Department:  Administration of Justice - (Correctional Science)

Participated Faculty/Staff:  William Elarton - Department Chair, and Adjunct instructor
                           Deryl Jackson Adjunct instructor

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.
   The faculty and staff are committed to the development, continual improvement and professional delivery of the most current and relevant police science training available. The goal is to equip our students with the necessary knowledge and skill sets to obtain, sustain, or advance in their chosen career path.

2. Describe the purpose of the Department.
   The Administration of Justice curriculum in Correctional Science is designed to teach students how the police, custody and courts systems function as social institutions, the process of investigations, and some aspects of law. Administrative of Justice courses are recommended and often times required for police academy and other law enforcement agency trainings. Information is shared by department meetings, e-mails, and communication with our department chairperson. We share information with each other and others in the district to move our department forward.

3. Describe the alignment of the Department mission statement with the College’s mission statement.
   Correctional Science mission and the college mission statements are in harmony with each other because both are concerned with vocational education and the career paths of the students. Correctional Science discipline is a technical program that provides an excellent career path for many in the community.

4. Please provide additional comments and suggestions for this module.
   Place for uploading Program Curricular Map

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.
   students to ... fulfilling careers and .... to participate

2. Include one key word you would like to see in the College Vision Statement.
   the...global leader
3. How does your Program support LATTC Core Competencies?

| Program participants identify, analyze, synthesize "Penal Code" sections that require critical thinking. |
| Program participants produce written reports that require the writing of original material. |
| Program participants role play and demonstrate the ability to interface in a culturally diverse socioeconomic environment. |

4. How does your Program support the college's Strategic initiatives? (Appendix A)

| New program information and marketing materials that advertise the program and school. |
| Online classes link the program to a more global market of students. |

5. What priorities came out of your Program Review that should be addressed in the new SMP?

| Currently addressed in the master plan. |

6. Where do you see your Program in 3 years?

| Currently a new program, the program is very small, I see it increasing by 1/3 in the next 3 years. |

7. Where do you see your Program in 5 years?

| Doubling in size from the 2010-2011 year. |

8. Where do you see your Program in 10 years?

| Full blown program with at least 2 full time faculty. |

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

| Lack of budget to offer additional courses in this new program. |

10. How is your Program perceived by the external community?

| Perceived to be new, and not yet well defined, and seems to be lacking monetary support to allow the offering of the program courses. |

11. How is your Program perceived by the college community?

| Most of the school do not even know that we have an Correctional Science Program, that includes the faculty and staff of LATTC. |

12. How is your Program perceived by the competitors?

| Not a threat, it is a small program and fitting into a small corrections niche. |

13. How does your Program want to be perceived by the external community, college community, and competitors?

| As a destination program for those wishing to enter into criminal justice field. |

14. Please provide additional comments and suggestions for this module.

| Too many questions. |

**Module B.2: Matriculation Plan:**
1. What current matriculation services are being utilized by your Program?
   Orientations

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Counselors actually counseling the students and assist with education plans from day one.

3. What additional matriculation services would you like to see in the future?
   Education of all involved on how priority registration is determined, this includes the students.

4. Please provide additional comments and suggestions for this module.
   N/A

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review?
Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. Mission Statement Section - Recommendation Follow-up
   Mission statement was reviewed and determined to be valid.

2. Data Section - Recommendation Follow-up
   Recommendation for complete program and have it approved was completed.

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   Current budget constraints prevent the expansion of the program. As a small program without any full time faculty the program does not have the clout to get priority funding. Will continue to press for increased funding.

4. Forms Section - Recommendation Follow-up
   No follow-up required.

Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.
   Program has been completed, submitted and is now listed as a "Certificate of Achievement" and a "Associate of Correctional Science" degree program list at the State Level.
   Program has increased class offering by one additional class at this time.

2. What are the positive and negative external factors that influenced the Program? (Help-
   Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).
   Negative - No funding to offer the new program class sequence.
   Positive - New adjunct faculty member has been added and is increasing the programs visibility.

1/12/2011
3. What are the positive and negative internal factors that influenced the Program? (Help-Examples: results of previous SLO’s/SAO’s assessment, IT data, changes in technology budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

| Positive | Lack of program awareness, and priority for funding has stifled any growth opportunity. |

4. What plans need to be implemented in order to address the Program’s external and internal factors?

| Support the reemergence of the economy, support political agendas that will increase available funding. |

**Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)**

### Learning Outcomes (PLO)

| 1. Do all courses in the Department have SLOs? | Yes |
| 2. Is there a formal assessment plan for all SLOs? | Yes |
| 3. How many courses have at least one SLOs assessed? | 0 |
| 4. Do all Programs have Program Learning Outcomes (PLOs)? | Yes |
| 5. Do all Programs have Curriculum map developed? | Yes |
| 6. Do all PLOs tie into LATTC Core Competencies? | Yes |
| 7. Is there a formal assessment plan for all PLOs? | Yes |
| 8. How many Programs have at least one PLOs assessed? | 0 |
| 9. Do all SLOs tie into LATTC Core Competencies? | Yes |

10. What were the most important findings from the assessments of SLOs & PLOs?

| SLO’s - Difficulties with the online environment, Writing skills of the students sadly lacking at the beginning of the program and has a negative impact on the success rate for some of the programs. |

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?

| More training for students on the online course management system. Recommendations for students to avail themselves of writing laboratory services. |

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.

| not at this time. |

13. Please provide additional comments and suggestions for this module.

| N/A |

**Module C.4: External Accreditation/Review/Audit Analysis**

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)

| N/A |
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

   Employment: Correctional officers and jailors held about 454,500 jobs in 2008, while first-line supervisors and managers of correctional officers held about 43,500 jobs. An additional 20,200 workers were employed as bailiffs. The vast majority of correctional officers and jailors and their supervisors were employed by State and local government in correctional institutions such as prisons, prison camps, and youth correctional facilities.

   Job Outlook: Employment growth is expected to be as fast as the average for all occupations, and job opportunities are expected to be favorable.

   Employment change. Employment of correctional officers is expected to grow 9 percent between 2008 and 2018, about as fast as the average for all occupations. Increasing demand for correctional officers will stem from population growth and rising rates of incarceration. Mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates are a primary reason for increasing incarceration rates. Some States are reconsidering mandatory sentencing guidelines because of budgetary constraints, court decisions, and doubts about their effectiveness. Some employment opportunities also will arise in the private sector, as public authorities contract with private companies to provide and staff corrections facilities. Both State and Federal corrections agencies are increasingly using private prisons.

   Job prospects. Job opportunities for correctional officers are expected to be favorable. The need to replace correctional officers who transfer to other occupations, retire, or leave the labor force, coupled with rising employment demand, will generate job openings. In the past, some local and State corrections agencies have experienced difficulty in attracting and keeping qualified applicants, largely because of low salaries, shift work, and the concentration of jobs in rural locations. This situation is expected to continue.

3. Job placement rates for the last 3 academic years. (ACCJC Annual)

   The school nor the program has any ability to track the job placements of the participants. Antidotal evidence from conversations indicates that most individuals that seek employment have found it.

4. Advisory board, meeting information (time, date, & attendees).

   May 7th 2010
   11:00 AM

   Present:
   Deryal Jackson, LAPD
   Cmdr Don Beck, LASO      William Elarton, Director
   Deputy Brejio LASO
   Deputy Christopher Bromiley, LASO  Leticia Barajas, Dean

5. Advisory board recommendations.

   Recommended that program possible be involved in academy type activities with specific topics, like gang reduction, violence reduction etc. Look into the LAPD POPP program

6. What plans need to be implemented in order to address the identified issues/recommendations?

   Money to support the offering of more classes.

7. Please provide additional comments and suggestions for this module.

   N/A
Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The mission for the department is to facilitate the efficient and effective administrative activities needed for the development, continual improvement and professional delivery of the most current and relevant employer driven training available. The goal is to support or employer partners, the college, faculty, and staff in equipping our students with the necessary knowledge and skill sets to sustain and advance in the apprenticed trades.

2. Describe the purpose of the Department.

   The purpose for the department is to support the college, faculty, and staff with efficient management that seeks to provide the necessary funding, scheduling and staff support for all of the departments personnel to effectively equip the students with the necessary knowledge and skill sets to obtain, sustain, and advance in their chosen career path.

3. Describe the alignment of the Department mission statement with the College’s mission statement.

   The Apprenticeship departments mission and the college mission statements are in harmony with each other because both are concerned with vocational education and the career paths of the students. The various apprenticeship programs are supporting the activities needed to provide the employer requested technical programs that provide excellent career paths for many in the community.

4. Please provide additional comments and suggestions for this module.

   PLO attached as a word document.

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.

   sustainable
2. Include one key word you would like to see in the College Vision Statement.  
the...global leader

3. How does your Program support LATTC Core Competencies?  
Skill related to critical thinking,  
Working with individuals from diverse backgrounds,  
Locating information.  
Working safety with tools.  
These are skills that are covered in the context of the apprentice trades.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)  
Marketing materials that advertise the program and school.  
Online classes link the program to a more global market of students.  
Cross discipline approach to emerging technologies and related degrees.

5. What priorities came out of your Program Review that should be addressed in the new SMP?  
Currently addressed in the master plan.

6. Where do you see your Program in 3 years?  
Where it is now, currently the programs are addressing employer needs and requests.

7. Where do you see your Program in 5 years?  
same as #6

8. Where do you see your Program in 10 years?  
Too far out to tell at this time.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)  
Program review indicated a need to restructure the curriculum to meet current industry expectations. Basic skills, math, English, tool usage are lacking from entry level persons.

