and Excel should be incorporated into our courses as much as possible as students need regular use of computers in ACCT courses.	ACCT has acquired 40 laptop computers for use in ACCT courses, based on previous resources requests (see Part 3 above). Additional computerized classrooms will be needed in the BE building to be able to fully implement this.

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## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Provide quality Accounting tutoring available in the Learning Center starting at Week 2 every semester.	Completed	Guided by district Strategic Goal(s) # 1C, and as requested in prior Program Reviews and numerous discipline SLO / PLO Action Plans, Tutors for ACCT courses are needed from the very beginning of the semester. Quality tutoring has a direct and immediate impact on students, though there are currently no measures or data to support this. Tutoring has been offered for ACCT 111, 201 & 205 rather consistently and without interruption for over 2 years.
Ensure that BE319 Computer Lab remains staffed and open during the Fall and Spring semesters	Completed	Guided by district Strategic Goal(s) # 1C, 4A, and as requested in prior Program Reviews and numerous discipline SLO / PLO Action Plans, Computer Lab BE319 needs staffing on a continual basis each Fall and Spring semester. The computer lab has been consistently open for the past few semesters. There are currently no data to support the impact, but without access to the computer lab and required software, students would not be able to complete course assignments.
Hire additional full-time Accounting faculty to fill vacant position	Completed	New ACCT full-time faculty started in Fall 2016. The new faculty has been able to offer support and insight in program and curriculum updates, textbook changes, and work on community outreach for the program.
<p>Briefly discuss your progress in achieving those goals:            We've made substantial progress on these goals, though it was not easy by any stretch. It required a great deal of persistence from discipline faculty to move forward. We still have a long way to go in order to have computers for each student in Accounting courses.</p>		
<p>Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:            Consistent tutoring and additional full-time faculty have created a more stable learning environment for our Accounting students. Access to computer in BE-319 has allowed students without computers and/or Internet access at home to complete their homework. While we do not have a SLO or PLO that measures exactly this, participation rates in doing homework are up significantly.</p>		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Update curriculum to further incorporate the use of spreadsheets	5.Align instructional programs to the skills identified by the	Update CORs, need computers in lecture classrooms	Yes

	and accounting software to meet the demands of the job market.	labor market *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services		
#2	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	5.Align instructional programs to the skills identified by the labor market	Faculty should encourage, promote and work with advisory committee and other businesses in the community to increase opportunities for students to participate in work experience. Implement VITA on campus to provide opportunities for student to gain experience and provide a valuable service to our community.	No
#3	Increase awareness of program and job opportunities in the accounting field among prospective and incoming students.	5.Align instructional programs to the skills identified by the labor market	Outreach and marketing.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1	Technology	Repeat	ACCT and the Business Department overall, need lecture classrooms with computers throughout the 2 <sup>nd</sup> floor of the BE building, approx. 160 computers.	\$200,000 est	One-time	Stacey Adams / Rich Fleishman
#3	Other	New	Quality outreach and marketing is needed to increase awareness of program and job opportunities in the accounting field among prospective and incoming students.	Unknown	Recurring	Stacey Adams / Rich Fleishman

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The template needs improvement. It still feels a bit redundant. The connection from SLO/PLO action plans to Program Review Goals needs to be strengthened.... It's there, but need to be more direct.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Aeronautical Sciences &amp; Technology /Aeronautical and Aviation Technology</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Jack R. Halliday</b>		
Names of all participants in this review: <b>Ty Mettler, David Champieux</b>		
Number of Degrees offered: 3	Number of Certificates offered: 3	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 1	

### Part 1. Program Overview

3.	Briefly describe how the program contributes to the district <u>mission</u> : The Aeronautical and Aviation Technology (Airframe and Powerplant) program contributes to the district mission as a career technical program. It offers “essential career technical instruction” in the aviation maintenance field. The students are prepared to take their written, oral and practical exams upon completion for the Federal Aviation Administration Mechanic’s Certificate.
4.	State briefly program highlights and accomplishments: The Aeronautical and Aviation Technology (Airframe and Powerplant) program is part of the new baccalaureate degree in Airframe Manufacturing Technology. Two of the courses (AERO 121 and 230) feed directly into the new degree program. In addition, the program has acquired a PT-6 Turboprop Trainer and a Piper Aztec aircraft to increase our ability to train student on real world aircraft and gas turbine engines. The program has also seen a significant increase in students being picked up by local aerospace and government contractor companies.
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.



**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data and comment on trends** (more [data](#) is available on the Program Review [web page](#)):

Discipline: AERO

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	159	147	146	146	Decrease	The slight decrease in enrollment is most likely due to the improvement in the local economy. More people have gone back to work and less are going to school. This trend follows what is happening at the college as a whole as well as the state of California.
# of Sections offered	6	6	6	6	No Change	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	6	6	6	6	No Change	
# of Sections offered in Lancaster	0	0	0	0	No Change	
# of Sections in other locations	6	6	6	6	No Change	
<u># of Certificates awarded</u>	62	51	36	46	Decrease	Some of the decrease in certificates can be related to the decrease in enrollment and fewer people going back to school. In addition, we may need to put an increased emphasis on students registering for the college certificates.
<u># of Degrees awarded</u>	13	14	7	18	Increase	The increase may be due to students becoming more aware of the degrees and their desire to have an associate's degree. Since the introduction of the new baccalaureate degree in Airframe Manufacturing Technology students are looking to finish the associate's degree in order to apply for the baccalaureate degree.
Subject Success Rates	93.7	91.2	95.9	95.2	Increase	The success rates have been up over

						the last couple of years.
Subject Retention Rates	96.2	94.6	96.6	96.6	No Change	The student retention rate has remained fairly steady over the last four years.
Full-time Load (Full-Time FTEF)	2.75	2.75	2.75	2.75	No Change	
Part-time Load (Part-time FTEF)	0	0	0	0	No Change	
PT/FT FTEF Ratio	0	0	0	0	No Change	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: All of our student success and retention rates are above the institutional standard of 69.1%. No achievement gaps noted at this time.					
Other trends	Comment on any other important trends you noticed No other trends noticed at this time.					
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A					
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: According to state data for Los Angeles County there is an indication that there is an annual projection for a need of 192 aircraft mechanics and service technicians. However, according to local industry partners, there will be a need for 500 new mechanics and technicians annually for the next five years. At this point the program is not able to grow due to current facility constraints. The college is currently in negotiations with American Airports and Los Angeles County to obtain a larger facility for the program. The acquisition of a larger facility could allow the program to expand to better meet local industry demands.					

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>AERO 240 SLO 3</b>	<b>Obtain a Turboprop trainer to enhance engine run training</b>	Completed	We just received the turboprop trainer in December 2017. We don't know what the impact is exactly at this time. We will monitor SLO achievement to see the impact over the next couple of years.
<b>PLO 1</b>	<b>Obtain additional work and storage space.</b>	Completed	The additional space substantially enhanced the learning environment from a health and safety standpoint. However, at this time with the missing SLO/PLO data from Weave we are unable to determine direct outcome improvement.
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings: the addition of the Turboprop trainer and the additional work space has anecdotally improved the program, but we are still awaiting the hard data to confirm this.			
Please provide any additional comments for Part 3: None			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	CTE Employment Outcomes Survey	The findings are that the students in CTE programs are currently being employed and that the students are seeing an increase in hourly wages of 54%.	Update the curriculum to meet industry demands and regulatory requirements when issued.
Other (Please specify)	Advisory Committee Meeting	The feedback concerning the program is positive. At this time, local industry is happily hiring people from the program.	The program will continue to educate the students to make them marketable to local industry. Currently, the program cannot grow with our current facility. The program is looking to move to a larger more permanent facility within the next 18-24 months.

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Review and modify curriculum as the FAA makes changes to the regulations regarding what is taught.</b>	Ongoing	<b>The FAA has not finalized the new 14 CFR Part 147 regulations. This is still in the works and a new supplemental NPRM has been issued and final ruling has yet to be determined.</b>
<b>Obtain a permanent facility to house the Aeronautical and Aviation Technology (Airframe and Powerplant) program.</b>	Ongoing	<b>This is ongoing. The college is in negotiation with American Airports and Los Angeles County to obtain a larger facility. This will include increased storage, classroom and laboratory space.</b>
Briefly discuss your progress in achieving those goals: These two goals are ongoing. We are still waiting on the regulation changes to do our curriculum revision. The college just signed a month to month agreement with Los Angeles County and American airports. The college will begin to do the upgrades and renovations in the near future with a possible move in within the next 18-24 months.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: This was addressed in a previous section.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Update the curriculum used to teach students about avionics and electronics.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the	Increase students marketability by teaching them the state of the art technologies used in aircraft electronics. Purchase updated training technologies such as software and equipment.	Yes

		labor market		
2.	Update the current Aeronautical and Aviation Technology (Airframe and Powerplant) curriculum once the new 14 CFR Part 147 is issued by the FAA.	5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Once the new regulations are put in place within the next 12-24 months the program will begin revising the curriculum to match the new requirements.	Yes
3.	Maintain the current full-time faculty staffing level at 2 to continue to meet industry demands.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	One of the full time faculty member will retire within the next two years. We will need to hire another full-time faculty member to replace them.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Technology	New	New software and equipment	\$170,000	One-time	Ty Mettler
2	Technology	New	Various updated tools and equipment	\$50,000	One-time	Ty Mettler
3.	Personnel	Repeat	Hire replacement full-time faculty member	\$100,000	Recurring	Ty Mettler

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

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regarding the program review process:

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- |  |                                     |                                     |                          |                          |                          |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Career Technical Education/Aircraft Fabrication & Assembly Technician Program	For Years: 2019-2023
Name of person leading this review: Dr. Maria Clinton	
Names of all participants in this review: Jack B. Halliday and adjunct instructors	
Number of Degrees offered: 1	Number of Certificates offered: 2 (one state and one local)
Number of Full-time Faculty : 1	Number of Part-time Faculty: 17

### Part 1. Program Overview

1.1	<p>Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The Aircraft Fabrication &amp; Assembly Technician program contributes to the district mission as a career technical program. It offers “essential career technical instruction” in the aviation/aerospace manufacturing field. The program provides students with the skills and knowledge necessary to secure long-term employment in high wage, high-skilled careers. In addition, the program provides the local aerospace industry with skilled entry level aircraft fabrication technicians.</p>
1.2	<p>State briefly program highlights and accomplishments:</p> <p>The Aircraft fabrication &amp; Assembly Technician program is part of the new Bachelor of Science degree in Airframe Manufacturing Technology. All five courses feed directly into the new degree program. The program continues to be recognized and utilized by Northrop Grumman for providing entry level training for all newly hired structures and composite technicians. The program has major enrollment growth over the last two-years due to the partnership with Northrop Grumman and local aerospace industry partners, as a result the AFAB program has set up accelerated (rapid training) 8-week classes to meet the demand.</p> <p>AVC has recently received the CTE Stars Award, from the Chancellor’s Office, which recognized Antelope Valley College for its track record on advancing students’ economic mobility in Advanced Manufacturing &amp; Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing &amp; Technology (2017).</p> <p>In 2017 the was one of three programs that the California Economic Summit announced as one of the three regional public-private partnerships for Workforce development honored by the California Economic Summit’s Partnership for Industry and Education. The program fills a need for thousands of trained workers in the region in large part because of Northrop Grumman winning a large Department of Defense contract to build aircraft in Palmdale.</p> <p>The new addition of 1 full-time faculty (AFMT) member and 1 temporary full-time AFAB instructor. In addition, the program has gone from 4 adjunct faculty to 17 adjunct faculty for the program.</p> <p>The program has a 92% job placement rate.</p>

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: AFAB

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	150/259	208/398	243/563	358/949	Increase	Marked increases in enrollment due to the demand of entry level technicians into the local aerospace industry. The first number is the unduplicated head count, the second number is the duplicated head count.
# of Sections offered	12	18	27	47	Increase	Necessary to meet industry demand
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	12	18	27	47	Increase	Necessary to meet industry demand
# of Sections offered in Lancaster	12	18	27	47	Increase	Necessary to meet industry demand
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	21	38	38	56	Increase	Students gain employment after taking four of the five classes – most do not return to complete the certificate. In addition, we may need to put an increased emphasis on students



						registering for the college certificates.
<u># of Degrees awarded</u>	4	13	12	28	Increase	The increase may be due to students becoming more aware of the degrees and their desire to have an associate's degree. Since the introduction of the new baccalaureate degree in Airframe Manufacturing Technology students are looking to finish the associate's degree in order to apply for the baccalaureate degree.
Subject Success Rates	89.2%	88.7%	94%	89.8%	No Change	The success rates have been steady, with an increase in 2015-16. Overall the program's success rate is greater than AVC's average success rate.
Subject Retention Rates	93.8%	93.7%	95.7%	95.2%	Increase	The student retention rate has slightly increased over the last four years.
Full-time Load (Full-Time FTEF)	0.13	1.60	0.67	2.02	Increase	Marked increase, due to addition of sections in response to industry needs. Year 2013-14 only full-time faculty was on sabbatical leave.
Part-time Load (Part-time FTEF)	2.13	1.87	6.27	6.13	Increase	Marked increase, due to addition of sections in response to industry needs
PT/FT FTEF Ratio	16.38	1.17	9.35	3.03	Increase	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	N/A					
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p>All of the AFAB student success and retention rates are above the institutional standard of 69.1%. No achievement gaps noted at this time.</p>					
Other trends	Females in the AFAB program have a 100% success and retention rate, compared to the 2008-09 comprehensive program review the program had a 69% success rate for female students, and in the 2012-13 comprehensive program review the AFAB program has a success rate of 71% for female students, therefore the AFAB program has continued					

	to improve its success rates for female students. Veterans have almost 90% success and retention rates.
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>According to state data for Los Angeles County there is an indication that there is an annual projection for a need of 192 aircraft mechanics and service technicians. However, according to local industry partners, there will be a need for 400 to 500 new structural and composite technicians annually for the next five years.</p> <p>Currently, the aeronautical programs are not able to meet these demands due to the current lack of facility constraints and qualified full-time and adjunct faculty. The college is currently in negotiations with American Airports and Los Angeles County and other entities to obtain new and larger facilities for the Aeronautical programs. The acquisition of a large facility that would centralize the Aeronautical programs would not only allow AVC to better meet local industry demands, but also improve student learning outcomes.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ALL SLO's & PLO's	<b>Obtain new full-time faculty for AFAB program</b>	Completed	<p>A new full-time faculty member was hired beginning the fall 2016 term for the AFMT program, but is currently teaching in the AFAB program due to the demand for additional sections. Since the new hire the program has managed to make some curriculum changes to positively impact the program and learning outcomes. However, an additional full-time faculty member is still needed to address the continued growth the program is undergoing due to industry demands.</p> <p>In addition, 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 providing proper training and knowledge to students for entry-level employment. Therefore, an additional full-time faculty member is still needed.</p>
ALL SLO's & PLO's	<b>Obtain an AFAB-Instructional Assistant</b>	Completed	<p>A new AFAB dedicated instructional assistant was hired to assist and help with the upkeep of the labs and equipment.</p> <p>Currently there is one full-time faculty to 20 adjunct instructors. It is becoming more and more difficult to manage all aspects of the program, especially with the demand of the lab classes. In addition, there are two locations, one in Lancaster and the other in Palmdale and it is difficult for one instructional assistant to maintain two separate labs.</p>

<p><b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:</p> <p>The addition of the new full-time faculty member and the Palmdale Regional Airport Terminal (PRA) facility has improved the programs ability to offer more sections, however the AFAB program is still not able to meet all of industry’s demands for entry level structural and composite technicians. Example: Northrop Grumman has increased their demand as of January 2018 and has need of 100 entry-level technicians every month, this equates to 400 technicians for one term. The AFAB program can only provide approximately 150 students that meet the requirements for employment every term.</p>			
<p>Please provide any additional comments for Part 3:</p> <p>As previously stated, the new full time faculty member was hired for the AFMT program. An additional AFAB instructional assistant is needed for the Palmdale facility and for evenings.</p> <p>A centralized location for all the Aeronautical Programs is needed.</p>			

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	CTE Employment Outcomes Survey	The findings are that the students in CTE programs are currently being employed and that the students are seeing an increase in hourly wages of 54%. However, according to the Chancellor’s Office AFAB students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology	Continued updating of course curriculum to continually meet the ever-changing technological advancements and needs within the industry.  Obtaining centralized facility for the Aeronautical Programs.
Other (Please specify)	Advisory Committee Meeting & Goodwill WorkSource Outcome Data	The feedback concerning the program is positive. At this time, local industry is happily hiring people from the Aeronautical Programs. The AFAB program has a 92% job placement rate.	The program will continue to educate the students to make them marketable to local industry. Currently, the program cannot grow with our current facility and faculty.

