Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   To establish a culture of lifelong learning and provide academic enrichment opportunities and support services necessary to help students who attend under-performing middle schools located in high-poverty areas boost their core English and Math subject scores annually assessed through California Standard Tests (CST).

2. Describe the purpose of the Unit/Program/Discipline.

   Designed to prepare students for future community college or university coursework, the program is a vital component of the Success in Technical & Professional Pathways Program (ST&P3) initiative drafted by Los Angeles Trade Technical College in collaboration with partner K-12 schools and universities. The ST&P3 initiative combines the dual aims of branding the college as a preeminent learning institution for skilled workforce not only in the Los Angeles area - but also regionally and nationally - and aligning educational programs to the specific needs of the community. The 21st Century Program, Access to Careers and College Exploration for Student Success (ACCESS) Project, Early College Program, CAHSEE to College Program, and the recently launched LATTC/Santee Triple Crown Initiative, among others, are the elements of this initiative that fall under the Grade School to Grad School strategy to provide relevant pathways to education for all members of the community.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   The 21st Century Program provides free access to educational opportunities at the middle school level. These educational opportunities encourage interaction, creativity, and a diversity of ideas at a critical age that reinforce the principles of applied learning which is the hallmark of LATTC’s institutional mission and commitment to make possible the matriculation and academic success of students.

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.
   Relevant

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

3. How does your Program support LATTC Core Competencies?
   The 21st Century Program reinforce LATTC's Core Competencies (SLO) A and D through its method of instruction.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   The 21st Century Program directly addresses SS-Basic Skills and Growth-Bridges to Success strategic initiatives by providing the intellectual tools or know-how for knowledge work in institutions of higher learning and/or the workplace.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   Institutionalization of the 21st Century Program, so that it becomes a flagship effort by LATTC to outreach to communities within and without its service area.

6. Where do you see your Program in 3 years?
   A growth of 10%-15% from its current enrollment

7. Where do you see your Program in 5 years?
   Increasing its outreach to other parts of Los Angeles outside of the traditional service areas of LACCD and the Los Angeles School Unified District (LAUSD).

8. Where do you see your Program in 10 years?
   Institutionalized in LATTC's strategic thrust and permanently funded.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   The current economic slump has severely impacted the program's offerings. Presently, the 21st Century Program sessions have become irregular when course offerings were more frequent in terms of continuous semesters in the past.

10. How is your Program perceived by the external community?
    Through recruitment drives at middle schools in LATTC's service area and word-of-mouth, the program has enrolled students from far-flung school districts.

11. How is your Program perceived by the college community?
    Amusement - whenever students, as young as 10 years old are seen on campus when they attend their classes. Enthusiasm - whenever students appear inspired by the college environment.

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?

An essential academic support program and a prime mover in the increase of the literacy rate in the community.

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?

Admission, Orientation, Assessment, Counseling, Bridges to Success, and Academic and CTEs programs.

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

Greater integration of matriculation services to ensure that 21st Century Program students obtain the full benefit of enrollment. After graduation from middle school, they should be readily accommodated to the Bridges Program to increase retention.

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

N/A

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

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

N/A
Module C.2: Reflection

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

   In the summer of 2010, the 21st Century Program entered into a partnership with NASA-JPL to incorporate its STEM (Science, Technology, Engineering, and Mathematics) curriculum into its courses to stimulate scientific thinking and encourage a new generation of students into choosing Science and Technology as a field of study.

2. What are the positive and negative external factors that influenced the Program?

   The economic crisis tremendously curtailed the 21st Century Program's programs. Whereas, it has operated nearly all year round in the first 3 years with many course offerings, this year, the program was only operational during the spring and summer semesters.

3. What are the positive and negative internal factors that influenced the Program?

   Also due to the budget cuts, staff have been at a bare minimum level and overwhelmed by the sheer number of students, but, nonetheless, performed their duties efficiently and professional despite the supervisory challenges inherent in dealing with middle school students.

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

   Selective course offerings and limited seating for enrollees until budget woes are eased were suggested courses of action, as well as the professional development of staff to cope with existing program constraints.

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

   Left Blank

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)? Yes

2. Does the Program have Student Learning Outcomes (SLOs)? Yes

3. List all Service Area Outcomes (SAOs).

   a. Enroll 2,400 students in a 4-year period
   b. Boost CST performance of partner schools

4. List all Student Learning Outcomes (SLOs).

   A. Students will use critical thinking skills to gather, identify, analyze, synthesize information, and evaluate problems and solutions.
   D. Students will demonstrate effective communication and comprehension skills.
   E. Students will demonstrate ability to interface in a culturally diverse socioeconomic environment

5. Does the Program SAOs align with LATTC Core Competencies? Yes
6. How do the Program SAOs align with LATTC Core Competencies?
   A, D, and E

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   A, D, and E

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    2

11. How many SLOs have been assessed?
    0

12. What were the most important findings from the assessments of SAOs & SLOs?
    21st Century Program met the goals specified in the grant.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
    Formal expansion of the program to other schools within LATTC’s service area, and a motion to institutionalize the program when its original grant expires.

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    Yes. Program will need a permanent location that is on campus with online resources to

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

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

1. Is this Program subject to external accreditation /review /audit?
   No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
   After School Education and Safety Program under the California Department of Education

3. Advisory board, meeting information (time, date, & attendees).
   Advisory Board regular meeting time (9:00 A.M. to 4:00 P.M.)
   02/26/10 - Isabel Ruiz-Moreno
   03/19/10 - Isabel Ruiz-Moreno
   04/16/10 - Isabel Ruiz-Moreno
   05/07/10 - Helen Redmond & Ray Lampano, Jr.
4. Advisory board recommendations.

Advisory board recommendation focused on minor changes in program metrics to account for its students as well as their individual performance and program adjustments to cope with budgetary shortfalls and delays due to the current economic crisis.

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

Belt-tightening measures to limit program expenses while awaiting reimbursement from State and Federal funding source.

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

N/A
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

The goal of the Admissions & Records office is to facilitate the enrollment process for prospective and new students. Maintain and protect student information. Secure academic records and provide transfer assistance to help students become productive members of society.

2. Describe the purpose of the Unit/Program/Discipline.

The Admissions & Records Office is the initial contact for the future, present, and former students of L.A. Trade Tech. College. The services offered by the Office of Admissions include but are not limited to processing applications, registering students in classes, adds/drops, transcripts of records, maintaining student academic records, graduation, transfer certification, registered nursing certification, certificates of completion/skill awards, as well as maintaining attendance and accounting documentation of student attendance and grades.

Working in close conjunction with the Assessment Center, Matriculation Services, Counseling and special needs programs, and coordinating registration dates and activities and times to accommodate special needs students, the Admissions Office insures that its diverse population has access to all educational opportunities available. Regularly scheduled departmental meetings keep each program/area informed of developments in each department. This helps in planning for significant upcoming events, and maximizes the efficiency of each department by keeping information lines open between each area.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

The Admissions & Records Program facilitates the public community college goal by assisting students in obtaining Associate Degrees and Certificates, by processing and evaluating students eligibility for AA Degrees and Certificates, maintaining accurate cumulative records to facilitate transferring to State Colleges and Universities as well as private institutions. The Admissions & Records Office serves a diverse student population consisting of a varied ethnic and cultural population.

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.
   - Ideal

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

3. How does your Program support LATTC Core Competencies?
   - A & C & D. Students will use the on-line application process. Student will utilize the on-line process to register for classes, add/drop classes, students will be able to access grades.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - Student on-line applications will be processed in one business day.
   - All transcript requests will be processed in one business day.

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

6. Where do you see your Program in 3 years?
   - The Admissions Office will be struggling to keep up with the increased student population due to lack of staffing.

7. Where do you see your Program in 5 years?
   - The Admissions Office will be in a building dedicated to Student Services only.

8. Where do you see your Program in 10 years?
   - The Admissions Office will be completely paperless, new technology will change to duties of the staff who must be more technically qualified.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   - SPACE IS A PROBLEM. LACK OF ADEQUATE STAFF.

10. How is your Program perceived by the external community?
    - The Admissions Office is viewed as the most central location for the delineation of information about the College, its programs and procedures for enrollment.

11. How is your Program perceived by the college community?
    - The Admissions Office is perceived as knowledgeable, with ability to be flexible when needed to accommodate the needs of the college community as well as outside industries.

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 Admissions Office would like to be perceived as professional and well informed. Student centered, user friendly center for student information.

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

Left Blank

Module B.2: Matriculation Plan:

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

WE ARE ONE OF THE SERVICES (ADMISSIONS).

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

N/A

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

N/A

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

WILL COLLABORATE WITH ADMINISTRATION TO MORE PRECISELY DESCRIBE THE PROGRAM AND SERVICES OFFERED BY THE DEPARTMENT.

2. Data Section - Recommendation Follow-up

GOALS AND PRIORITIES WILL BE COMMUNICATED WITH STAFF.
STAFF MEETINGS, NOTIFYING STAFF OF NEW PROCESSES AND PROCEDURES THROUGH CORRESPONDENCE AND E-MAILS, AND HANDS ON WORKSHOPS.

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

N/A

4. Forms Section - Recommendation Follow-up

DEPARTMENT WILL UTILIZE DATA COLLECTION BY RESEARCHER. CONDUCT SURVEYS AT LEAST ONCE A SEMESTER TO GARNER INPUT ON HOW TO BETTER SERVE THE STUDENT NEEDS.

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

NEED A BETTER VALIDATION PROCESS, TOO CONFUSING.
Module C.2: Reflection

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

   THE OFFICE HAS ADJUSTED HOURS OF OPERATION TO SERVE MORE STUDENTS. REASSIGNED EMPLOYEES TO BETTER TRAIN STAFF AND INCREASED DIVERSIFICATION.

2. What are the positive and negative external factors that influenced the Program?

   THE OFFICE IS NOT FULLY STAFFED DUE TO FINANCIAL CONSTRAINTS ON THE DISTRICT, AS WELL AS THE STATE.
   THE OFFICE IS UNABLE TO MAINTAIN CRITICAL FILES IN AN ELECTRONIC FORMAT DUE TO LACK OF FUNDING FOR PROPER SCANNERS.

3. What are the positive and negative internal factors that influenced the Program?

   THE ADMISSIONS OFFICE IS NOT GIVEN THE PRIORITY BY ADMINISTRATION ON CAMPUS THAT IT DESERVES. THERE IS A LACK OF COMMUNICATION BETWEEN DEPARTMENTS OFTEN LEADING TO UNNECESSARY DUPLICATION OF SERVICES.
   THERE IS A LACK OF STORAGE SPACE INSIDE THE OFFICE.
   THERE IS A LACK OF SPACE FOR STUDENTS WAITING TO BE SERVED IN THE LOBBY.
   THE QUEUING SYSTEM CAUSES DELAYS IN SERVICE AND OFTEN REDUNDANCY IN SERVICES.

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

   THE ENTIRE STUDENT SERVICE AREA SHOULD HAVE A BUILDING DEDICATED TO STUDENT SERVICES.
   MORE STAFFING TO ACCOMODATE THE INCREASING VOLUME OF STUDENTS.
   MORE COMPUTERS FOR STUDENTS TO ACCESS IN ORDER TO LESSEN CROWDING.
   IMPLEMENT A SYSTEM THAT IS MORE EFFICIENT AND USER FRIENDLY THAN THE PRESENT QUEUING SYSTEM.

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

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Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?

   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?

   No

3. List all Service Area Outcomes (SAOs).

   Left Blank

4. List all Student Learning Outcomes (SLOs).

   Left Blank
5. Does the Program SAOs align with LATTC Core Competencies?  
Yes

6. How do the Program SAOs align with LATTC Core Competencies?  
Left Blank

7. Does the Program SLOs align with LATTC Core Competencies?  
Off

8. How do the Program SLOs align with LATTC Core Competencies?  
Left Blank

9. Is there a formal assessment plan for SAOs and SLOs?  
No

10. How many SAOs have been assessed?  
2

11. How many SLOs have been assessed?  

12. What were the most important findings from the assessments of SAOs & SLOs?  
N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?  
N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.  
N/A

15. Please provide additional comments and suggestions for this module.  
PLANNING TO DO ACCESSMENT IN THE NEXT YEAR.

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

1. Is this Program subject to external accreditation /review /audit?  
No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?  
Left Blank

3. Advisory board, meeting information (time, date, & attendees).  
Left Blank

4. Advisory board recommendations.  
Left Blank
5. What plans need to be implemented in order to address the identified issues/recommendations?

Left Blank

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

Left Blank
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   To provide students receiving Temporary Aid for Needy Families with job training and extensive support services that would foster life-long learning through a range of academic, career technical/vocational and remedial educational programs. These programs meet the changing needs of the workforce in technology and career trends that include collaborative services with college and community partners as they transition from welfare to work to self sufficiency.

2. Describe the purpose of the Unit/Program/Discipline.

   GAIN/CalWORKs is a job training program that provides extensive services for participants receiving Temporary Aid for Needed Families (TANF) through the Los Angeles County Department of Public Social Services (DPSS)/GAIN.

   Educational services include instructional programs in Adult Basic Education, GED Preparation, Tutoring, English as a Second Language, Short term Career Technical Education and Vocational Training, Certificate and AA/AS Degree programs and Personal Development.

   Our highly trained staff provide academic, career, crisis and personal counseling and case management; and job development/placement services including work study, work experience, community service as well as post employment services. Childcare is provided through our campus Child Development Center.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   The program and division align with the college in the following ways through:
   1) career development and academic goals,
   2) state of the art-technology,
   3) life-long learning,
   4) economic development
   5) collaborative community partnerships.

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.
   committed

2. Include one key word you would like to see in the College Vision Statement.
   vocational training or basic skills

3. How does your Program support LATTC Core Competencies?
   The program supports LATTC Core Competencies:
   A. Students will use critical thinking and synthesize the information in order to understand the requirements of the program
   C. Students will demonstrate technical skills that meet industry and/or employment standards through short-term training and educational programs
   D. Students will demonstrate effective communication and comprehension skills by participating orally and written through classroom, workshops and focus groups
   E. Students will demonstrate the ability to interface in a culturally diverse socioeconomic environment while undergoing training

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Originally the strategic goals did not address Student Services needs however, the program supports the initiatives of basic skills and assists students in transition to job placement.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   Communication, partnerships, technology accessibility, utilization of space, staffing

6. Where do you see your Program in 3 years?
   We anticipate student growth by 10% which will require increase of staffing; one full-time director, two full-time counselors, one hourly counselor, five full-time and one part-time classified support staff, one hourly faculty, one full-classified job/career developer

7. Where do you see your Program in 5 years?
   We anticipate student growth by 15% which will require increase of staffing; one full-time director, two full-time counselors, two hourly counselors, five full-time and two part-time classified support staff, one hourly faculty, one full-time job/career developer

8. Where do you see your Program in 10 years?
   We anticipate student growth by 15% which will require increase of staffing; one full-time director, two full-time counselors, two hourly counselors, five full-time and two part-time classified support staff, one hourly faculty, one full-time job/career developer

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 include the decrease in funding, economy impact, programming students, lack of sufficient counter office space and lack of job/career lab
10. How is your Program perceived by the external community?

Providing extraordinary "best practices" in offering short term training, career technical and educational programs, accessible, flexible, excellent customer service, effective

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

Effective, resourceful, accommodating, collaborative, flexible, educational, student centered, career/job oriented, helpful, caring, collegial

12. How is your Program perceived by the competitors?

Model program, best practices, cooperative, collaborative, resourceful, collegial, well respected, experienced, flexible, provide the most short term and career technical education/vocational programs, number one in green technology, ideally located,

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

The number one job training program that leads to industry driven careers, knowledgeable, collaborative, well-respected, best practices, experienced, resourceful, flexible, well-connected to the local community, expert grant partners and most sought after welfare-to-work program

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

CalWORKs has been very supportive of many departments especially within the Student Services Division and Learning Skills despite budgetary constraints. Serving the largest vocational and educational program in the district and state, we have excellent systems in place to accommodate all students.

Module B.2: Matriculation Plan:

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

Admissions, orientation, assessment and research

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

Information Center direct all GAIN students to GAIN/CalWORKs office upon initial entry to the college.

Information Center provide information and hand-outs about the college and GAIN/CalWORKs program.

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

More detailed diagnostic assessment tools for accurate placement.

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

Reduce the number of hours for orientation, provide follow-up personal development classes for college success which would include financial aid. Students should be made aware that non-credit basic skills courses and the TABE locator test are optional throughout the initial college orientation
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
   During the Student Services Retreat in August 2010 the unit modified its' statement and addressed the mission of the Student Services Division.