10. How is your Program perceived by the external community?  
A value and meeting a need.

11. How is your Program perceived by the college community?  
Most colleges do not have apprentice programs so they do not perceive us in any particular way.

12. How is your Program perceived by the competitors?  
We have no known competitors at this time.

13. How does your Program want to be perceived by the external community, college community, and competitors?  
Best of type. The place to go when you need an LEA for your apprentice program.

14. Please provide additional comments and suggestions for this module.  
Too many questions.
Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?
   Orientations

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Counselors actually counseling the students and assist with education plans from day one.

3. What additional matriculation services would you like to see in the future?
   Education of all involved on how priority registration is determined, this includes the students.
   First year experience type activities.

4. Please provide additional comments and suggestions for this module.
   none

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review?
Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. Mission Statement Section - Recommendation Follow-up
   Mission statement was created and included in this document.

2. Data Section - Recommendation Follow-up
   No follow-up required.

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   No follow-up required.

4. Forms Section - Recommendation Follow-up
   none

Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.
   Better scheduling of programs and classes.
   Improvements to instructor syllabi
   Better communications between faculty
   Better working relationship with college administration.
   All course outlines have been updated to current industry standards.
2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).

| Negative - Downturn in economy as dropped the number of new apprentice students, employers are not hiring at this time. |
| Positive - Contract education and employer compensated instructors have been implemented to correct the funding issues with the apprenticeship programs. |

3. What are the positive and negative internal factors that influenced the Program? (Help-Examples: results of previous SLO’s/SAO’s assessment, IT data, changes in technology budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

| Internal factors of funding required the programs to be restructured from the historical methods of instruction, to a contract/non-compensated employer instructor method of content delivery. |

4. What plans need to be implemented in order to address the Program’s external and internal factors?

| Maintain current changes and keep updating as industry demands change. |
| Integrate green technologies as much as possible. |
| Stabilize the primary funding sources. |
| Continue seeking SFP funding. |

Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?
   Yes

2. Is there a formal assessment plan for all SLOs?
   Yes

3. How many courses have at least one SLOs assessed?
   2

4. Do all Programs have Program Learning Outcomes (PLOs)?
   Yes

5. Do all Programs have Curriculum map developed?
   Yes

6. Do all PLOs tie into LATTC Core Competencies?
   Yes

7. Is there a formal assessment plan for all PLOs?
   Yes

8. How many Programs have at least one PLOs assessed?
   0

9. Do all SLOs tie into LATTC Core Competencies?
   Yes

10. What were the most important findings from the assessments of SLOs & PLOs?
    Were are behind, but catching up and learning the process. Educating the faculty on the process has been very difficult and it shows why we need full time faculty because part time do not participate.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    More SLO training for faculty and more training for faculty on basic computer skills, WORD, Excel, etc.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    yes
13. Please provide additional comments and suggestions for this module.

none

**Module C.4: External Accreditation/Review/Audit Analysis**

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)

   No

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

   Electricians held about 694,900 jobs in 2008. About 65 percent of wage and salary workers were employed by electrical contracting firms, and the remainder worked as electricians in a variety of other industries. In addition, about 9 percent of electricians were self-employed.
   
   Boilermakers held about 20,200 jobs in 2008. About 21 percent worked in the nonresidential building construction industry, assembling and erecting boilers and other vessels. Another 21 percent worked in manufacturing.
   
   Job prospects. In addition to jobs created by the increased demand for electrical work, openings are expected over the next decade as electricians retire. This will create good job opportunities, especially for those with the widest range of skills, including voice, data, and video wiring. Job openings for electricians will vary by location and specialty, however, and will be best in the fastest growing regions of the country.
   
   Employment of electricians, like that of many other construction workers, is sensitive to the fluctuations of the economy. On the one hand, workers in these trades may experience periods of unemployment when the overall level of construction falls. On the other hand, shortages of these workers may occur in some areas during peak periods of building activity.
   
   Although employment of maintenance electricians is steadier than that of construction electricians, those working in the automotive and other manufacturing industries that are sensitive to cyclical swings in the economy may experience layoffs during recessions. In addition, many industries opportunities for maintenance electricians may be limited by increased contracting out for electrical services in an effort to reduce operating costs. However, increased job opportunities for electricians in electrical contracting firms should partially offset job losses in other industries.
   
   Job prospects. Job prospects should be favorable because the work of a boilermaker remains hazardous and physically demanding, leading some qualified applicants to seek other types of work. Job growth will generate some new openings, but an even greater number of openings will arise from the numerous boilermakers expected to retire.
   
   People who have welding training or a welding certificate should have the best opportunities for being selected for boilermaker apprenticeship programs.
   
   Many industries that purchase boilers are sensitive to economic conditions. Therefore, during economic downturns, boilermakers in the construction industry may be temporarily laid off. However, maintenance and repairs of boilers must continue even during economic downturns so boilermaker mechanics in manufacturing and other industries generally have more stable employment.

3. Job placement rates for the last 3 academic years. (ACCJC Annual)

   The school nor the program has any ability to track the job placements of the participants. Antidotal evidence from conversations indicates that most individuals that seek employment have found it.
4. Advisory board, meeting information (time, date, & attendees).

- Electrical Lineman
- Owens Illinois
- Local 40
- Local 501 Op Engineers
- Station Electrician
- Utility Electrician
- Water Tech

One advisory board, meets once per year, usually during the spring semester. Additionally the individual program holds monthly Joint Apprentice Training Committee JATC meetings and the information is forwarded.

5. Advisory board recommendations.

- Try to develop apprentice programs into concurrent AS degree programs.
- Teach and certify Weatherization Technology
- Energy Auditor
- Combustion Analyst
- BPI Affiliate
- Lead Safe

6. What plans need to be implemented in order to address the identified issues/recommendations?

- Professional growth training for instructors to meet recommendation goals.

7. Please provide additional comments and suggestions for this module.

- none
Art Trades and Fashion

Participated Faculty/Staff:

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

To prepare our students for creative job readiness, developing and integrating current and changing technologies. We strive to instill professional skills and responsibilities to align our programs with current industry expectations.
2. Describe the purpose of the Department.

The Art Trades and Fashion Department consists of Fashion Design, Fashion Merchandising, Visual Communications (Vis Com), Sign Graphics, Tailoring, and Cooperative Education (Co-op Ed.). Beginning in the Spring 2010 semester the department will expand to include Digital Media. The primary goal of each discipline is to assist students in realizing their educational aspirations. With the exception of Co-op Ed., each discipline prepares students for careers in creative fields as is reflected in the department mission statement. The Co-op Ed. Program is a means for students across all discipline an opportunity to earn college credit while gaining invaluable on-the-job training.

Each discipline strives to offer students the most current technology as related to their chosen fields and through our Advisory Boards we remain connected to industry. The annual advisory meetings are used as a means to ask our industry partners to review our course offerings and to offer ideas on ways to advance the programs to offer the most relevant instruction for our student population.

Most of the disciplines offer instruction across the curriculum within the department and in other departments as well. Visual Communications and Fashion Design offer instruction in Photoshop and Illustrator; while the fashion courses are strictly related to fashion illustration, the discipline uses the VisCom courses as elective units. Given that these software programs are in high demand for entry-level employees, the more instruction we can offer the students the better we can serve their needs. Fashion Merchandising lists the courses from both disciplines in this software area as requirements for its degree and certificate programs. Students from Sign Graphics use these programs to refine images for silk screens and for sign production. Fashion Merchandising also lists courses from the Business, CAOT, and CIS disciplines for the degree and certificate programs as well.

There has been collaboration between Sign Graphics and Automotive Collision to offer courses that students from both disciplines find valuable to their skill sets. A course in pin stripping has been highly successful and the department has developed a course in automotive graphics and plans to offer it in the Fall 2010 semester.

The addition of courses in silk-screen and mural design has brought a variety of students to the Sign Graphics discipline. Fashion students are using this medium to expand their creativity and students from other disciplines are using the opportunity to test their entrepreneurial desires.

The addition of Digital Media will offer the colleges students the opportunity to obtain skills in audio and video production. The program will begin by offering a course in each area and a full program is planned with degree and certificates. Los Angeles Trade-Technical College is positioned for students that have a desire for a career in any of the areas of Digital Media for vast career opportunities and the proximity to the University of Southern California with its high regarded school of ‘Cinematic Arts’ offer transfer possibilities.

The development of the Design Academy is highly anticipated by faculty and students alike. Work is being done to develop a program where students with a strong design focus will be able to take traditional academic courses like English and mathematics that are taught contextually. The academy is being piloted in the Art Trades and fashion department. Pending its expected success, the program will be offer throughout the campus for Career and Technical Education students.

The department is constantly looking for ways to enhance education for our students through outside activities such as field trips and participation in artistic events. Displaying their work is important to creative students and periodic displays are created in the ‘D’ Building Gallery.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

As is evident in each discipline’s Program Review Update (PRU) we strive to provide the highest quality technological and professional education. Each mission is closely aligned with that of the college. By adding new courses and programs the department maintains a commitment to life-long learning and through involvement in community activities prepare our student to become caring and informed participants in society as well as their chosen career.

Each discipline looks for educational opportunities that will inspire the entrepreneurial spirit. We partner with community and business to offer opportunities for students to become business owners and productive members of society.

The Co-op Ed. Program offers all students within the department and the college as a whole the opportunity to experience industry while they are still attending college. Students have a chance to expand their marketability through work experience that places them ahead of other graduates that cannot add on-the-job experience to their resumes.

As a department we are committed to reviewing our programs in an on-going practice to remain current with industry demands and to meet the educational needs of our students.