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## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Increase student knowledge and training to meet industry demands, technological advancements and standards. Expand course offerings.</b>	Ongoing	<b>This will increase marketability for AVC's Aeronautical students as well as meet industry demands for qualified entry-level skilled technicians. The AFAB program has increased its course offerings and has developed an additional course as well as the AFMT BS degree program.</b>
<b>Obtain a centralized permanent facility to house the Aeronautical Programs.</b>	Ongoing	<b>This is ongoing. The college is in negotiation with several organizations to obtain a larger facility. This will include increased storage, classroom and laboratory space for optimal student learning. In addition, the shared equipment, tooling, and labs will facilitate better use of district funds and staff. An additional composite lab is needed.</b>
<b>Increase supply budget</b>	Ongoing	<b>Due to the increased demand for additional sections, the current AFAB budget is not able to cover the costs of additional sections.</b>

Briefly discuss your progress in achieving those goals:

These goals are ongoing. Curriculum changes are an ongoing process for CTE courses in aviation/aerospace programs. A centralized location may at Fox Field Airport, but more buildings and construction would need to occur to properly house all three aeronautical programs. The AFAB program has supplemented its budget with Perkins funding, Prop 20 funds, Workforce Development funds, and industry donations.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

An additional full-time AFMT faculty member (fall 2016) and dedicated AFAB instructional assistant (spring 2017) have been hired and the program has been able to add additional sections while maintaining program standards to meet industry demands. However, more sections have been requested at the start of the spring 2018 term and an additional full-time AFAB instructor and an additional AFAB instructional assistant are required in order to increase the sections and maintain positive student learning outcomes and industry standards.

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
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		Plan (EMP) and/or Outcomes		
1	Update the curriculum and manufacturing technology equipment for training.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	Increase students' marketability by teaching them the state of the art technologies used in aircraft manufacturing. Purchase updated training technologies such as software and equipment.	Yes
2.	Develop Avionics Program and Helicopter Maintenance Program	5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Local Industry partners as well as state and national data show that more quality avionics and helicopter maintenance programs will be needed in the aviation and aerospace industries. The average age of aviation technicians/mechanics is 51 years-old, this is 10 years older than the national average for technicians/mechanics (41 years-old). It has been projected that our industry will see significant employment gaps by 2022 -2024.	Yes
3.	Increase Full-time faculty and staff (AFAB instructional assistant)	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	To meet the demands of the projected increase in skilled entry-level technicians additional full-time faculty and staff are required to both increase the offering of sections and in the development of new programs that will be needed by local and state industry partners.	Yes
4.	Centralized Facility: Two additional composite labs are required to operate all three Aeronautical programs.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Meet current industry demands for entry level technicians and increase students' marketability by teaching them the state of the art technologies used in aircraft manufacturing.  Effectively utilize facility, staff and equipment.	Yes
5.	Increase Supply Budget	- Supporting PLO(s), SLO(s), OO(s), ILO(s) 5.Align instructional programs to the skills identified by the labor market	The aeronautical programs are increasing their course offerings and this increases the cost of materials to run the labs. An increase to the current supply budget is required for student success in these programs.	Yes

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
3	Personnel	New	Hire additional AFAB Instructional Assistant	\$85,000	Recurring	Dr. Clinton
3	Personnel	New	Hire AFAB dedicated full-time faculty member	\$100,00	Recurring	Dr. Clinton
1	Technology	Repeat	Increase Supply Budget to purchase equipment & supplies for additional sections	\$100,000	Recurring	Dr. Clinton
2	Professional Development	New	New program development	\$10,000	One-time	Dr. Clinton
5	Technology	Repeat	If new programs are added – supply budget and set up costs will occur and be needed	\$500,000	One-time	Dr. Clinton
4	Physical	New	Additional Composite Labs (renovation or new)	\$500,000	One-time	Dr. Clinton
4	Physical	New	Centralized Aeronautical Facility (renovation and added structures)	\$200,000	One-time	Dr. Clinton

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

## Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

- This year's program review was valuable in planning for the continued improvement of my program
- Analysis of the program review data was useful in assessing my program's outcomes and current status

Strongly Agree    Agree    Neither Agree nor Disagree    Disagree    Strongly Disagree

              

              

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: Career Technical Education/Airframe Manufacturing Technology

For Years: 2019-2023

Name of person leading this review: Dr. Maria Clinton	
Names of all participants in this review: Jack B. Halliday and adjunct instructors	
Number of Degrees offered: 1	Number of Certificates offered: 0
Number of Full-time Faculty : 1	Number of Part-time Faculty: 3

**Part 1. Program Overview**

5. Briefly describe how the program contributes to the district mission:  
 The mission of the Airframe Manufacturing Technology Program (AFMT) is to meet the needs in the major aerospace industry for multi-skilled individuals in major processes of manufacturing.

6. State briefly program highlights and accomplishments:  
 The Airframe Manufacturing Technology baccalaureate degree builds off of two existing high quality, successful programs that have provided well trained employees to meet the needs in our communities for many years. By expanding these programs to include the opportunity to earn a baccalaureate degree, Antelope Valley College will now fill the need of local employers for a highly skilled lead worker in the same field and will provide a valuable opportunity for both our students and our community.

The Airframe Manufacturing Technology program includes courses in disciplines in which Antelope Valley College already offers degrees and certificates: Aircraft Fabrication and Assembly and Aviation Airframe. Students must receive a minimum grade of “C” or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

The Bachelor of Science degree in Airframe Manufacturing Technology was created in response to industry demands and input. AVC has recently received the CTE Stars Award, from the Chancellor’s Office, which recognized Antelope Valley College for its track record on advancing students’ economic mobility in Advanced Manufacturing & Advanced Technology, our students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology (2017). In 2017 the was one of three programs that the California Economic Summit announced as one of the three regional public-private partnerships for Workforce development honored by the California Economic Summit's Partnership for Industry and Education. The program fills a need for thousands of trained workers in the region in large part because of Northrop Grumman winning a large Department of Defense contract to build aircraft in Palmdale.

The new addition of 1 full-time faculty member (AFMT) instructor. However, this instructor is currently teaching courses in the AFAB program.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of

<b>Analytical Thinking</b>	knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):**

<b>Discipline: AFMT</b>
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Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	N/A	N/A	N/A	13	Increase	AFMT Program started enrolling students in Fall 2016.
# of Sections offered	N/A	N/A	N/A	5	Increase	These sections include upper GE and AFMT courses for that academic year.
# of Online Sections offered	N/A	N/A	N/A	0	No Change	
# of Face-to-Face Sections offered	N/A	N/A	N/A	5	Increase	These sections include upper GE and AFMT courses for that academic year.
# of Sections offered in Lancaster	N/A	N/A	N/A	5	Increase	These sections include upper GE and AFMT courses for that academic year.
# of Sections in other locations	N/A	N/A	N/A	0	No Change	
<u># of Certificates awarded</u>	N/A	N/A	N/A	N/A	No Change	
<u># of Degrees awarded</u>	N/A	N/A	N/A	0	No Change	Graduation for cohort 1 is expected in Spring/Summer 2019.
Subject Success Rates	N/A	N/A	N/A	92.3%	Increase	Overall the program's success rate is greater than AVC's average success rate.
Subject Retention Rates	N/A		N/A	92.3%	Increase	Overall the program's success rate is greater than AVC's average success rate.
Full-time Load (Full-Time FTEF)	N/A	N/A	N/A	0	No Change	Full time instructor assigned to AFAB classes.
Part-time Load (Part-time FTEF)	N/A	N/A	N/A	0.10	Increase	Currently AFMT classes are assigned to



						part time faculty.
PT/FT FTEF Ratio	N/A	N/A	N/A	0	No Change	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	N/A					
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p>Student success and retention rates are above the institutional standard of 69.1%. No achievement gaps noted at this time.</p>					
Other trends						
Analyze and summarize trends in student progression through basic skills courses, if applicable.	<p>Comment on trends and how they affect your program:</p> <p>N/A</p>					
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>According to state data for Los Angeles County there is an indication that there is an annual projection for a need of 192 aircraft mechanics and service technicians. However, according to local industry partners, there will be a need for 400 to 500 new structural and composite technicians annually for the next five years.</p> <p>Currently, the aeronautical programs are not able to meet these demands due to the current lack of facility constraints and qualified full-time and adjunct faculty. The college is currently in negotiations with American Airports and Los Angeles County and other entities to obtain new and larger facilities for the Aeronautical programs. The acquisition of a large facility that would centralize the Aeronautical programs would not only allow AVC to better meet local industry demands, but also improve student learning outcomes.</p> <p>In addition, students in the AFMT program are currently working in industry and expect a job promotion upon completion of the degree.</p>					

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
ALL SLO's & PLO's	Obtain new full-time faculty for AFMT program	Completed	<p>A new full-time faculty member was hired beginning the fall 2016 term for the AFMT program, but is currently teaching in the AFAB program due to the demand for additional sections. Since the new hire the program has managed to make some curriculum changes to positively impact the program and learning outcomes.</p> <p>In addition, 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 providing proper training and knowledge to students for entry-level employment. Therefore, and additional full-time faculty member is still needed.</p>
ALL SLO's & PLO's	Obtain an additional Composite lab	Ongoing	<p>The program is new and needs the addition of a composite lab. It currently is using the AFAB labs to teach some of its technical and hands on courses.</p> <p>A request for an additional composite lab has been requested.</p>

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Because of the impact of industry demands on the AFAB program the AFMT program needs the addition of a composite lab.

Please provide any additional comments for Part 3:

As previously stated, the new full time faculty member was hired for the AFMT program. However, this person is assigned to AFAB classes at this time due to industry demands.

A centralized location for all the Aeronautical Programs is needed.

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	CTE	The findings are that the students in CTE	Continued updating of course curriculum to continually meet the

	Employment Outcomes Survey	programs are currently being employed and that the students are seeing an increase in hourly wages of 54%. However, according to the Chancellor's Office AFAB students are among the top in the state, with a median earnings increase of 101% in Manufacturing & Technology	ever-changing technological advancements and needs within the industry.  Obtaining centralized facility for the Aeronautical Programs, with the addition of another composite lab.
Other (Please specify)	Advisory Committee Meeting & Goodwill WorkSource Outcome Data	The feedback concerning the program is positive. At this time, local industry is happily hiring people from the Aeronautical Programs. The AFAB program has a 92% job placement rate. As previously stated, AFMT students are currently employed by local aerospace industries.	The program will continue to educate the students to make them marketable to local industry. Currently, the program cannot grow with our current facility and faculty.

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
N/A		
Briefly discuss your progress in achieving those goals: N/A		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: N/A		

### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Review and update the curriculum and	*2. Increase efficient and	Since this is a new program each course offered is evaluated to	Yes

	manufacturing technology equipment for training.	effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	ensure that it is meeting industry standards and requirements for employment and promotion. Increase students' marketability by teaching them the state of the art technologies used in aircraft manufacturing. Purchase updated training technologies such as software and equipment.	
2.	Centralized Facility: Two additional composite labs are required to operate all three Aeronautical programs.	5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Meet current industry demands for entry level technicians and increase students' marketability by teaching them the state of the art technologies used in aircraft manufacturing.  Effectively utilize facility, staff and equipment.	Yes
3.	Increase Supply Budget	- Supporting PLO(s), SLO(s), OO(s), ILO(s) 5.Align instructional programs to the skills identified by the labor market	The aeronautical programs are increasing their course offerings and this increases the cost of materials to run the labs. An increase to the current supply budget is required for student success in these programs.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
2	Physical	New	Additional Composite Labs (renovation or new)	\$500,000	One-time	Dr. Clinton
2	Physical	New	Centralized Aeronautical Facility (renovation and added structures)	\$200,000	One-time	Dr. Clinton
3	Technology	Repeat	Increase Supply Budget to purchase equipment & supplies for additional sections	\$100,000	Recurring	Dr. Clinton
1	Professional Development	New	New program development	\$10,000	One-time	Dr. Clinton

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies / Air Conditioning, Refrigeration and Ventilation</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Joseph Owens</b>		
Names of all participants in this review: <b>Joseph Owens</b>		
Number of Degrees offered: 3	Number of Certificates offered: 3	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 4	

### Part 1. Program Overview

1.3	Briefly describe how the program contributes to the district <u>mission</u> :	<p>The ACRV certificate and degree programs comprise of “essential career technical instruction” in the Air Conditioning, Refrigeration and Ventilation technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.</p>
1.4	State briefly program highlights and accomplishments:	<p>ACRV program courses prepare students for employment in the ACRV industry. Program Alumni are employed by NASA, Lockheed, Northrop, BYD, Kinkinsaryo, Lance Campers, Michaels, Rite Aid, US Gov., UCLA Medical Center, County, City and school districts.</p>
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.		
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications	
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.	
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.	
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data and comment on trends** (more [data](#) is available on the Program Review [web page](#)):

Discipline: ACRV

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment # ( <u>non-duplicate</u> )	121	123	107	80	Decrease	We believe this trend is due to the improved employment in the local area. Equipment Manufacturing companies have increased their hiring levels, giving jobs to those mechanically inclined which are our typical entry level students.
# of Sections offered	9	10	10	9	Decrease	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	9	10	10	9	Decrease	
# of Sections offered in Lancaster	9	10	10	9	Decrease	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	14	34	32	1	Decrease	Drop of enrollment, Unemployment is down? Shortage of trained techs in industry and some are being hired before program completion.
<u># of Degrees awarded</u>	9	7	9	0	Decrease	Drop of enrollment, Unemployment is down? Shortage of trained techs in industry and some are being hired before program completion.
Subject Success Rates	73.5%	71.5%	71.1%	71.2%	No Change	
Subject Retention Rates	81.6%	85.5%	84.2%	90.6%	Increase	
Full-time Load (Full-Time FTEF)	1.1	1.1	1.1	1.1 OL .28	Increase	
Part-time Load (Part-time FTEF)	1.94	2.21	2.21	1.94	Decrease	
PT/FT FTEF Ratio	1.5	2.0	2.0	1.5	Decrease	
Other measure						