2. Data Section - Recommendation Follow-up
   There was no recommendation

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   Course and curriculum development has been completed for basic skills and transition to job placement via Learning Skills

4. Forms Section - Recommendation Follow-up
   None

5. Please provide additional comments and suggestions for this module.
   Additional courses and curriculum will be developed via Learning Skills
Module C.2: Reflection

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

- Serve over 2000 students
- Provide monthly GAIN Orientations for Vocational and Self Initiated Participants
- Provide GAIN/CalWORKs Workshops (i.e. Informational, etc)
- Provide 'Men of CalWORKs' monthly support group
- Personal Development classes
- Ideal campus collaborations with Student Services EOP&S, Financial Aid, Student Employment Center, Matriculation, Learn Skills, Reading and Career Center
- Maintain outstanding community partnerships (County DPSS GAIN, Workforce Investment Board, etc)
- Provide a variety of Job Development/Career/life Skills Workshops-
- Awarded several County and State workforce grants
- Initiate and offer a myriad of short-term vocational/career technical educational classes (i.e. CNA, Floral Design, etc)
- Enroll students in extensive remedial education classes including Learning Skills, Basic Skills and Non-Credit courses
- Key collaborator in LATTC Job Fair sponsored by Student Employment Center
- Practice 'Open door policy' utilizing a "holistic" approach to counseling
- Recognized by the County Board of Supervisors as an outstanding job-training program
- Highly commended by the Accreditation Commission for Community and Junior Colleges (ACCJC)

Improvements in program practice that were implemented: GAIN Orientations now include additional matriculation information as related to the entire college

2. What are the positive and negative external factors that influenced the Program?

Positive
Advisory committee made recommendations in ways to assist budgetary concerns
Program received outstanding commendations from last Accreditation

Negative
Additional paperwork to complete for each participant by the County DPSS GAIN will impact the program's clerical, case management and counselor duties requiring increase in staff
State budget cuts effect on program
The effects of non-credit offerings on entire college
Not enough clarity about assessment instrument
3. What are the positive and negative internal factors that influenced the Program?

Positive
Internal - 1) Matriculation provide Early Alert Workshops during the semester 2) CalWORKs is utilizing a scantron system to input student files in database

Negative
Internal - Changing the delivery of open entry/open exit Learning Skills/Remedial classes will greatly impact the program in students' ability to work on supplemental instruction
College nine hour orientation process is too long
Program inability to hire full-time staff to offset tremendous paperwork required for case management

Positive
A clearer understanding of SLO's and SAO's in 1) what is required of the student and 2) what is expected of the program

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

Internal
Collaborate with Learning Skills to ensure that students are receiving the repetitive instructional remediation
Shorten College Orientation Process

External
The Los Angeles Community College District will meet with Los Angeles County DPSS/GAIN contractual unit to minimize unnecessary clerical procedures
CalWORKs will forward Advisory Board recommendations to CalWORKs club for implementation

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

Module C.3: Service Area Outcomes (SAO) and Student

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)? Yes
2. Does the Program have Student Learning Outcomes (SLOs)? Yes
3. List all Service Area Outcomes (SAOs)

SAO # 1. Provide GAIN Orientations
SAO # 2. Counselor provide counseling and case management
SAO # 3. Place students in remedial/Learning Skills/Basic Skills classes
SAO # 4. Track and monitor number of CalWORKs students receiving childcare services at Child Development Center
4. List all Student Learning Outcomes (SLOs).

| SAO # 1 | Provide GAIN Orientations |
| SAO # 2 | Counselor provide counseling and case management |
| SAO # 3 | Place students in remedial/Learning Skills/Basic Skills classes |
| SAO # 4 | Track and monitor number of CalWORKs students receiving childcare services at Child Development Center |

5. Does the Program SAOs align with LATTC Core Competencies?

Yes

6. How do the Program SAOs align with LATTC Core Competencies?

| SAO # 1 | A,B,D,E (High) |
| SAO # 2 | A,D, (High) |
| SAO # 3 | A,B,C,D,E (High) |
| SAO # 4 | A (High) C (Low),D,E (Medium) |

7. Does the Program SLOs align with LATTC Core Competencies?

Yes

8. How do the Program SLOs align with LATTC Core Competencies?

| SLO # 1 | A,B,C,D,E (High) |
| SLO # 2 | A,B,C,D,E (High) |
| SLO # 3 | A,B,C,D,E (High) |

9. Is there a formal assessment plan for SAOs and SLOs?

No

10. How many SAOs have been assessed?

0

11. How many SLOs have been assessed?

0

12. What were the most important findings from the assessments of SAOs & SLOs?

N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

N/A

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

N/A

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

Modified SLOs as of 10/18/2010
Module C.4: External Accreditation/Review/Audit Analysis

1. Is this Program subject to external accreditation /review /audit?
   No

2. If Yes, who is the accrediting/review/audit body? What is the outcome of external accrediting/review/audit?
   Student files are contractually monitored by the Los Angeles County Department of Public Social Services /GAIN

3. Advisory board, meeting information (time, date, & attendees).
   CalWORKs Advisory Board met on March 3, 2010. There were twenty attendees from various on/off community agencies including but not limited to Campus Departments i.e. EOPS, DSPS, Matriculation, Student Services Administration, Child Development, Learning Skills, Student Employment Center, Nursing, Workforce Development, Los Angeles County DPSS/GAIN Regional Offices III, IV and VI, One-Stop Wilshire-Metro, EDD/Work Source Center and the Workforce Investment Board.

   Summary of meeting: overview of program components and funding sources; open discussion involved budget cuts, economic state and County of Los Angeles DPSS/GAIN programmatic changes and increase in referrals and fund raising ideas to offset budgetary concerns.

   Attendees: Dr. Theda Douglas, Linda Cole, Geraldine Hernandez, Gloria Moore, Lula Hill, Linda Dreu, Dan Elias, Lorna Bukasa, Thomas Dawkins, Leticia Barajas, Dorothy Smith, Michael Hopper, Derek Majors, Dr. Ayesha Randall, Dr. Rita Weingourt, Helen Beard, Adriana Marquez, John Nwoko, Ramon Castillo, Pauline Carrillo, Allen Fontenot, Norma Gallegos

4. Advisory board recommendations.
   The following recommendations were made to assist with budgetary shortfalls: talent show (DPSS GAIN Region III), clothing closet (Derek Majors), store commission (Geraldine Hernandez), campus fund raisers (Dr. Theda Douglas)

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

   1) Increase support staff to assist with increase of County referrals for job training
   2) Establish a CalWORKs Club to implement fund raisers and support for students

6. Please provide additional comments and suggestions for this module.
   Although Advisory Board meets annually periodic contacts with agencies are necessary to remain connected to community changes
Program: Career Center

Dean:
Linda Cole, Director
Dr. Linda Smith, Career Advisor
Loretta Jackson, Career Technician
Dr. Theda Douglas, Dean

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.
   To provide students with effective career planning tools, resources and services equipping them with the ability to identify and make informed career choices in achieving their life long goals in career technical/vocational and educational programs through state-of-the art technology that will lead to successful employment and higher education.

2. Describe the purpose of the Unit/Program/Discipline.
   The purpose of the Career Center is to provide educational career options for students preparing for the workforce and/or to transfer to a four-year college. Those options are presented through career assessments and interpretation, career/life skills workshops, and other educational career resources (such as, career information system, job/career lab, videos, books, articles, and special presentations of career choices).

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.
   The Career Center align with the college mission statement through:
   1) high-quality technical,
   2) professional educational options and,
   3) life-long learning

4. Please provide additional comments and suggestions for this module.
   Mission statement was modified.
3. How does your Program support LATTC Core Competencies?

A - Students will acquire critical thinking skills and analyze information through career assessments, career/life workshops and career information system

B - Students will utilize verbal, written and practical skills through career/life skills workshops

C - Students will demonstrate technical skills in the job/career lab

D - Students will demonstrate effective communication and comprehensive skills through career/life workshops

E- Students will the ability to interact in a culturally and socioeconomic environment through completing the career/life skills workshops

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

"Meeting the Future Needs of Community & Business Markets" by assisting and preparing students to make an effective transition to job placement.

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

Expand comprehensive job/career development activities.

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

1) Expansion of career services 2) collaboration with Student Employment Center and Language Arts Department

3) increase in staff: one full-time job developer, one hourly faculty, one-full-time classified, one career counselor

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

1) Merging with Student Employment Center, 2) greater collaboration with Work Source Centers and, 3) intracampus departments 4) one full-time and one part-time job developer, one hourly faculty, one full-time classified, one career counselor

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

As a technological state-of-the-art program (i.e. home access to data, etc.) highly utilized by the entire campus and surrounding community. with increase staff: two full-time job developers, one full-time faculty, two full-classified, one career counselor

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 focus on students need for developing life skills, acquiring and retaining jobs, transferring to four-year institutions and economic restrictions.

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

The external community views the program as effective, resourceful and supportive in assisting students as well as alumni, retirees and others currently in the workforce needful of making career choices, changes and/or career advancement.

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

The college views the program as highly effective by the numerous referrals made by various departments and community walk-ins.

12/9/2010
12. How is your Program perceived by the competitors?

Competitors view the program as highly effective, resourceful, technical, current with job trends and visionary.

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

This program would like to be perceived as a highly effective in demand educational foundation for providing successful job/career/life skills development with state of the art technology that lead to industry driven jobs for students as well as the community. Readily recommended by all.

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

The program has been underwritten by CalWORKs and now needs budget support desperately from Program 100.

Module B.2: Matriculation Plan:

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

Admissions, orientation, counseling and research

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

1) Information Center can help advertise hot careers with handouts and at the kiosk,
2) Information Center direct students to Career Center.

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

Queuing system should include a menu announcing hot careers.

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
Module C.2: Reflection

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

| Improvements to the program include greater student utilization of Eureka career information software; provided additional computers enabling students to access career information on-line; equipping students with more life skills tools through career life skills workshops and reading; career resource library including timely career-related articles and information, videos, audio tapes, pamphlets, brochures, etc.; workshops on special topics relating to career success and retention, i.e., consumer resources, speed reading, etc.; quantifying the number of students served through tracking (Trak-IT). |

2. What are the positive and negative external factors that influenced the Program?

| Positive Providing career services despite budgetary constraints for all students |
| Negative Non budgetary support from Program 100 Budget cuts has effected our ability to purchase upgrade career materials |

3. What are the positive and negative internal factors that influenced the Program?

| Positive Career Center provides services to all referred students |
| Negative Lack of additional staff to accommodate students more effectively day and evening Lack of computers to support staff and assist students Lack of data collection system |

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

| Budgetary support from Program 100 Hire additional staff Provide sufficient computers Install Trak-It system |

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

| Budget cuts has decreased our capacity to provide technical services and supplies |
Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?  
   Yes  
   No

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs):
   1) Career Center will provide career assessments and resources
   2) Career Center will assist student with career information system and job/career lab,

4. List all Student Learning Outcomes (SLOs):
   1) Student will be able to identify career choice
   2) Student will be able to complete career/life skills workshops
   3) Student will be able to enhance career search skills

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?
   SAO #1 A(High), B (High), C (Medium), D (High)
   SAO # 2 C (High), B (High), C (High)

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   SLO # 1 A, B, D (High)
   SLO # 2 A, B, D, E (High)
   SLO # 3 A, B, C, D (High)

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?

11. How many SLOs have been assessed?

12. What were the most important findings from the assessments of SAOs & SLOs?
   N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
   N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
   N/A

15. Please provide additional comments and suggestions for this module.
   SLO and SAOs were modified
Module C.4: External Accreditation/Review/Audit Analysis

1. Is this Program subject to external accreditation /review /audit?  
   Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?  
   The Career Center is subject to accreditation.

3. Advisory board, meeting information (time, date, & attendees).  
   The Career Center is subject to accreditation.

4. Advisory board recommendations.  
   N/A

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

6. Please provide additional comments and suggestions for this module.  
   The advisory board will consists of campus, industry and community partners.
Program: Child Development Center

Dean: Theda S. Douglas, Dean - 10/20/10
Faculty & Staff: Pauline Carrillo, Director
Anett Patron, Teacher
Adela Ramirez, Teacher
Jacqueline Chavira, Teacher
Christina Corona, SFP Specialist

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

The Child Development Center provides exemplary child development services for children ages 2-12 years; ensures student success by making education accessible to the student-parents pursuing career development and academic goals; promotes parent education for students; and provides the best in early childhood educational practices to the students in training for the workforce.

2. Describe the purpose of the Unit/Program/Discipline.

The Child Development Center serves children, parents, and staff with a professional and quality program. The CDC:
- provides for the care and education of young children while parents attend college.
- provides parent education to parents
- serves as an observation site for child development and other related courses.
- provides a model child care center for other community child care facilities to use as a resource.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

The program and division mission statement align with the college mission statement in the following ways:
- ensure student success by providing easy access
  • providing a student centered service
- prepare our students for life long learning

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.
   - student centered
   - partnerships

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

3. How does your Program support LATTC Core Competencies?
   The Child Development Center supports LATTC Core competencies.
   - The students acquire positive parenting methods.
   - Students acquire technical teaching skills needed for employment standards.
   - Students demonstrate effective communication skills while following policies and procedures of
     the CDC.
   - Students demonstrate critical thinking skills and theoretical knowledge to practical experiences
     with children.
   - Students represent several cultural backgrounds and share their stories and cooking experiences in
     classroom lessons.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Our goals are connected to two Student Success Priorities: Initiative: Students in Transition to Job
   Placement and Initiative: Student Success, other.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   The CDC needs a replacement for the faculty position held by a retiree in June 2010. Currently,
   the position is funded by an adjunct teacher at .67 FTE. The cap on the hours prevents one teacher to
   work the full assignment and must be divided by 2 faculty. The CDC must carry adequate
   teacher:child ratios, i.e. 1:3 teacher/infant, 1:4 teacher/2 year olds; 1:6 teacher/3 year olds; 1:8
   teacher/4 year old children. Additional teacher assistants and work study students are needed to
   maintain the ratios.

6. Where do you see your Program in 3 years?
   The CDC will serve expanded services to once again include Evening School Age care and include
   Saturday child care.

7. Where do you see your Program in 5 years?
   Offering child care from birth to 12 years old.

8. Where do you see your Program in 10 years?
   Difficult to determine with the budget cuts.

9. What are the over-arching themes coming out of your Program Review? (for example:
    economy impact, student preparedness, customer service)
   - hiring staff, student access, summer child care
10. How is your Program perceived by the external community?

The Child Development Center is perceived as a quality child care program. Although we struggle to maintain adequate teacher:child ratios the program is able to provide best practices in child care. The CDC offers a laboratory observational site for child development majors and other related fields from students of LATTC and other community and four year colleges. The faculty received specialized state training from the Program for Infant Toddler Care. Several city and state programs select the CDC for partnerships and studies. Currently, the Department of Public Health is conducting a study on obesity in preschool children with our program. The Director is a Professional Growth Advisor for the State Child Development Permit Program.

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

Situated on a college campus, the CDC has many opportunities to interface with departments. Students in child development are assigned as practicum. The Culinary Arts Department prepares all meals for the children. The Network for a Healthy California provides monthly classroom presentations as well as workshops for the staff and parents. Our Read Aloud program invites campus employees to read to the children. The CDC works closely with the GAIN CalWORKs office to provide child care for students. Three of our faculty are mentors for the Puente Program. And because we are on a college campus our children participate in walking tours of the campus.

12. How is your Program perceived by the competitors?

We are invited to participate in community events showcasing our program. Mount St. Mary's College send classes to conduct classroom observations. Other schools schedule tours through our CDC.

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

Our Child Development Center would like to be perceived as a premier child care center providing quality child care and educational services. A web page with links to resources and referrals will assist the parent with college and local community resources.

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

Omit question # 8

Module B.2: Matriculation Plan:

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

Admissions, Financial Aid, EOPs, Counseling, DSPS, and CalWORKs

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

Invite service areas to speak at parent meetings.

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

Specialized workshops for our student parents.

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
   The CDC has state mandates and maintains data including monthly attendance, fiscal, and child assessment reports.

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

4. Forms Section - Recommendation Follow-up
   Must have a clear process for the validation.

5. Please provide additional comments and suggestions for this module.
   n/a
Module C.2: Reflection

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

The Child Development Center believes the best way to serve children and families is to care for children with respect. We believe the development of the child is enhanced in a partnership with the home, school, and community. Part of our curriculum emphasizes giving back to others. Two of our success projects help promote the message. In October 2009, the CDC staff responded to the quake in Haiti by discussing the disaster with the children and then raising funds to purchase 80 blankets for an orphanage in Haiti. Our annual "non perishable" food drive was successful and a tangible experience for the children. They children delivered the items before Christmas and were invited to sing to homeless in the shelter.

Parent workshops for the Spring 2010 semester were determined by recommendations from our parents. Topics selected were: Positive Parenting (March), Going to Kindergarten (April), and Hands On Curriculum (May).