4. Please provide additional comments and suggestions for this module.

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.

2. Include one key word you would like to see in the College Vision Statement.

3. How does your Program support LATTC Core Competencies?

Each discipline in the Art Trades and Fashion department include all of the LATTC Core Competencies in its everyday curriculum. The development of class projects require critical thinking and each discipline uses industry standards by which projects are developed and graded. The faculty include presentation in their classes to encourage students to become familiar and comfortable in communicating with their peers in presenting their ideas.

The department is a reflection of the student body of Trade-Tech. A vast array of ethnicities is enrolled in the programs and they come from a wide area of the county as well as international students. All age groups are represented in the classrooms and active recruitment centers on encouraging non-traditional gender groups to enroll in programs often thought of as gender specific.
4. How does your Program support the college’s Strategic initiatives? (Appendix A)

The department supports the Strategic initiatives in many ways. Students are encouraged to participate in Basic Skills courses to assist them in achieving their educational goals. The Fashion Design discipline was actively involved and still supports the Freshman Experience Program (FYE) by developing a series of courses called 'Boot Camp' that was integrated into the FYE.

The focus of all disciplines is to ready graduates for successful careers in their chosen field. Relationships with industry and discipline advisory meetings allow faculty to focus on current industry needs and strives to introduce the most current technology into the curriculum.

Program Review and SLOs are not new ideas, but have become an important factor in students' success and that of the college. The department faculty has been involved and is supportive of these processes. Each discipline is ever changing to provide constant quality improvement for students success and ultimately their transition to the work world. This initiative has been in practice for many years, the difference is the documentation for the practices. Faculty interaction is an on going process for Career and Technical Education; when a new approach is discovered, that process and its success or failure is discussed within the faculty ranks in the effort to seek positive change. Now that process will be documented and shared with a larger audience.

5. What priorities came out of your Program Review that should be addressed in the new SMP?

Each discipline is leaning toward technology. Each discipline has incorporated technology into the curriculum. The main concern is the constant need to update software and hardware to keep current with the demands of industry. The department faculty would like to see the college develop a program for routine updates for software and a rotation program to replace hardware as it becomes dated.

In addition, a rotation process for all machinery and equipment should be set in place to assure the best conditions for the student population. It is important to remember that computer technology is extremely important today, technology has a much broader scope to include all equipment and machinery.
6. Where do you see your Program in 3 years?

Each discipline is growing and needs more space. For some disciplines students flock to the door due to the affordability and the reputation of the program. Others have searched for the unique program offered at Trade-Tech. Whatever the reasons, the programs are outgrowing their physical space.

The addition of silk screening and enhanced sign technology to Sign Graphics has seen enrollment more than triple in the past three years. Visual Communications was under program viability last year and has emerged with validation that they need another computer lab to meet the needs of technology instruction in the field. Fashion Merchandising by hiring a full-time instructor has seen class size skyrocket from barely 15 students to 45 enrolled in almost each course offered. The new faculty has invigorated the program and is introducing areas of curriculum that will meet demands of that industry but space is needed for a lab classroom for store layout and floor merchandising.

Fashion Design has recovered from the devastating loss of the majority of its faculty to retirement with the replacement of all but one position. This and the expansion of technology classroom space has required additional classroom space. The additional space has relieved some of the space need but has not solved some of the space issues.

To keep pace with the demands of industry, additional space will allow each programs to add new and innovative processes as they arise.

7. Where do you see your Program in 5 years?

If the department experiences expansion of space as is recommended, in the 3 year plan they could grow even stronger than they are today.

8. Where do you see your Program in 10 years?

We would hope that each of the disciplines is settled in sufficient space for the needs of their student population. Additional space will allow Sign Graphics to expand into more auto centered classes to include vehicle wrapping. Visual Communication can offer computer instruction within its own area allowing students to feel a sense of community in their larger space. Fashion Merchandising will include visual merchandising to its curriculum and will have a space where students can practice store layouts and merchandising.

Digital Media is in the planning stages; courses have been successful and industry demand is evident. Without additional space expansion into Animation, Game Design, and Mobil Media will be hampered.

A dream would be that Fashion Design and Merchandising would be housed in a new and modern facility to where expansion into costuming and visual merchandising would be enjoyed. Tailoring is almost an offshoot of the design program, but as their numbers continue to climb and the introduction to costume design will see the importance of the program grow on its own.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
All areas feel the pressure of students not prepared for the rigors of the disciplines within the department. The economy has also impacted the programs and their students. Limited course offerings do not allow the department to offer some high demand courses.

The department is proud of its superior customer service practices. The relationship of the office staff with the department students creates an atmosphere of comfort and security for students. No problem is too small for the office to address and students are aware of this from their first day of classes.

10. How is your Program perceived by the external community?

Largely, while marketing has greatly improved for the college, we still remain the 'best kept secret'. Enrollment is good but many high school students have never heard of Los Angeles Trade-Technical College and the unique programs the college has to offer.

The department is home to two programs that are only offered here at Trade-Tech; Sign Graphics and Tailoring. The Fashion Merchandising program is unique in that it is does not center instruction on retail merchandising like many other programs in the area. With the size of the Fashion Design program, Merchandising offers much instruction based on merchandising from the manufacturers perspective. Students learn the business of fashion manufacturing along with courses in retail management.

The newest program, Digital Media will be as large in scope as the college will allow. Instruction is now centered on audio and visual capturing and editing. The future will include: AV technicians, theater technician and operation, animation, game design, and mobil media. Nurtured properly this area will offer endless opportunities to students.

11. How is your Program perceived by the college community?

The faculty tries to cooperate with the college when asked for involvement. We feel that the cooperation puts the departments in a positive light and the success of the department activities and the college involvement allows our peers to enjoy in the success of our students.

12. How is your Program perceived by the competitors?

Some of our disciplines do not have competitors (Sign Graphics, Tailoring) and Visual Communication is the only two year program in the area. Fashion Design and Merchandising have many competitors within the Community College system that view them as a treat but the proprietary competitor, with its immense advertising budget does not. Students that were unfamiliar with program at Trade-Tech that enroll in the proprietary school and later learn of our program enroll in courses if not the entire program.

13. How does your Program want to be perceived by the external community, college community, and competitors?

The programs would like to be perceived as the well-rounded, successful programs that they are. That students are prepared for the work world and are proud of the education they received at the college.

14. Please provide additional comments and suggestions for this module.

Module B.2: Matriculation Plan:
1. What current matriculation services are being utilized by your Program?

The department would like to see more department involvement in orientation and would like to see the idea of a counselor in the programs expanded.

2. How can current matriculation services be improved and/or be better utilized by your Program?

Each discipline must be involved in the orientation processes and assessment. Without faculty involvement, the college will not know the demands of students in each program.

3. What additional matriculation services would you like to see in the future?

An orientation process for each discipline, some may be combined, but students should be introduced to the programs and what they have to offer.

4. Please provide additional comments and suggestions for this module.

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review? Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. Mission Statement Section - Recommendation Follow-up

None were offered.

2. Data Section - Recommendation Follow-up

None

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up

None

4. Forms Section - Recommendation Follow-up

None
Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

   There have been significant changes in each discipline as a result of program review. The process forced each area to focus on immediate needs. This made it easier for the department chair to apply for VTEA funding with data to back up the requests.

   Sign Graphics has an essentially new lab classroom with new functioning art stations. The computer lab has additional stations, including wide format printers, allowing more students time on their technology tasks and more opportunity to print out their designs.

   Fashion Merchandising, a primarily lecture based program, focused on curriculum that would incorporate more hands on for students. The request for merchandising display equipment will allow the instructor to add store design as a laboratory exercise. A complete line of merchandise was also purchased offering student the materials necessary to set up a store display. To update the presentation of curriculum, the classroom is now equipped with a flat screen display, a document camera, a computer to make each days lesson easier and more technologically advanced.

   Visual Communications had not completed the viability process to allow for any VTEA funding but the program review allowed the college technology initiative a clear view of the needs for greater student success. The area has received all new computers in the largest lab and all computers in the discipline have been upgraded with the latest Adobe software suite offering students the opportunity to work on the equipment they will see in industry and the most current software.

   Tailoring is focused on adding curriculum for entry level students and for advanced students to work on leather garments.

   The Fashion Design faculty was focused on incoming students. The department had a difficult time accommodating the number of students that desired enrollment in the program. The addition of a new 50 machine laboratory classroom has allowed for an increased number of students to enroll and allows the instructor to be in one room with the students rather than traveling to students scattered in three classrooms.

   Following a suggestion from the advisory committee, VTEA funding was also available to purchase equipment for more instruction on knit fabrics.

   While the discipline needs an extensive make-over in the computer labs, the college technology initiative provided all new energy saving monitors for all computers and all new computers for the over-crowded Macintosh lab.

   Digital Media is offered in the Visual Communications laboratories to that area enjoyed the same upgrades that VisCom did.
2. What are the positive and negative external factors that influenced the Program? (Help-
Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation
recommendations, enrollment issues, advisory committee suggestions, etc.).

The economy is having an negative affect on the entire department by limiting the courses that can be offered. All disciplines have created advanced courses yo further students capabilities but the limit on section hours prohibits the department from offering them.

Most of the suggestions from our advisories can be satisfied within the areas without additional funding and the areas are working toward them or have accomplished what was suggested.

Thankfully the college developed the technology initiative. The age of the department computers was shameful and limited the ability of instructors to properly teach their classes. The upgrade of the equipment is the sigle most important goal that was accomplished last year.