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	We have served 431 (non duplicate) students in the past 4 years. This has gradually lowered from serving 121 students in 2013/14 to 80 students being served in 2016/2017.
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: Over the period of 2013 thru 2017 the unduplicated head-count for females was 6 with a 76.5% success and 100% retention. (This is well above the average for the college.)</p> <p><u>Race/Ethnicity</u>: During the four-year period, the average success rates were as follows: African American 60%, White Non-Hispanic 72%, Hispanic 79.8%, Asian 75%, Overall success rate is 71.9%. There appears to be an achievement gap for African American students.</p> <p>Success which is at or slightly above the AVC institutional standard of 69%. The retention data averages in at 85.5.4% over the past 4 years, which is slightly lower than the college wide level of 87%. We've noticed an increase of retention in 16-17, yet enrollment is down. Our overall unduplicated head count is down slightly.</p>
Reduction in enrollment	<p>May be attributed to: (possible causes)</p> <p>A. Attrition of our students and reduced success rates in lower level courses reducing completion rates to all-time lows over the past 4 years.</p> <p>B. Employment at a low of 4.6% down from levels as high as 18% in the past 10 years. Students are finding work after completing fundamental courses and not returning to complete the program.</p> <p>C. Raised expectations of student compliance to "Standards and expectations" which cover work ethic, attendance, teamwork, punctuality and effort.</p> <p>D. Integrating on-line resources, simulation software and soft skills has been met with no resistance. Writing assignments have been met with resistance and we have sent students to the learning center for assistance.</p>
Analyze and summarize trends in student progression through basic skills courses, if applicable.	We have been finding students enrolled in our courses that cannot read or perform math at expected levels. Students have been advised this semester to drop the class until they have improved their reading and math capabilities. This has resulted in a reduction of completing students which reduces success rates. However the smaller class sizes in the entry level courses has resulted in increased retention rates but reduced student numbers moving into the advanced classes. This lower enrollment in advanced classes has resulted in dropped classes. Which hinder completion of certificates and degrees.
Career Technical Education (CTE) programs: Review the labor market data on the <u>California Employment Development Department</u> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>In California, the number of Heating/Air Conditioning and Refrigeration Workers is expected to grow much faster than average growth rate for all occupations. Jobs for Heating/Air Conditioning and Refrigeration Workers are expected to</p>



	<p>increase by 31.8 percent, or 7,100 jobs between 2014 and 2024. (Up from the ten year expectations of 23.0 percent, or 4,600 jobs between 2012 and 2022.) In California, an average of 710 new job openings per year is expected for Heating/Air Conditioning and Refrigeration Workers, plus an additional 340 job openings due to net replacement needs, resulting in a total of 1,050 job openings. The median wage in 2016 for Heating/Air Conditioning and Refrigeration Workers in California was \$51,700 annually, or \$24.86 hourly. The median is the point at which half of the workers earn more and half earn less.</p> <p>In California, the number of Maintenance and Repair Workers, General is expected to grow slower than average growth rate for all occupations. Jobs for Maintenance and Repair Workers, General are expected to increase by 12.4 percent, or 15,000 jobs between 2014 and 2024. (A slight increase over earlier projections for Jobs for Maintenance and Repair Workers, General was expected to increase by 12.1 percent, or 14,100 jobs between 2012 and 2022) In California, an average of 1,500 new job openings per year is expected for Maintenance and Repair Workers, General, plus an additional 3,160 job openings due to net replacement needs, resulting in a total of 4,660 job openings. The median wage in 2016 for Maintenance and Repair Workers, General in California is \$40,484 annually or \$19.47 hourly. The median is the point at which half of the workers earn more and half earn less.</p> <p>The projected numbers of new hires for the HVAC industry is 263 per year until 2023 in LA County alone. This does not count positions in the maintenance, repair or construction industry. Of course there are sales and manufacturing companies like BYD (Build Your Dreams – an electric bus manufacturing company) and Kinkisharyo (a light rail car manufacturing company) that have established their manufacturing facilities in the local area and have increased their employee base, hiring many of our student graduates. Lance Camper was recently acquired by REV Group and expansion is expected with hundreds of more positions to be added.</p> <p>While all these manufacturing companies do not hire just HVAC/R positions, they do hire students from our ACRV and Electrical programs for the electro/mechanical training, preferring their safety and lab environment training.</p> <p>I am constantly asked for increased course offerings aimed at those working in industry with equipment specific courses making it possible for career changes or progression. Course subjects could include system design, load calculations, hydronic systems, chillers, boilers, zone control and economizers along with preparation for trade certification exams. While this would be great, and meet the needs of the industry, the present budgetary, staffing and facility constraints create obstacles. We are in the process now of laying out a program redesign that could increase our course offerings and meet the growing needs of the HVAC/R industries.</p>
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**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>ILO 4</b>	<b>Explaining Heat Transfer in the Refrigeration System – requires a lot of board work and drawings. Using the Smart Kapp allows student to listen to the lecture, and watch the board work instead of taking notes and making drawings.</b>	Ongoing	An example of utilizing technology in the learning environment to improve instruction and for all our students especially the hearing impaired students that require interpreters was the purchase of the Smart Kapp white board, which has enabled students to receive all board work to a personal electronic device like smart phone or iPad and have the capability of saving screen shots or converting it to a PDF file to save for future reference. This board was purchased using prop 20 money. The first has worked so well we have purchased and started to use a 2 <sup>nd</sup> board in both of our labs. These boards give the students the benefit of having all the instructors' board work and drawings in their notes, while paying attention to the lecture. Especially helpful for the hearing impaired.
<b>SLO 2</b>	<b>Update Refrigerant Handling Tools and Equipment to current technology</b>	Ongoing	New recovery equipment and refrigerant servicing tools to include digital MGA, micron gauges, hoses, vacuum pumps and system analyzers have been purchased for our labs. This equipment was purchased using a Perkins grant. This new equipment will need to be maintained and an increase in our annual budget will help insure we can maintain and keep the equipment in a serviceable condition. These new gauges brought current technology into the labs making it possible for students to use real time information gathered by the digital gauges and analyzers for system diagnostics and assessment.

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Issue:  
Utilizing technology in the learning environment to improve instruction and for all our students (especially the hearing impaired students that require interpreters)

Resolution:  
Purchase of the Smart Kapp white board, enables students to receive all board work to a personal electronic device like smart phone or iPad. This instructional aid helps students prepare for exams and labs, by improving the quality of notes and the rendering of the instructors drawings that they can upload and save for study and future reference. This also allows board-work to be saved as a PDF for students that miss the class, or for future reference, when preparing for exams.

Issue:  
Upgrade lab equipment, meters and hand-tools to improve quality and quantity of labs improving on individual experience.

Resolution:  
Lab team size has been reduced from four man teams to two person teams. Made possible by the purchase of additional refrigerant servicing tools which has contributed to improved labs and an increase in lab involvement by each individual student. (Perkins Grant 2016-2017)

Issue:  
Tool and materials control and requisition issues.

**Resolution:**

TA work schedule established with a shift that covers both morning and evening programs. This overlap helps both with the issuing of tools and maintaining supplies throughout our labs, and his presence helps promote the feeling of responsibility for our resources to our students.

Please provide any additional comments for Part 3: None

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Focus group	Advisory Board	<p>Shortage in qualified technicians for the ACRV industry, nationwide, with a statewide shortage that will increase over the next 10 years due to retirement.</p> <p>Working closely with the HVAC Collaborative we have determined that increasing the career path options and potential may help with attracting students into our traditional HVAC program offering.</p> <p>Adding entry level options and career path strategies to allow students to choose a program and path that meet their individual needs while filling the needs of an industry that is growing and changing from year to year.</p>	<p>Increase success rates – more program completers. (certificates and degrees)</p> <p>This can be done by:</p> <p>Improving enrollment into entry level courses and Increasing course offerings for entry level courses giving prospective students more entry level options.</p> <p>We are working on changing the program structure to allow for shorter contact hour classes, and increasing both entry level courses and career path options.</p>

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<p>Improve the quality of hands on training achieved in the Commercial Refrigeration and Air Conditioning courses</p> <p>Facilitate a realistic training environment, maximizing on existing space.</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. We need an increase of 3 phase availability in the labs (4 ea - 3 phase 240V stations with utility disconnects, 50 amp circuit ampacity, with ability to lower fused protection- per lab) and Additional 20 amp circuits 120 V dedicated – for each workbench</li> <li>2. Out-side lighting to accommodate evening labs in the exterior lot. Outside power sources to be utilized for lab projects. Storage racks for lab equipment storage.</li> </ol> <p>Relevant measures and data to evaluate impact.</p> <p>SLOS and action plans for the advanced course of instruction call for commercial power and equipment to facilitate training that will prepare the students for employment in the commercial environment. Due to shared lab space between both the entry level and commercial courses, commercial equipment would dominate existing lab space prohibiting labs for entry level courses. Therefore, entry level courses trump the commercial courses for the space forcing the advanced courses to either do without or find more space. Providing both power and lighting for our outside area may be the panacea to all our issues.</p> <ol style="list-style-type: none"> <li>3. On overhead support system for ductwork, fan coils air handling units.</li> <li>4. A Hydronic system pump and air handling units to maximize training on chillers and boilers.</li> <li>5. Equipment needs to be positioned where students can maintain, diagnose, disassemble and assemble to facilitate repair of this equipment.</li> </ol>
<p>Briefly discuss your progress in achieving those goals:</p> <ol style="list-style-type: none"> <li>1. This has been discussed, and a proposal is being put together to gain facilities support then a Perkins grant would be applied for. (estimated timeline: Proposal to facilities beginning of 2019, upon approval Grant Request Spring 2020 and hopefully implemented NLT 2021</li> <li>2. This has been discussed and may be resolved with changes being requested in the construction of the new CTE facility presently in design stages.</li> <li>3. An outside “rack or hanger is the only way to resolve this issue. It could be under a shelter or Photovoltaic module stand. (not sure of proper terminology)</li> <li>4. A need for approximately 20’ * 100’ covered space will accommodate an outside facility to meet this need. .</li> </ol>		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by**

an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Improve the quality of hands on training achieved in the Commercial Refrigeration and Commercial Air Conditioning courses	5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	1. We need an increase of 3 phase availability in the labs (4 ea - 3 phase 240V stations with utility disconnects, 50 amp circuit ampacity, with ability to lower fused protection-per lab) and Additional 20 amp circuits 120 V dedicated – for each workbench	Yes
2	Facilitate a realistic training environment, maximizing on existing space.	- Supporting PLO(s), SLO(s), OO(s), ILO(s)	2. Out-side lighting to accommodate evening labs in the exterior lot. Outside power sources to be utilized for lab projects. Storage racks for lab equipment storage.	Yes
3	Facilitate a realistic training environment, maximizing on existing space.	- Supporting PLO(s), SLO(s), OO(s), ILO(s)	1. On overhead support system for ductwork, fan coils air handling units. 2. A Hydronic system pump and air handling units to maximize training on chillers and boilers. 3. Equipment needs to be positioned where students can maintain, diagnose, disassemble and assemble to facilitate repair of this equipment.	Yes

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Physical	Repeat	Increase power availability in the labs	\$80,000	One-time	Owens
2	Physical	Repeat	Outside lighting and power availability	\$10,000	One-time	Owens
3	Physical	Repeat	Overhead trellis to support air handlers and fan coil units along with pumps and plumbing.	\$60,000	One-time	Goldstein

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

**Part 7. Comments**

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>This year’s program review was valuable in planning for the continued improvement of my program</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Analysis of the program review data was useful in assessing my program’s outcomes and current status</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

While I appreciate the process, and found the information I gathered insightful, procrastination was my biggest enemy. I dreaded the involved process which appeared to be complicated by the new format. (the constant changing of forms / formats seems to be a common thing around here) However, I liked the pull down menus and expanding boxes that grew as I typed, seemingly wanting me to continue. All said, its done for another year.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies / Auto Body</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Tim Sturm</b>		
Names of all participants in this review: <b>Tim Sturm</b>		
Number of Degrees offered: 3	Number of Certificates offered: 3	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 2	

### Part 1. Program Overview

1.5	<p>Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>By maintaining relationships with the local Auto Body industry, providing training around what they feel the need is for a young entry level Tech. The Auto Body department also works very hard at getting our Students hired in the Auto Body and Aero Space industries.</p>
1.6	<p>State briefly program highlights and accomplishments:</p> <p>This year we have signed with I-CAR Inter-Industry Conference of Auto Repair. I-CAR is an international organization that provides industry recognized standards. This will allow the local Body shops to send their technicians to our college to receive the training from I-CAR, also our student for a small fee can take a test from I-CAR and leave the program with not only AVC certificate but also a I-CAR level one Technician and will make them far more hireable in the industry.</p>
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

<b>Discipline: Auto Body</b>
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Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	140	130	126	131	Decrease	
# of Sections offered	17	17	20	20	Increase	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	17	17	20	20	Increase	
# of Sections offered in Lancaster	17	17	20	20	Increase	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	25	28	15	17	Decrease	
<u># of Degrees awarded</u>	7	5	14	3	Decrease	
Subject Success Rates	85%	86.2%	88.1%	87.8%	Increase	
Subject Retention Rates	91.4%	91.5%	94.4%	93.1%	Increase	
Full-time Load (Full-Time FTEF)	1.1	1.1	1.1	1.1	No Change	
Part-time Load (Part-time FTEF)	1.1	1.1	1.1	1.1	No Change	
PT/FT FTEF Ratio	1	1	1	1	No Change	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)						
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: The ABDY program has maintained a steady student success and retention rate, as the economy has gotten better more of a student are working full time jobs and some have left the class during a semester to fulfill the duties of their job.					



	During the four-year period, the average success rates were as follows: African American Retention 87.5 success 75%,white non- Hispanic Retention 100% success 88.9% Asian Retention 100% success 100%.
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: The data shows that the Auto Body field is still in demand for employees, with the annual being about 440 new techs per year in California. The Auto Body program has just signed with I-CAR to be a location where the local Auto Body shops can meet at one neutral location for training, in exchange for this our student can leave AVC with I certificate as a level one tech.

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>2,3,4</b>	<b>To maintain a budget to keep up with material cost</b>	Ongoing	The cost of Auto Body material continues to rise every year, so the budget is going to have to keep up with the cost increase. This will also allow our Students to become much better at the tasks asked of them, this is a industry that you get better with the repetition of doing a task.

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Please provide any additional comments for Part 3:

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
	Advisory meeting, and shop relationships	To provide the local shops with a well-rounded entry level employee that know what work ethic is and wants to grow into a long lasting productive tech.	The class is ran as if the Students were going to their actual job , we stress the importance of showing up to work on time and ready to work, taking breaks at the proper time etc.

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>To have the students leave AVC with a I-CAR certification</b>	Ongoing	<b>During the Fall semester AVC signed a contract with I-CAR to allow them to use our Facility's to hold there training to the Auto Body shops, In return we get our curriculum for free and for a small fee our Students can test and become a level 1 I-CAR Tech.</b>
<b>instructor assistant for night classes</b>	Ongoing	<b>At this time we have had no change in this need.</b>
Briefly discuss your progress in achieving those goal: at this time the I-CAR contract is signed and we are waiting on I-CAR to set us up on the material to move forward.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: we not can allow our students more attempt to master their objective due to having a budget to be able to support the material use.		

### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by**

an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Continue to update curriculum to align with the industry.	5.Align instructional programs to the skills identified by the labor market	Stay working with I-CAR to complete the procedure so we can implement the PDP program.	Yes
2	Utilize a more effective Advisory committee to help increase the student's readiness for full time employment.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	Find a more effective way to get local shops to want to participate in the advisory committee, it remains very hard to get shops to leave their place of business and gather in one location.	Yes
3	Increase awareness of the Auto Body program.	5.Align instructional programs to the skills identified by the labor market	To bring back a good career day with the local High Schools shop students.	No

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 **guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	The night program is in desperate need of a night instructional assistant, both Adjunct instructors are teaching 4 overlay classes and trying to oversee the tool room while maintaining safety in the lab, plus the over use of materials and the loss of tools is costing the program. But my biggest fear is that we will have a accident.	Salary	Recurring	Tim Sturm
2	Other	Repeat	The shop is becoming very small, we are having to work outside a lot, also the electrical sockets in the shop do not have the proper amps to run	Est 50,000	One-time	Tim Sturm

			most of our equipment, also the lighting that is outside is not enough for the night class when they are having to work outside.			

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>▪ This year's program review was valuable in planning for the continued improvement of my program</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Analysis of the program review data was useful in assessing my program's outcomes and current status</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies/ Automotive Technology</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Rod Sproule</b>		
Names of all participants in this review: <b>Rod Sproule</b>		
Number of Degrees offered: 2	Number of Certificates offered: 2	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 3	

### Part 1. Program Overview

<p>1.7 Briefly describe how the program contributes to the district <u>mission</u>: The faculty and staff of the Automotive department are dedicated to providing our students with the knowledge and skills required by the Automotive industry, and to provide our community with strong well rounded entry level technicians to meet much needed demand of technicians in the industry.</p>								
<p>1.8 State briefly program highlights and accomplishments: Overall enrollment numbers appear to be increasing; we have a higher number of students getting employment in the automotive industry.</p>								
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;"> <input type="checkbox"/> <b>Communication</b> </td> <td style="padding: 5px;"> <input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.  <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications         </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b> </td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.  <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.         </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <input type="checkbox"/> <b>Community/Global Consciousness</b> </td> <td style="padding: 5px;"> <input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.  <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.         </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b> </td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.         </td> </tr> </table>	<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications	<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.	<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.	<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.							