After a year of absence the 20th annual trike-a-thon was held in April 2010 and was sponsored by All Service Catering. Campus clubs, departments and community participated with great enthusiasm and spirit and helped raise funds for our scholarships.

In the spring, the CDC launched our "Read Aloud with LATTC" program to promote literacy. During circle time in the classrooms, twelve college employees presented story time. Jefferson High - LATTC Early College's Program participated with student dioramas and stories. A special moment occurred when we discovered one of our former preschoolers who was in the group of high school readers. This year we will invite more students to read aloud.

This month, the LATTC Machine Shop - CNC program is making KidTags for our children. The free project is designed to aid children, who become separated or lost, with identification for recovery.

2. What are the positive and negative external factors that influenced the Program?

Recent budget cuts in Childcare Tax Bailout and CalWORKs Child Care funds have decreased our child care services by 50% and have resulted in the closure of the school age evening program.

3. What are the positive and negative internal factors that influenced the Program?

In fall of 2010 a replacement for a faculty position was filled as an adjunct position. This negatively impacts our CDC because of the limitation of hours of service per week. The CDC budget is comprised of 4 sources: two state contracts, CalWORKs Child Care, and the child care tax bailout funds. These sources of income can only fund staff so supplies and equipment are purchased through fundraising.

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

The CDC must hire a full time faculty replacement. Additional funds for teacher assistants is also needed.

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

N/A
Modul C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?  Yes
2. Does the Program have Student Learning Outcomes (SLOs)? Yes
3. List all Service Area Outcomes (SAOs).
   - SAO # 1  Provide orientation to the program.
   - SAO # 2  Arrange field experiences for the child development students.
   - SAO # 3  Provide current information on support services on campus and the community.
   - SAO # 4  Provide information related to child's stages of development.

4. List all Student Learning Outcomes (SLOs).
   - SLO # 1  Prepare for kindergarten readiness
   - SLO # 2  Acquire parenting skills.
   - SLO # 3  Demonstrate ability to apply theoretical knowledge to experience.

5. Does the Program SAOs align with LATTC Core Competencies? Yes
6. How do the Program SAOs align with LATTC Core Competencies?
   - Technical competency and communication:  Provide orientation to the program.
   - Critical thinking and communication:  Arrange field experience for the child development students.
   - Cultural Interface and communication:  Provide current information on support services on campus and the community.
   - Critical thinking and technical competency:  Provide information related to child's stages of development.

7. Does the Program SLOs align with LATTC Core Competencies? Yes
8. How do the Program SLOs align with LATTC Core Competencies?
   - D. Technical competency and communication:  SLO # 1 Prepare for kindergarten readiness (High)
   - A. and E. Critical thinking and cultural interface:  SLO # 2 Acquire parenting skills (High)
   - A. and C. Critical thinking and technical competency:  SLO # 3 Demonstrate ability to apply theoretical knowledge to experience (High)

9. Is there a formal assessment plan for SAOs and SLOs? Yes
10. How many SAOs have been assessed? 2
11. How many SLOs have been assessed? 2
12. What were the most important findings from the assessments of SAOs & SLOs?
   In order to carry out SAOs and SLOs, the CDC needs additional staff. Classroom coverage (staffing) is needed to complete assessments, plan and present workshops for staff and parents.

12/9/2010
13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

The CDC hours of operation, Monday through Thursday 6:30 a.m... - 5:00 p.m., Friday, 6:30 - 4:00 p.m., make it difficult to staff the program. For the Spring semester, the CDC will reduce its hours to close at 4:00 p.m. daily. We will still need additional staff to maintain adequate teacher:child ratios.

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

We need to hire a replacement faculty and additional staff to assist the teachers.

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

N/A

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

1. Is this Program subject to external accreditation /review /audit?
   Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

   State Department of Education Child Development Division
   Department of Social Services Community Care Licensing
   Child Care and Adult Food Program

   The outcome of the review/audit has resulted in minor adjustments in our reporting forms.
### 3. Advisory board, meeting information (time, date, & attendees).

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Attendees</th>
</tr>
</thead>
</table>
| 11/10/09 | Child Development Center Advisory Meeting 10:00 a.m.    | Alvarez, Richard, LAUSD  
Bello, Rosalinda, LATTC Alumni and CDC Faculty  
Bou-Sleiman, Christine, Nutrition for a Healthy California  
Bukasa, Lorna, LATTC CARE Program  
Cole, Linda, LATTC GAIN CalWORKs  
Corona, Christina, LATTC CDC  
De La Cruz, Gloria, LAUSD, San Pedro Street School  
Disterhoff, Pat, Mt. St. Mary's College  
Douglas, Theda, LATTC Student Services  
Edwards, Mia, LATTC Parent Club  
Feigenbaum, Sue, LATTC Culinary Arts Department  
Florez, Rosaly, LATTC CDC Staff  
Gonzalez, Luz, LATTC Parent Club  
Herbert, Habiba, Discipline Workshop Presenter  
Hodson, Ellenor, Pathways, Special Needs Project  
Kiel, Wilma, Hoover Intergenerational Child Care  
Marine, Constance, Program for Infant and Toddler Care  
Orr, Lou, Lakeshore Learning Materials  
Pagano, Marian, LATTC CDC Faculty  
Remelski, Jill, St Francis Center  
Ulloa, Rosa, LATTC Parent Club  
Vega, Cecilia, LATTC Child Development |

### 4. Advisory board recommendations.

The CDC Advisory Board recommended that the Child Development Center collaborate with other Centers by partnering services and staff. i.e. ECERS exchange (Environmental Rating Scale) and sharing workshop presentations.

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

The CDC will coordinate a plan to exchange staff/services with another community college CDC.

### 6. Please provide additional comments and suggestions for this module.

N/A
Section A. Mission
Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The goal of Disabled Student Services is to provide accessibility and accommodations to all Los Angeles Trade Technical College disabled students who require special services. Our mission is for students to have equal opportunities for academic success and a memorable college experience. DSPS encourages students to express their concerns and advocate for disability related issues. DSPS facilitates campus wide participation in all activities and events to accommodate all individuals with disabilities and special needs.

2. Describe the purpose of the Unit/Program/Discipline.

   Disabled Student Programs & Services (DSPS) at LATTC is currently serving more than 1,200 students annually. The population includes Deaf/Hard of Hearing, Visually Impaired, Psychological Disabilities, Learning Disabled, Mobility Impaired, Developmentally Delayed Learners, as well as health related issues neurological conditions, epilepsy, kidney and cardiac conditions.

   DSPS provides the following services: Special counseling & advisement, Priority Registration, Interpreters for the Deaf (services available upon request) Testing accommodation, Disabled parking( with medical verification) Adapted computer lab accessibility.

   DSPS coordinates with almost all academic and CTE areas and departments campus wide to promote accessibility for disabled students. The program also encourages dialogue & communication with community partners who provide services for disabled individuals.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   The DSPS mission statement aligns with the college mission statement by promoting equal access for career and academic success, and to help prepare the students to participate fully and effectively in a democratic society.

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

   DSPS is coordinating with the campus to address campus accessibility issues. Currently efforts are in progress to make all campus computer labs accessible.

   District procedures, campus processing delays and campus construction at times impact accommodation services for the DSPS disabled population.
**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.
   - **Unity**

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

3. How does your Program support LATTC Core Competencies?
   - A. Extended time and distraction free environment accommodations encourage critical thinking, information analysis, and problem solving.
   - B. DSPS disability specialists meet regularly with students to evaluate their progress in developing their verbal, written and practical skills, and to assist in promoting communication with their instructors.
   - C. The DSPS computer lab promotes technical accessibility through adaptive computer programs and specialized equipment.
   - D. Interpreters assist in communication and in allowing culturally diverse interaction among students, faculty and staff. Test proctoring allows our students to compete on an equal footing with their peers.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - DSPS supports the following Strategic initiatives:
     - SS- Tech into Curriculum ---- DSPS Computer lab has adaptive programs & special equipment. Students use
       - & Growth Alt del. Assistive Listening Devices (ALD's), Real time captioning is sometimes used, Distance Learning is implementing some special accommodation links into their programs SS-
     - other DSPS coordinates with the Department of Rehabilitation as a student support service for books, tools, and supplies.
     - DSPS provides test proctoring accommodation
     - CBD - outreach - DSPS networks with community agencies providing services for special needs populations
     - OD- Tech Plan - The Instructional Asst.. Assistive Technology represents DSPS on the Tech Committee

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - Adhering to campus accommodation & accessibility issues so that the campus is not out of compliance with ADA mandates.

6. Where do you see your Program in 3 years?
   - In 3 years the increasing DSPS student enrollment will put severe stress on the DSPS infrastructure and limited DSPS staff. This will mean more difficult, time intensive and expensive accommodation requests that will continue to strain the DSPS budget. More complications will mean more difficulty in adhering to compliance issues. DSPS critical staff positions need to be filled. These include a full time LD Specialist, 2 FT sign language interpreters, the special office assistant, and additional disability specialists.
7. Where do you see your Program in 5 years?
   In 5 years, with increased populations comes increased concerns about meeting accommodation needs and remaining in compliance with Federal ADA mandates.

8. Where do you see your Program in 10 years?
   It is anticipated that the DSPS population will continue to grow. In 10 years, there will be a need for additional staff (e.g., disability specialists, interpreters, and support staff) to handle the increased accommodation demand and to be in compliance.

9. What are the overarching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   - The economy impacts the students' ability to purchase books & supplies
   - Lack of appropriate staff limits customer service
   - Budget cutbacks affect the program's ability to offer mandated services.
   - State budget delay affects funding student support sources such as vocational rehabilitation for students

10. How is your Program perceived by the external community?
   How DSPS is perceived by the external community is mixed. Most students are appreciative, and feel that DSPS has really helped them. While students and others are aware that DSPS is understaffed, students are frustrated by having to wait long periods and/or having to come back to see specialists/counselors. There is also frustration because there is not always enough space for test proctoring. Many students have also expressed disappointment that there is no one to test them for a Learning Disability.

11. How is your Program perceived by the college community?
   Most of the faculty & staff are supportive. DSPS is perceived by some college personnel as the sole provider of accommodations. DSPS is the agent for the campus, but it is the campus that is mandated by Federal law to provide accommodations. The college needs to address campus wide access issues in a more timely manner.

12. How is your Program perceived by the competitors?
   There are similar accommodation and budget concern issues at all DSPS centers. Colleges outside the LACCD expressed surprise and concern in regard to the large number of students being served by Trade Tech DSPS in relation to the limited DSPS staff. Most other colleges have more disability specialists and counselors.

13. How does your Program want to be perceived by the external community, college community, and competitors?
   DSPS would like to be perceived as being able to accommodate their disabled population and provide the necessary services.

14. Please provide additional comments and suggestions for this module.
   Previous program reviews have repeatedly addressed staffing issues, in particular the need for a full-time learning disability specialist, additional disability specialists, and for a Student Service Assistant position.

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

| DSPS coordinates with matriculation to register students and set up accommodations. | Matriculation refers students to DSPS. Many disabled students choose to take placement tests & TABE tests in the DSPS Center as they are overwhelmed by the large campus orientations. Matriculation does campus tours for high school special ed students. With a special pass from DSPS, mobility/health impaired and deaf/visually impaired receive the next available number for the service area they need to visit. |

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

| Access to the new student service building and the student service offices continues to be a concern. DSPS has a growing number of mobility impaired or health restricted students who are finding it very difficult to get into and around the building. |

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

| Matriculation staff needs to be trained to use ALD's for some hearing impaired people in orientations & other group activities. |

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

| The college needs to address the multiple issues of Veterans. Many other colleges have already set up special areas and are making arrangements for special accommodations. While DSPS does serve and try to accommodate many students who are Veterans, more needs to be done for this populations. |

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**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**
   
   | DSPS recently revised their Mission Statement. |

2. **Data Section - Recommendation Follow-up**
   
   | DSPS needs regular and more accurate reports from the District Office. MIS counts affect funding |

3. **Unit Planning & Budget Prioritization Section - Recommendation Follow-up**
   
   | State budget cuts affect program services and accommodations. |

4. **Forms Section - Recommendation Follow-up**
   
   | DSPS continually revises internal forms and referrals to campus & community |

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

   | Lack of staffing also affects opportunities for additional funding. |
Module C.2: Reflection

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

DSPS has upgraded hardware to improve accommodations for visionally impaired students. DSPS has also purchased a new ALD. The college has also purchased additional ALD's for the north campus. The college is working to add accessible work stations in each campus computer lab. DSPS has a new brochure and a newsletter.

2. What are the positive and negative external factors that influenced the Program?

The economy and the budget cuts have impacted the DSPS program. The increase in enrollment has made it difficult to fully accommodate all students. DSPS is unable to cap the the number of students served. It is difficult to predict how many students will be coming in. There has been a significant increase in the number of deaf/hearing impaired and visually impaired/blind students coming in. It is very expensive and time intensive to serve these populations.

The campus move to the new buildings last February caused severe accommodation problems. The DSPS Advisory Committee expressed concern about accessibility. An OCR complaint was filed. The issues noted were addressed by the LACCD- Build ADA facilitator. Videos/DVD's shown in classes are frequently not captioned for the hearing impaired.

DSPS has been advised that the Online Program, Media Services, and the Webmaster have committed to ADA 508 rules. They have joined together to provide support services to DSPS students. The new campus Web Accessibility Policy written by the Distance Learning committee has been approved by Academic Senate, AFT, TEC, and College Council. the policy is being shared with other District colleges.

3. What are the positive and negative internal factors that influenced the Program?

Campus accessibility issues. Changes to other campus programs impacted DSPS & funding. The directive to not provide tutoring for DSPS students has been a frustration for many students who thought they benefitted from the additional one on one tutoring. Concerns about priority registration problems for the summer and fall caused anxiety for students and greatly impacted DSPS. Not having an LD Specialist to do Learning Disability Assessment has been problematic. This lack of information limited the Disability Specialists in determining appropriate accommodations. It is also a loss of a funding source. DSPS has many students (80-100) requesting and deemed eligible for test proctoring, however, the lack of enough testing space has complicated testing accommodation services.

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

Hire additional staff for DSPS in order to provide better services & accommodations so that the campus will not be out of compliance. The law mandates that all campus videos/dvd's must be captioned or they can not be used. While the Online classes are adhering to the captioning mandate, many classes are still showing uncaptioned materials.

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

DSPS needs to explore ways to acquire volunteers to use as note takers and assistants.
## Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. **Does the Program have Service Area Outcomes (SAOs)?**  
   Yes

2. **Does the Program have Student Learning Outcomes (SLOs)?**  
   Yes

3. **List all Service Area Outcomes (SAOs).**

<table>
<thead>
<tr>
<th>SAO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Disability Specialists will provide counseling, advisement, and accommodation recommendations to disabled students.</td>
</tr>
<tr>
<td>#2</td>
<td>DSPS will give referrals for campus &amp; community services</td>
</tr>
<tr>
<td>#3</td>
<td>DSPS will continue to advocate to promote a more accessible campus</td>
</tr>
</tbody>
</table>

4. **List all Student Learning Outcomes (SLOs).**

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>DSPS students will identify their disability, discuss their needs, and request accommodations</td>
</tr>
<tr>
<td></td>
<td>DSPS students will understand their SEP and reevaluate it each semester with the Disability Specialists</td>
</tr>
<tr>
<td></td>
<td>DSPS students will familiarize themselves with campus resources and community support services.</td>
</tr>
</tbody>
</table>

5. **Does the Program SAOs align with LATTC Core Competencies?**  
   Yes

6. **How do the Program SAOs align with LATTC Core Competencies?**

   Developed and reflected in the matrix connecting SAO's to the core competencies  
   - SAO #1 D (High)  
   - SAO #2 D (High)  
   - SAO #3 D (High) C (High)

7. **Does the Program SLOs align with LATTC Core Competencies?**  
   Yes

8. **How do the Program SLOs align with LATTC Core Competencies?**

   - SLO #1 D (High)  
   - SLO #2 A (High) D(High)  
   - SLO #3 E (High) D(High)

9. **Is there a formal assessment plan for SAOs and SLOs?**
   No

10. **How many SAOs have been assessed?**
    0

11. **How many SLOs have been assessed?**
    0

12. **What were the most important findings from the assessments of SAOs & SLOs?**
    N/A
13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

N/A

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

N/A

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

DSPS is currently severely impacted. It is difficult to predict how many deaf/visually impaired or other disabled individuals will request services and accommodations. The needs change from semester to semester.

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

1. Is this Program subject to external accreditation /review /audit? Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

The Galvan Group contracts with the State Chancellor's office to evaluate and review DSPS programs. A technical site visit was done in February 2009. The focus of the review was to evaluate the campus computer labs for accessibility. The campus is in the processing of determining the number accessible computer stations needed. The adaptable programs will be purchased in the near future.