3. What are the positive and negative internal factors that influenced the Program? (Help-
Examples: results of previous SLO's/SAO's assessment, IT data, changes in technology
budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

As addressed above the technology initiative has made a tremendous difference in the ability of the faculty to offer the best instruction for their students. While we have a long way to go, the difference has made a significant difference.

No major changes have accompanied the SLO program. As stated previously, this is a process that the faculty has been practicing for many years, documenting the process is the only difference. If there is one change that might have significance it is that the instructor in the Fashion Design area have collaborated on a process that allows them to have individuality in the classroom while presenting an assignment that has the same elements as their colleagues. The other disciplines do not have multiple instructors teaching the same courses.

The other factor that is a negative for the department is the lack of permanent space. It was proposed that Visual Communications would move to a permanent facility during the summer session. That would have allowed Sign Graphics to expand into a portion of their space to accommodate their enrollment expansion. The move did not happen. Two negatives come from this one occurrence; Sign Graphics is cramed into a space to small to accommodate their students and the Visual Communications students are confused as to why they did not move.

Space is now a primary concern for the department.

4. What plans need to be implemented in order to address the Program's external and internal factors?

The college must decide where to move the disciplines that must vacate the 'H' building and once the east wing of the 'A' building is complete, Fashion Merchandising must acquire the space on the third floor of the 'D' building.
Module C.3: Student Learning Outcomes (SLO) and Program

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?  
   Yes

2. Is there a formal assessment plan for all SLOs?  
   Yes

3. How many courses have at least one SLOs assessed?  
   Yes

4. Do all Programs have Program Learning Outcomes (PLOs)?  
   Yes

5. Do all Programs have Curriculum map developed?  
   Yes

6. Do all PLOs tie into LATTC Core Competencies?  
   Yes

7. Is there a formal assessment plan for all PLOs?  
   No

8. How many Programs have at least one PLOs assessed?  

9. Do all SLOs tie into LATTC Core Competencies?  

10. What were the most important findings from the assessments of SLOs & PLOs?  

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?  
    While the faculty has found some positives during the SLO process the changes are routine changes and have been implemented.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.  
    The single most important factor is technology upgrades. Student success and ultimately career success depend on the ability for students to have access to current technology and software.

13. Please provide additional comments and suggestions for this module.

Module C.4: External Accreditation/Review/Audit Analysis

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)  
   none

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

3. Job placement rates for the last 3 academic years. (ACCJC Annual)
4. Advisory board, meeting information (time, date, & attendees).

Sign Graphics advisory meet annually, Visual Communications, Fashion Design have not had their annual meetings based on recommendations of administration. Fashion Merchandising has not had a program specific advisory for some time, but plans to separate from the Design advisory with their own in the Spring of ’11. Digital media is planning an advisory to assist in the development of the program.

5. Advisory board recommendations.

Many of the advisory recommendation have been accomplished. The next round of meetings will surely bring more suggestions, but for now the recommendations have been realized.

Visual Communications must address the findings of the Viability Report. The division administration and the department will work together in the new year to address the concerns and suggestions.

6. What plans need to be implemented in order to address the identified issues/recommendations?

7. Please provide additional comments and suggestions for this module.
LATTC Program Review 2010-2011
Instructional -Department Level

Department: Bridges to Success Center

Participated Faculty/Staff: Sylvia Ibarra, Student Services Assistant
Norma Barahona, SFP - Program Technician
Eric Rutherford, SFP - Program Technician

Section A. Mission
Module A.1: Department Mission

1. Describe the mission of the Department.

   The Bridges to Success' mission is to expand access to quality educational and workforce training programs and provide seamless support services for under served individuals in the Greater Los Angeles region.

2. Describe the purpose of the Department.

   The Bridges to Success Center is innovative component of the Division of Workforce and Economic Development that provides comprehensive, seamless services to:
   • Youth - K-12 students, out-of-school youth (16-26)
   • Immigrants/Second Language Learners
   • Adult students who have not considered college

   Bridges provides a "one-stop" approach for outreach, recruitment, enrollment, and student support services to the specialized LATTC programs that serve specific target populations. These programs include:
   1 Bridge to College Program – Concurrent Enrollment High School
   1 Noncredit Matriculation (with Matriculation Services in Student Services)
   1 City of Los Angeles and Industry Grants
   1 Section 231 Funding – Immigrant Learners, Adult Secondary
   1 Title V and HSI/STEM grants
   1 WED Job Trainings

3. Describe the alignment of the Department mission statement with the College’s mission statement.

   The unit's mission statement aligns with the college's mission statement by supporting the technical and professional educational options that meet individuals needs.

4. Please provide additional comments and suggestions for this module.

   No suggestions.
Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.
   - Student-Centered. Holistic Assessment of students educational needs and goals.

2. Include one key word you would like to see in the College Vision Statement.
   - Innovative

3. How does your Program support LATTC Core Competencies?
   - Bridges to Success (BTS) assess student needs and goals to identify educational and career paths.
   - BTS engages students in reviewing their options and making informed decisions to meet their goals.
   - BTS leads outreach and orientations for workforce job trainings and non credit employment readiness courses as well as not for credit (contract) workshops.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - BTS supports the SS Initiative. SS-Basic Skills: provide enrollment assistance and support services.
   - SS-Freshman Experience: provide enrollment assistance and support services for Trade Bridge Academy.
   - SS-Transition to job placement: provide WED Job Training and contract education enrollment and keep students engaged through Employment Readiness Workshops such as Resume Building and Interviewing Skills.
   - BTS support Growth - Bridges to Success Program: The Center is the sole enrollment and support Center for students enrolling in GED/HS Diploma program, WED Job Training, Concurrent enrollment and WED grant-funded specialized programs.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - Economic impact and workforce development. Pipeline to career and employment through strategic partnerships

6. Where do you see your Program in 3 years?
   - Provide a holistic approach to meet our students educational needs, and continue current efforts to assist students in enrolling in college courses/programs and completing any deficiencies through the GED/HS Diploma program and workforce courses and trainings to provide a seamless bridge to job attainment and career growth.

7. Where do you see your Program in 5 years?
   - Lead collaborative efforts and initiatives for workforce development.

8. Where do you see your Program in 10 years?
   - Lead on economic impact and workforce development. Pipeline to career and employment through strategic partnerships and identify smooth transitions from trainings and courses to degree attainable and/or certificated programs.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   - Collaboration with other departments, off-campus resources and partnerships in the community; providing student and participant support to meet industry and regional employment needs
10. How is your Program perceived by the external community?

Bridges to Success is seen as critical to orienting, enrolling and providing overall student supportive services to key K-12, community based organization and employer groups. The Center is perceived as an innovative avenue and approach for streamlined enrollment and student support services.

11. How is your Program perceived by the college community?

Given that BTS focuses on assisting primarily Workforce and Economic Development

12. How is your Program perceived by the competitors?

Competitors recognize and respect our expertise in specific areas, such as WED Job trainings and grant funded initiatives as well as our viable role in the community with target youth initiatives.

13. How does your Program want to be perceived by the external community, college community, and competitors?

As a resource for innovative programs and support services for our general LA population and immediate community

14. Please provide additional comments and suggestions for this module.

NA

Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?

BTS leads orientations and outreach efforts for Bridge to College - Concurrent Enrollment Program, GED/HS Diploma program and WED grant funded programs. Follow up services are provided to all our participants to ensure students are engaged and working towards achieving their educational goals.

2. How can current matriculation services be improved and/or be better utilized by your Program?

At this point the services provided for assessing and matriculating students into our BTS programs have been successfully maximized.

3. What additional matriculation services would you like to see in the future?

Access to students TABE test results through a common program such as DEC.

4. Please provide additional comments and suggestions for this module.

NA

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review?

Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. Mission Statement Section - Recommendation Follow-up

No follow up recommended on 2009-2010 evaluation
2. Data Section - Recommendation Follow-up
No follow up recommended on 2009-2010 evaluation

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
No follow up recommended on 2009-2010 evaluation

4. Forms Section - Recommendation Follow-up
No follow up recommended on 2009-2010 evaluation

**Module C.2: Reflection**

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

   BTS has established biweekly meetings to update staff on upcoming activities/programs with Non credit Department and WED.

   BTS has implemented the use of LEADS 360, as a students tracking system to follow up with student's completion of Job Training and job placement efforts.

   Bridge to College - Concurrent enrollment Program orientations for new students have been scheduled to start enrolling K-12 students on a weekly basis, 5 weeks prior to the beginning of each term.

   Outreach efforts have been lead throughout the community on a regular basis for all BTS housed programs.

2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).

   Positive - increased outreach and word of mouth has resulted in the increase of interested participants for all programs and supportive services, going from 6,809 students served in 2008-2009, to 13,184 as of today (based on BTS Program, Orientation form and sign in sheets, BTS Center sign in sheets and Student Interest forms).

   Negative - increase in students has lead to an increase of courses/trainings in all areas which has tremendous impact on the work load of our short handed staff. BTS staff is composed of only one college-funded staff and three specially funded program staff.