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data and comment on trends** (more [data](#) is available on the [Program Review web page](#)):

Discipline: Automotive Technology

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment # ( <b>Duplicated</b> )	376	518	512	476	Decrease	Improvement in economy probably affected program enrollments due to more people getting jobs.
# of Sections offered	17	28	26	28	Increase	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	17	28	26	28	No Change	
# of Sections offered in Lancaster	17	28	26	28	No Change	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	11	15	17	5	Decrease	Not sure if data us correct—Tableau lists certificates/degrees with different major codes; it was difficult to find for this type of data.
<u># of Degrees awarded</u>	8	13	16	5	Decrease	Not sure if data is correct—Tableau lists certificates/degrees with different major codes; it was difficult to find for this type of data.
Subject Success Rates	74.7%	73.7%	72.9%	89.9%	Increase	
Subject Retention Rates	96.3%	90.5%	89.6%	96.4%	Increase	
Full-time Load (Full-Time FTEF)	1.47	1.48	1.44	1.35	Increase	FT instructor resigned, so full load was taken by Adjunct faculty
Part-time Load (Part-time FTEF)	1.2	1.69	1.58	1.83	Increase	Adjunct faculty taught more classes due to FT instructor resignation
PT/FT FTEF Ratio	0.8	1.1	1.1	1.3	Increase	Adjunct faculty taught more classes due to FT instructor resignation
Other measure						

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: Enrollment numbers by gender show that 7% of students are female, and 83% males; these numbers are above AVC's average success rate by gender. Enrollment by race/ethnicity shows enrollment is: 48% Hispanics (94% retention & 82% success), 23% White (83% success and 94% retention) and 23% African-American (64% success & 90% retention), lower % of Asian (95% retention & 84% success) and other groups; these numbers do not show a negative disproportionate impact in 2016-17, which is an improvement over 2015-16 for African American/Black students.
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department website</a> for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: CA EED data shows that there is a demand of 596 auto technicians in Los Angeles county through 2024. This number does not include individual entrepreneurs that will opt for opening their own shops. Local dealerships and companies are constantly hiring our Automotive students, which represents a strong demand in the Antelope Valley.

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Please provide any additional comments for Part 3:

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify) Industry standard	NATEF	Auto Program should be NATEF certified	Began task of getting auto program up to NATEF standards so that we once again would be an accredited program through NATEF.
Interview	Andy Cawelti, NATEF Certified ASE Master	Curriculum needs updated	Began task of brining curriculum up to date

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Achieve NATEF accreditation</b>	Ongoing	<b>Certificates/degrees accepted in the Automotive industry</b>
<b>3<sup>rd</sup> Program started</b>	Ongoing	<b>Increase the area focused on in the auto industry</b>

Briefly discuss your progress in achieving those goals:

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

#### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by**



an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Achieve NATEF accreditation	5.Align instructional programs to the skills identified by the labor market	All instructors need ASE A6 certification + ASE cert in area in which they teach. Have all necessary equipment required to be NATEF certified.	Yes
2	Adding 3 <sup>rd</sup> degree/certificate to program	5.Align instructional programs to the skills identified by the labor market	Curriculum approved. Acquire all needed equipment to properly train students on alternative fuel vehicles, including but not limited to vehicles.	Yes
3	Bring all curriculum in the automotive department up to date.	5.Align instructional programs to the skills identified by the labor market	To meet the needs of todays advanced technology in the automotive industry.	Yes

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Technology	New	Tools, equipment to meet NATEF Standards	\$20,000	One-time	Rod Sproule
2	Technology	New	Vehicles using alternative energy sources	\$50,000	Recurring	Rod Sproule
3	Professional Development	Repeat	Ongoing training in automotive new technologies as needed	\$10,000	Recurring	Rod Sproule
4	Other	New	Hire a consultant services to help update program to meet NATEF and latest/in-development industry standards	\$15,000	One-time	Rod Sproule

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

## Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>▪ This year's program review was valuable in planning for the continued improvement of my program</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Analysis of the program review data was useful in assessing my program's outcomes and current status</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education/ Business &amp; Computer Studies / BUS</b>		For Years: <b>2019-2023</b>
Name of person leading this review: David Adams		
Names of all participants in this review: <b>David Adams, Kathy Osburn, Stacey Adams</b>		
Number of Degrees offered: 3	Number of Certificates offered: 1	
Number of Full-time Faculty : 3	Number of Part-time Faculty: 15	

### Part 1. Program Overview

1.9	<p>Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The BUS program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Business Degree &amp; Certificate).</p>
1.10	<p>State briefly program highlights and accomplishments:</p> <p>The Business and Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degree and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: Business**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	2231	2109	1995	1847	Decrease	More sections offered with less students.
# of Sections offered	79	81	81	85	Increase	More online sections are being offered.
# of Online Sections offered	3	4	10	14	Increase	More online sections are being offered.
# of Face-to-Face Sections offered	76	77	71	71	Decrease	Less in-person sections are being offered.
# of Sections offered in Lancaster	70	73	67	70	No Change	No Change
# of Sections in other locations	9	8	14	15	Increase	More classes offered online / Palmdale / prison.
# of Certificates awarded	12	21	20	13	Decrease	
# of Degrees awarded	96	120	181	178	Increase	More students are getting degrees
Subject Success Rates	71.0	69.3	69.1	69.8	No Change	No significant change.
Subject Retention Rates	84.2	84.4	86.0	85.9	Increase	Retention rates increasing slightly.
Full-time Load (Full-Time FTEF)	2.3	2.5	3.7	3.4	No Change	More full-time faculty.
Part-time Load (Part-time FTEF)	5.5	5.3	3.8	4.0	Decrease	More full-time faculty.
PT/FT FTEF Ratio	2.4	2.1	1.0	1.2	Decrease	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)						

<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p><u>Race/ethnicity:</u> During the four year period, the Success Rate for each race/ethnicity group is as follows: African American/Black: 56.9%; American Indian: 78.6%, Asian: 83.5%; Hispanic: 72.2%; Other/Unknown: 74.8%; Pacific Islander: 81.3%; Two or more races: 67.8%; White Non-Hispanic: 77.6%; Overall: 69.8%. Based on the results of this data, this achievement gap is not unique to this discipline, program, department or division; but rather a campus wide gap that is being addressed in various capacities at the district level.</p> <p><u>Gender:</u> During the same four year period, the Success Rate for gender is as follows: Female: 72.7%; Male: 66.3%; Neither: 72.9%; Overall: 69.8%. Based on the results of this data, this achievement gap is not unique to this discipline, program, department or division; but rather a campus wide gap that is being addressed in various capacities at the district level.</p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed: Local degrees and certificates have recently declined in popularity due to the transfer model curriculum and transfer degrees. The Business Department has responded by reducing the local degrees and certificates offered and streamlining by eliminating the Business Administration Degree so that we only have two degrees going forward (Business Administration for Transfer and General Business)</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: N/A</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: According to the California Employment Development Department website, job growth for “Administrative Service Managers” is expected to grow 12.6% in Los Angeles County from 2014-2024, while job growth for “Management Analysts” is expected to grow 20.9% using the same time and location metrics as noted above.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

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

<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings: Filling these vacant faculty positions will support the growth and development of the business program and work to update and keep curriculum current.			
Please provide any additional comments for Part 3:			

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee Meetings	<ul style="list-style-type: none"> <li>Business Administration degree is being deactivated, as it has been replaced by the Business Administration Transfer program. We are keeping and revising the General Business degree to require students to choose a concentration in either Marketing or Management. The local degree and certificate programs in Marketing and Management are being deactivated. All of this should be in place for the Fall 2018 catalog.</li> </ul>	<ul style="list-style-type: none"> <li>Program revisions have been made in CurricUNET to be effective Fall 2018.</li> </ul>

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more	Ongoing	Faculty continue to update curriculum and develop more online and hybrid courses. Additionally,

technology into all classes through teaching methods and homework/research assignments		Business faculty have made efforts to increase technology usage in the classroom through use of Blackboard, publisher repositories and other third-party applications to supplement in-class instruction. This process will be ongoing.
Goal #2: Hire additional fulltime faculty in the Business area.	Completed	Three replacement full-time faculty have been hired in the past three to four years. These replacement faculty will support the growth and development of the business program and work to update and keep curriculum current. The discipline may need additional faculty in the future as these three hires did not represent growth, but rather getting back to baseline.
Goal #3: Reinstate Business Work Experience.	Completed	The Work Experience program has been reinstated. However, it has not been widely utilized. Students would benefit from more Work Experience opportunities and relationships with employers in the community.
Briefly discuss your progress in achieving those goals: We have made progress towards all three of these goals.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: The resources have been beneficial in achieving these goals.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency)**.

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Offer a quality and consistent education utilizing professionals that are dedicated to the institution.	5.Align instructional programs to the skills identified by the labor market	AVC should look to hire an additional Full-Time Instructor to assist the current Full-Time Instructors to develop curriculum and service the needs of our students.	Yes
#2	Continue to modernize and update Business curriculum utilizing computers and other current technology.	5.Align instructional programs to the skills identified by the labor market *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Faculty need to continue to update and modernize curriculum in order to incorporate and teach more technology to our students. Faculty need to continue to develop online and hybrid courses to meet student demand. Faculty need access to computers in their lecture classrooms.	Yes

#3	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	5.Align instructional programs to the skills identified by the labor market	Faculty need to encourage, promote and work with the Advisory Committee and other businesses in the community to increase opportunities for students to participate in Work Experience.	No

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#2	Technology	New	Create smart classrooms on the 2 <sup>nd</sup> Floor of the BE Building.	\$200,000	One-time	David Adams
#5	Personnel	New	Hire a new Full-Time Instructor	\$80,000	One-time	David Adams

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					







## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education/ Business &amp; Computer Studies / Computer Applications</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Ed Beyer</b>		
Names of all participants in this review: <b>Ed Beyer, Jimmie Bowen</b>		
Number of Degrees offered: 2	Number of Certificates offered: 4	
Number of Full-time Faculty: 2	Number of Part-time Faculty: 12	

### Part 1. Program Overview

1.11	<p>Briefly describe how the program contributes to the district <a href="#">mission</a>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>
1.12	<p>State briefly program highlights and accomplishments:</p> <p>The Business and Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degree and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>
1.3. Check each <a href="#">Institutional Learning Outcome (ILO)</a> supported by the program.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Computer Applications

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	1562	1470	1424	1380	Decrease	Improved Economy
# of Sections offered	74	69	67	75	Increase	
# of Online Sections offered	16	15	16	20	Increase	
# of Face-to-Face Sections offered	57	54	51	54	Increase	
# of Sections offered in Lancaster	68	62	50	54	Decrease	
# of Sections in other locations	6	7	17	21	Increase	
<a href="#"># of Certificates awarded</a>	24	19	22	20	Decrease	
<a href="#"># of Degrees awarded</a>	15	11	9	11	Decrease	
Subject Success Rates	66.6%	71.2%	71.6%	69.2%	Decrease	
Subject Retention Rates	82.2	83.4	84.1%	84.1%	Increase	
Full-time Load (Full-Time FTEF)	1.84	1.93	2.30	4.14	Increase	Hire new fulltime faculty
Part-time Load (Part-time FTEF)	7.03	6.49	5.50	5.07	No Change	
PT/FT FTEF Ratio	3.8	3.4	2.4	1.2	Decrease	FT faculty taught more sections
Other measure						

Indicator	Comments and Trend Analysis
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:                      During the four-year period, the average success rates were as follows: African American 53.5%, White Non-Hispanic 77.3%, Hispanic 72.5%, Asian 81.4%, Other 72.1%. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.</p> <p><u>Gender:</u> During the four-year period, the average success rates were as follows: Male 69.2%, Female 70.1%, Other</p>

	60.4%. There appears to be a small achievement gap for male students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.
Other trends	Comment on any other important trends you noticed The most striking trend is the decrease in fulltime faculty and the increase in adjuncts.
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: Network Support 10.1% Sys admin 11.8% Computer Support Specialist 17.% Computer and system support managers 16.5%

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO Action Plan	Continue to monitor student performance for trends in success rates. When funding becomes available, hire a full-time computer applications instructor, upgrade instructional software, and update equipment to meet the training needs of the faculty and the community.	Ongoing	Hiring additional and desperately needed full time faculty will decrease the PT/FT ratio, allow for offering more daytime sections, increasing success and retention rates, and updating and expanding computer curriculum to maintain currency with the needs of the community.
CA103 and CA107 2013 Action Plan	Continue to monitor student performance for trends in success rates. When funding becomes available, upgrade software and equipment to meet the training needs of the community.	Ongoing	Updating computer resources is always ongoing, but recently Perkins funds and other grants have enabled two labs to be updated, however, with the rapid pace of software development, more labs now need updating and no longer provide a pedagogical sound learning environment; both for students and faculty training.
CA 171 2013	Continue to monitor student	Ongoing	Hiring additional and desperately needed full time faculty will decrease the PT/FT

Action Plan	performance for trends in success rates. When funding becomes available, hire a full-time Computer applications instructor, upgrade instructional software, and update equipment to meet the training needs of the community.		ratio, allow for offering more daytime sections, increasing success and retention rates, and updating and expanding computer curriculum to maintain currency with the needs of the community.
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
Updating computer resources is always ongoing, and with the rapid pace of software development, more labs now require updating and no longer provide a pedagogical sound learning environment; both for student success and faculty professional development.			
Please provide any additional comments for Part 3:			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee	Course Catalog: Consider a possible link from each course entry to a separate web page that could be updated as needed to keep the info current and the students informed.	Jim Bowen and Deb Sullivan Ford are considering a Perkins Grant to cover a Student worker to possibly do this.
Other (Please specify)	Advisory Committee	Edwards Airforce base was busy updating all their large Oracle Databases to the latest version and need help. All smaller Oracle databases are being converted to Microsoft SQL to Windows and possible the Linux version when it becomes available. People with these skills are needed ASAP.	Work with the Oracle Instructor and make sure the course is updated as well as getting work started on Microsoft SQL. Research will be done on what is needed for share point.

Other (Please specify)	Advisory Committee	A+ and S+ are still needed for basic entry level consideration. DOD is now pushing for an environmental component, that is if you work Windows 7 or 10 you need to be certified for same from Microsoft Also same will be for Server 2012 in addition to Win 7 and Win 10. Additionally, certification for Linux may add flavors such as SUSE CLA and RED HAT RHSA in addition to the current Linux + cert.	Will research the feasibility to create classes in these needed areas, and again, research feasibility of portable apps class, which would require additional faculty.
	Advisory Committee	Question on AVC providing lab time on 3 yr or newer units and is it possible for students to have online lab time?	CTE enhancement Grant for Rm311 and RM 319 to update systems. Perkins grants for the other open labs for on campus classes all systems are the stated 3 yrs or newer.  Working with Sector navigator on the Chancellor proposal on NetLab + data Center for our region. More cost effect to Virtualize and upgrade through software.
	Advisory Committee	Edwards has a huge need for Pivot tables and advanced Excel courses.	Presently Pivot tables in several classes. Will research the possibility of adding specific classes to meet needs.  Start collecting data to support class creation. Create classes as needs are proven. Consider adding more online Excel courses.