Program reviews in 1995 and 2001 identified the need for a full time Learning Disability Specialist. DSPS had previously had a part time LD Specialist, but no longer has anyone to do LD assessment.

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

   The last DSPS Advisory Board meeting was held 4/9/10. There were a dozen people in attendance. Barriers to campus accessibility were discussed. Issues of concern:
   * The accessibility of the new Student Service building.
   * The ongoing District problems with hiring sign language interpreters.
   * The impact of not having an LD Specialist to do LD testing.
   * Other DSPS staffing needs
   * Elevator situations
   * Videos/DVD's that are not captioned
   * Construction blocking pathways

4. Advisory board recommendations.

   Per the recommendation of one Advisory Board member, an OCR (Office of Civil Rights) complaint was filed. An evaluation of the student service build was done. The campus ADA facilitator addressed the issues. EOPS, Financial Aid and Gain/Calworks with assist with student workers and an hourly counselor.

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

   Accessibility issues are ongoing. The campus needs to address them to meet compliance regulations.

12/9/2010
6. Please provide additional comments and suggestions for this module.

During summer 2010 and fall 2010, DSPS has had a number of staff out with medical situations. The significant increase in disabled students coming in and the limited DSPS staff has severely impacted the DSPS program in its ability to serve the disabled students and accommodate their needs. Budget issues also remain a major concern.
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

EOPS provides support services above and beyond what the college offers for the underserved and historically, educationally and economically disadvantaged students. EOPS also provides a unique place of belonging that creates an atmosphere for motivation, retention and success which expands access to education for the diverse population of Los Angeles.

CARE provides support services above and beyond what the EOPS offers for the EOPS student who is a single-head of household, has a child less than 14 years of age and receives cash aid from the county. CARE provides unique services that are relevant, compassionate and effective in easing the burden of the single-parent student CARE creates a place of unity for parents to share concerns, ideas and resources that will aid them and their families to experience educational and life-success and be prepared to excel in a global society.

2. Describe the purpose of the Unit/Program/Discipline.

Extended Opportunity Programs and Services (EOPS) is a state funded program governed by the California Code of Regulations Title V to serve students who are financially and educationally disadvantaged and disadvantaged by language. Eligibility requirements include: qualifies for fee waiver (BOGG A or B not C); enrolled in 12 or more units (DSPS students may qualify with six units); have no more than six consecutive semesters with EOPS; have 70 or fewer college units completed; maintain a 2.0 GPA; be a California resident for one year and one day. Comprehensive services include: Counseling--academic, career, and personal--and crisis intervention; Book services; cash grant services; priority registration; tutoring; Early Alert Intervention (counseling, progress reports and workshops); film and health series (collaboration with the Student Health Center); field trips to four-year colleges and universities; and personal development classes in community service (Volunteer Program); Personal Relationships; and Career Planning (including career research and assessment.)
3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

EOPS/CARE aligns with the college mission statement by:
- Meeting student's life-long career development and academic goals by providing students with educational plans, career counseling and career referrals and follow-up of student progress.
- Preparing EOPS/CARE students to participate effectively in our democratic society by providing opportunities for evaluating services, engaging in dialogue with each other, administration, staff and instructors. Generating economic development by providing resource referrals for service to community partners.

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

It is crucial that each year the Mission Statement is revisited. A yearly review allows the ideas of the programs, disciplines, and the college to remain relevant, academic challenging and job producing in the culture of the community that we serve.

### 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.
   - Culturally Diverse Community, Academic and Career Technical

2. Include one key word you would like to see in the College Vision Statement.
   - Cutting Edge Technology, Academic Transfer

3. How does your Program support LATTC Core Competencies?

   OPS supports LATTC’s Core Competency. Critical Thinking: Students will be able to identify program eligibility and participation requirements. Students will be able to interpret and follow their SEP each semester. EOPS supports LATTC's Core Competency--B. Create Students will be able to interpret and follow their SEP each semester. B.Students will be able to identify resources and procedures to improve their GPA. EOPS supports LATTC's Core Competency--C. Technical Competency Students will be able to identify resources and procedures to improve their GPA. EOPS supports LATTC’s Core Competency-D. Communication Students will be able to identify program eligibility and participant requirements. Students will be able to interpret and follow their SEP each semester. Students will be able to identify resources and procedures to improve their GPA. EOPS supports LATTC’s Core Competency--E.Cultural Interface Students will be able to interact with people from various cultural and socioeconomic backgrounds and backgrounds.

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

   No, because the College Strategic Goals were not comprehensive in addressing the student services division.
5. **What priorities came out of your Program Review that should be addressed in the new SMP?**

1. Provide updated technology training and software
2. Improve communication to students via e-mail and other advances through social medias
3. Provide more revenue for books/resources to enhance the growing student population
4. Increase credit classes in all subject areas
5. Provide retention strategies, support and early intervention through personal development classes
6. Develop and expand partnerships in the community through civic engagement, community-based organizations and educational institutions.

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

1. Expand the number of students served by EOPS by 5%
2. Expand the number of EOPS tutors from 4 to 10 in academic, CTE, and Basic Skills classes
3. Increase counseling office space from 6 to 10 offices
4. Provide reception area to accommodate at least 10 students at one time.

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

1. Expand the number of students served by EOPS by 10%
2. Expand the number of EOPS tutors from 10 to 20 in academic, CTE, and basic skills classes
3. Increase counseling office space from 10 to 12 offices
4. Provide reception area to accommodate at least 15 students at one time

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

1. Expand the number of students served by EOPS by 15%
2. Expand the number of EOPS tutors 20 to 25 in academic, CTE, and basic skills classes
3. Increase counseling office space from 12 to 16 offices.
4. Provide the reception area to accommodate at least 20 students at one time.

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

1. Lack of office space
2. Insufficient funding
3. Lack of functioning technology equipment, i.e. fax machine, scanners, copiers
4. Title 5 compliance issues related to having permanent accommodations for a Tutoring Lab, orientation and assessment, and EOPS eligibility.

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

LATTTC is the second largest student program in the LACCD and third largest in the State of California. EOPS is perceived as a positive program resource that provides above and beyond services such as: counseling, book grants, tutoring, priority registration, university outreach, cash awards and transportation assistance. In addition, we offer monthly meal tickets and child care assistance, personal development courses, volunteer program, early alert support program, and health awareness and family legal workshops. EOPS received commendations from the Accrediting Commission of the California Junior Colleges (ACCJC) and the State Chancellors Office for exemplary best practices. EOPS has a 90% retention rate.

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

EOPS is perceived as a role model in counseling, retention, and completion rates as well other services provided.
12. How is your Program perceived by the competitors?
   - As a "Best Practice" program.

13. How does your Program want to be perceived by the external community, college
    community, and competitors?
   - As a "Best Practice" program.

14. Please provide additional comments and suggestions for this module.
   - EOPS and other Student Services Programs should be included in the participation in the
     formulation of this module.

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

1. What current matriculation services are being utilized by your Program?
   - Admissions, assessment, follow-up, research

2. How can current matriculation services be improved and/or be better utilized by your
   Program?
   - Admissions - Improve student access to credit classes to meet EOPS eligibility and Financial Aid
     requirements. - New students must receive appropriate registration appointments in a timely manner.
   - Assessment - Provide options for assessment based on individual student needs (Accuplacer vs.
     should be included in the initial development and planning of the college orientation for first-time
     college students.

3. What additional matriculation services would you like to see in the future?
   - Student Services Division coordinates and implements the matriculation process. Develop and
     include mentor programs in coordination with Associated Student Organization as part of the early
     alert process. Restore Matriculation Counselor position.

4. Please provide additional comments and suggestions for this module.
   - District and college-wide advocacy for matriculation and other categorical programs.

**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
Module C.2: Reflection

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

   a. Served 3,556 full-time students.
   b. EOPS/CARE put on eight workshops.
   c. EOPS staff changed the parameters of the second contact.
   d. Offered three Personal Development Classes--Interpersonal, Volunteer and Career Planning.
   e. Number of SEPs completed was 2,214.
   f. EOPS initiated new collaborations with Student Health Center.
   g. Increased number of students data Early Alert Support Program to
   h. Total number of students who did 3 contacts 854
   i. 1000 Free iTap Cards distributed.
   j. Provided meal tickets and cash grants for CARE students
   k. Provided family legal services, included consultation, representations and workshops.
   l. Total number of Book grants is 2,857.
   m. EOPS gave $19,000 in scholarships to fifty-eight students
   n. EOPS increased the number of orientations to
   o. 35 students went through the Summer Bridge Program and enrolled in EOPS.

2. What are the positive and negative external factors that influenced the Program?

   Positive
   · Suggestions from the EOPS advisory committee

   Negative
   · State budget cuts to categorical programs
   · Changes to the new student college wide orientation process
   · The effect of non-credit recommended courses
   · Change in assessment instruments needed for credit courses
   · Reduction of hourly counseling
   · Elimination of EOPS tutoring lab
   · Implementation of the Queue system
   · Lack of space for orientations and workshops
   · Facility limitations
3. What are the positive and negative internal factors that influenced the Program?

**Positive**
New Associate Dean was hired, and an hourly counselor was hired. Administration and counseling offices merged.

**Negative**
Adjust to move into the new building.

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

Planning and implementation of a book loan program. Having to reduce the book grant amount per student.

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

N/A

**Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)**

**Learning Outcomes (SLO)**

1. Does the Program have Service Area Outcomes (SAOs)?
   - Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   - Yes

3. List all Service Area Outcomes (SAOs).
   
   SAO #1· EOPS provides orientations to the program for new EOPS students
   SAO #2· Counselors create SEPs for all EOPS students ever fall and spring
   SAO #3· EOPS provides students support services to improve GPAs
   · EOPS provides interpersonal relationship opportunity through Personal Development Classes

4. List all Student Learning Outcomes (SLOs).

   SLO #1· Students will be able to identify program eligibility and participation requirements.
   SLO #2· Students will be able to interpret and follow their SEP each semester
   SLO #3· Students will be able to identify resources and procedures to improve their GPA.
   SLO #4· Students will be able to interact with people from various cultural and socioeconomic background and community service organizations.

5. Does the Program SAOs align with LATTC Core Competencies?
   - Yes

6. How do the Program SAOs align with LATTC Core Competencies?

   Developed and reflected in the matrix connecting SAOs to the core competencies
   SAO #1 A (High),D (High)
   SAO #2 A (High),B,D
   SAO #3 A,B,C,D,E SAO
   #4 A,B,C,D,E

7. Does the Program SLOs align with LATTC Core Competencies?
   - Yes

8. How do the Program SLOs align with LATTC Core Competencies?
<table>
<thead>
<tr>
<th>SLO #1 A (High), D (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #2 A (High), B (High)</td>
</tr>
<tr>
<td>SLO #3 A (High), B (High), D (High),</td>
</tr>
<tr>
<td>SLO #4 A (High), B(High), C, (High), D (High), E (High)</td>
</tr>
</tbody>
</table>

9. Is there a formal assessment plan for SAOs and SLOs?

No

10. How many SAOs have been assessed?

0

11. How many SLOs have been assessed?

1

12. What were the most important findings from the assessments of SAOs & SLOs?

Based on data analysis SAO #3, Early Alert support program help improve student GPA's, the counseling component had the highest influence, workshops and follow ups were key factors.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

SAO #3 The counseling and Early Alert components are efficient and will be continued to expand to the Summer Bridge Program.

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

SAO #3 Yes, the Early Alert program will need additional CGCA staff, resources, and space to expand the tutorial services and ever changing nuances to technology.

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

N/A

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

1. Is this Program subject to external accreditation/review/audit?  

No

2. If Yes, who is the accrediting/review/audit body? What is the outcome of external accrediting/review/audit?

The State Chancellor's office.  
An annual EOPS/CARE report was sent and approved.
3. Advisory board, meeting information (time, date, & attendees).

Date: February 25, 2010  
Time: 11:30 am. to 1:00 p.m.  
Attendees:  
Angeles Abraham, LATTC Counselor, EOPS  
Helen Beaird, LATTC, Student Employment Center  
Monica Gnirs-Balbuena, LAUSD, Friedman Occupational Center  
Lorna Bukasa-CARE Coordinator, Counselor, EOPS  
Lourdes Brent-LATTC, Counselor, EOPS  
Pauline Carrillo, LATTC, Child Development Center  
Ramon Castillo, LATTC, Vice-President, Student Services  
Luis Dorado, LATTC, Assistant Dean  
Dr. Theda Douglas, LATTC, Dean, Student Services  
Roxanna Hernandez, LATTC, Senior Office Assistant  
Michael Hopper, GAIN/CalWORKs Counselor  
Lori Hunter, LATTC, Senior Secretary  
Derek Majors, LATTC, Associate Dean, EOPS/CARE  
Ana Munoz, LATTC, Counselor, LATTC, EOPS  
Moises Munoz, LATTC, Office Assistant  
Gliceria Rosario-Counselor, LATTC, EOPS  
Cecilia Rojas, Resource and Referral Department, Crystal Stairs  
Kyle Skinner, LATTC Counselor, EOPS

4. Advisory board recommendations.

EOPS CLUB FUND RAISING IDEAS FROM ADVISORY COMMITTEE:  
Pursuing Grants  
Candy and Bake sales  
Treasure Chest --give and receive  
Tutoring and Mentoring services  
Supply Drive  
Raffle (Items donated from business)  
Organize a Farmer's Market on campus  
Rent facilities such as the tents or the banquet room to organizations  
Create a book loan fund  
Ask for donations from vendors of whom EOPS does business.  
Faculty or staff to sponsor student(s)

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

The organization of the book loan program is progress. They provide book loans for Math, English and History.

Seek partnerships with local Universities to supply us with teaching interns that can tutor our students as well as fulfilling their own internship hours.

Ask local vendors for supply donations to the EOPS/CARE program.

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

N/A
LATTCC Program Review 2010- 2011
Student Services - Program Level

Program: Financial Aid Department

Dean: Theda S. Douglas - 10/20/10
Faculty & Staff: Cecilia Kwan, Financial Aid Manager
Dr. Theda Douglas, Dean of Student Services

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

Financial Aid Department provides our students and the community with access to the most
updated financial aid information and to raise their awareness of the availability of financial
assistance from Federal, State and other resources and provides high quality of services in helping
eligible students to apply and to obtain financial assistance for achieving academic success and
continue education to encourage students to live more effectively in a democratic society.

2. Describe the purpose of the Unit/Program/Discipline.

Financial aid funds at Los Angeles Trade Technical College (LATTCC) are made available through
federal and state governments and private sources in the form of grants, scholarships, loans and
employment. These funds are available to make it possible for students to continue their education
beyond high school.

LATTCC offers Federal and State grants, work study and loan programs including PELL Grant,
Federal Supplemental Educational Opportunities Grant (FSEOG), Academic Competitiveness Grant
(ACG), Cal Grant B and C, Chaffee Grant, State Child Development Grant, Federal Work Study,
Federal Perkins Loan, Federal Direct Loan, and Private and Campus Scholarships. Financial Aid
consists of one Financial Aid Manager, one Financial Aid Supervisor, one Accountant, eight
Financial Aid Technicians, six Financial Aid Assistants and several student workers. Financial Aid
integrates services and information actively with EOPS, DSPS, CALWorks, Child Care Center, and
Matriculation Departments in recruitment and information sharing to on-campus community groups
as well as feeder high schools. Financial Aid collaborates with Assessment Center, Associate Student
Organization (ASO) and Information Center in many activities, such as College Experience Day in
which Financial Aid provides transportation, meals and assessment tests for the feeder high school
seniors; Welcome Week and Campus Tours in which Financial Aid presents financial aid
information to the new and potential students; Cash for College Day in which financial aid staff
offers bilingual workshops for high school students and their parents; Monthly Town Hall Meetings
in which Financial Aid staff works with EOPS staff in providing important financial aid and EOPS
information and in answering students' questions; and the Financial Aid Manager sits on the
Marketing Committee to ensure financial aid visibility on campus.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the
College’s mission statement.

Our mission aligns with the division and college mission by providing open dialogue opportunities
and quality services that lead to the students' success.
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.

Completion

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

Transfer

3. How does your Program support LATTC Core Competencies?

The Financial Aid Office supports the College Core Competencies in the following ways:

A) Students use critical thinking in applying for financial aid (FAFSA) and activating their Higher One Debit Card on-line.

D) Students demonstrate effective communication skills by asking appropriated financial aid related questions in our monthly Town Hall Meetings and weekly New Student Orientation Presentations.

E) Students interface effectively with our very culturally diverse Financial Aid staff at the counter on a daily basis. Students obtain financial aid information through our financial aid printed materials in five different languages.

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

The Financial Aid Office support the college’s Strategic initiative in the following ways:

Student Success - continuously improved our timing in the delivery of financial aid funds. Set up May 1st as the priority deadline to encourage students to complete their financial aid process early in order to get financial aid assistance at the time they need the fund most.