3. What are the positive and negative internal factors that influenced the Program? (Help-Examples: results of previous SLO's/SAO's assessment, IT data, changes in technology budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

   NA

4. What plans need to be implemented in order to address the Program's external and internal factors?

   New hiring of full time assistance
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

<table>
<thead>
<tr>
<th>Question</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1. Do all courses in the Department have SLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>2. Is there a formal assessment plan for all SLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>3. How many courses have at least one SLOs assessed?</td>
<td>Off</td>
</tr>
<tr>
<td>4. Do all Programs have Program Learning Outcomes (PLOs)?</td>
<td>Off</td>
</tr>
<tr>
<td>5. Do all Programs have Curriculum map developed?</td>
<td>Off</td>
</tr>
<tr>
<td>6. Do all PLOs tie into LATTC Core Competencies?</td>
<td>Off</td>
</tr>
<tr>
<td>7. Is there a formal assessment plan for all PLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>8. How many Programs have at least one PLOs assessed?</td>
<td>Off</td>
</tr>
<tr>
<td>9. Do all SLOs tie into LATTC Core Competencies?</td>
<td>Off</td>
</tr>
<tr>
<td>10. What were the most important findings from the assessments of SLOs &amp; PLOs?</td>
<td>BTS is currently working on the Service Outcomes for completion by December 2010.</td>
</tr>
<tr>
<td>11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Please provide additional comments and suggestions for this module.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Module C.4: External Accreditation/Review/Audit Analysis

<table>
<thead>
<tr>
<th>Question</th>
<th>Status</th>
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<tbody>
<tr>
<td>1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>3. Job placement rates for the last 3 academic years. (ACCJC Annual)</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Advisory board, meeting information (time, date, &amp; attendees).</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Advisory board recommendations.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
6. What plans need to be implemented in order to address the identified issues/recommendations?

| N/A |

7. Please provide additional comments and suggestions for this module.

| N/A |
LATTCP Program Review 2010- 2011
Instructional -Department Level

Department: Construction, Design & Manufacturing
Department CDM

Participated Faculty/Staff: William Elarton
Tom Vessella
Larry Hubbard
Roger Dunn
Wally Handley
Craig Barnett
Matt Needham
Kelly Dozier
Gabriel Cioffi
Willie Galvan
Dave Robinson
Lisa Legohn

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

In support of the college mission and to assist in its implementation the “Construction, Design & Manufacturing” department’s faculty and staff are committed to the development, continual improvement and professional delivery of the most current industry relevant training, including sustainable construction techniques and other green technologies, for our students to equip themselves with the necessary knowledge and skill sets to obtain, sustain, or advance in their chosen career paths.
2. Describe the purpose of the Department.

CDM Overview
Construction is a large, dynamic and complex industry sector that plays an important role in the U.S. economy. The value of construction put in place in 2005 was estimated at $1.1 trillion dollars [Census Bureau, 2005]. Construction workers and employers build our roads, houses, and workplaces and repair and maintain our nation’s physical infrastructure. This work includes many inherently hazardous tasks and conditions such as work at height, excavations, noise, dust, power tools and equipment, confined spaces, and electricity. The industry is divided into many sub and sub-subsectors reflecting substantial differences in the types of equipment, work force skills, underlying production functions and other inputs required by various construction establishments. Our programs are designed to provide industry relevant training, including sustainable construction techniques and other green technologies, for our students to equip themselves with the necessary knowledge and skill sets to obtain, sustain, or advance in these areas of the employment sector.

3. Describe the alignment of the Department mission statement with the College’s mission statement.

The department mission statements aligns with the college mission statement by, expressing a desire in offering our students a high quality technical education, supporting life long learning and promoting student success in their chosen career path.

4. Please provide additional comments and suggestions for this module.

none

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.

sustainable

2. Include one key word you would like to see in the College Vision Statement.

leader

3. How does your Program support LATTC Core Competencies?

Skill related to critical thinking,
Working with individuals from diverse backgrounds,
Locating information.
Working safety with tools.
These are skills that are covered in the context of the apprentice trades.
4. How does your Program support the college's Strategic initiatives? (Appendix A)

- Marketing materials that advertise the program and school.
- Online classes link the program to a more global market of students.
- Cross discipline approach to emerging technologies and related degrees.

5. What priorities came out of your Program Review that should be addressed in the new SMP?

- Currently addressed in the master plan.

6. Where do you see your Program in 3 years?

- Where it is now, currently the programs are addressing employer needs and requests.

7. Where do you see your Program in 5 years?

- Growing and in our new building.

8. Where do you see your Program in 10 years?

- Too far out to tell at this time.

9. What are the overarching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

- Need materials, tools, equipment.
- Need support staff.
- Need more full time faculty.

10. How is your Program perceived by the external community?

- The place to go for this type of training, nationally known.

11. How is your Program perceived by the college community?

- Big, powerful, gets all the money.

12. How is your Program perceived by the competitors?

- Can't beat CDM @ latte

13. How does your Program want to be perceived by the external community, college community, and competitors?

- As Is

14. Please provide additional comments and suggestions for this module.

- none

**Module B.2: Matriculation Plan:**

1. What current matriculation services are being utilized by your Program?

- none

2. How can current matriculation services be improved and/or be better utilized by your Program?

- Counselors actually counseling the students and assist with education plans from day one.
3. What additional matriculation services would you like to see in the future?

- Education of all involved on how priority registration is determined, this includes the students.
- First year experience type activities.

4. Please provide additional comments and suggestions for this module.

- none

**Section C. Annual Program Review Analysis Modules**

**Module C.1: Recommendations from Validations**

How has the Program addressed each recommendation from the previous Program Review? Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. **Mission Statement Section - Recommendation Follow-up**
   - Mission statement was reviewed and determined to be valid, minor corrections made.

2. **Data Section - Recommendation Follow-up**
   - Data package supports program demand and success.

3. **Unit Planning & Budget Prioritization Section - Recommendation Follow-up**
   - Prioritize and reallocate as permitted.

4. **Forms Section - Recommendation Follow-up**
   - none

**Module C.2: Reflection**

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

   - Better Tracking of programs and classes.
   - Improvements to instructor syllabi
   - Better communications between faculty
   - Large sum of grant monies to support all programs.
   - Better working relationship with college administration.

2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).

   - Negative: Large Student demand, turn away or tear up facility and faculty. dropping funding levels due to recession.

   - Positive: SFP funds have been available and almost 90 percent of the programs CDM has and in such has received million in additional funding.
3. What are the positive and negative internal factors that influenced the Program? (Help-
Examples: results of previous SLO's/SAO's assessment, IT data, changes in technology
budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

| Negative: Perceived as the favorite child and get everything. |
| Department is too big. |
| Positive: Well run, always upto date |
| Have the programs that permit the current rush of grant dollars to come in and support our programs. |

4. What plans need to be implemented in order to address the Program's external and internal factors?

| Stabilize the primary funding sources. |
| Hire several new faculty and support staff. |
| Continue seeking SFP funding. |

**Module C.3: Student Learning Outcomes (SLO) and Program**

**Learning Outcomes (PLO)**

1. Do all courses in the Department have SLOs?  
   Yes
2. Is there a formal assessment plan for all SLOs?  
   No
3. How many courses have at least one SLOs assessed?  
   50
4. Do all Programs have Program Learning Outcomes (PLOs)?  
   Yes
5. Do all Programs have Curriculum map developed?  
   Yes
6. Do all PLOs tie into LATTC Core Competencies?  
   Yes
7. Is there a formal assessment plan for all PLOs?  
   Yes
8. How many Programs have at least one PLOs assessed?  
   0
9. Do all SLOs tie into LATTC Core Competencies?  
   Yes
10. What were the most important findings from the assessments of SLOs & PLOs?  
    Were are behind, but catching up and learning the process.
    Educating the faculty on the process has been very difficult and it shows why we need full time faculty because part time do not participate.
11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?  
    More SLO training for faculty and more training for faculty on basic computer skills, WORD, Excel, etc.
12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.  
    yes
13. Please provide additional comments and suggestions for this module.  
    none
Module C.4: External Accreditation/Review/Audit Analysis

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)
   none

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.
   All of the programs keep current with their industries, both thru working in them and our associations with our community advisors.

   One example: Electricians held about 694,900 jobs in 2008. About 65 percent of wage and salary workers were employed by electrical contracting firms, and the remainder worked as electricians in a variety of other industries. In addition, about 9 percent of electricians were self-employed.

   Boilermakers held about 20,200 jobs in 2008. About 21 percent worked in the nonresidential building construction industry, assembling and erecting boilers and other vessels. Another 21 percent worked in manufacturing.

   Job prospects. In addition to jobs created by the increased demand for electrical work, openings are expected over the next decade as electricians retire. This will create good job opportunities, especially for those with the widest range of skills, including voice, data, and video wiring. Job openings for electricians will vary by location and specialty, however, and will be best in the fastest growing regions of the country.

   Employment of electricians, like that of many other construction workers, is sensitive to the fluctuations of the economy. On the one hand, workers in these trades may experience periods of unemployment when the overall level of construction falls. On the other hand, shortages of these workers may occur in some areas during peak periods of building activity.

   Although employment of maintenance electricians is steadier than that of construction electricians, those working in the automotive and other manufacturing industries that are sensitive to cyclical swings in the economy may experience layoffs during recessions. In addition, in many industries opportunities for maintenance electricians may be limited by increased contracting out for electrical services in an effort to reduce operating costs. However, increased job opportunities for electricians in electrical contracting firms should partially offset job losses in other industries.

   Job prospects. Job prospects should be favorable because the work of a boilermaker remains hazardous and physically demanding, leading some qualified applicants to seek other types of work. Job growth will generate some new openings, but an even greater number of openings will arise from the numerous boilermakers expected to retire.

   People who have welding training or a welding certificate should have the best opportunities for being selected for boilermaker apprenticeship programs.

   Many industries that purchase boilers are sensitive to economic conditions. Therefore, during economic downturns, boilermakers in the construction industry may be temporarily laid off. However, maintenance and repairs of boilers must continue even during economic downturns so boilermaker mechanics in manufacturing and other industries generally have more stable employment.