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Hire a full-time Computer-Networking instructor.	Completed	Although the instructor was hired, there still remains a staffing concern in the CA discipline. The same goal was identified in the previous annual update and had been unsuccessfully advocated since 2010. For unknown reasons, the BCSED Division, now CTE, has been denied replacement and new faculty in multiple disciplines; a fact supported by the remarkable increase in the PT/FT ratio, which is three times that of the college average. Continuing to keep the computer studies department at a bare-minimum of full-time faculty negatively impacts the ability to serve our students and industry, and grow programs to support the local business and aerospace environments.

Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:		

5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Provide courses to prepare students for annual certification testing demanded in industry.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	Expand course curriculum to keep abreast of new digital technologies.	Yes
#2	Review courses for the application of prerequisites.	1. Commitment to strengthen Institutional Effectiveness measures and	Eliminate course advisories and convert them to prerequisites	No
#3	Develop an online program that provides students and the community with courses, certificates, and degrees that ensure success in the business environment.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills *4. Advance more students to college-level coursework.	Expand the number of classes offered online.	Yes

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

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from **Part 5.2** guide this need.

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1 Provide courses to prepare students for annual certification testing demanded in industry.	Personnel	Repeat	Hire additional computer application instructors.	\$85,000	Recurring	Dr. Ed Beyer
#3 Develop an online program that provides students and the community with courses, certificates, and degrees that ensure success in the business environment.	Professional Development	Repeat	Updating computer resources is always ongoing, however, with the rapid pace of software development, more labs now need updating and no longer provide a pedagogical sound learning environment for faculty professional development.			

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

#### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Comments:



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / COMPUTER INFORMATION SCIENCE</b>		For Years: 2019-2023
Name of person leading this review: <b>RICHARD BIRITWUM</b>		
Names of all participants in this review: <b>RICHARD BIRITWUM</b>		
Number of Degrees offered: 2	Number of Certificates offered: 2	
Number of Full-time Faculty :1	Number of Part-time Faculty: 8	

### Part 1. Program Overview

1.13	<p>Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The Computer Information Science program specifically contributes to the district mission by supporting: 1) students seeking technical software development education, develop analytical skills with a solid foundation in several programming languages to enter the professional workforce (Software Development Certificate), and also students seeking to transfer to a four-year University.</p>
1.14	<p>State briefly program highlights and accomplishments:</p> <p>The Business &amp; Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degrees and certificates awarded over the past several years. As a small department in terms of number of full-time faculty (1), we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p> <p>We continue to do outreach in the local high schools and attract the cream-of-the-crop, high-achieving students into the CIS department as result of the potential earning power that could be achieved in the long term in computer software development.</p>
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well

Consciousness	being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: \_\_\_\_\_

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	678	669	687	719	Increase	Steady Increase in enrollment witnessed
# of Sections offered	31	30	31	33	Increase	Steady increase in the number of sections offered
# of Online Sections offered	4	4	5	5	No Change	No dramatic change
# of Face-to-Face Sections offered	27	26	26	28	Increase	Minor increase
# of Sections offered in Lancaster	29	28	29	31	Increase	Minor increase
# of Sections in other locations	2	2	2	2	No Change	
<u># of Certificates awarded</u>	2	10	8	7	No Change	No change
<u># of Degrees awarded</u>	2	7	9	7	Decrease	Students leave to get jobs instead of completing degrees
Subject Success Rates	69.2	65.5	75.4	74.9	Increase	Slight improvement as result of hiring FT instructor
Subject Retention Rates	82.2%	77.6%	82.4%	84.3%	Increase	Slight increase as result of hiring FT instructor
Full-time Load (Full-Time FTEF)	1.60	1.74	1.73	1.47	Decrease	Hired additional adjunct instructors
Part-time Load (Part-time FTEF)	1.70	1.70	1.70	2.33	Increase	Attributed to expansion of CIS courses and FT teaching less overload
PT/FT FTEF Ratio	1.06	0.98	0.98	1.58	Increase	Attributed to expansion of CIS courses and FT teaching less overload
Other measure	N/A	N/A	N/A	N/A		
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					

<p>If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)</p>	
<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: During the four-year period, the average success rates were as follows: African American 51.1%, White Non-Hispanic 75.8%, Hispanic 64.7%, Asian 79.1%, and Overall 66.4%. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.</p> <p><u>Gender:</u> During the four-year period, the average success rates were as follows: Male 62.4%, Female 68.9%, Overall 66.4%. There appears to be a small achievement gap for male students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.</p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed: None during this period under review.</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: None during this period under review.</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning: According to the CA EDD Labor Market Info, the Occupational Projections for Software developers, Cybersecurity, Networking and I.T. technical professionals shows growth of almost 14.8% (15%) or more from 2014 – 2024.</p>

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
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<p>CIS 101, 111, 113, 123, 161, 173, 175</p>	<p><b>2016 &amp; 2017</b>  <b>Action Plan #1:</b>  There is an immediate need for another full time faculty member in the Computer Information Science department to supplement a lone Instructor, in order to continue the huge surge of students in the last several years.</p>	<p>Ongoing</p>	<p>One of vacant position for full-time CIS faculty was filled in the Fall 2016, order to replace a retired faculty member, and to support the goals and workload of the program. While our adjunct instructors are a valuable and critical part of our division, they often don't have adequate time to prepare for a course and can't commit to teaching that course consistently term after term. It has been an ongoing challenge to find qualified adjunct faculty to teach the courses offered. Often, adjunct faculty don't have time to devote to advancing the program goals and assisting with reviewing, maintaining, and updating courses and programs. These factors can negatively influence the program learning outcomes and hinder the ability to achieve program goals. To overcome this problem and support Computer programming, cybersecurity, Networking and Information Systems education, we should hire at least one additional full-time faculty position, as a matter of urgency.</p>
<p>CIS 101, 111, 113, 123, 161, 173, 175</p>	<p><b>Action Plan #2:</b>  Computers and audio-visual technologies need to be upgraded to current educational standards at the Community College level.</p>	<p>Ongoing</p>	<p>The 2016-2017 years didn't witness any improvements in classroom technologies, either hardware or software. Unlike previous years, the current 2017-2018 school year is witnessing the first major software and hardware upgrades of computer systems in the labs, with audio-visual technologies and interactive capabilities that will vastly impact student learning and participation. We expect performance to improve, through student increased involvement and collaboration efforts.</p>
<p>CIS 101, 111, 113, 123, 161, 173, 175</p>	<p><b>Action Plan #3:</b>  Increased Funding is required to supplement current levels.</p>	<p>Ongoing</p>	<p>Expected funding sources are lined up from the CTE Block funds, and Perkins Foundation grants to support our program. The CTE Block funds are paying for the Audio-Visual technologies, and other accompanying collaboration software.</p>
<p>CIS 101, 111, 113, 123, 161, 173, 175</p>	<p><b>Action Plan #4:</b>  Increased collaboration is</p>	<p>Ongoing</p>	<p>Discussions are ongoing with Math &amp; Sciences division to integrate courses for transfer students of both departments. Areas being discussed are software programming projects, mobile apps design and programming and overall education within the social media realm.</p>

	required with Science & Math department and to introduce new I.T. courses required by Industry to promote student success		
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**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: These above referenced findings and changes will lead to even greater increase in student enrollment and graduations. Certificate courses for software development, Networking and Cybersecurity will lead to greater job acquisition through improved skills, and greater demand for our students in the Antelope Valley region and beyond.

Please provide any additional comments for Part 3: Student success rate within the CIS department will continue to see a surge in enrollment, retention and graduation rates. Job seekers and returning students will benefit from new course offerings in programming languages such as Python, C# and web-based languages.

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Technology Advisory Committee	Increased State funding prospects will impact the acquisition of new interactive classroom technologies,	Procure Interactive Whiteboard to aid Instructors with coursework. With combination of collaborative software, students will interact with Instructors and other students more effectively.
Survey	Instructor Assessment forms	Students have made mention of better ways to improve courses, by making available other course materials other than textbooks	Publishers have provided samples of new interactive course material to be reviewed and selected for the Fall semester, that responds to the finding and student surveys.

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Hire a new CIS full time faculty</b>	Completed	<b>After departure of lone Instructor in the CIS department, a new faculty was hired to advance the program, create new courses, attend high schools College fairs and attract new students.</b>
<b>Increased faculty work Experience</b>	Ongoing	<b>Promotion of academic fairs, paying for Instructors to attend conferences and improve continued professional education, and faculty professional development campus events.</b>
Briefly discuss your progress in achieving those goals: The CTE Division was assigned a new full-time faculty slot, however the slot was allocated to the Automotive department, to the disappointment of the CIS program which has seen the most dramatic student enrollment overall.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase class offering to serve student demand, and update and develop program curriculum.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services 5.Align instructional programs to the skills identified by the labor market	Hire additional full-time faculty to support curriculum updates, work experience and outreach for the program.	Yes
2	Update hardware and software technology	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Acquire hardware and software adequate for effective instruction	Yes

		5.Align instructional programs to the skills identified by the labor market		
3	Increase Awareness of the Program in Computer Information Science for existing and prospective students.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Provide outreach and marketing through visits to High School campuses and College fairs, and supplying marketing materials to prospective applicants to AVC and our program	No

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1	Personnel	Repeat	Hire additional full-time faculty to support curriculum updates, increase class offering and outreach for the program.	\$85,000	Recurring	Richard Biritwum
#2	Technology	New	Collaborative Software, Hardware and audio video classroom infrastructure to assist Classroom instruction that fosters learning, and helps students gain job skills and improve future prospects	\$200,000	One-time	Richard Biritwum

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>This year's program review was valuable in planning for the continued improvement of my program</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / DRAFTING/COMPUTER AIDED DESIGN</b>		For Years: 2019-2023
Name of person leading this review: <b>Brent Kerns</b>		
Names of all participants in this review: <b>Brent Kerns/Laureano Flores</b>		
Number of Degrees offered: 1	Number of Certificates offered: 1	
Number of Full-time Faculty : 0	Number of Part-time Faculty: 3	

### Part 1. Program Overview

<p>1.1 Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The Drafting program provides students with technical education in the area of engineering and architectural design. Drafting skills students learn prepares them to secure employment in a variety of companies and industry where graphic design is required as part of productions. Students in this program can earn a certificate or degree in Drafting Computer Aided Design</p>	
<p>1.2 State briefly program highlights and accomplishments:</p> <p>In general, program has high retention and completion rates. Traditionally students enrolled in this program are employed or self-employed and take these courses to update their skills for employment promotion purposes, while some other students enroll as part of an engineering pathway.</p>	
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: DRAFTING/COMPUTER AIDED DESIGN**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	55	52	48	39	Decrease	Degree programs retired
# of Sections offered	6	7	5	7	Increase	Fluctuation
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	6	7	5	7	Increase	Fluctuation
# of Sections offered in Lancaster	6	7	5	7	No Change	Fluctuation
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	1	5	3	0	Decrease	Night course enrollment flux
<u># of Degrees awarded</u>	1	5	0	1	Decrease	Night course enrollment flux
Subject Success Rates	89.1%	88.5%	89.6%	66.7%	Decrease	
Subject Retention Rates	92.7%	92.3%	93.8%	87.2%	Decrease	
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	
Part-time Load (Part-time FTEF)	0.62	0.62	0.46	0.62	No Change	Same number of adjunct instructors
PT/FT FTEF Ratio	0	0	0	0		
Other measure	N/A	N/A	N/A	N/A		
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	N/A					
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p><u>Race/Ethnicity</u>: during the four-year period, the average success and retention rates were as follows: Asian 100% (one student), White Non-Hispanic 87.5% &amp; 93.8% respectively, Hispanic 100%, and overall 90.6% success and 93.8% retention. Since there is no significant achievement gap amongst students that enrolled in this program, there are no plans to address these areas. <u>Gender</u>: During the four-year period, the average success rates were as follows: Male 96.4%, Female 75.0%, and Overall 93.8%. There appears to be a small achievement gap for female students; however, female's success rate is above college's 69.1% institutional standard. At this time, there are no specific plans to</p>					

	address gender gap within the discipline.
Other trends	Comment on any other important trends you noticed: Decline in enrollment due to changes in industry demand. The Antelope Valley has seen a significant growth in manufacturing industry compared to demand in construction and architectural design.
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: None during this period under review.
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: According to the CA EDD Labor Market Info, the Occupational Projections Architectural and Civil Drafters, and Drafters/All Other shows the total number of annual job openings is 46 for the period of 2014 – 2024. Projections are conservative at this time and are likely to increase in the annual openings, due to retirement census attritions rates, and “baby boomers” retiring, and industry needing fill those vacancies.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
Drafting reference DRFT 125; DRFT 250; DRFT 240	Teach students using current technology (hardware and Software) to learn appropriate skills to compete for jobs in the labor market	Ongoing	Properly dimension drawings and use dimensioning styles with GDT practices. Draw section views and graphic designs, with hatch patterns. Construct blocks with attributes and use in a technical drawing. Create Bill of Materials (BOM). Use wireframe, as well as 2D and 3D applications. Use external references and create multi-view layouts. Create isometric/pictorial representations of practice models. Read and apply technical literature to analysis of technical problems. Use of proper drafting standards and practices as per; ASME Y14.5M, ISO 9000, state/federal building codes, and industry standards SLO's apply encompass each section as per field of study.
DRFT 130; DRFT 230; DRFT 250	Teach students using current technology (hardware and Software) to learn appropriate skills to compete for jobs in the labor market	Ongoing	SLO's are unknown to reviewer at this time.

ENGR 115; ENGR 120 (now DRFT 120)	Teach students using current technology (hardware and Software) to learn appropriate skills to compete for jobs in the labor market	Ongoing	Part of MSE Department. ENGR 120 (nor DRFT 120) is a prerequisite for the intermediate level DRFT course. SLO's are unknown to reviewer at this time.
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
Please provide any additional comments for Part 3:			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Focus group	AV / Kern Engineering Consortium; AVROP-CTE	Discuss Workforce needs in the technical and engineering career pathways Offer programs that promote workforce awareness. Concern about senior workforce moving into retirement ages, and a decline in the younger workforce not able to fill the void, whether through academic studies or moving into employment.	Enabling student at the youngest age level to experience STEM hands-on based learning. Increase the number of prospective engineering student into the 2-4 yr. college studies. Offer students with basic engineering skills-set to improve their opportunities as workforce candidates upon completion of high-school/college. Increase engineering awareness to under privileged, or considered "at risk" student populations.
Survey	Online advisory group	Recommendations to revise Drafting program to focus in manufacturing design	Make necessary curriculum revisions to include teaching drafting applications utilized in the manufacturing industry.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase the number of students who achieve a degree / certificate to 100% within the next 3 years.	Ongoing	The numbers of students that are completing their course of study in the ENGR/DRFT courses meet AVC expected marks. It is a continued focus to exceed those expectations with 100% retention and completion mark.
Increase number of sections offered.	Ongoing	Incorporate a "Manufacturing Technology" Cert/AS Degree, which increasing technical software skill base to meet industry needs. CAD/CAM applications.
Become a viable industry-testing center for industrial certifications, in addition to academic earned credentials.	Ongoing	Align curriculum to industry commercial (AutoDesk, Solid Works...) training, which could use AVC as a future testing/training center. This would be advantageous to a prospective student that needs that certification to apply for employment, or enhance their employable status in industry.
Briefly discuss your progress in achieving those goals: This is an on-going continuous effort. Attendance to career fairs to increase awareness of program and job opportunities for people completing Drafting training programs.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase Awareness of the Drafting for existing and prospective students to increase program enrollments.	1. Commitment to strengthen Institutional Effectiveness measures and	Provide outreach and marketing through visits to High School campuses and College fairs, and supplying marketing materials to prospective applicants to AVC and our program	No
2	Update hardware and software technology.	*2. Increase efficient and effective use of all resources: Technology,	Acquire hardware and software adequate for effective instruction	Yes

		Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s)		
3	Offer opportunities for local students to compete for mechanical/civil engineering technical drawing pathways in order to meet the needs of industry.	5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Keep the curriculum and technology viable for a real world application from classroom into industry.	No
4	Maintain alignment of AVC curriculum to UC/CSU systems in order to aid a continuing learning pathway for students seeking high degree disciplines. (ie. BS and MS degrees)	1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Offer Professional development opportunities for discipline faculty, so they can keep curriculum viable for certificate completion, and credit/degree transferable credits for college (AS) programs into 4-year institution programs (BS/MS).	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#2	Technology	New	Purchase current technology computers and CAD software	\$45,000	One-time	CTE Dean
#4	Professional Development	New	Support faculty professional development for learning latest	\$10,000		CTE Dean

			drafting applications utilized in industry			

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					





## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies/ Electrical Technology</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Kimberly Burton</b>		
Names of all participants in this review: <b>Kimberly Burton</b>		
Number of Degrees offered: 1 Degree	Number of Certificates offered: 1 Certificate	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 3	

### Part 1. Program Overview

1.3	Briefly describe how the program contributes to the district <u>mission</u> : The Electrical Technology program supports the district mission by providing a technical certification and degree that are designed to enhance students' knowledge and skills leading to employment.
1.4	State briefly program highlights and accomplishments: The Electrical Technology program is a State accredited training facility for Electrical trainees through the Chancellors office.
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: Electrical Technology**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	392	426	384	368	No Change	Consistent
# of Sections offered	18	19	18	18	No Change	Consistent
# of Online Sections offered	0	0	0	0		Possibility of future offering
# of Face-to-Face Sections offered	18	19	18	18	No Change	Consistent
# of Sections offered in Lancaster	18	19	18	18	No Change	Consistent
# of Sections in other locations	0	0	0	0		Possibility of future offering
<u># of Certificates awarded</u>	7	18	20	11	No Change	2018-2019 trend for increase
<u># of Degrees awarded</u>	4	8	14	7	No Change	2018 -2019 trend for increase
Subject Success Rates	75%	78.6%	72.4%	75.5%	No Change	Consistent
Subject Retention Rates	85.5%	90.1%	85.7%	85.9%	No Change	Consistent
Full-time Load (Full-Time FTEF)	1	1.13	.8	1	No Change	New Full-time hired 8/17
Part-time Load (Part-time FTEF)	1.5	1.77	1.57	1.4	No Change	New Adjunct hired 2/18
PT/FT FTEF Ratio	1.5	1.57	1.96	1.4	No Change	New Adjunct hires
Other measure						
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Over the period reviewed the Electrical Technology program has been consistent in enrollment, with a high of 426 to a low of 368 students.					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: The program continues to surpass the Institutional Standard with an average student success rate of 75.5%. Race/Ethnicity: Africa American 63.1%, Asian 77.8%, Hispanic 77. 5%, White Non-Hispanic 76.6%. Gender: Female 76.7%, Male 75.3%, Non-Identified 86.4%. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district level.					

Other trends	Comment on any other important trends you noticed: None at this time
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: None at this time
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning: According to the CA EDD Labor Market data there is a projected 22% growth rate for Electricians and Electrical helpers throughout the State. The Electrical Technology program is a State accredited program which results in the direct pathway for students through education and work experience to State Licensing.

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:  
The program is currently assessing outcomes and projecting future needs.

Please provide any additional comments for Part 3:

New full-time faculty member hired 8/17, in the data gathering process.

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback

Other (Please specify)	Academic Division Data	The Electrical Technology program is successful in serving the needs of the students and district demonstrated by those that contribute to the 75% success rate and 85% retention rate. However, there seems to be a gap in the fulfillment of certificate/ degree requirements at 5% & 2%.	There is an apparent need for student counseling on the correct pathway to achieve an electrical certification/degree.
Other (Please specify)	Adjunct/Student Input	Students are successful in gaining local employment in various Go Green initiatives. With the onset of local solar and wind projects students often leave their studies to pursue fulltime employment within the community.	There is an apparent need for student counseling on career goals and the benefit of certification/degree for career advancement potential.
Other (Please specify)	Division/Adjunct Input	Past Advisory Committee disbanded.	New Advisory Committee needed.

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Form relationships with local businesses</b>	Ongoing	<b>Work with local Contractors and Industrial Recruiters to ensure the relevancy of curriculum. Keep current on technological advancement.</b>
<b>Build a more active Advisory Committee</b>	Ongoing	<b>Currently in the data collecting process.</b>
Briefly discuss your progress in achieving those goals: New Full-time faculty member will adopt previous goals and build upon them. Currently at Division/Program level.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: Program is maintaining supplies through Prop/Block grant funding. Additional resources will be applied for as the need for improvements becomes more apparent.		

## 5.2. 2019-2023 Planning

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

2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)? N
1	Expand the number of students that complete the program and achieve a certificate and degree. Certificate completion rate: 5% Degree completion rate : 2%	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market	The need for a CTE counselor is apparent. Students would benefit greatly from a counselor available to provide educational/personal goal development. The Counseling department has specific training for helping students with career planning, academic skills necessary and the proper pathway to build basic employment skills. Right now student counseling is being done at faculty level or on a case by case in main office. The Division is currently adding a member from counseling to be made available to the Trades.	Yes
2	Expand the number of non-traditional students. Male Students: 216 Female Students: 6	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market	With the aid of a CTE counselor and collaboration with the new Palmdale Pre-Apprentice program we could hope to see an increase in non-traditional students. An Electrical Technology pamphlet expressing our cultural diversity and skill set in the trade would be beneficial in circulating at Career/recruitment events.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1 & 2	Personnel	Repeat	Make use of CTE counseling staff available to all Trades. Build and maintain a culturally diverse adjunct hiring pool within our technical skill set.	Schedule E	Recurring	Open Request on File HR
1 & 2	Physical	Repeat	Maintain the programs minimum of 2 classroom lecture space to ensure program/time specific offerings leading toward certificate/degree completion.	Based on open/vacant classroom availability.	Recurring	Division Level Planning


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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

**Part 7. Comments**

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>▪ This year’s program review was valuable in planning for the continued improvement of my program</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Analysis of the program review data was useful in assessing my program’s outcomes and current status</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies/ ELECTRONICS TECHNOLOGY</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Rick Motawakel</b>		
Names of all participants in this review: <b>Rick Motawakel, Steve Brown, Richard Chapman</b>		
Number of Degrees offered: <b>1</b>	Number of Certificates offered: <b>1</b>	
Number of Full-time Faculty : <b>1</b>	Number of Part-time Faculty: <b>4</b>	

**Part 1. Program Overview**

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

1.6 State briefly program highlights and accomplishments:  
**The Electronics Technology program ELTE major enrollment growth occurred in the last four years. All core courses were updated to industry standard. A new course was developed based on input from the advisory committee. The new course that was developed was ELTE 145 Acceptability of Electronic Assemblies and this course was being offered in the spring 2016. Three adjunct faculties were hired for the program due to major enrollment growth. Recruiting students from AVC intermediate math classes for the program was accomplished. Making contacts with the employers in the aerospace industry to accomplish the industry need for electronics/avionics technician. ELTE program hosted guest speakers from Northrop Grumman, FAA, Edwards Air Force Base and NASA to address students understanding for their expectation and hiring procedures. Throughout the school years, Field Trips were taken to FAA, Edwards Air Force Base and NASA. Each outing explores an aerospace technical shops and historical significance and provides a firsthand experience with experts who did help the students see what often remains hidden in plain sight. Participants in these 25-person groups get a unique field guide of the facility. The ELTE program keeps the same schedule for the Fall and Spring semester offered on a regular rotation so that students can complete the program within three-semester time frame.**

- **The program provides internship with the industry for the students**
- **The program have a 95% job placement for the graduates**
- **All courses that were taught during the four years conducted assessment on SLOs**

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):

**Discipline: Electronics Technology**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	293	253	255	167	Decrease	Full-time faculty fills the CTE dean vacancy
# of Sections offered	15	18	17	13	Decrease	Full-time faculty fills the CTE dean vacancy
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	15	18	17	13	Decrease	Full-time faculty fills the CTE dean vacancy
# of Sections offered in Lancaster	15	18	17	13	Decrease	Full-time faculty fills the CTE dean vacancy
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	11	15	17	5	Decrease	Full-time faculty filled the CTE dean vacancy
<u># of Degrees awarded</u>	8	13	16	5	Decrease	Full-time faculty filled the CTE dean vacancy
Subject Success Rates	75.8%	79.4%	85.5%	76.6%	Decrease	Full-time faculty fills the CTE dean vacancy
Subject Retention Rates	89.1%	87.7%	94.9%	89.8%	Decrease	Full-time faculty fills the CTE dean



						vacancy
Full-time Load (Full-Time FTEF)	1.29	1.23	0.47	0.63	Decrease	Full-time faculty fills the CTE dean vacancy
Part-time Load (Part-time FTEF)	0.83	0.85	1.64	1.29	Increase	Full-time faculty fills the CTE dean vacancy
PT/FT FTEF Ratio	0.64	0.69	3.49	2.05	Decrease	Full-time faculty fills the CTE dean vacancy
Other measure						
Indicator	Comments and Trend Analysis					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	<p><b>Full-time faculty filled the CTE dean vacancy; therefore, ELTE classes offered in the morning for spring 2016 were canceled. As a result of canceling classes the program is suffering from low enrolment. Faculty participated in the orientation days that the college hosts for the high school students each year. Faculty make every attempt to keep visible with counseling, EOPS, Disabled Student Services, and other offices of the college to assure that our programs are visible and open to those who can benefit. Discussion have continued with the Math/Science division about improving the information flow between technical programs and students in elementary and intermediate mathematics. Since mathematics is a common thread through most technical programs, students who have had successful mathematical experience should be good candidates for success in electronics technology. Over the period reviewed the Electronics Technology program other than 2016-2017 (Full-time faculty filled the CTE dean vacancy) has been consistent in enrollment, with a high of 293 to a low of 253 students.</b></p>					
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:  <b>The program continues to surpass the Institutional Standard with an average student success rate of 85.5%. Race and ethnicity: Asian 66.7%, Black 69.2%, Hispanic 85.7%, White Non-Hispanic 88.1%. Gender: Female 90%, Male 82.8%. There appears to be an achievement gap for Asian students. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district level.</b></p>					
Other trends	<p>Comment on any other important trends you noticed  <b>More recruiting is required to bring awareness to the program and is the main reason for the decrease in attendance. Funding for adjunct and full time faculty would allow more time to be spent recruiting at local high schools and business to bring this program attendance levels back up. NG has agreed to help in this campaign to bring in more students.</b></p>					
Analyze and summarize trends in student progression through basic skills courses, if applicable.	<p>Comment on trends and how they affect your program: <b>N/A</b></p>					

<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:  <b>Aerospace is a building up at Palmdale, Edwards AFB, and all over Southern California. With the new projects job growth is expanding and the need for electronics students will increase as it has. Our graduating students in the past two semesters have already started working for these companies, and future students will have the same opportunity for the next 10-15 years. In addition, the technical industry is growing at an exponential rate and more electronics students will be required in all fields to include: communications, engineering, data, and many other fields.</b></p>
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### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
SLO 2	<b>1: Update Equipment to current technology</b>	<b>Completed</b>	<b>The new trainers are providing outstanding outcomes. All of our core courses are now being taught using the new trainers. Student feedback has been extremely positive and the student success rate is expected to dramatically improve in the next few years.</b>
SLO 1	<b>1: LAB Safety</b>	<b>Ongoing</b>	<b>Safety has always been, and will remain, an extremely high priority for the program. We continually improve our safety training with the goal of providing the industry with technically competent and safety conscious electronics technicians.</b>
SLO 2 and 3	<b>2: Update Equipment to current technology</b>	<b>Ongoing</b>	<b>The new computers and monitors have provided a vast increase in computing and teaching/learning capabilities. The next major tech refresh should be when we relocate to our new facilities.</b>
SLO 2	<b>3: Update Equipment to current technology</b>	<b>Ongoing</b>	<b>The new equipment (soldering irons, lights, signal generators, etc.) have provided additional enhancements to the program. Some if this equipment is replacing older equipment but some of it provides new capabilities for the program. Student feedback has been very positive.</b>

#### **Part 3 Summary. Briefly describe what changes have been made (or need to be taken) to the program based on findings:**

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

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

**Please provide any additional comments for Part 3:**

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

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	<b>Students</b>	<b>Students requested more consumables for labs. More consumables were purchased enabled students more hands on time with labs.</b>	<b>Continued growth in purchasing new materials and working with industry to meet their needs.</b>
Survey	<b>Students</b>	<b>Students were cumbered by the lab kits and frustrated.</b>	<b>NIDA trainers were purchased and put in use throughout all the electronics courses. Directly increased lab time by 50% and enabled students to focus on learning the labs and gaining valuable experience for future classes and job experience.</b>
<b>Focus group</b>	<b>Industry Rep.</b>	<b>Industry is asking for shorter program completion.</b>	

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Form relationship with businesses</b>	<b>Ongoing</b>	<b>We are still using very outdated microprocessor lab kit/trainers for Microprocessors. Student learning is not as robust as it should be. Several options are being considered.</b>
<b>The additional aid in the lab environment will help with hands on practical and insuring a</b>	<b>Ongoing</b>	<b>There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization</b>

safe working environment in the lab.		and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes.
	Choose an item.	
Briefly discuss your progress in achieving those goals: <b>Microprocessor kits and options are being researched. To date, because of the expense of an additional employee, a lab assistant have not been hired. Possibly a student on a work program can be hired to fill this critical role.</b>		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: <b>The new trainers, equipment and computers are all resources that have been provided via previous program reviews and have contributed, or will contribute, to improvements in SLOs, PLOs and OOs.</b>		

### 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Relocation	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5.Align instructional programs to the skills identified by the labor market	We will be relocating all of our equipment and supplies into our new facilities in a few years. This will provide and outstanding opportunity to reanalyze our current and future equipment needs and implement action plans to surplus or purchase whatever is required.	Yes
2	Program Expansion	1. Commitment to	The program is in the process of expanding. To meet industry	Yes

		<p>strengthen Institutional Effectiveness measures and</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	<p>needs (local and national), we are introducing 3 new concentrations. The basic core competencies remain (safety, AC/DC, digital and communications) and we are adding concentrations in Robotics, General Electronics and Avionics.</p>	
3	Microprocessors	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	<p>Once a way forward has been planned and coordinated for the introduction of a new course (in microcontrollers) or a comprehensive reorganization of the current Microprocessor class, equipment needs to be purchased and the course material updated accordingly.</p>	Yes
4	Hire a Full-time Faculty Member	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven</p>	<p>There is currently an expansion of the need for qualified electronics technicians in the Antelope Valley and on the national level; electronic technicians are in high demand. We are working very closely with the FAA, the United States Air Force and other government organizations, as well as, contractors (Northrup, Lockheed, Boeing, etc.) to fill their needs. AVC's electronics programs is expected to expand very rapidly in the next few years and an additional teaching staff member will be required.</p>	Yes

		<p>instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>		
5	Lab Technician Required	<p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	<p>There is a desperate need for a lab assistant to organize, maintain and track our inventory for test and lab equipment and supply parts. Currently, instructors are trying to maintain these valuable resources but instructor time is very valuable and it's accomplished on a voluntary basis. Control, organization and maintenance of our lab assists would enhance student learning and enable to instructors to better focus on teaching the classes. Other California community colleges utilize students in this capacity.</p>	Yes

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

**Part 6. Resource Needs**

**Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Physical	New	Evaluate, relocate and purchase equipment for the new facility	\$100k	One-time	Rick Motawakel
2	Technology	New	Plan, organize and supply the new electronics programs	\$50k	One-time	Rick Motawakel
3	Technology	Repeat	Once a plan is developed to update the	\$25k	One-time	Rick

			Microprocessor class, new equipment must be purchased.			Motawakel
4	Personnel	New	Hire a new teaching staff member	\$85k per Year	Recurring	Rick Motawakel
5	Personnel	Repeat	Hire a student lab technician	\$20 per Hour	Recurring	Rick Motawakel
	Choose an item.	Choose an item.			Choose an item.	
	Choose an item.	Choose an item.			Choose an item.	