Growth - participated in a lot of outreach activities, such as, the statewide campaign Cash for College Day in local high school and at the Convention Center. We also hosted and/or sponsored the Summer Bridge Program and other outreach activities at the feeder high schools.

Community & Business Development -- sent Federal Work Study students to African American Museum.

Organization Development -- held monthly staff meeting to streamline our internal operational policies.

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

To accommodate the continuous growth of the financial aid programs, the following priorities should be address:

-- Communication
-- Staffing
-- Effective use of space
-- technological access

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

In three years, the capacities of space and staffing need to be increased at least 15% to meet the continuous growth of the program and the number of financial aid applicants.
7. Where do you see your Program in 5 years?

In five years, the capacities of space and staffing need to be increased at least 20% to meet the continuous growth of the program and the number of financial aid applicants. There will be need to upgrade our computer information system.

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

In ten years, the capacities of space, staffing and technology need to be increased at least 40% to meet the continuous growth of the program and the number of financial aid applicants.

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

Economy impact, spacing, staffing, continuous staff training

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

-- Continuous growth
-- Reachable
-- Active participation in the community events, such as Cash for College activities, high school fair, etc.

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

-- The application process is not fast enough due to the lack of staffing.

12. How is your Program perceived by the competitors?

None

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

-- Efficient
-- Continuous improvement
-- Open access
-- Efficient
-- Continuous improvement
-- Open access

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?

Admissions and Records-- financial aid students are paid based on enrollment records and add drop dates
Counseling-- provides financial aid students with educational plan for appeal process
Orientation-- provides opportunities for Financial Aid Presentation and outreach
Assessment-- provides students who do not have high school diploma or equivalency the opportunity to take the Ability to Benefit Test
2. How can current matriculation services be improved and/or be better utilized by your Program?
- provide more inter-departmental communication
- improve the new student orientation process
- student can register for credit and basic skills classes to be paid for financial aid. Financial aid cannot be paid to students attending non-credit classes.

3. What additional matriculation services would you like to see in the future?
Orientation for continuing students-- to provide continuing students with updated information, available student services, and processes.

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
The recommendation for hiring three Financial Aid Technicians from 09-10 Program review. We have requested to hire three Financial Aid Technicians and only two positions have been approved. The hiring process is on its way.

4. Forms Section - Recommendation Follow-up
None

5. Please provide additional comments and suggestions for this module.
N/A
Module C.2: Reflection

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

   - Increased in outreach efforts off-campus
   - Provided monthly Financial Aid Town Hall Meetings for the campus community
   - Provided weekly financial aid presentations to the New Student Orientation
   - Provided students with technological access through the use of our computer lab
   - Participated in the College-wide Visitation to High School Day
   - Provided financial aid information guide in five different languages
   - Provided promotional materials/gifts for recruitment
   - Started the new financial aid disbursement process through the use of Higher One Debit Card

2. What are the positive and negative external factors that influenced the Program?

   Positive:
   -- Financial aid applications increased by 26%
   -- Financial aid recipients increased by 16%

   Negative:
   -- due to high unemployment rate, we have increased workload in working on professional judgement -- income adjustment
   -- due to the increased in workload, financial aid office is understaffed

3. What are the positive and negative internal factors that influenced the Program?

   Deficiency in staffing -- significant increase of 15% in financial aid applications with insufficient staffing to handle the increased workload.

   Deficiency in Office Space -- the office space cannot accommodate the increased number of financial aid students we served and the need to hire a few more staff to handle the increased workload. The floor plan of the office also created the privacy problem and affecting the operation of the counter. The limited space cannot accommodate the future growth of our staffing.

4. What plans need to be implemented in order to address the Program's external and internal factors?
Staffing-- Request to hire one financial aid technician with every 15% increase in financial aid applications
Staffing-- Request to hire one evening B-shift supervisor to share the training, supervision, and evaluation of the increased staff and to share the Satisfactory Academic Progress Appeal review process, outreach/in-reach activities, and the daily office operation in the evening hours.
Spacing-- Need additional space to accommodate the increase staff and financial aid students
Spacing-- Need to improve the financial aid office floor plan to resolve the privacy issues and to better serve our students
Continuous Operational Improvement -- continuously modify the financial aid processing procedures to more effectively serve our students needs.

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

N/A

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?  
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?  
   Yes

3. List all Service Area Outcomes (SAOs):

   SAO #1: Financial Aid staff provides application instructions in the financial aid computer lab.
   SAO #2: Financial Aid staff provides financial aid information through workshop presentations and printed materials
   SAO #3: Financial Aid staff provides in-person consultation to students
   SAO #4: Financial Aid staff confirms students' eligibilities including Satisfactory Academic Progress
   SAO #5: Financial Aid office will request an increase in staffing in order to improve the efficiency in financial aid application processing

   SAO #3: Financial Aid staff provides in-person consultation to students
   SAO #4: Financial Aid staff confirms students' eligibilities including Satisfactory Academic Progress

4. List all Student Learning Outcomes (SLOs):

   SLO #1: Student will be able to complete FAFSA accurately on-line
   SLO #2: Student will be able to navigate the financial aid information and process on-line and from other resource
   SLO #3: Student will be able to complete and submit financial aid forms and documents
   SLO #4: Student will be able to follow Satisfactory Academic Progress to maintain F.A eligibility
   SLO #5: Student will be able to navigate the information and activate the debit card on-line

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?
SAO #1: provides application instructions in the financial aid computer lab. (A) High, (B) High, (C) High, (D) High

SAO #2: provides financial aid information through workshop presentations and printed materials (A) High, (D) High

SAO #3: provides in-person consultation to students (A) High, (D) High, (E) High

SAO #4: confirms students' eligibilities including Satisfactory Academic Progress (A) High, (D) High

SAO #5: Financial Aid office will request an increase in staffing in order to improve the efficiency in financial aid application processing

B) SAO #3: Financial Aid staff provides in-person consultation to students

SAO #4: Financial Aid staff confirms students' eligibilities including Satisfactory Academic Progress

7. Does the Program SLOs align with LATTC Core Competencies?

Yes

8. How do the Program SLOs align with LATTC Core Competencies?

SLO #1: complete FAFSA accurately on-line (A) High, (B) High, (D) High

SLO #2: navigate the financial aid information and process on-line and from other resource (A) High, (C) High

SLO #3: complete and submit financial aid forms and documents (A) High, (B) High, (D) High, (E) High

SLO #4: follow Satisfactory Academic Progress to maintain F.A eligibility (A) High, (B) High, (D) High, (E) High

SLO #5: navigate the information and activate the debit card on-line (A) High, (B) High, (C) High, (D) High, (E) High

9. Is there a formal assessment plan for SAOs and SLOs?

No

10. How many SAOs have been assessed?

0

11. How many SLOs have been assessed?

0

12. What were the most important findings from the assessments of SAOs & SLOs?

N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

N/A

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

N/A

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

Plan to set up formal SLO and SAO Assessments in Spring 2011 using questionnaires and surveys.
### Module C.4: External Accreditation/Review/Audit Analysis

1. **Is this Program subject to external accreditation /review /audit?**
   - Yes

2. **If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?**
   - Vasquez & Company LLP-- Independent Company contracted with the District to perform annual audit for compliance. The audit for 2009-2010 is underway.

3. **Advisory board, meeting information (time, date, & attendees).**
   - None

4. **Advisory board recommendations.**
   - None

5. **What plans need to be implemented in order to address the identified issues/recommendations?**
   - None

6. **Please provide additional comments and suggestions for this module.**
   - None
Program: Information Center

Dean: Dorothy Smith, Dean Matriculation and Student Success
Trini Alvarez, Student Services Specialist
Melain McIntosh, Administrative Intern
Isabel Ruiz-Moreno, SFP Program Specialist
Patricia Westmoreland-Swope, Student Recruiter (Retired)

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The mission of the Information Center (Info Center) is to create a user-friendly atmosphere that will support and empower all students seeking to achieve their professional, personal and academic goals. As the Info Center is the first stop for current and prospective students who are seeking information about Los Angeles Trade-Technical College's (LATTC) programs and services, it is important that the Info Center is welcoming, with customer-service oriented staff members.

2. Describe the purpose of the Unit/Program/Discipline.

   The Info Center exists to support the college's infrastructure by providing information about the college procedures/policies; informational materials such as class schedules, college catalogs, brochures and forms; directions and referrals for campus services, responses to (written and oral) inquiries for all college constituents (student, staff, faculty, community). Support services of the Info Center includes, but is not limited to:
   i. Direct/refer students in the ST- Building, by issuing appropriate ticket numbers based on their needs.
   ii. Campus Tours: The Info Center coordinates campus tours with both academic and student affairs departments.
   iii. New Student In-Person Orientations
   vi. Welcome Week: During the first week of the fall and spring semesters, Admissions and Records, Financial Aid, Business Office, Counseling and Matriculation service students in the “one stop center.” Students are able to add/drop classes, receive class advice, submit their fee waivers, clear a prerequisite and get their fee receipt printouts to take their student identification.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   To create awareness (through orientation, recruitment and assessment) and to provide support (by referrals, counseling and Early Alert follow-up) to ensure students are on their appropriate career/technical and academic pathway to fulfill the college mission for student success.
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.

Student-oriented (Customer Service)

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

Evolving

3. How does your Program support LATTC Core Competencies?

At the Info Center and during new student in-person orientations, students are provided with information about the College that requires them to analyze and demonstrate comprehension by identifying the best choice, based on their academic and professional goals.

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

Growth: Alt. Delivery

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

Permanent, generalist staff to assist with answering students' questions and directing them to the appropriate resource(s). Staff who understand the college's programs, services & procedures, who are able to be a liaison between the student and the College (departments) to limit student frustrations.

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

I expect that the new student orientations will be held in person and online, with more students opting for the online version. I expect that the college will hire general staff for the Information Center who can troubleshoot various student issues before directing students to the department; sending students directly to the department will be the final resort.

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

I anticipate the use of the queue system will expand to all offices allowing students to be directed more seamlessly throughout the ST- Building.

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

I anticipate that the queue system's use will better reflect the changing needs of the College. From the system, reports will be generated and used to make informed decisions to improve student satisfaction about services within the ST- Building.

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

More permanent staff. Student-centered, inclusive campus culture.

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

The Info Center works closely with various elementary, middle, high schools and organizations by organizing campus tours. Based on feedback and reoccurring requests, their interaction with the college has been positive. The Info Center mail out catalogs to other colleges/universities and responds to written inquiries about the college.
11. How is your Program perceived by the college community?

The Info Center collaborates in the following manner with various campus constituents:

I. All campus constituents.
   · Mail Outs: respond to correspondence about the campus, particularly from inmates
   · Department Referrals
   · Campus Tours: Academic Affairs (CTE and Academic programs and instructors); Student Services (EOP&S, DSPS, Financial Aid, Counseling, Child Development Center, Student Employment Center, EOP&S, University Transfer Center, Library, ASO); Financial Aid Recruitment days; DSPS (DHH Day); Brides to Success Center

II. Orientations: Counseling, CTE and Academic programs (faculty and staff participation), Faculty Mentors

III. Welcome Week Activities: Student Services and Academic Affairs collaboration

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?

Offer the new student orientation as an online course
Troubleshoot queue system with the assistance of department heads and staff

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

Change questions to better reflect the information required for Questions 10-12.

Module B.2: Matriculation Plan:

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

The Info Center is a program within the Matriculation Department. The Info Center directs and refers students to all areas of Matriculation.

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

Current matriculation services can be improved by increasing the communication between the campus community and the Matriculation department. This ensures students are provided with the correct information regardless of who assists with their needs.

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

N/A

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.

12/9/2010
Module C.2: Reflection

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

   I. The Info Center no longer offers a 3 hour new student in-person orientation. Beginning Spring 2010, the orientation is now a 3 day, 9 hour, noncredit course. With this new format, students are able to take a tour of the college, learn about and visit various departments/support services.

   II. The Info Center has moved to a new building.

   III. The Info Center has installed a queue system to issue ticket numbers to direct students to various departments within the new building

   IV. Increase in the number of student workers

2. What are the positive and negative external factors that influenced the Program?

   The positive and negative factors are:

   I. ARCC data have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation, one of 4 components.

   II. An increase in the unemployment rate, which has triggered an increase in student enrollment. However, there are limited classes and permanent staff.
3. What are the positive and negative internal factors that influenced the Program?

The positive and negative factors are:

I. Changing student workers and lack of permanent staff have influenced the consistent dissemination of information at the Info Center.

II. Forced habitation (most Student Services departments are located in the new ST- Building), with no means of effectively communicating to all

III. Data from the ARCC measures have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation.

IV. Insufficient storage space to store large quantities of information (ex. schedules, catalogs, financial aid information)

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

   I. Hire permanent staff
   II. Adhere to hiring policy for student workers
   III. Develop policies or a staff notice board to ensure effective dissemination of information within the new building

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

   Left Blank

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs)

   SAO #1: Info Center staff will identify students' needs and issue appropriate ticket number at the Information desk
   SAO #2: Students will receive the Schedule of Classes, College Catalog and Student Planner to assist with course scheduling

4. List all Student Learning Outcomes (SLOs).

   SLO #1: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to demonstrate knowledge of the enrollment process by completing the Steps to Enroll
   SLO #2: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify and access programs and services that support their educational and personal goals
   SLO #3: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify their courses in the Schedule of Classes and College Catalog

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?
SAO #1: Aligned with A (high), D (high)
SAO #2: Aligned with A (high), D (high)

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   SLO #1: Aligned with A (High), D (High)
   SLO #2: Aligned with A (High), D (High)
   SLO #3: Aligned with A (High), D (High)

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    0

11. How many SLOs have been assessed?
    0

12. What were the most important findings from the assessments of SAOs & SLOs?
    Left Blank

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
    Left Blank

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

15. Please provide additional comments and suggestions for this module.
    Place the SAOs and SLOs together so the question follows each other. Example for the SAOs, it will be 1,3, 5 & 6 that requires SAO info to be together (no SLO question in between). With this format, I have to scroll back and forth

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

1. Is this Program subject to external accreditation /review /audit?
   No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
   Left Blank
3. Advisory board, meeting information (time, date, & attendees).

   Internal, Matriculation Advisory Committee.
   Meeting Date & Time
   Matriculation Advisory Committee (MAC) Meeting
   Thursday, May 13, 2010
   9:00am-10:30am
   TE-101: Banquet Room
   The Committee meets at least once per semester

   Chair(s) Name & Position
   Dorothy Smith, Dean Matriculation and Student Success

   Membership Cardoza, Raul J.; Wright, Xenia V.; Anderson, Carole L.; Anglin, Marcus J.; Bakman, Anna A.; Castillo, Ramon S.; Cole, Linda E.; Dawkins, Thomas L.; Delzeit, Linda; Drummond, Marcy J.; Elarton, William D.; Gangel-Vasquez, Janice M.; Hosseini, Ashraf; Kwan, Cecilia W.; Meftagh, Tayebeh; Morley-Mower, Cynthia N.; Murphy, Margaret M.; Oliva, Marcela; Maine, Marilyn K.; Sandico, Abigail C.; Alvarez, Trini; Westmoreland-Swope, Patricia A.; Wood, Deirdre; McIntosh, Melain F.; Douglas, Theda S.; Palacios, Rodrigo; Peoples, Teresa E.; Randall, Ayesha K.; Clark, Carolyn M.; Reid, Allison A.; Chapdelaine, Roland; Kasmar, Steve L.; Rodriguez-Estrada, Alicia I.; Bailey, Paulette; Kinyon, Kindra C.; Fernando, Maritess E.; Fairchild, Denise G.; Torres, Benjamin A.; McDowell, John R.; Yasuda, Kathleen M.; Ysais, David P.; Badalayan, Anna.; Lichtman, Donna L.; Ruffin, Charles J.; Burke-Kelly, Kathleen; Jackson, Vincent C.; Barajas, Leticia L.; Esparza, David R.; Moreno, Lisa M.; Chavez, Eric L.; Weingourt, Rita L.; Bledsoe, Ruth J.; Ratcliff, Joseph E.; Serrato, Rudy C.; Hunter, Lori P.; Murray, Kookie L.; Gallagher, Mary P.; Badalyan, Anna; Love, Sherri L.

4. Advisory board recommendations.

   Update Matriculation Plan to represent current and future programs and services.

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

   Increase use of technology to better serve students and staff needs
   Meet with Researcher to create plan of action based on Matriculation regulations and guidelines

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

   Left Blank
**Section A. Mission**

**Module A.1: Program Mission**

1. Describe the mission of the Unit/Program/Discipline.

   Provide international students with the information and support services they need to meet their educational goals at LATTC while adhering to the policies and procedures of the United States Citizenship and Immigration Services (USCIS).