3. Job placement rates for the last 3 academic years. (ACCJC Annual)
   100 percent, all students seek a job after graduation have found them. However, we lack any method to track this data.

   125 approx.
4. **Advisory board, meeting information (time, date, & attendees).**
   - All of them, and they meet once per year in the spring, or as needed.
   - Example, Solar has meet 3 times during 2010.

5. **Advisory board recommendations.**
   - See Recommendations from specific disciplines, not department advisory is held.

6. **What plans need to be implemented in order to address the identified issues/recommendations?**
   - More money, more faculty, more support staff.

7. **Please provide additional comments and suggestions for this module.**
   - none
Cooperative Education

LATTC Program Review 2010-2011
Instructional - Department Level

Department: Cooperative Education

Participated Faculty/Staff: Cynthia Morley-Mower, Carole Anderson, Nurit Glass-Villalobos

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

To augment educational programs through on-the-job experiences, the Cooperative Education process promotes critical thinking related to workplace demands. The program provides the community with employees that are ready for challenges and well-prepared to satisfy industry needs.

2. Describe the purpose of the Department.

To integrate employability skills with educational goals through the college work experience courses.

3. Describe the alignment of the Department mission statement with the College’s mission statement.

Cooperative Education is a program that is represented in many of the college's programs. The program offers unit credit for on-the-job training. We strive to ensure that students who enroll in the program identify and develop attainable goals that can be realized in one semester and used for years to come. The students enrolled in Cooperative Education are part of a three-part agreement. By participating in the program, students, the employer, and the college enter into an agreement that will judge the student on such employment skills as punctuality, reliability, and resourcefulness while working on three objectives for the student to learn a new technique or that they will improve a technique that they are currently practicing on the job. This program is designed to assist students in attaining their career goals and beginning the process of lifelong learning while they are still in school.

4. Please provide additional comments and suggestions for this module.

N/A

1/12/2011
Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one keyword you would like to see in the College Mission Statement.
   Good as is, it is too long now.

2. Include one keyword you would like to see in the College Vision Statement.
   employability

3. How does your Program support LATTC Core Competencies?
   The mission of this program is to allow students the opportunity to garner on the job skills for future employment. They are required to interact directly with their employers to develop objectives that may include verbal, written, communication, and practical skills that will enable them to increase their employability.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   The courses in this program are directly related to student success and growth as listed in the college strategic plan. The on-the-job experiences allow graduates to make the transition to job placement with actual experience and familiarity with the demands of industry. In addition, the introduction of workplace demands offer the students the opportunity to understand and to develop the skills necessary for future needs of industry.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   N/A

6. Where do you see your Program in 3 years?
   The faculty would like to see the program expand into the college disciplines through wider faculty involvement. Students would benefit from faculty members in their respective disciplines securing internship opportunities.

7. Where do you see your Program in 5 years?
   The faculty would like to see emerging industries added to the curriculum.

8. Where do you see your Program in 10 years?
   There should be an office dedicated to this process. The skills obtained while continuing each student's education will only advance them in their future making this office an integral part of the student success initiative.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   It is like pulling teeth to get three simple objectives from students. The differing levels of preparedness creates challenges for the faculty and students alike.

10. How is your Program perceived by the external community?
    There is positive feedback from the employers that our students work with.

11. How is your Program perceived by the college community?
    The faculty that is aware of the program fully understands the benefits of on-the-job training especially the Career and Technical Education faculty.
12. How is your Program perceived by the competitors?

N/A

13. How does your Program want to be perceived by the external community, college community, and competitors?

The faculty should be viewed as an asset to their programs. Students that are on the job learn how the skills they are learning in school apply to industrial demands.

14. Please provide additional comments and suggestions for this module.

N/A

**Module B.2: Matriculation Plan:**

1. What current matriculation services are being utilized by your Program?

   The counselors are aware of the benefits of this program and encourage students to take advantage of the opportunity.

2. How can current matriculation services be improved and/or be better utilized by your Program?

   Students should be made aware of the program from the beginning. Relating industry demands to educational opportunities bring focus to their educational goals.

3. What additional matriculation services would you like to see in the future?

   Introduction to the program included in orientation.

4. Please provide additional comments and suggestions for this module.

   N/A

**Section C. Annual Program Review Analysis Modules**

**Module C.1: Recommendations from Validations**

How has the Program addressed each recommendation from the previous Program Review?

Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. Mission Statement Section - Recommendation Follow-up

   None

2. Data Section - Recommendation Follow-up

   None

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up

   None

4. Forms Section - Recommendation Follow-up

   None
Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.
   - We have separated the disciplines to allow more focused attention on individual students.

2. What are the positive and negative external factors that influenced the Program? (Help-
   Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation
   recommendations, enrollment issues, advisory committee suggestions, etc.).
   - None

3. What are the positive and negative internal factors that influenced the Program? (Help-
   Examples: results of previous SLO’s/SAO’s assessment, IT data, changes in technology
   budgeting, and staffing resources, enrollment and/or facilities issues, etc.).
   - None

4. What plans need to be implemented in order to address the Program’s external and internal factors?
   - None

Module C.3: Student Learning Outcomes (SLO) and Program

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?  - Off
2. Is there a formal assessment plan for all SLOs? - Off
3. How many courses have at least one SLOs assessed? - Off
4. Do all Programs have Program Learning Outcomes (PLOs)? - Off
5. Do all Programs have Curriculum map developed? - Off
6. Do all PLOs tie into LATTC Core Competencies? - Off
7. Is there a formal assessment plan for all PLOs? - Off
8. How many Programs have at least one PLOs assessed? - Off
9. Do all SLOs tie into LATTC Core Competencies? - Off
10. What were the most important findings from the assessments of SLOs & PLOs? - None at this time
11. What changes will be made to address these findings? (e.g. changes to the program,
    curriculum, instructional methods, and facility)? - N/A
12. Will these planned changes necessitate a resource request? If yes, give a brief
    explanation. - N/A
13. Please provide additional comments and suggestions for this module. - N/A
## Module C.4: External Accreditation/Review/Audit Analysis

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). *(ACCJC Annual)*

   | N/A |

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

   This program is related to many disciplines on campus. The labor market data can be garnered from them.

3. Job placement rates for the last 3 academic years. *(ACCJC Annual)*

   | N/A |

4. Advisory board, meeting information (time, date, & attendees).

   | None |

5. Advisory board recommendations.

   | None |

6. What plans need to be implemented in order to address the identified issues/recommendations?

   | None |

7. Please provide additional comments and suggestions for this module.

   | N/A |
LATTC Program Review 2010- 2011
Instructional -Department Level

Department: Non Credit

Participated Faculty/Staff: Dr. Allison Tom-Miura, Maryanne Galindo, Jah'Shams Abdul-Mumin, and Arlene Castillo

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

The mission of the Noncredit, Continuing Education department is to promote and increase educational equity in our community service area, specifically facilitating residents’ access to college and lifelong learning through the delivery of high-quality, flexible and relevant instructor-led and online classes and programs.

2. Describe the purpose of the Department.

The Noncredit, Continuing Education department provides free classes to facilitate the public's increased access to college to pursue their academic and career goals, strengthen students' academic and college readiness skills to help ensure their success, create a seamless transition for students starting in noncredit to effectively move to credit classes/programs and work, and support our community members to be informed and empowered members of our democratic society. The Noncredit, Continuing Education department works with students in facilitating their successful navigation of college to help them achieve their personal, academic, and career goals.

3. Describe the alignment of the Department mission statement with the College's mission statement.

The Noncredit, Continuing Education department's mission statement is aligned with the College's mission statement by providing students with life-long learning opportunities, short-term vocational training, employment readiness and high-quality educational options that help them prepare for and meet their career and academic goals and preparing our students to participate effectively in our democratic society.

4. Please provide additional comments and suggestions for this module.

N/A

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.

access, student-centered, asset-based, education-equty

2. Include one key word you would like to see in the College Vision Statement.

student success

1/12/2011
3. How does your Program support LATTC Core Competencies?

The Noncredit, Continuing Education department conducts free classes that teach students all of LATTC's core competencies. Every noncredit class addresses at least two or more of the college's core competencies. All classes taught in our three main disciplines: Basic Skills, ESL (NC), and Vocational Education, teach critical thinking, visual, numerical, verbal, written, practical, communication, and comprehension skills as well as help our students work and learn effectively in a culturally diverse socio-economic environment. Our Vocational Education classes focus on teaching our students their technical, leadership, and emotional intelligence skills required by an industry or employer for entry-level employment.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)

<table>
<thead>
<tr>
<th>The Noncredit, Continuing Education department supports the following college strategic initiatives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Student Success - Basic Skills</td>
</tr>
<tr>
<td>Our department is one of the core departments involved in developing, updating, and delivering basic skills classes to students. Our department has been involved in the Basic Skills committee since its inception and our department chair is currently the Basic Skills committee chair. Our department has been working with the Learning Skills, English and math departments to address coordinating course sequence options for students with skills below college-level. One of our noncredit courses is the being used to introduce new students to the assessment process and diagnostic and educational plan tools to facilitate and guide their enrollment.</td>
</tr>
<tr>
<td>2) Community and Business Development - Community Outreach/Satellite Programs, Increase outreach efforts to disconnected youth, and create college-going culture in LATTC service area</td>
</tr>
<tr>
<td>Our department is expanding the promotion of our free, noncredit classes and programs in citizenship, ESL, basic skills and short-term vocational training to our community members through nonprofit community-based organizations and K-12 schools. Additionally, the expansion and deliver of Saturday morning and weekday evening classes is currently being considered.</td>
</tr>
</tbody>
</table>
5. What priorities came out of your Program Review that should be addressed in the new SMP?