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

2List needed technology resources in priority order.

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

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

5List any other needed resources in priority order.

#### Part 7. Comments

**Please rate the level of your agreement with the following statements regarding the program review process:**

**This year's program review was valuable in planning for the continued improvement of my program**

**Analysis of the program review data was useful in assessing my program's outcomes and current status**

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Comments:**



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / Management</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Kathy Osburn</b>		
Names of all participants in this review: <b>Kathy Osburn, David Adams, Stacey Adams</b>		
Number of Degrees offered: 2	Number of Certificates offered: 2	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 2	

### Part 1. Program Overview

<p>1.1 Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	
<p>1.2 State briefly program highlights and accomplishments:</p> <p>Using past data it was determined that online classes better suit student needs. We increased the number of online course offerings and saw a marked increase in enrollment in our online sections. Our courses went from under-enrolled and frequently cancelled due to low enrollment to fully enrolled with full waitlists. As a small department in terms of number of full-time faculty members, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal



Knowledge	enrichment.
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**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the **subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):**

**Discipline: Management**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	461	431	357	242	Decrease	Since the implementation of the Bus Admin AS-T, the demand for MGT courses has decreased, since the courses essentially become optional electives for transfer students, and only required within the General Business and Management degrees/certificates.
# of Sections offered	17	19	17	12	Decrease	
# of Online Sections offered	0	0	0	3	Increase	Increasing the number of online sections to better meet student needs should increase the number of sections offered in the future.
# of Face-to-Face Sections offered	17	19	17	9	Decrease	
# of Sections offered in Lancaster	17	19	16	12	Decrease	
# of Sections in other locations	0	0	1	0	No Change	
<u># of Certificates awarded</u>	5	6	4	5	Increase	
<u># of Degrees awarded</u>	4	6	4	5	Increase	
Subject Success Rates	63.1	63.3	73.9	70.2	Increase	
Subject Retention Rates	79.6	79.8	89.6	82.2	Increase	
Full-time Load (Full-Time FTEF)	0	0	0	0.1	No Change	
Part-time Load (Part-time FTEF)	1.6	1.8	1.5	0.8	Decrease	
PT/FT FTEF Ratio	0	0	0	8	No Change	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. #	N/A					

of workshops or events offered, ed.plans developed, students served)	
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:  African American students evidenced significantly lower success rates at a rate of 55.8%. All other ethnicities achieved a success rate greater than 70% with the exception of Native Americans. However, the number of Native American students was so low that the success rate is an outlier that should not be considered in the overall success rate calculations. At this time there is no plan to address this within the discipline. This achievement gap is not unique to this discipline but is representative of the overall institutional achievement gap for African American students. The institution is addressing this via various programs including Student Equity and Umoja.</p> <p>Differences in success rates between male and female students is negligible. Females tend to have a slightly higher success rate (68.7%) than males (65.1%), but that rate is approximately 4% higher. At this time there is no plan to address this slight gap.</p>
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: N/A
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:  According to the CA EDD Labor Market information for 2014-2014, the occupational projections for careers in management is a growth rate of approximately 10%.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>PLO MGT Action Plan</b>	<b>2015-16:</b> The program will be studied to see if online courses	<b>Ongoing</b>	Lack of computer access for students via computer labs and/or laptops available in the classroom has continued to decrease the enrollment in our

	increase enrollment as well as for student success rates. The program needs further access to computer labs or laptop carts to provide enhanced learning for students.		face-to-face classes.  We have increased the number of online sections. These sections are full but have yet to see a significant increase in student success. A formal training program for online teaching certification is needed to increase our success rates.

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:  
 Our management classes need to be taught in computer labs to keep pace with current industry standards. The lack of computer labs available to our management courses is causing a consistent reduction in face-to-face classes. We need to teach our management classes in classrooms that offer a computer to every student.

We have increased our number of online sections and those sections are fully enrolled and have full waitlists. While this is a positive trend, we are not seeing the increase in success rates that we need. To increase student success rates in online classes, we need to offer training classes for both students and instructors. Students need to learn how to be successful online students and a course that teaches them the skills they need to be successful online students could be a significant factor in increasing our success rates.

To increase success rates in our online courses, we need a formal training program for our instructors that offers them an online teaching certificate.

Please provide any additional comments for Part 3:

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee	Business Administration degree is being deactivated, as it has been replaced by the Business Administration Transfer program. We are keeping and revising the General Business	Program revisions have been made in CurricUNET to be effective Fall 2018.

		degree to require students to choose a concentration in either Marketing or Management. The local degree and certificate programs in Marketing and Management are being deactivated. All of this should be in place for the Fall 2018 catalog.	

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments.	Ongoing	We have sought out and acquired new textbooks that offer more technologically advanced teaching and learning components. However, the lack of student access to computers in our classrooms has prevented us from seeing greater success via technology.
Goal #2: Hire additional full-time faculty in the Business area.	Completed	Two full-time faculty have been hired.
Goal #3: Reinstate Business Work Experience.	Completed	While the program has been reinstated, we are not fully utilizing the work experience program.
Briefly discuss your progress in achieving those goals: We have worked diligently to achieve our goals, but financial restrictions have hampered us from fully reaching our potential.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: While the resources provided have been beneficial, greater resources are needed in our goal to achieve greater student success.		

### 5.2. 2019-2023 Planning

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

2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Increase student success rates	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item.	Provide classrooms with a computer for every student. All the classrooms on the second floor of our building need to be updated to smart classrooms.  Offer hybrid courses to meet the needs of students and align with industry standards.	Yes
#2	Increase participation in the Work Experience Program	5.Align instructional programs to the skills identified by the labor market	Faculty need to promote the work experience program to students, businesses in the local industry, and advisory boards.	No
#3	Offer a modern curriculum that is updated to current industry standards.	*4. Advance more students to college-level coursework.	Offer smart classrooms that provide every student with a computer to complete research and access educational resources during class times. Hire a full-time faculty member to revise and expand curriculum.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1	Technology	New	Create smart classrooms on the second floor of our building.	\$200,000	One-time	K. Osburn
#3	Personnel	New	Hire a full-time faculty member	\$85,000	One-time	K. Osburn


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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

**Part 7. Comments**

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> <li>▪ This year’s program review was valuable in planning for the continued improvement of my program</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Analysis of the program review data was useful in assessing my program’s outcomes and current status</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education/Business and Computer Studies/MARKETING</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>David Adams</b>		
Names of all participants in this review: <b>David Adams</b>		
Number of Degrees offered: 1	Number of Certificates offered: 1	
Number of Full-time Faculty : 1	Number of Part-time Faculty: 4	

### Part 1. Program Overview

<p>1.1 Briefly describe how the program contributes to the district mission:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills. The MKTG program specifically contributes to the district mission by supporting students seeking technical education to enter the workforce (Marketing Degree &amp; Certificate).</p>	
<p>1.2 State briefly program highlights and accomplishments:</p> <p>The Business and Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degree and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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## Part 2. Data Analysis and Use

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Marketing

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	192	153	102	120	Decrease	Overall decrease but recently rebounded. Since the implementation of the Bus Admin AS-T, the demand for MKTG courses has decreased, since the courses essentially become optional electives for transfer students, and only required within the General Business and Marketing degrees/certificates.
# of Sections offered	7	6	4	5	Decrease	Overall decrease but recently rebounded.
# of Online Sections offered	0	0	0	0	No Change	The program does not currently offer courses online but is considering it in the future.
# of Face-to-Face Sections offered	7	6	4	5	Decrease	The program does not currently offer courses online but is considering it in the future.
# of Sections offered in Lancaster	7	6	4	5	No Change	No change.
# of Sections in other locations	0	0	0	0	No Change	No change.
# of Certificates awarded	2	1	0	0	Decrease	Certificates have decreased.
# of Degrees awarded	3	1	0	0	Decrease	Degrees have decreased.
Subject Success Rates	74.5%	66.0%	61.8%	62.5%	Decrease	Students not succeeding as much.



Subject Retention Rates	83.3%	79.1%	82.4%	88.3%	No Change	No change.
Full-time Load (Full-Time FTEF)	0	0	.1	0	No Change	No change.
Part-time Load (Part-time FTEF)	.6	.6	.3	.5	No Change	No change.
PT/FT FTEF Ratio	0	0	3	N/A	No Change	2016-2017 data does not make sense.
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)						
Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p><u>Race/ethnicity:</u> During the four year period, the Success Rate for each race/ethnicity group is as follows: African American/Black: 63.7%; Asian: 68.8%; Hispanic: 67.7%; Two or more races: 60.5%; White Non-Hispanic: 73.9%; Overall: 67.4%. Based on the results of this data, this achievement gap is not unique to this discipline, program, department or division; but rather a campus wide gap that is being addressed in various capacities at the district level.</p> <p><u>Gender:</u> During the same four year period, the Success Rate for gender is as follows: Female: 71.8%; Male: 63.3%; Overall: 67.4%. Based on the results of this data, this achievement gap is not unique to this discipline, program, department or division; but rather a campus wide gap that is being addressed in various capacities at the district level.</p>					
Other trends	<p>Comment on any other important trends you noticed: Local degrees and certificates have recently declined in popularity due to the transfer model curriculum and transfer degrees. The Business Department has responded by reducing the local degrees and certificates offered and streamlining by offering concentrations in MKTG and MGT under the General Business degree and certificate.</p>					
Analyze and summarize trends in student progression through basic skills courses, if applicable.	<p>Comment on trends and how they affect your program: N/A</p>					
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>According to the California Employment Development Department website, job growth for “Advertising and Promotion Managers” is expected to grow 16.2% in Los Angeles County from 2014-2024, while job growth for “Advertising Sales Agents” is expected to grow 5.5% using the same time and location metrics as noted above.</p>					

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

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

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:  
Curriculum is being updated to meet current demand and interest.

Please provide any additional comments for Part 3:

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee Meetings	<ul style="list-style-type: none"> <li>Business Administration degree is being deactivated, as it has been replaced by the Business Administration Transfer program. We are keeping and revising the General Business degree to require students to choose a</li> </ul>	<ul style="list-style-type: none"> <li>Program revisions have been made in CurricUNET to be effective Fall 2018.</li> <li>We are in the process of deactivating MKTG 121 “Salesmanship” and replacing it with MKTG 130 “Digital Marketing” to be implemented in the 2018-2019 AVC Academic year.</li> </ul>

		concentration in either <b>Marketing</b> or <b>Management</b> . The local degree and certificate programs in Marketing and Management are being deactivated. All of this should be in place for the Fall 2018 catalog. <ul style="list-style-type: none"> <li>• MKTG Course Revisions.</li> </ul>	

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1: Introduce more technology into all classes through teaching methods and homework/research assignments	Ongoing	A new Marketing Course has been developed (MKTG 130—Digital Marketing) to address the needs of integrating technologies and refined teaching methodologies into today’s job demands.
Goal #2: Hire additional full-time faculty in the Marketing area.	Completed	Three additional Full-time faculty have been hired in the past four years. One new faculty is designated as Business and Marketing. The new faculty will support the growth and development of the Marketing program and work to update and keep curriculum current.
Goal #3: Reinstate Marketing Work Experience.	Completed	Work Experience program has been reinstated. However, it has not been widely utilized. Students would benefit from more Work Experience opportunities and relationships with employers in the community.
Briefly discuss your progress in achieving those goals: We have made progress towards all three of these goals.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: The resources have been beneficial in achieving these goals.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by**

an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	To increase student awareness and access to Marketing courses and the Marketing concentration in order to better prepare students for the modern workforce.	5.Align instructional programs to the skills identified by the labor market	Business department faculty need to meet and decide whether Marketing should ultimately become part of the Business discipline or remain as is.	No
#2	Continue to modernize and update Marketing curriculum utilizing computers and other current technology.	5.Align instructional programs to the skills identified by the labor market *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Faculty need to continue to update and modernize curriculum in order to incorporate and teach more technology to our students. Faculty need to continue to develop online and hybrid courses to meet student demand. Faculty need access to computers in their lecture classrooms.	Yes
#3	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	5.Align instructional programs to the skills identified by the labor market	Faculty need to encourage, promote and work with the Advisory Committee and other businesses in the community to increase opportunities for students to participate in Work Experience.	No

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#2	Technology	New	Create smart classrooms on the 2 <sup>nd</sup> Floor of the BE Building.	\$200,000	One-time	David Adams

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / Office Technology</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Deborah Sullivan-Ford, Kathy Osburn</b>		
Names of all participants in this review: <b>Kathy Osburn, Deborah Sullivan-Ford, Stacey Adams</b>		
Number of Degrees offered: 3	Number of Certificates offered: 4	
Number of Full-time Faculty : 2	Number of Part-time Faculty: 8	

**Part 1. Program Overview**

<p><b>1.1 Briefly describe how the program contributes to the district mission:</b> The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	
<p><b>1.2 State briefly program highlights and accomplishments:</b> As a small department in terms of number of full-time faculty members, we have met the needs of our community and our students by helping them move forward in their career and educational goals. Annual Advisory Meetings are used to reflect the needs of community employers. The results of meetings have been used to guide program and course development decisions. Outcomes assessment of programs reveal three-year averages as low as 81% and as high as 100% across all outcome categories.</p>	
<p><b>1.3 Check each Institutional Learning Outcome (ILO) supported by the program.</b></p>	
<p><input checked="" type="checkbox"/> <b>Communication</b></p>	<p><input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.  <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<p><input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b></p>	<p><input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.  <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<p><input checked="" type="checkbox"/> <b>Community/Global Consciousness</b></p>	<p><input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.  <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
<p><input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b></p>	<p><input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: OFFICE TECHNOLOGY**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	578	492	440	394	Decrease	The steady decrease in enrollment is indicative of the need to revise our curriculum and bring it up to current industry standards.
# of Sections offered	31	31	29	28	Decrease	
# of Online Sections offered	6	1	1	4	Increase	Increasing the number of online sections to better meet student needs should increase the number of sections offered in the future.
# of Face-to-Face Sections offered	25	29	28	23	Decrease	Our hybrid courses are denoted as "other" and there is no area for that data on this report.
# of Sections offered in Lancaster	30	31	29	28	Decrease	
# of Sections in other locations	1	0	0	0	Decrease	
<u># of Certificates awarded</u>	18	21	23	13	Decrease	
<u># of Degrees awarded</u>	12	11	20	12	Decrease	
Subject Success Rates	60.9	68.5	70.9	70.1	Increase	
Subject Retention Rates	79.6	82.1	82.7	82.2	Increase	
Full-time Load (Full-Time FTEF)	0.92	0.27	0.27	0.40	Increase	More FT teaching OT courses
Part-time Load (Part-time FTEF)	2.33	2.66	2.58	2.37	No Change	Courses primarily are taught by adjunct faculty.
PT/FT FTEF Ratio	2.53	9.85	9.56	5.93	Decrease	
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	N/A					

<p>Student success and retention rates by equity groups within discipline</p>	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:  African American students evidenced significantly lower success rates at a rate of 55.9%. All other ethnicities achieved a success rate greater than 70%. At this time, there is no plan to address this within the discipline. This achievement gap is not unique to this discipline, but it is representative of the overall institutional achievement gap for African American students. The institution is addressing this via various programs including Student Equity and Umoja.</p> <p>Differences in success rates between male and female students is virtually nonexistent. Both genders achieved approximately 70% success rates. Students who identified their gender as “other” had a lower success rate at 50%. At this time, there is no plan to address this slight gap.</p>
<p>Other trends</p>	<p>Comment on any other important trends you noticed</p>
<p>Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program: N/A</p>
<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:  According to CA EDD labor statistics two-year projections for Office and Administrative support reflects a 2.9% increase, for Administrative Assistants reflects a 3.1% increase, and for other Office and Administrative Support reflects a 4.6% increase.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.