2. Describe the purpose of the Unit/Program/Discipline.

   The International Students Center at LATTC provides support services and referrals to all F-1 Visa students attending the college. Services include processing application, issuing I-20s, providing information and resources regarding F-1 visa policies, advising regarding educational and career goals, informing students regarding ASO activities and scholarship opportunities, and referring students to other resources (i.e. tutoring, learning skills, book-loan program) available at the college.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   The unit's mission statement aligns with the area mission statement because both strive to provide students with the means necessary to meet their academic goals. While international students return to their home country after completing their education in the USA, they will leave with technical and occupational skills essential to participating in their own 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.

   Transfer options (after "professional educational")

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

   role models
### 3. How does your Program support LATTC Core Competencies?

International student complete ISC’s application process which requires gathering, analyzing and synthesizing information regarding admission to the United Stated and LATTC. Students demonstrate their understanding of USCIS guidelines regarding obtaining and maintaining status on student visas by completing required documents. Once student is granted an I-20 and a F-1 student visa, he/she matriculates into the college & begin academic programs.

Students use technology not just in their programs of study, but also when communicating issues regarding student visa status and/or educational objectives with the center.

International students choose career technical fields as well as transfer programs to meet their educational objectives.

International students interface daily in a culturally and socioeconomically diverse environment.

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


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

The number of international students has decreased since the last Program Review. No plans have been created to implement a language program. The recruitment strategy has not been changed. A full-time office assistant has not been hired.

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

- Enrollment of international students to increase to 250 by beginning of 2014.
- Focus and funding should be on recruitment both by overseas' visits and partnership with local agencies
- Start a language academy that bridges into the college's academic programs
- Collaborating with various disciplines to improve student success and retention
- Hire a full time office assistant to work on processing documents.
- Have more funding to increase staffing and invest in recruitment.
- Develop plans to make on campus housing available
- Form an active International Student Club that will add to our visibility and involvement in campus activities

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

- Enrollment of international students to increase to 425 by year 2016.
- More funding for recruitment for both overseas' visits and partnership with local agencies
- Maintaining a 75% rate for retention and program completion both in the language academy and academic programs
- More funding to increase staffing & developing on-campus housing
- Starting implementation of on-campus housing plans

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

- Regular outreach to and recruitment from the countries that send international students to our college.
- High rate of retention and completion
- A student housing that is both practical and lucrative for the college
- Appropriate level of staffing
- A language program that offers different levels of ESL and other resources
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

Funding for recruitment, staffing, lack of a language academy, and problems with completion and retention.

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

Currently LATTC’s name is on one or two of the web-sites that promote international education. No other form of recruitment is utilized. A great deal more needs to be done in regards to partnering with recruitment agencies, traveling to foreign countries, and promoting our CTEs as well as our academic programs.

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

ISC (International Student Center) collaborates with several disciplines who have the majority of our international students. Many of the Student Services areas, in particular Admissions & Records, and Business Office, are in regular contact with the center regarding students' status. Increased visibility on campus is of utmost importance not only because it gives our students a sense of belonging but also it promotes an internationally diverse campus climate and sensitivity to cross-cultural issues.

12. How is your Program perceived by the competitors?

Not sure.

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

We would like to be perceived as a viable option both in terms of CTE and academic programs to the international community. LATTC should be a place where students with limited English can learn English and complete their educational goals. LATTC with its central locality and abundance of resources should be the one and only choice for international students.

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

There are many questions where the same information has to be repeated again and again.

Module B.2: Matriculation Plan:

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

Students have to complete the ISC’s application packet and submit necessary documents to receive an I-20. Once students is approved for F-1 visa and comes to the college, they are matriculated like other students, i.e. application, assessment, orientation, counseling, and registration. The counseling portion of matriculation is done at ISC.

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

The orientation should be a shorter process since international students have to follow strict guidelines regarding their full-time status and have to complete the ISC’s orientation. All international students should take the assessment immediately instead of taking the TEAS test. They should be exempt from any part of orientation that provide information on financial aid. Counseling should be limited to those who are familiar with USCIS guidelines.
3. What additional matriculation services would you like to see in the future?

More collaboration between orientation coordinators and different areas of counseling. Counselors should be a big part of orientation and hence matric process.

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

Good questions in this section.

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

   Recommendation: Abby did a nice job here-ISC will continue to follow its mission and serve international students with information and support services, and adhere to LATTC and USCIS policies and procedures.

2. Data Section - Recommendation Follow-up

   Recommendation: Need to determine international students’ success by researching variables. ISC has started to gather data on several variables that may link to retention and program completion rate for international students.

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

   Recommendation: Needs to reevaluate missions to determine if we increase number of international students or just keep it stable at 125 students.
   The unit’s goal is to increase the number of international students because we believe that there is a great market for our programs in the international community.

4. Forms Section - Recommendation Follow-up

   None

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

   None

Module C.2: Reflection

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

   The current director has been newly assigned to this position and does not know if any improvements have been implemented as a result of the program review.

2. What are the positive and negative external factors that influenced the Program?

   The poor global economy has affected enrollment and completion rate for students.
3. What are the positive and negative internal factors that influenced the Program?

| ISC has much better facilities as it is now located in the new Student Services building. The technology and IT access have improved a great deal. |

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

| In order to meet our goals of 30% increase enrollment, the center could benefit from a full-time office assistant and more funding allocation for outreach. |

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

| N/A |

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**Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)**

### Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?

   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?

   Yes

3. List all Service Area Outcomes (SAOs).

   1) Provide academic and career counseling and support services toward achieving educational goals & employment opportunities
   2) Keep up-to-date and maintain records based on USCIS & LACCD guidelines & policies.

4. List all Student Learning Outcomes (SLOs).

   1) Matriculate into college and begin academic program
   2) Complete program of study in a timely manner
   3) Adhere to USCIS policies and procedures;
   4) Participate in OPT upon completing program of study.

5. Does the Program SAOs align with LATTC Core Competencies?

   Yes

6. How do the Program SAOs align with LATTC Core Competencies?

   Program SAOs align with LATTC Core Competencies: A, D, and E.

7. Does the Program SLOs align with LATTC Core Competencies?

   Yes

8. How do the Program SLOs align with LATTC Core Competencies?

   Program SLOs align with LATTC Core Competencies: A, D, and E.

9. Is there a formal assessment plan for SAOs and SLOs?

   No

10. How many SAOs have been assessed?

11. How many SLOs have been assessed?

12. What were the most important findings from the assessments of SAOs & SLOs?

   N/A
13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

N/A

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

N/A

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

N/A

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

1. Is this Program subject to external accreditation /review /audit?

Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

The program is audited by Department of Homeland Security every few years.

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

There is no advisory board at this time although there are plans to form one in the near future.

4. Advisory board recommendations.

N/A

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

N/A

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

N/A
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The Los Angeles Trade Technical College Library supports LATTC College's Mission. We assist in “preparing our students to participate effectively in our democratic society.” The mission of the library is to serve the college community by evaluating, collecting, organizing, preserving, and providing access to vital resources of information, both print and electronic, in direct support of the curriculum and academic programs of the college. Our primary goal is to achieve excellence in the provision and promotion of information services to meet the teaching and learning needs of the College. In addition, we encourage and facilitate information competency, critical thinking, intellectual independence, and life-long learning skills in all students, regardless of their education goals. As such the library serves as a center for the college community for learning, exploration, and discovery. The Library acts as an archive of the collective past of the college, provides access to current information, and represents a portal to the future.

2. Describe the purpose of the Unit/Program/Discipline.

   The library has the responsibility for supporting “life-long learning” for students. Library faculty guide students, and support faculty with library orientations, workshops, and create subject research guides. The librarians have the necessary knowledge, experience and skills for selecting and accessing resources, and the research tools including print and electronic resources, and the Internet to the campus community.

   Keeping current with library educational and technology resources is recognized as a campus priority. The goal is to integrate library and information technologies impacting education and information literacy into the library collection, policies and instructional programs.

   The library acts as an archive of the collective past of the college, provides access to current information, and represents a portal to the future. Our LATTC Library goal is to create an engaging learning environment for students and faculty that supports and facilitates research and learning.
3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

The Library provides vital and necessary print and electronic resources in support of the campus’ academic and vocational programs, high-quality reference services, and professionally led information literacy instruction in support of the mission of the College. The library supports the Colleges' Mission to "provide our students and community with high-quality education options that…meet their life-long career development and academic goals; foster a climate of life-long learning; prepare our students to participate effectively in our democratic society; and generate economic development with our educational, governmental, community and business partners".

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.

information competency

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

integrate information technologies

3. How does your Program support LATTC Core Competencies?

We instruct students on library research methods. The Library at Trade tech supports LATTC core competencies by establishing a print and non print collection of library books, both print and electronic. Periodical literature both print and electronic that supports the curriculum of the college. In addition the library instructs students in library research methods. And on how to use the online book catalog as well as the research databases. We offer library orientations for the classroom. A, B, and E.

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

Provide students with vital Basic Library Research Skills related to their class work, and ultimately contributing to "Student Success." As future campus-wide "Learning Community" or "Freshman Experience" programs are developed, it would be important to consider how the Library and librarians can participate.

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

Considerations of developing partnerships with other campus areas (ex. collaboration with academic departments, for example, English and social sciences). Our purpose is to set up library research workshops and orientations.

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

Better utilization of Library space. Review space planning for the new library facility. Address needs for adequate staffing for the Library, both in terms of numbers of librarians, as well as library support staff. Technology changes require library staff possess diverse skills, requiring adequate funding for necessary professional development and training. There should be an increase in staff that meets state standards.
7. Where do you see your Program in 5 years?

Increase collaboration and expand role of the library within the institution, as well as with the other libraries in the district. Continue to gradually increase electronic resources, while always keeping the specific needs of the campus community in mind. Hopefully staffing would meet student/staff ratio that would meet state standards. This would a marked increase of staff.

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

The Library could be a participant in any campus wide program to digitize unique campus collections (ex. the library's extensive film collections and some campus archives and will collaborate on campus wide information competency programs.) Library should have a state of the art facility. I would include library resources, i.e., digital and print to meet state standards.

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

The primary goal of the Library is to serve our students and faculty.
Improvements in library space utilization.
Improvement of library resources. We need to increase library space to meet the standards of our state.

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

Our program is seen as a resource for students, faculty, and staff.
Collaborate with the District Wide Librarians and the Council of Chief Librarians.

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

Most administration and faculty members have a negative view of the Library, however students like the library and want the faculty to be an advocate for better library resources. The Library provides library orientations for classroom research papers and projects upon faculty request. In addition we also provide workshops on various research topics.

12. How is your Program perceived by the competitors?

The other district libraries see our library as inadequate, especially in terms of staffing and budget. Some of our general education resources our inadequate compared to our competitors. We have a smaller collection than comparable colleges. We have less computers than comparable colleges. However our research databases are currently competitive.

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

As an essential, vital unit of the college community.

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

The library should be the heart of the campus. The library should have state of the art resources, both print and electronic.

**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?

   It would be nice to have the Library participate in campus student orientations.

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

   N/A

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

   No follow-up recommendation

2. Data Section - Recommendation Follow-up

   Recommendation of the establishment of a Campus Advisory Committee via Academic Senate

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

   Upgrading technology is a priority of the Library, for which we will continue to seek funding (ex. it would be nice to consider having an established budget for the library electronic databases.) Staffing must it is below state standards

4. Forms Section - Recommendation Follow-up

   Upgrade Technology

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

   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 will be able to measure the outcomes of the current Library 101 class.

2. What are the positive and negative external factors that influenced the Program?

   The budget cuts have negatively impacted the Library, for example the loss of the state grant for electronic resources.
3. What are the positive and negative internal factors that influenced the Program?

Staff have been very supportive in attempting to work with lack of adequate staffing. Moreover, the Trade Tech Library has very unique collections of materials that include fashion, culinary arts, and an outstanding art collection. It has more CTE titles than other district colleges. On the negative side the library has lost FTE staff, both classified and certificated. Due to resignations and retirements, staff was not replaced. Library has experienced severe budget cuts and we are behind in technology compared to our other district libraries.

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

Increase budget for library materials, both electronic and print, as well as funding to upgrade technology in the library.

The positive factors are a staff who has been willing to do dual jobs. The library plans to have a student survey.

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

n/a

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs).

SAO#1
1. The library will improve customer service at their Circulation Desk and their Periodicals Desk for student request and retrieval.

4. List all Student Learning Outcomes (SLOs).

SLO1. Students will be able to find books and periodical articles, both print and electronic.
SLO2. Students will be able to identify and evaluate library resources.

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?
   SAO1- B(moderate), D(moderate)

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   SLO1 - A (high), C(high), & D(moderate)
   SLO2 - A (high)

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    0

12/9/2010
11. How many SLOs have been assessed?
0

12. What were the most important findings from the assessments of SAOs & SLOs?
Formal assessment has not taken place yet.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
Yes, budget and staffing.

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

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

1. Is this Program subject to external accreditation /review /audit?
Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
Library & Learning Resources Advisory Committee which advises the California Community Colleges Chancellor's Office, the California Council of Chief Librarians and the American Association of Community Colleges.

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

4. Advisory board recommendations.
N/A

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

6. Please provide additional comments and suggestions for this module.
N/A
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

To enable students to pursue their educational goals through recruitment, orientation, assessment, admissions, counseling and student follow-up. The final outcome: a successful completion of studies.
Matriculation Department

2. Describe the purpose of the Unit/Program/Discipline.

Matriculation is a process that includes admissions, orientation, assessment, counseling, follow-up/early alert, prerequisites/co-requisites, and training and coordination. The Matriculation department consists of the following areas:

I. Recruitment & Outreach (RO): RO is a liaison between the Los Angeles Trade-Technical College (LATTC) community and the external partners. The purpose of the unit is to maintain visibility and increase student enrollment by promoting the college's programs and services at events such as college fairs/night, career days, classroom visits, employment fairs or other events. RO staff guide prospective students through the enrollment process and refer to appropriate on campus departments, specifically to the Information Center. The RO staff consists of 1 Student Recruiter (Vacant due to retirement) and 5 Student Ambassadors. Office hours: Mon.- Thurs: 8am-7pm, Fri: 8am-3pm. Recruitment hours: nights, weekends, based on need.

II. The Information Center (IC) exists to support the college's infrastructure by information about the college's procedures/policies; informational materials such as class schedules, college catalogs, brochures and forms; directions and referrals for campus services, responses to (written and oral) inquiries for all college constituents (student, staff, faculty, community). The IC staff consists of 1 permanent, classified staff and 5 student workers that covers the following operational hours Mon.-Thurs. 8am-7pm (until 9pm during orientation), Fri. 8am-3pm.

Student Support services of the IC includes, but is not limited to:

a. Trade Bridge Academy Orientation: The Information Center staff fully supports the College's 9 hour, Trade Bridge Academy Orientation by coordinating the following: student sign-ups, reminder TBAO appointment phone calls, assemble and issue information packets, provide giveaways, assist faculty during and after the orientation, coordinate Welcome Wednesday events, etc.

b. At the Information Desk: assist prospective students with the enrollment process, direct/refer students in the ST- Building, by issuing appropriate ticket numbers based on their evaluated/requested needs.

c. Issue various forms for students' use (ex: applications, petitions, fee waivers), student handbooks, Schedule of Classes, College Catalog and other informational brochures

d. Provide the public with written, verbal and online general information about the College's Programs and Services

e. Campus Tours: The Info Center coordinates campus tours between the public and Academic Affairs/CTE/Student Services departments.

f. Welcome Week: During the first week of each term, Matriculation coordinates with Admissions and Records, Financial Aid, Business Office and Counseling to service students in the “one stop center.” Students are able to add/drop classes, receive class advice, submit their fee waivers, clear a prerequisite and get their fee receipt printouts to take their student identification
g. Other duties based on College needs

III. Assessment Center (AC): The AC staff consists of 1, permanent, classified staff, 3 Program Assistants and 1 Student Worker. AC’s operational hours are: Monday, Tuesday, Thursday from 8am to 7pm; Wednesday from 8am to 8pm; Friday 8am to 3pm.

The AC provides the following student support services:

a. Assess students in English, English as a Second Language and Math in order for students to register in appropriate level of courses
b. Administer the Test of Adult Basic Education (TABE). TABE is a diagnostic tool that is available to students on referral from campus faculty/staff, particularly the Trade Bridge Academy Orientation.

c. Test students for Ability to Benefit (ATB) in order to qualify for Financial Aid if they don't have

a high school diploma or its equivalent
d. Issue student/LATTC employees ID Cards. Coordinate group Student ID card appointments with on-campus departments. Maintain ID Machine and supplies
e. Evaluate and Clear course prerequisites/co-requisites for class registration.
f. Proctor the prerequisite/co-requisite challenge exam for those students who feel that they have

the knowledge and skills required to pass a course with a listed prerequisite/co-requisite.
g. Adhere to College/District policy by electronically enforcing prerequisites/co-requisites on DEC System and administratively dropping students who do not meet the course pre/co-requisites. Notify students of their administrative drop through mailed letter
h. Distribution of Matriculation/Assessment information and services through handouts (flyers, brochures, etc.), Information Center and Matriculation website
i. Maintain and update Matriculation website

IV. Early alert/follow-up: Online "Alert" reports are retrieved by Matriculation and sent out the various departments. Workshops are held in the Learning Resource Center (LRC). Workshops are provided to students that are referred by faculty that are needing supplemental instruction.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

We create awareness (through orientation, recruitment and assessment), to provide support (by referrals, counseling and Early Alert follow-up) to ensure students are on their appropriate career/technical and academic pathway to fulfill the college mission for student success.