1) Additional full-time faculty positions in each of our three main disciplines: Basic Skills, ESL (NC) and Vocational Education with some release time to further develop and expand these courses and programs.

2) Increased collaboration and coordination with Learning Skills, English, Math and CTE departments around SLOs, instructional materials, faculty/staff development, and sharing of adjunct instructors to create multiple, streamlined and accessible pathways for students.

3) Collect, analyze and report/share outcome data and best practices from our classes and programs within and external to our campus.

4) Regularly review, update, and share instructional materials, course outlines and instructional practices with departmental faculty and instructors from related disciplines.

5) Expand collaboration and partnerships with CTE disciplines in the development and delivery of noncredit preparation classes that support students in successfully completing their educational and career goals.

6) Expand the promotion and knowledge of noncredit classes and programs throughout our campus and community service area.

7) Increased student access to effective academic and career advising that can be easily accessed and utilized by students that have limited time

8) Identification and creation of affordable (under $10) and accessible instructional and learning materials to use in our classes

9) Dedicated computer lab for noncredit classes for our computer lab classes and for our lecture classes to supplement our traditional classroom lectures with increased use of technology by our instructors and students

10) Installation of projectors in our three lecture classrooms for our instructors to use technology in their teaching.

6. Where do you see your Program in 3 years?

A strong and vibrant department with the following:

1) 2 full-time instructors
2) a dedicated computer lab next to our dedicated classrooms
3) statewide and campus-wide publication of our department's effective instructional practices
4) high-tech, dedicated classrooms with projectors
5) increased student success in credit classes after completion of noncredit preparatory classes
6) increase educational equity in our community service area by establishing and operating satellite or mobile classrooms to expand the college into the community
7) develop and expand the delivery of noncredit online classes
8) develop and integrate video stories about our students, alumni and industry partners and their educational and career pathways into our noncredit classes and college internet presence

7. Where do you see your Program in 5 years?

A strong and vibrant department that is the leading Noncredit department in the district with:

1) 3 full-time instructors
2) two dedicated computer labs to enhance the use of technology in our classes and increase the delivery of basic computer classes
3) increased student success in credit classes after completion of noncredit preparatory classes
4) double the number of current short-term vocational certificates and training programs that are developed and coordinated with specific industries and employer partners
5) increasing academic and career success of our students who complete our classes
6) develop a community advisory committee to support, guide, and collaborate with the department
8. Where do you see your Program in 10 years?

A strong and vibrant department that is the leading Noncredit department in the district with:
1) 4 full-time instructors
2) Four dedicated classrooms w/projectors
3) Triple the number of current short-term vocational certificates
4) Increased student success in credit classes after completion of noncredit preparatory classes

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

The over-arching themes for our department are:
1) Student preparedness in essential skills (English, math, computer and communications/leadership)
2) Delivery of student-centered classes and services that are flexible, accessible and relevant to students' needs
3) Accelerate and refresh student knowledge and skills
4) Develop and support student self-navigation skills

10. How is your Program perceived by the external community?

Very positive, effective, innovative, accessible, community/student-centered

11. How is your Program perceived by the college community?

Active and effective for a small department. About half the departments and the administration view our department as being very innovative and effective, while other departments and a few faculty don't understand what noncredit is, how it works, how it supplements versus competes with noncredit and why it's needed and beneficial to our college and students.

12. How is your Program perceived by the competitors?

Effective, innovative, accessible, community/student-centered, and supportive.

13. How does your Program want to be perceived by the external community, college community, and competitors?

Our department wants to be perceived as being an accessible, responsive, innovative, technology-supported and effective educational arm of the LATTC that helps anyone strengthen their essential skills and successfully navigate college in pursuit of their educational and career goals.

14. Please provide additional comments and suggestions for this module.

N/A

Module B.2: Matriculation Plan:
1. What current matriculation services are being utilized by your Program?

The Noncredit, Continuing Education department is involved with every aspect of the matriculation process.

Admissions:
Since May 2010, we have been conducting our Introduction to Post-Secondary Education class (BS 75CE) to all new and returning students to facilitate their effective transition to LATTC and in navigating the various services to support their success in college and beyond. We work with admissions on the processing of enrollment cards for our students attending BS 75CE. Admissions staff also help direct new and returning students to attend our BS 75CE class. We also work with members of the Admissions staff on the Welcome & Orientation S-team to identify barriers and potential solutions to better serving and assisting our students.

Orientation:
Since May 2010, the matriculation area asked our department to conduct BS 75CE as an orientation class for all new and returning students. The matriculation staff team has provided the essential support for processing all the new students and to the instructional team's delivery of this class. From May 2010 to August 2010, over 5,000 students enrolled and attended the BS 75CE class to receive assistance with learning about LATTC and getting registered into classes.

Assessment:
Our department has been very involved in helping to re-shape how students are assessed at LATTC. Through our BS 75CE, we have helped educate students about their assessment options and make informed choices about refreshing and strengthening their math and English before they take the college's official assessment placement test.

Counseling:
Through our BS 75CE our instructors emphasize the important role counselor provide especially with regards to academic advising and personal counseling needs. Counselors have been providing group counseling to each new class for one hour prior to the second class session.

Follow up and research:
This is an area our department has been working to strengthen to document our practices and identify trends of student outcomes and feedback to continually improve upon our classes and schedules.

2. How can current matriculation services be improved and/or be better utilized by your Program?
1) Consistent set of well-trained staff with strong customer service, leadership and problem-solving skills to provide new students with a positive, streamlined process from application, orientation, class registration and ed plan.
2) Increased number and role of academic advisors (CGCs) connected with specific departments and involved in the BS 75CE class to work with groups of students by major
3) Efficient and electronic accessibility of students to receive review and approval of their Student Education plans by counselors or CGCs
4) Increased ability to schedule an appointment with a counselor for special or personal needs
5) Receive set class handouts and financial aid materials into the BS 75CE class packets early and upfront
6) Dedicated staff to prepare set handout and promotional materials (schedule of classes, catalogs, bags, pens, etc.) so new students are welcomed enthusiastically
7) Training of admissions staff and student workers on delivering an accurate and consistent message regarding the BS 75 class

3. What additional matriculation services would you like to see in the future?
1) Regularly scheduled Dept. open houses to showcase degrees, certificates and classes and provide academic advising
2) Additional academic advisors connected w/specific departments to support new students in a consistent, effective and accurate manner.

4. Please provide additional comments and suggestions for this module.
Mandatory training and involvement of all staff and faculty in enthusiastically welcoming and supporting all students in their pursuit of the educational and career goals and in successfully navigating the campus and community resources.

### Section C. Annual Program Review Analysis Modules

#### Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review?

Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.

1. **Mission Statement Section - Recommendation Follow-up**
   - There were no recommendations regarding the Mission statement

2. **Data Section - Recommendation Follow-up**
   - There were no recommendations regarding the data section

3. **Unit Planning & Budget Prioritization Section - Recommendation Follow-up**
   - There were no recommendations regarding the unit planning and budget prioritization section

4. **Forms Section - Recommendation Follow-up**
   - There were no recommendations regarding the forms section

1/12/2011
Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

1) Adjunct faculty have been meeting more regularly to discuss, develop and revise student learning outcomes, course outlines and effective instructional materials and practices.
   2) Adjunct faculty have been more involved in campus, district and regional faculty development opportunities.
   3) Hiring of adjunct faculty from the English Department has increased our coordination and collaboration with that department and improved our students' preparation for credit English classes and mutual referral of students.
   4) Syllabi have been streamlined and include all essential information and SLOs.
   5) Clear information that helps our students matriculate into credit classes and programs is being provided in a more consistent manner.

2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).

1) Misperceptions and ignorance about the role, purpose and academic strength on noncredit continue to dominate a small minority of faculty who are in leadership positions within the Academic Senate making it highly unlikely that there will be adequate faculty support for additional faculty positions and the expansion of our department.
   2) The leadership changes in the Learning Skills department has created a more positive and collaborative culture where our department can have regular communication with them in coordinating our classes, mutual referrals, etc.
   3) The creation of the English department this fall has made a tremendous difference in our collaboration, sharing of faculty and instructional materials, and effective matriculation of our students.
   4) The support of noncredit classes by the College Council to be offered in winter and summer sessions so our students can be better prepared for the fall and spring semesters is positive and helpful. However, the ability for our department to deliver high-quality and consistent instruction through the management and support of only adjunct instructors is challenging and stretching the limits of our department chair.
   5) High numbers of high school dropouts from our K-12 system in our community service area that come to our college to pursue their educational and career goals resulting in higher demand for college readiness classes.

3. What are the positive and negative internal factors that influenced the Program? (Help-Examples: results of previous SLO's/SAO's assessment, IT data, changes in technology budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

1) Our noncredit program became a full-fledged department this past January 2010, enabling our department chair to play a broader role on-campus.
   2) Our Noncredit Dept. moved to a permanent office location and received three dedicated classrooms.
   3) Received our first student worker to provide administrative support to our department.
   4) Additional funding from student achievement on the CASAS test to support vouchers to pay for G.E.D. tests for our students.

1/12/2011
4. What plans need to be implemented in order to address the Program’s external and internal factors?

Our department faculty will continue to work with those departments, faculty and staff that want to work with to help our students prepare and succeed in college. Expand partnerships with high school and adult schools and community-based organizations to create an accessible and streamlined process to college. Strengthen department infrastructure to meet the increased demand of students needing academic and career readiness classes and support. Access additional resources such as graduate students to maintain and expand student-centered services and systems.

Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs? Yes
2. Is there a formal assessment plan for all SLOs? No
3. How many courses have at least one SLOs assessed? 1
4. Do all Programs have Program Learning Outcomes (PLOs)? Off
5. Do all Programs have Curriculum map developed? Off
6. Do all PLOs tie into LATTCC Core Competencies? Off
7. Is there a formal assessment plan for all PLOs? Off
8. How many Programs have at least one PLOs assessed? Off
9. Do all SLOs tie into LATTCC Core Competencies? Yes
10. What were the most important findings from the assessments of SLOs & PLOs? N/A
11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)? N/A
12. Will these planned changes necessitate a resource request? If yes, give a brief explanation. N/A
13. Please provide additional comments and suggestions for this module. N/A

Module C.4: External Accreditation/Review/Audit Analysis

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual) N/A

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources. N/A

1/12/2011
3. Job placement rates for the last 3 academic years. *(ACCJC Annual)*  
| N/A |

4. Advisory board, meeting information (time, date, & attendees).  
| N/A |

5. Advisory board recommendations.  
| N/A |

6. What plans need to be implemented in order to address the identified issues/recommendations?  
| N/A |

7. Please provide additional comments and suggestions for this module.  
| N/A |
Department: Transportation Technologies Department

Participated Faculty/Staff: Rudy Serrato, George Spear, and Jess Guerra

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.
Our mission is to provide all students with cutting edge Transportation Technology instruction using student centered learning concepts in the various disciplines of this department; prepare students for a successful career that improves our community, economy and environment.

2. Describe the purpose of the Department.
The purpose of the discipline is to continue to be the training leader of both new and incumbent workers in the repair of automotive, diesel, collision repair, and motorcycle technologies.

3. Describe the alignment of the Department mission statement with the College’s mission statement.
Both the college and department's mission statements support a focus on high quality education, career support, community and economic development.

4. Please provide additional comments and suggestions for this module.
N/A

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

1. Include one key word you would like to see in the College Mission Statement.
Pioneer

2. Include one key word you would like to see in the College Vision Statement.
Environment
3. How does your Program support LATTC Core Competencies?
   A: All of our classes involve research projects that require the student to identify various technologies as well as using that research to solve mechanical problems on vehicles.
   B: Students use their acquired numerical and practical skills to build new types of vehicles. (ex: green go-kart project)
   C: All of our exams have been approved by our advisory committee to ensure that the content meets all industry standards.
   D: Students are required to present research findings to their classmates in an oral form as well as prepare for job interviews using a mock interview exercise.
   E: All students participate in various group assignments that bring together our socially and culturally diverse classroom.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Growth (Bridges to Success) - Diesel program students are also referred to the Bridges to Success Center for individual assistance and for program promotion linking to K-12 and community based organizations.
   SS-transition to job placement: The Transportation Department trains students to enter a high demand job markets in various transportation sectors.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   Staff and faculty replacements to improve the program. The college needs to continue to upgrade our training classrooms and laboratory shops to be able to continue to support the greening of the transportation industry.

6. Where do you see your Program in 3 years?
   In the next three years our program will continue to expand and will provide even more incumbent worker training classes that will address the changes in technologies and emissions standards as well as the wider use of green technologies in the transportation industry.

7. Where do you see your Program in 5 years?
   We will be the leaders in transportation technologies training.

8. Where do you see your Program in 10 years?
   We will have state of the art facilities and continue to harvest our industry partnerships that will direct the focus of our training in transportation technologies.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   The transportation department has experienced growth in the past years. This has brought the need to replace faculty and staff who have retired for which no replacements were granted.

10. How is your Program perceived by the external community?
    Our program is perceived as a strong hands-on educational experience with technical skills training in all areas of transportation.

11. How is your Program perceived by the college community?
    Our department is perceived as a major role player in training for our college. We constantly try to integrate inter-disciplinary partnerships at Trade-Tech. We have recently worked with Welding, Solar, and our Culinary departments on various projects.
12. How is your Program perceived by the competitors?

The Transportation Technologies department at LATTC is considered the premier training center for all areas of transportation. Our programs have an excellent reputation with the various industries we serve as leaders in training for these disciplines.

13. How does your Program want to be perceived by the external community, college community, and competitors?

Our department wants to be perceived as the leader and innovative in the type of training we offer as well as in the methods we use to carry out this training.

14. Please provide additional comments and suggestions for this module.

N/A

Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?

All of our students are encouraged to work with our counseling department to develop an educational plan upon entering into the college. Through the use of assessment testing our students receive a customized plan that will help them achieve their educational and career goals.

Transportation Department students are also referred to the Bridges to Success Center for individual assistance and most recently with assistance with job readiness training.

2. How can current matriculation services be improved and/or be better utilized by your Program?

Having a yearly meeting between our department and counseling will better familiarize both sides with the role of each as well as provide a better service to our students. In addition, the admission and enrollment process should be transparent and streamlined. Our department recommends the continued use of diagnostic instruments (e.g. TABE) that provide our students with early feedback on their respective levels of Math and English before they formally get placed into these disciplines.

3. What additional matriculation services would you like to see in the future?

We need to be able to provide more information to students on financial-aid and scholarships that are available to them. This is something that needs to be done during the initial enrollment process.

4. Please provide additional comments and suggestions for this module.

N/A

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

How has the Program addressed each recommendation from the previous Program Review?

Please report on the status, timeline, and anticipated/implemented changes if follow-up was requested.
1. Mission Statement Section - Recommendation Follow-up
N/A

2. Data Section - Recommendation Follow-up
N/A

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
N/A

4. Forms Section - Recommendation Follow-up
N/A

**Module C.2: Reflection**

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

   We have changed the way lecture material is delivered. Each instructor now has up to date equipment (laptop computers and LCD projectors) providing enhanced delivery options not available in the past.

   We have infused the use of technology into our program by taking advantage of the Moodle support for each class. Students have access to laptops and now use Moodle for all assignments and related activities.

   We were able to begin an internship program with Santa Monica’s Big Blue Bus to expose and train our students in the latest transportation technologies.

2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).

   Some positive external factors that have affected our discipline are changes in emission regulations for diesel powered vehicles. These have brought the need to upgrade equipment and train faculty on new technologies. We have been able to successfully meet those challenges in the past year and meet the training demands of some of our partners like the California Air Resources Board.

3. What are the positive and negative internal factors that influenced the Program? (Help-Examples: results of previous SLO’s/SAO’s assessment, IT data, changes in technology budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

   Enrollment in the last couple of years has really impacted our ability to meet the demand for classes. In addition, as the different alternative fuel courses are created, our faculty is now stretched thin. This has brought the need to add another full-time faculty.

4. What plans need to be implemented in order to address the Program’s external and internal factors?

   Staff and faculty replacement along with additional faculty needed in different areas of the transportation department. In particular, we need faculty to teach in the area of alternative fuels and hybrid technologies. With the growing demand in the green transportation sector, we need to be able to meet the training demands of the industry.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs? Yes
2. Is there a formal assessment plan for all SLOs? Yes
3. How many courses have at least one SLOs assessed? 6
4. Do all Programs have Program Learning Outcomes (PLOs)? No
5. Do all Programs have Curriculum map developed? No

6. Do all PLOs tie into LATTC Core Competencies? No
7. Is there a formal assessment plan for all PLOs? No
8. How many Programs have at least one PLOs assessed? 2
9. Do all SLOs tie into LATTC Core Competencies? Yes

10. What were the most important findings from the assessments of SLOs & PLOs?

   The SLOs have been assessed each time a final exam has been given. This has shown us where the strengths and weaknesses of a course have been and the necessary modifications to make each course successful.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?

   One of the necessary changes is hiring a new faculty. This will allow us to change our curriculum and give more attention to the more challenging subjects for the students. Upgrades to our training facility will also allow us to use the latest emissions equipment. At the present time, both our engine and chassis dynamometer are inoperable and our students are unable to practice/demonstrate knowledge in the very important topic of emissions.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.

   New faculty request yo fill the above mentioned needs.

13. Please provide additional comments and suggestions for this module.

   N/A

Module C.4: External Accreditation/Review/Audit Analysis

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)

   N/A
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

Projections data from the National Employment Matrix
Bus and truck mechanics and diesel engine specialists:
Employment 2008: 263,100
Employment Projected for 2018: 278,000
Increase: 6%
*Note-the figures listed above represent new jobs. DOL reports that up to 1/4 of the heavy-equipment mechanics alone may be lost between 2007 and 2014 to retirement alone. This represents a significant demand for trained diesel mechanics.

3. Job placement rates for the last 3 academic years. (ACCJC Annual)

4. Advisory board, meeting information (time, date, & attendees).

Automotive, Diesel, Collision, and Motorcycles Technologies. These disciplines all have annual advisory board meetings.

5. Advisory board recommendations.

- Continue to develop and infuse "green" transportation technologies into all the existing curriculum
- Develop new curriculum to address new technologies using transportation (e.g. plug-in electric vehicles, CNG)
- Update facilities/equipment to support better prepare students for "real-world" employer settings including
  - Increase the use of Power Point type presentations.
  - Increase use of scan tools.
  - Add an advanced electrical course.

6. What plans need to be implemented in order to address the identified issues/recommendations?

- Need to hire a new full-time faculty with experience in CNG
- Review courses including their modality, length and competencies
- Assess the success of the Accelerated Diesel Program to determine if the cohort based intensive model is feasible for all new program entrants for Fall 2011

7. Please provide additional comments and suggestions for this module.

N/A