SLO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>PLO OT Action Plan</b>	<b>2015-16:</b> This program needs a full-time instructor. The program has tremendous potential to provide job skills to students and placement with local employers; however, without a full-time faculty member to lead the program it is not receiving the level of attention needed to make it successful.	<b>Ongoing</b>	Due to the lack of a full-time instructor dedicated to this discipline, we have not grown nor improved. The program continues to see decreased enrollment due to the lack of a full-time instructor.
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings: This program needs a full-time faculty member dedicated to improving our current course offerings and developing new courses and certificates to better reflect the current industry needs. We need more computer labs so that we can expand our programs.			
Please provide any additional comments for Part 3:			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee	The Advisory Committee has recommended that we develop the Business Information Worker (BIW) Certificate program and consider adding courses in Customer Relationship Management and/or Human Relations/Customer Service.	Faculty need to follow-up on course / program development and consider student demand and labor market data.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
<b>Goal #1</b> Develop a Health Information Technician Certificate and Degree	Completed	Faculty have looked further at labor statistics and demand, and have put this goal on hold for now.
<b>Goal #2</b> Develop a Medical Billing and Coding Certificate and Degree	Completed	Faculty have looked further at labor statistics and demand, and have put this goal on hold for now.
<b>Goal #3</b> Develop a master stackable certificate that combines the Office Support Award, Medical Billing and Coding certificate and the Health Information Technology Certificate	Completed	Faculty have looked further at labor statistics and demand, and have put this goal on hold for now.
<b>Goal #4</b> Hire a full time Office Technology Instructor	Ongoing	A dedicated full-time faculty would provide great support in furthering curriculum development and keeping the program up-to-date in the constantly changing technology environment.
Briefly discuss your progress in achieving those goals: We have worked diligently to achieve our goals, but financial / personnel restrictions have hampered us from fully reaching our potential.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: While the resources provided have been beneficial, greater resources are needed in our goal to achieve greater student success.		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency)**.

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Increase student success rates	*2. Increase efficient and effective use of all resources: Technology,	Provide classrooms with a computer for every student. All the classrooms on the second floor of our building need to be updated to smart classrooms.	Yes

		Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Choose an item. Choose an item.	Offer hybrid courses to meet the needs of students and align with industry standards.	
#2	Increase participation in the Work Experience Program	5. Align instructional programs to the skills identified by the labor market	Faculty need to promote the work experience program to students, businesses in the local industry, and advisory boards.	No
#3	Offer a modern curriculum that is updated to current industry standards.	*4. Advance more students to college-level coursework.	Hire a full-time faculty member to revise and expand curriculum.	Yes

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

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1	Technology	New	Create smart classrooms on the second floor of the BE building.	\$200,000	One-time	K. Osburn
#3	Personnel	New	Hire a full-time faculty member	\$85,000	One-time	K. Osburn

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements

Strongly	Agree	Neither Agree	Disagree	Strongly Disagree
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regarding the program review process:	Agree		nor Disagree		
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Part 5.1 formatting should align with the goals section from prior program review reports.



## 2017-2018 Instructional Program Comprehensive Program Review Self-Study Report

Division/Area Name: <b>Career Technical Education / Business &amp; Computer Studies / Real Estate</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Stacey Adams</b>		
Names of all participants in this review: Stacey Adams		
Number of Degrees offered: 1	Number of Certificates offered: 2	
Number of Full-time Faculty : 0	Number of Part-time Faculty: 4	

### Part 1. Program Overview

<p>1.1 Briefly describe how the program contributes to the district <u>mission</u>:</p> <p>The faculty and staff of the Business &amp; Computer Studies Department are dedicated to providing students with hands-on training required for skill certification, continuing education classes, professional development, and the opportunity to learn the fundamentals necessary to be well educated in a particular discipline. Courses are provided for students who wish to complete a two-year degree or certificate, transfer to a four-year university, enter the business workforce, or simply upgrade their skills.</p>	
<p>1.2 State briefly program highlights and accomplishments:</p> <p>The Business &amp; Computer Studies Department has produced approximately 13% (330 of 2,600) of AVC degrees and certificates awarded over the past several years. As a small department in terms of number of full-time faculty, we have met the needs of our community and our students by helping them move forward in their career and educational goals.</p>	
<p>1.3 Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.</p>	
<input checked="" type="checkbox"/> <b>Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

Discipline: Real Estate

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	374	296	260	242	Decrease	Demand tends to change with the economy and real estate market.
# of Sections offered	14	13	12	10	Decrease	
# of Online Sections offered	0	0	0	0	No Change	May look at offering classes online in the future.
# of Face-to-Face Sections offered	14	13	12	10	Decrease	
# of Sections offered in Lancaster	14	13	12	10	Decrease	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	7	9	5	8	No Change	
<u># of Degrees awarded</u>	3	4	1	4	No Change	
Subject Success Rates	60.4%	79.1%	79.6%	75.3%	Increase	
Subject Retention Rates	82.9%	88.9%	92.3%	87.2%	Increase	
Full-time Load (Full-Time FTEF)	0	0	0	0	No Change	No full-time faculty for RE.
Part-time Load (Part-time FTEF)	1.3	1.2	1	0.9	Decrease	RE is completely taught by adjunct faculty.
PT/FT FTEF Ratio	n/a	n/a	n/a	n/a	No Change	No applicable. 100% PT
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)						
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps: <u>Race/Ethnicity</u> : During the four-year period, the average success rates were as follows: African American 58.9%, White Non-Hispanic 83.5%, Hispanic 77.3%, Asian 88.5%, Overall 72.4%. There appears to be an achievement gap for African American students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being					

	<p>addressed in various ways at the district-level.</p> <p><u>Gender</u>: During the four-year period, the average success rates were as follows: Male 68.9%, Female 75.5%, Overall 72.4%. There appears to be a small achievement gap for male students. At this time, there are no specific plans to address this within the discipline. This achievement gap is not unique to this discipline, program, department nor division, but rather a campus-wide gap that is being addressed in various ways at the district-level.</p>
Other trends	<p>Comment on any other important trends you noticed:</p> <p>The demand for this program fluctuates with the real estate market.</p>
Analyze and summarize trends in student progression through basic skills courses, if applicable.	<p>Comment on trends and how they affect your program:</p>
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>According to the CA EDD Labor Market Info, the Occupational Projections for Real Estate Sales Agents shows growth of 16.1% from 2014 – 2024.</p>

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

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

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:  
 No action plans have been used as the basis for resource requests.

Please provide any additional comments for Part 3:  
 More meaningful actions plans need to be considered and written.

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Other (Please specify)	Advisory Committee	The consensus of the committee was that, to be competitive, AVC should consider 8-week or 16-week programs offering 3 required courses for students to sit for the CalBRE licensing exam (RE-101, RE-105 and one other of the approved courses). Offering both day and evening programs would seem to be most inclusive.	Look into scheduling and planning, including 8-week courses, and hybrid/online courses.

### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Goal #1 - Improve use of assessment data in making decisions.	Completed	The RE SLOs and Action Plans need to be written more thoughtfully. The program does not have a full-time faculty to lead it.
Goal #2 – New course development.	Completed	No new course development is being considered at this time.
Goal #3 - Reinstate Work Experience Program	Completed	The Work Experience Program has been reinstated, but is not being utilized much.
Goals #4 - Hire one full-time Real Estate Faculty to oversee and further develop Real Estate program, classes, online classes, keep abreast of industry changes and inform faculty, serve as lead to adjunct faculty and class development.	Completed	No full-time faculty position is being considered at this time.
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other		



program improvements:

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#1	Update curriculum to further incorporate the use of spreadsheets and industry software to meet the demands of the job market.	5.Align instructional programs to the skills identified by the labor market *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Update CORs, need computers in lecture classrooms	Yes
#2	Better utilize work experience to help students gain job skills and prepare them for full-time employment.	5.Align instructional programs to the skills identified by the labor market	Faculty should encourage, promote and work with advisory committee and other businesses in the community to increase opportunities for students to participate in work experience.	No
#3	Increase awareness of program and job opportunities in the real estate field among prospective and incoming students.	5.Align instructional programs to the skills identified by the labor market	Outreach and marketing	Yes

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

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
#1	Technology	Repeat	Business Department overall, need lecture	\$200,000 est	One-time	Stacey Adams

			classrooms with computers throughout the 2nd floor of the BE building, approx. 160 computers.			
#3	Other	New	Quality outreach and marketing is needed to increase awareness of program and job opportunities in the accounting field among prospective and incoming students.	Unknown	Recurring	Stacey Adams

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

Division/Area Name: <b>Career Technical Education / Trades &amp; Technologies / WELDING</b>		For Years: <b>2019-2023</b>
Name of person leading this review: <b>Gary Wheeler</b>		
Names of all participants in this review: <b>Gary Wheeler, Laureano Flores</b>		
Number of Degrees offered: 1	Number of Certificates offered: 1	
Number of Full-time Faculty: 1	Number of Part-time Faculty: 2	

**Part 1. Program Overview**

1.1 Briefly describe how the program contributes to the district <u>mission</u> : The Welding program is committed to offer high quality education that provides its students the skills necessary to secure jobs in the industry, and career advancement opportunities.	
1.2 State briefly program highlights and accomplishments: Student success and retention in the Welding program are above college institutional standard and the number of certificates has doubled in the last two academic years. Equipment and technology used in the program is current which allows the students learn relevant skills required to secure jobs in the industry. Our program entered a MOU with the Ironworkers to support their apprenticeship program. The Welding program became and a Structural Steel Certification Test Center for the LA City Department of Building and Safety.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more [data](#) is available on the Program Review [web page](#)):

**Discipline: WELDING**

Indicator	2013-2014	2014-2015	2015-2016	2016-2017	Recent trends?	Comment
Enrollment #	230	348	357	308	Decrease	Adjustment is faculty hiring
# of Sections offered	24	40	43	36	Decrease	Number of sections almost double from 2013-14 to next three years (2014-15, 2015-16), but due to FT medical leave less sections were offered.
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	24	40	43	36	Decrease	Less sections were offered due to FT faculty medical leave
# of Sections offered in Lancaster	24	40	43	36	Decrease	Less sections were offered due to FT faculty medical leave
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	3	7	10	14	Increase	Hiring FT faculty has helped increased certificate completion
<u># of Degrees awarded</u>	3	3	6	6	Increase	Hiring FT faculty has helped increased certificate completion
Subject Success Rates	78.3%	81%	78.2%	76.8%	No Change	
Subject Retention Rates	93.9%	92.5%	90.5%	92.9%	No Change	
Full-time Load (Full-Time FTEF)	0	1.09	1.08	1.08	No Change	FT faculty was hired in 2014-15
Part-time Load (Part-time FTEF)	1.3	0.86	0.86	1.44	Increase	More PT faculty was hired to offer more sections
PT/FT FTEF Ratio	Na	0.79	0.80	1.33	Increase	More PT faculty was hired to offer more sections
Other measure						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	The number of sections almost double compared to 2013-14, and with the hiring of FT instructor the number of certificate and degree completion has almost double too. The plan is continue strengthen the program through updating curriculum, equipment technology, and professional development.					
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: Numbers show that about 24 women enrolled in 2016-17 compared to the 284 men. Both groups exceeded the					

	<p>Institutional Standard in all years except 2012-13 when the success rate for women was below the standard. The success rate for women was 72.7 % in 2015-16, and 91.3% in 2016-17, compared to 78.5%, 75.7% for men respectively on those same years. This significantly disproportionate enrollment numbers are not uncommon in this non-traditional professional field, and are not considered disproportionate impact in college's PPG. Success rates for Hispanic and White students are about the same in 2015-16 and 2016-17 with both groups consistently exceeding AVC's 69.1% Institutional Standard. Success rate of African American/Black students, however, is below Institutional Standard for the last two years (61.7% for 2015-16 &amp; 50% for 2016-17). To increase African American/Black student's success and retention, Instructors will monitor regularly academic performance during the semester, and will recommend as needed the use of peer/buddy system assigning to a mentor to struggling students. This approach will be used for all struggling students.</p>
Other trends	Comment on any other important trends you noticed
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>California Employment Development Department statistics show a 2.7% demand growth for Welders, Cutters, Solderers, and Brazers through 2024. We think however, that these numbers do not reflect the current local demand by the increasing number of manufacturing and fabrications companies that are moving operations to the Antelope Valley. Economic growth statistics for this valley indicate that jobs in construction and manufacturing will significantly grow in the next 10 years in our community.</p>

### Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLOs	Comply to Union and industry needs	Ongoing	Interact with local Unions and industry for the hiring of students in the future.
WELD 212	Make this course repeatable so students can have practice opportunities in Shielded Metal Arc, Flux Cored Arc, Gas Metal Arc and Gas Tungsten Arc Welding to the curriculum	Ongoing	Students will maintain their skills current which will help them secure employment.
WELD 261, 262	Add Pipe two Welding courses to the Welding program. Courses are currently in	Ongoing	Welding students will learn skills necessary to work in as pipe welders

	revision through AP&P.		
<b>Part 3 Summary.</b> Briefly describe what changes have been made (or need to be taken) to the program based on findings: The program needs to maintain partnerships with industry and unions to get feedback on necessary curriculum updates to keep curriculum relevant to industry needs.			
Please provide any additional comments for <b>Part 3</b> :			

#### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Focus group	All	New CTE Building- Some issues addressed where the need for more space and also suggestions of possible solar panels to cut power cost to the college. Sound issues were also brought up and the need for sound proofing to not disturbed other classes and areas	Continue To meet with Facilities and Engineers in the planning and development process of the new building.
Focus group	Local 433 Ironworkers Union representative	Pipe Welding Classes- address the future of a pipe welding program that would consist of pipe welding 1 and pipe welding 2. Paul Martinez from the local 433 ironworkers union added that these classes will create more job opportunities for students.	Continue the development through the College's course writing process.
Focus group	All	Repeatability of weld 212- addressed the need for a repeatable class for students to perfect their skills and ready them for welding certification and job placement. Weld 212 was once repeatable in the past	Seek approval for repeatability of this course through AP&P, and administration.

#### Part 5 - Goals and Objectives and Evaluation of Previous Plans

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase the number of students who achieve a certificate or degree by 100% in the next three years.	Ongoing	The number of students earning degrees and certificates in Welding was 10 in 2012-13 and 6 in 2013-14. The completion rate reached 9 in 2014-15 and 16 in 2015-16. The number of students earning certificates and degrees has increased 60%. If we look at just degree completion, that rate has increased from 2 to 6, for a 200% increase for that period.
Increase the number of sections offered by 50%.	Completed	Sections offered in 2012-13: 23; 2012-13: 24; 2012-13: 40; 2012-13: 43. The goal was exceeded. The number of Welding sections has grown by 87%.
Add repeatable instruction and practice opportunities in Shielded Metal Arc, Flux Cored Arc, Gas Metal Arc and Gas Tungsten Arc Welding to the curriculum	Ongoing	Students are able to practice skills learned during instruction and get extra practice time to pass their certification test.
Briefly discuss your progress in achieving those goals: In general, the program has seen progress in accomplishing goals outlined above.		
Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:		

## 5.2. 2019-2023 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Offer opportunities for local students to complete Pipe Welding instruction at AVC.	5.Align instructional programs to the skills identified by the labor market	Hire a pipe welding Instructor to teach pipe welding for structural steel Certification.	Yes
2	Offer a repeatable course (WELD 212)	5.Align instructional programs to the skills identified by the labor market	Revise Welding 212 to be a repeatable course	Yes

3	Expand the number of non-traditional students	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market	With the aid of a CTE counselor and collaboration with the new Palmdale Pre-Apprentice program we could hope to see an increase in non-traditional students. An Welding Technology pamphlet expressing our cultural diversity and skill set in the trade would be beneficial in circulating at Career/recruitment events	No
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**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Personnel	Repeat	Hire adjunct instructor to teach Pipe Welding	\$25,000	Recurring	Wheeler, G /CTE Dean
2	Other	Repeat	Revise Welding 212 to be a repeatable course	\$5,000 for Instructional materials	Recurring	Wheeler, G / CTE Dean

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

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.

### Part 7. Comments

Please rate the level of your agreement with the following statements regarding the program review process:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