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.

   empower

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

   elite, evolving
3. How does your Program support LATTC Core Competencies?

The Matriculation department provides information, testing tools, career/academic guidance that requires students to analyze and demonstrate comprehension by identifying, interpreting and accessing available resources such as educational programs, test scores, orientation, etc to make informed decisions about their academic and professional goals.

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

SS-Basic Skills (Student Success)
Growth: Alt. Delivery

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

I. Permanent staff who understand the college's programs, services & procedures to assist with the provision of services to students, who access the various areas of the Matriculation Dept. in order to decrease students' frustrations.
   II. Continue to update our Technology on campus and train staff accordingly
   III. Improve our Customer Service Skills to better assist students through employee training
   IV. Increased communication between departments

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

The Matriculation Dept. expects that additional permanent staff will be hired for the Info Center, Assessment Center and Student Recruitment. We also hope to fully offer the new student orientations online. We expect to offer more TABE testing to (new) students that come to LATTC to better prepare them for college-level courses, thus reducing the number of students completing the Accuplacer/ESL testing tools, and increasing students' success. We expect to complete the Electronic Enforcement of all approved course pre/co-requisites. We expect that there may be a common assessment tool for all California Community Colleges. In regards to Recruitment and Outreach, we anticipate that the unit will slowly begin aligning itself with the Public Relations Unit.

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

The Assessment Center/English, ESL and Math departments may begin using the common assessment tool that is currently being discussed. The use of the queue system will expand to all offices allowing students to be directed more efficiently throughout the ST- Building.

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

The queue system's use will better reflect the changing needs of the College. From the system, reports will be generated and used to make informed decisions to improve student satisfaction about services within the ST- Building.

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

More permanent staff in the Unit.
Customer service, community outreach, and economic impact.
Student-centered, inclusive campus culture.

12/9/2010
10. How is your Program perceived by the external community?

Matriculation works closely with various elementary, middle, high schools and organizations by organizing campus tours. Based on feedback and reoccurring requests, their interaction with the college has been positive. Matriculation mails out catalogs to other colleges/universities and responds to written inquiries about the college. Student Recruitment is perceived by the community as a department with an excellent reputation, willing to participate and service the community. The department is constantly approached by many high schools, Businesses, Community and Governmental Organizations for presentations, career and college fairs.

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

Matriculation collaborates with all campus constituents. Some of Matriculation's services collaborations include:

I. All campus constituents.
   · Mail Outs: respond to correspondence about the campus, particularly from inmates
   · Department Referrals
   · Campus Tours: Academic Affairs (CTE and Academic programs and instructors); Student Services (EOP&S, DSPS, Financial Aid, Counseling, Child Development Center, Student Employment Center, EOP&S, University Transfer Center, Library, ASO); Financial Aid Recruitment days; DSPS (DHH Day); Brides to Success Center
   II. New Student Orientations: Counseling, CTE and Academic programs (faculty and staff participation), Faculty Mentors, Bridges to Success Center, Noncredit
   III. English, ESL, Math, Bridges to Success Center, Reading/Writing lab, Learning Skills, Allied Health, Counseling, Admissions & Records, Financial Aid, DSPS in providing assessment for their students
   IV. Welcome Week Activities: Student Services and Academic Affairs collaboration
   V. Trade Tech day each semester at local high schools with the help of various campus academic, career and student services to showcase LATTC’s programs and services

12. How is your Program perceived by the competitors?

LATTC Student Recruitment is seen by the competitors as a viable option and threat for students who are seeking a short career or training.

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

I. Offer the new student orientation as an online course
   II. Troubleshoot queue system with the assistance of department heads and staff
   III. Have more faculty use the on-line alert system that was created by the LACCD to assist with the student follow-up component

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

I. Suggestion: for question 4, can appendix A be a drop down menu to select our option? Scrolling nearly to the end of the document to find appendix A and finding our way back to the question at hand is a bit confusing.
   II. Change questions to better reflect the information required for Questions 10-12.

Module B.2: Matriculation Plan:

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

Each department within the Matriculation Department engage in interdepartmental referrals.
2. How can current matriculation services be improved and/or be better utilized by your Program?

Matriculation services can be improved by departments effectively communicating changes to the relating to Matriculation Department and the college campus. Improved communication will help staff to properly guide students through the current enrollment process. This would also enable the departments to refer students to other student services/academic departments. This could be verified by the number of student complaints to the Matriculation Department.

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

N/A

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

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

N/A
Module C.2: Reflection

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

The Matriculation Dept. has made the following improvements.

I. Matriculation has moved to the new ST-Building
II. Matriculation has extended its office hours to accommodate students' needs and to coordinate with building office hours: Monday, Tuesday and Thursday 8:00am to 7:00pm; Wednesday 8:00am to 8:00pm and Friday 8:00am to 3:00pm.
III. Assessment Center:
   a. have air conditioning and a quiet computer lab for students to complete the various tests that we provide.
   b. We had a part-time staff to assist with the implementation and follow-up to TABE. Listed below are the number of students we have served for July 1, 2009- June 30, 2010;
      1. Accuplacer: 5,630
      2. ACT: 574
      3. ATB Pass: 1,251
      4.TABE: 2,670 (Implemented March 2010)
      5. Pre/Co-requisite Challenge Exams: 295
      6. Pre/Co-requisite Course Clearances: 1,414
IV. The Info Center:
   a. No longer offers a 3 hour new student in-person orientation. Beginning Spring 2010, the orientation is now a 3 day, 9 hour, noncredit course. With this new format, students are able to take a tour of the college, learn about and visit various departments/support services.
   b. Queue system to issue ticket numbers to direct students to various departments within the new building
   c. Increase in the number of student workers
V. Recruitment and Outreach:
   a. Increased advertisement through television and radio.
   b. Initiated new partnerships with feeder schools to maintain visibility and access to prospective LATTC students and the community.

2. What are the positive and negative external factors that influenced the Program?
- A temporary legislative change to the Matriculation Mandates was lifted for 2009-2010 year because of the budgetary constraints. This allowed Matriculation to be more flexible in the delivery of services to our students.

- An increase in the unemployment rate, which has triggered an increase in student enrollment. However, there are limited classes and permanent staff.

- Decrease in Matriculation funding resulted in insufficient money to purchase testing units and office supplies.

- TABE was implemented and also the enrollment process was modified to meet the needs of our student population.

- Due to the budget constraints, recruitment projections have been scaled down.

- ARCC data have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation, one of 4 components.

3. What are the positive and negative internal factors that influenced the Program?

- The move to the new student services building. The upgrade in technology in the new building allows us to accommodate more students at a time to complete the assessment test.

- Forced habitation (most Student Services departments are located in the new ST-Building), with no means of effectively communicating to all

- Lack of permanent staff in the Matriculation Department areas. The Assessment Center has two rooms to staff. It is very difficult to run an office with only student workers. The Student Recruiter has retired. The Information Center/Orientation needs staff that is consistent. It is vital that we hire at least two permanent staff for the Matriculation Dept.

- Data from the ARCC measures have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation.

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

I. Hire permanent staff
II. Develop policies and avenues for relaying updates to ensure effective dissemination of information within the new ST-Building

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

N/A
Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?  Yes
2. Does the Program have Student Learning Outcomes (SLOs)?  Yes

3. List all Service Area Outcomes (SAOs).

<table>
<thead>
<tr>
<th>Service Area</th>
<th>SAO #1</th>
<th>SAO #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info Center</td>
<td>Info Center staff will identify students' needs and issue appropriate ticket number at the Information desk</td>
<td>Students will receive the Schedule of Classes, College Catalog and Student Planner to assist with course scheduling</td>
</tr>
<tr>
<td>Assessment Center</td>
<td>Meet with students and have them complete the correct form for the test/service they need.</td>
<td>Review the students placement results for accuracy.</td>
</tr>
<tr>
<td></td>
<td>Provide handouts about other services in the Assessment Center.</td>
<td></td>
</tr>
<tr>
<td>Student Recruitment</td>
<td>At least 80% of contacts will be able to submit completed school application.</td>
<td>At least 75% of students will attend campus tours.</td>
</tr>
<tr>
<td></td>
<td>At least every feeder high school will visited once a week in the spring semester.</td>
<td></td>
</tr>
</tbody>
</table>

4. List all Student Learning Outcomes (SLOs).

<table>
<thead>
<tr>
<th>Service Area</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info Center</td>
<td>New students who attend the 9 hour Trade Bridge Academy Orientation will be able to demonstrate knowledge of the enrollment process by completing the Steps to Enroll</td>
<td>New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify and access programs and services that support their educational and personal goals</td>
<td>New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify their courses in the Schedule of Classes and College Catalog</td>
</tr>
<tr>
<td>Assessment Center</td>
<td>Student completes in-take form.</td>
<td>Student understand their placement results and where they fall in the course sequences.</td>
<td>Student demonstrate knowledge of clearing course pre/co-requisites, process to challenge course pre/co-requisite and how/where to complete the ATB (Ability-to-benefit) test</td>
</tr>
<tr>
<td>Student Recruitment</td>
<td>Students will demonstrate knowledge of LATTC enrollment process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Does the Program SAOs align with LATTC Core Competencies?  Yes

6. How do the Program SAOs align with LATTC Core Competencies?
7. Does the Program SLOs align with LATTC Core Competencies?
Yes

8. How do the Program SLOs align with LATTC Core Competencies?

Info Center:
SLO #1: Aligned with A (High), D (High)
SLO #2: Aligned with A (High), D (High)
SLO #3: Aligned with A (High), D (High)

Assessment Center:
SLO #1: Aligned with A(high)/D(high)= student completes in-take form
SLO #1: Aligned with D(high)/C(high)= student understand their placement results and where they fall in the course sequences
SLO #3: Aligned with A(high)/C(high)= student demonstrate knowledge of clearing course pre/co-requisites, process to challenge course pre/co-requisite and how/where to complete the ATB (Ability-to-benefit) test.

Student Recruitment:
SLO #1: Aligned A/D= Student completes the College application.

9. Is there a formal assessment plan for SAOs and SLOs?
Yes

10. How many SAOs have been assessed?
1

11. How many SLOs have been assessed?
0

12. What were the most important findings from the assessments of SAOs & SLOs?
Students who completed the assessment test and took the course they placed into were not successfully completing the class.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
We will be looking at the cut-scores that are in place for English, Math, ESL and Learning Skills.
14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.

N/A

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

Place the SAOs and SLOs together so the question follows each other. Example for the SAOs, it will be 1, 3, 5 & 6 that requires SAO info to be together (no SLO question in between). With this format, I have to scroll back and forth

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

1. Is this Program subject to external accreditation /review /audit?

   Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

   External, LACC District office.

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

<table>
<thead>
<tr>
<th>Meeting Date &amp; Time</th>
<th>Matriculation Advisory Committee (MAC) Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 13, 2010</td>
<td></td>
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<tr>
<td>9:00am-10:30am</td>
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<tr>
<td>TE-101: Banquet Room</td>
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</tbody>
</table>

   The Committee meets at least once per semester

   Chair(s) Name & Position
   Dorothy Smith, Dean Matriculation and Student Success

   Membership:
   Cardoza, Raul J.; Wright, Xenia V.; Anderson, Carole L.; Anglin, Marcus J.; Bakman, Anna A.; Castillo, Ramon S.; Cole, Linda E.; Dawkins, Thomas L.; Delzeit, Linda; Drummond, Marcy J.; Elarton, William D.; Gangel-Vasquez, Janice M.; Hosseini, Ashraf; Kwan, Cecilia W.; Meftagh, Tayebeh; Morley-Mower, Cynthia N.; Murphy, Margaret M.; Oliva, Marcela; Maine, Marilyn K.; Sandico, Abigail C.; Alvarez, Trini; Westmoreland-Swope, Patricia A.; Wood, Deirdre; McIntosh, Melain F.; Douglas, Theda S.; Palacios, Rodrigo; Peoples, Teresa E.; Randall, Ayesha K.; Clark, Carolyn M.; Reid, Allison A.; Chapdelaine, Roland; Kasmar, Steve L.; Rodriguez-Estrada, Alicia I.; Bailey, Paulette; Kinyon, Kindra C.; Fernando, Maritess E.; Fairchild, Denise G.; Torres, Benjamin A.; McDowell, John R.; Yasuda, Kathleen M.; Ysais, David P.; Badalayan, Anna.; Lichtman, Donna L.; Ruffin, Charles J.; Burke-Kelly, Kathleen; Jackson, Vincent C.; Barajas, Leticia L.; Esparza, David R.; Moreno, Lisa M.; Chavez, Eric L.; Weingourt, Rita L.; Bledsoe, Ruth J.; Ratcliff, Joseph E.; Serrato, Rudy C.; Hunter, Lori P.; Murray, Kookie L.; Gallagher, Mary P.; Badalayan, Anna; Love, Sherri L.

4. Advisory board recommendations.

   Update Matriculation Plan to represent current and future programs and services.
5. What plans need to be implemented in order to address the identified issues/recommendations?

- Increase use of technology to better serve students and staff needs
- Meet with Researcher to create plan of action based on Matriculation regulations and guidelines
- The updates and recommendation have been completed prior to submitting the Matriculation Plan

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

N/A
Puente Project

LATTC Program Review 2010- 2011
Student Services - Program Level

Program: Puente Project

Dean: Roberto Mancia and Ashraf Hosseini

Faculty & Staff:

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The Puente Project is an academic preparation and a transfer program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leader for future generations. The Puente Project promotes academic excellence and personal growth. The program assists students to excel in writing, to develop valuable inter- and intra-personal skills, to build community relations through mentoring and service learning, and to enhance leadership skills through fund raising and other extracurricular activities.

2. Describe the purpose of the Unit/Program/Discipline.

   Puente Project is an academic enrichment program for students who plan to transfer to a four year college or university. The program is statewide and primarily sponsored by University of California Office of President (UCOP). The program follows a model that emphasizes collaboration between counseling and English departments with the goal to provide a holistic approach to student transfer and student success. A great deal of emphasis is placed on student's writing, building critical thinking skills, and effectively managing oneself to achieve goals. In addition, the program works closely with the Honors program and the University Transfer Center to assist students in reaching their potential and exploring unlimited opportunities in higher education. Students actively participate in organizing and promoting activities sponsored by Associated Student Organization. Another component of Puente Project is mentoring. The Puente coordinators work diligently to reach out to on- and off- campus communities to recruit mentors who are professionals with at least a Bachelor's degree. Mentors provide Puente students with guidance, support and networking opportunities. Puente students are expected to gain self-confidence and an educational experience that will help them forge ahead in life.
3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

To ensure student success, the Student Services Division and the Puente Program adhere to LATTC’s mission of helping students meet their life-long career development and academic goals by offering accessible high quality service and use of state-of-the-art technology. Committed to fostering a climate of life-long learning, the college prepares students by enhancing critical thinking, teaching problem solving, developing leadership skills and becoming more aware of social and global issues, which allows them to effectively participate in a democratic society and contribute to the cultural, social and economic development of their communities.

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.

Transfer to four year colleges/universities

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

Role models (i.e. Many will become community role models & ...)

3. How does your Program support LATTC Core Competencies?

Puente Project supports LATTC core competencies by:

- Students enhance their critical thinking skills when they read short essays and novels (fiction, non-fiction), write essays, and discuss topics from various perspectives, allowing them to become more culturally and socially aware.

- Students utilize technology (i.e. Moodle, various Microsoft applications, web searches, databases) to become proficient researchers, writers, and presenters.

- Students engage in mentor-mentee relationships with professionals from the business community from diverse socioeconomic environments where they learn employment standards, understand professional etiquette, and develop networking opportunities.

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

Our program meets the strategic initiative: Student Success, other by preparing students to successfully transition to four-year colleges & universities.

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

- Technology- smart classroom for Puente classes (specifically, personal development classes)
- Funding- part time classified staff in the Puente office
- Hourly assignment for the Puente counselor teaching personal development classes
- Accessing facilities to have mentor events.

12/9/2010
6. Where do you see your Program in 3 years?

- More students enrolled in the program
- Additional Puente class
- More release time - .75 for counselor and English instructor
- A larger budget to maintain the program.
- A part-time classified office assistant
- A smart classroom devoted for Puente Project

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

- 2 Puente English and personal development classes
- A full-time classified staff

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

- A self-sufficient program that has established partnerships with the business community that offer internships, financial support, mentoring opportunities, and job training to Puente students.

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

- Puente enrollment growth, partnerships with the business community, additional required funding

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

- LATTC Puente is viewed as a model program that motivates and empowers students by preparing them academically, promoting service learning, and teaching them to be responsible members of a global community.

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

- Based on the success in the past years Puente is perceived as a model program that prepares students academically to successfully transfer to four year colleges and universities.

12. How is your Program perceived by the competitors?

- There are 58 other Puente programs around the state and within LACCD there are 5 other colleges that offer Puente. We are viewed as one of the best programs within our District as well as around the state.

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

- N/A

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

- We find ourselves repeating the same information.

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

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

- New students complete the matriculation process: admission, orientation, assessment. All students have to attend a Puente orientation to the program. The Puente counselor prepares students' educational plans and advises Puente students in regards to personal and career goals.
2. How can current matriculation services be improved and/or be better utilized by your Program?

More collaboration between Puente coordinators, assessment staff, and counseling faculty for recruitment purposes. The faculty and staff involved in the matriculation process should be more knowledgeable about Puente’s admission requirements. Collaborate with the college research office to gather more comprehensive completion and transfer data.

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

N/A

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

N/A

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**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**

   Recommendation: Share the document with all counselors at least.
   Currently we share all of the documents from the program review at our counseling and English faculty meetings, at our students services division monthly meetings, at Puente state-wide and regional conferences, and with Puente mentors.

2. **Data Section - Recommendation Follow-up**

   Recommendation: More transparency.
   We are in the process of gathering more information on student completion, retention, and transfer. Information will be shared with the respective departments and mentors.

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

   N/A

4. **Forms Section - Recommendation Follow-up**

   N/A

5. **Please provide additional comments and suggestions for this module.**

   N/A
Module C.2: Reflection

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

A. Puente English and personal development (PD) faculty used student progress report to evaluate student academic performance
B. Students completed English and PD course evaluations every semester
B. Mentors completed surveys to assess the mentoring component
C. Coordinators formed a mentor advisory board to provide recommendations

2. What are the positive and negative external factors that influenced the Program?

N/A

3. What are the positive and negative internal factors that influenced the Program?

The program's new location in the Student Services building has created a friendlier atmosphere conducive to learning. Access to technology in the office has allowed our students to make use of computers to complete assignments and work on group projects. Scheduling the English classes in a smart classroom has enhanced the teaching/learning experience.

Scheduling personal development in a smart classroom will enhance teaching/learning experience.

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

N/A

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

N/A

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)? Yes
2. Does the Program have Student Learning Outcomes (SLOs)? Yes
3. List all Service Area Outcomes (SAOs).

Identify and recruit prospective Puente students
Provide orientation for students entering the program
Provide academic, career and personal counseling
Assist students in honing fundamental writing, reading and critical thinking skills
Identify, recruit, and train mentors
4. List all Student Learning Outcomes (SLOs).

- Analyze and discuss multicultural literature
- Produce extensive research papers based on assigned readings
- Develop educational plans that will meet requirements for completion of a degree & transfer
- Research and compare major requirements for different four-year colleges and universities
- Explore opportunities for scholarships
- Develop a greater sense of personal and cultural identity
- Formulate life planning with short- and long-term goals

5. Does the Program SAOs align with LATTC Core Competencies?
   - Yes

6. How do the Program SAOs align with LATTC Core Competencies?
   - The program SAOs align with LATTC core competencies: A, D, and E

7. Does the Program SLOs align with LATTC Core Competencies?
   - Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   - The program SLOs align with LATTC core competencies: A, D, and E

9. Is there a formal assessment plan for SAOs and SLOs?
   - No

10. How many SAOs have been assessed?

11. How many SLOs have been assessed?

12. What were the most important findings from the assessments of SAOs & SLOs?
   - N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
   - N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
   - N/A

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

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

1. Is this Program subject to external accreditation /review /audit?
   - Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
   - Puente Statewide office assesses all three components--English, counseling, mentoring--to ensure that Puente coordinators adhere to Puente's mission and guidelines.
3. Advisory board, meeting information (time, date, & attendees).

| Puente mentor advisory members met twice, the fifth and tenth week of the Fall semester at 8:00 am, to discuss mentor-mentee concerns: establish stronger mentor-mentee relationship, provide academic support, make use of resources available through mentors. |

4. Advisory board recommendations.

| 1. MePuente mentor advisory members met twice, the fifth and tenth week of the Fall semester at 8:00 am, to discuss mentor-mentee concerns: establish stronger mentor-mentee relationship, provide academic support, make use of resources available through mentors. Mentors offered to provide workshops on money and time management. |
| 2. Mentors recommended more mentor-mentee on campus activities and meetings. |

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

| We followed recommendations and scheduled more on campus activities. |

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

| None |
LATTCC Program Review 2010-2011

Student Services - Program Level

Program: Student Activities Office/Associated Student Organization (ASO)

Dean:

Faculty & Staff:

Luis Dorado, Alvynette Williams, Lisa Munoz

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The Associated Student Organization (A.S.O.), an organization ran by students for students; focuses on keeping the student body of Los Angeles Trade Technical College aware and informed. A.S.O. will provide quality student centered programs, services, and involvement opportunities which celebrate diversity, promote retention, and foster leadership, civic engagement and student development.

2. Describe the purpose of the Unit/Program/Discipline.

   The ASO serves the students by advocating and providing effective educational and social activities. The organization works in conjunction with numerous programs throughout the campus. Information is shared through the ASO Web site, flyers, posters, newsletters and a master calendar.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   ASO aligns with the college Mission Statement by:
   1. Preparing our students to participate effectively in our democratic society
   2. Preparing our students to participate effectively with our educational, governmental and business communities.

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

   The Mission Statement is crucial for any organization to survive. Reviewing it on a yearly basis allows its members to stay focused on the mission of the college.

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.

   Diversity
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?

ASO supports LATTC’s Core Competencies by developing student leaders that use critical thinking skills gather, identify, analyze and synthesize information to find solve problems. ASO Students interact on a daily basis with a culturally diverse socioeconomic student body.

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

N/A since the College Strategic Goals were not comprehensively addressing the Division of Student Services.

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

1. Improve the use of technology to communicate with students via e-mail, facebook, twitter, etc...
2. Provide and train ASO with the latest technology software
3. Book Loan Program

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

1. Expand the number of ASO paid members by 5%.

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

1. Expand the number of ASO paid members by 10%.

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

1. Expand the number of ASO paid members by 15%.

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

Student communication.

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

An "innovative" program.

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

An "innovative" program.

12. How is your Program perceived by the competitors?

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

An "innovative" program.

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

More input is needed from students for this module.

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

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

Orientation

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

Orientations can be conducted in the ASO Student Lounge.

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

More outreach to the surrounding communities.

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

More student input in the development of the Matriculation plan.

**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.

1. We broke up the one day ASO Student Leaders training from one day to two days. This allowed us to concentrate and dedicate more time to Parliamentary Procedures and Roberts Rules of Order.

2. The second day was dedicated to student leadership training. Our new Chancellor gave a workshop on Leadership.

3. More emphasizes has been placed on ASO Memberships

4. More emphasizes has been placed on Club Rush.

2. What are the positive and negative external factors that influenced the Program?

Positive:
All the eager students willing to serve on the ASO Board.

Negative:
A sluggish Economy. Many students can not afford the $7.00 ASO Membership Fee. This has reduced the ASO Budget.

High need for ASO help in the form of Book Loans. ASO only has a limited amount loans available each semester.

3. What are the positive and negative internal factors that influenced the Program?

Positive:
New Assistant Dean was hired.

Negative:
Sluggish economy has lowered the amount of paid ASO members. This has translated into a much smaller ASO Budget for 2010/2011.

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

Planning and implementing a book loan program.
Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs):
   - SAO #1: ASO will provide information regarding student government
   - SAO #2: Senators and Commissioners will be assigned to all departments
   - SAO #3: All student clubs will be able to conduct meeting using Parliamentary Procedures

4. List all Student Learning Outcomes (SLOs):
   - SLO #1: Students will be able to identify the role of student government
   - SLO #2: ASO students will be able to demonstrate parliamentary procedures
   - SLO #3: Students will be able to identify the requirements to be a Senator or Commissioner

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?
   Students use critical thinking skills to identify the role of student government.
   Senators and Commissioners will be able to use critical thinking skills to solve everyday problems.
   ASO Clubs will demonstrate effective communication skills when conducting their meetings.

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   Students use critical thinking skills to identify the role of student government.
   Senators and Commissioners will be able to use critical thinking skills to solve everyday problems.
   ASO Clubs will demonstrate effective communication skills when conducting their meetings.

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    1

11. How many SLOs have been assessed?
    2

12. What were the most important findings from the assessments of SAOs & SLOs?
    Based on observations during regular meetings the one day training in Parliamentary Procedure and Roberts Rules of Order has increased the efficiency of ASO meetings. Students have been engaged in using Parliamentary Procedures during their meetings.
13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

More emphasizes will be placed on informing students of the benefits of becoming an ASO paid member.

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

No. It will require a change in direction and a Marketing Plan.

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

N/A

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

1. Is this Program subject to external accreditation/review/audit?

No

2. If Yes, who is the accrediting/review/audit body? What is the outcome of external accrediting/review/audit?

N/A

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

Wednesdays
2:00 PM

Attendees:
ASO Board
Students

4. Advisory board recommendations.

Membership Drive
Grant Writing
Newsletter
Facebook Account
Paperless
Book Loan

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

Set up committees to carry out each recommendation.
Re-allocation of ASO resources.
Commitment from ASO Board.

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

N/A
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

The mission of the Student Employment Center is to provide ongoing, comprehensive support services which will contribute to the effectiveness and success of students, graduates and alumni in their job search; support the instructional needs of faculty by providing employment related workshops; develop linkages with business/industry, government, education and community services to enhance awareness of the college and the employment programs, provide community services to employers looking for employees by referring capable and qualified students and graduates to interview for their positions.

2. Describe the purpose of the Unit/Program/Discipline.

Create sufficient relationships with employers and community partners to provide adequate employment opportunities for students and graduates; assisting students and graduates with resume, cover letter, thank you letter, on-line searches, and applying for jobs on line and providing job leads; supporting faculty by offering resume workshops.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

The program and division mission align with the college in the following ways:
1. Assisting students to be competitive in the employment process by empowering them to be able to conduct an effective job search.
2. Developing linkages with business/industry, government and community and communicating an understanding of the relationship of education to work.

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.

Job Ready

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

Integrity
3. How does your Program support LATTC Core Competencies?

B. Students will use written skills to create an effective resume, cover letter and thank you letter.
C. Students will demonstrate technical skills required to obtain and access e-mail addresses and apply for jobs online.

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

1. Student Success
2. Community and Business Development

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

Expanding technological support program.
Acquiring new up-to-date computers and job tracking software.

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

Permanent and visible location on campus.
Increase staffing to provide students with more individual and customized assistance.

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

Combining Student Employment Center with Career Center to provide students with more comprehensive services.

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

Students receiving assistance with tailoring or customizing their resume but applying for most jobs through the Centers' website.

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

Need to increase funds from program 100 to increase staff to offer more classroom workshops and maintaining online employment opportunities.

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

Very positive. Have developed advisory board, community partners and annual job fair.

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

Very positive. Support faculty by providing resume workshops. Collaborate with the Career Center and GAIN programs.

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?

Highly effective. Providing students with employment opportunity leads, screened applicants for employers, effective resume workshops and successful Job Fairs.

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

Increase in staff to provide more personalized assistance to students.
Module B.2: Matriculation Plan:

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

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

3. What additional matriculation services would you like to see in the future?
   Referrals from department to Student Employment Center

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

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

Module C.2: Reflection

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.
   - Provided two Job Fairs last year instead of one.
   - Increased resume workshops by 10%
   - Increase in the number of industry partners
   - Implemented online Employment Application
   - 22% increase in the number of job opportunities received in the Center

2. What are the positive and negative external factors that influenced the Program?

12/9/2010
3. What are the positive and negative internal factors that influenced the Program?

Negative
- High unemployment
- Employers preferring applicants to apply for jobs on their web site
- Budget cuts

Positive
- Increase in collaboration and the number of industry partners
- Implementing of online Employment Application
- Health Occupation department is now combining their Job Fair with the Center

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

- Increase staffing to assist more students
- Purchase employment tracking software
- Update and increase the number of computers

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

None

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs).

   1. Empower students to be successful in the employment process.
   2. Provide effective classroom resume workshops.
   3. Provide employers with screened, job ready applicants

4. List all Student Learning Outcomes (SLOs).

   1. Student will learn how to develop an effective resume, cover letter and thank you letter.
   2. Student will learn interview techniques and how to dress for interview.
   3. Student will learn how to apply for jobs online

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?

   SAO #1 (High) B
   SAO #2 (High) B
   SAO #3 (High) C
7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   SLO #1 (High) B
   SLO #2 (High) B
   SLO #3 (High) C

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    0

11. How many SLOs have been assessed?
    0

12. What were the most important findings from the assessments of SAOs & SLOs?
    N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
    N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    N/A

15. Please provide additional comments and suggestions for this module.
    None

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

1. Is this Program subject to external accreditation/review/audit?
   No

2. If Yes, who is the accrediting/review/audit body? What is the outcome of external accrediting/review/audit?
   N/A

3. Advisory board, meeting information (time, date, & attendees).
   Off-campus -Lula Hill & Darsan Walker, County of LA DPSS/GAIN; Linda Oliver, & Jeannie Sherafatian, County of LA DPSS/GROW; Michael Tompkins, Downtown Worksource Ctr; Blanca Lucero, EDD; Sheila Wiley Jobing.com; Lisa Jones & Ty Beaulieu Job Link Classifieds; Norma Coronado, LA County Office of Education; Allyson Lavalais LA World Airports; Phil Barajas SouthEwast LA Worksource Ctr; On-campus: Linda Cole, GAINCalWORKs; David Ysais, Public Relations, Greg Magallon & Robert Navarro Weingart Center, Adrianna Marquez & Helen Beaird Student Employment Center, Dr. Theda Douglas, Dean.
   Advisory Board met at 2:00pm on the following dates:

12/9/2010
4. Advisory board recommendations.

- Working together more effectively
- Job Fair logistics

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

- Job Fair plans will be address at the next meeting
- Currently working with industry partners on Job Fair and Resource Fair off-campus

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

None
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

   The mission of the Student Health Center is to provide high quality, cost-effective health services to students and resources to promote the prevention of disease and primary care to a diverse population of students. The center also promotes healthy lifestyles and caring for physical and psychological concerns while coordinating health education services and outreach enrichment with academic, vocational and student support programs.

2. Describe the purpose of the Unit/Program/Discipline.

   The Student Health Center provides services to students and focuses on health issues, the prevention of disease, student wellness and healthy care related to illness and injury which may interfere with academic and personal success.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

   The Student Health Center aligns with the college mission statement by meeting life-long health educational needs and preparing students to be knowledgeable about health prevention while providing open forums on health-related topics.

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.

   Environmental Awareness

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

   Healthy Society
   Health and Wellness Awareness
3. How does your Program support LATTC Core Competencies?
   A. Identify and analyze medical problems
   B. Learn to properly use a numerical thermometer
   C. Communicate effectively symptoms

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Student Success for a healthy and informed lifestyle.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - Adequate clinical space for staff.

6. Where do you see your Program in 3 years?
   - Large facility with five (5) patient exam rooms
   - Physician on staff twice a week

7. Where do you see your Program in 5 years?
   - Larger facility with seven (7) patient exam rooms
   - Increase physician assistants to four (4) times a week

8. Where do you see your Program in 10 years?
   - Larger facility with nine (9) patient exam rooms

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

10. How is your Program perceived by the external community?
    - as providing the necessary college-based health care

11. How is your Program perceived by the college community?
    - Comprehensive Services
    - Location not accessible on campus

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?
    - Location accessible and visible

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?
   - Orientation provided information about the Student Health Center.
2. How can current matriculation services be improved and/or be better utilized by your Program?

- Include Health Center information in orientation materials

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

- Include a representative from the Student Health Center as a presenter at orientations.

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

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

N/A

Module C.2: Reflection

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

- The Student Health Center provides free flu shots for students each Fall semester
- The Student Health Center collaborates with the EOPS Program to provide health awareness and prevention strategies in health-related issues and workshops on anger management and stress.

2. What are the positive and negative external factors that influenced the Program?

- Securing staffing

3. What are the positive and negative internal factors that influenced the Program?

- Providing new computers for the Health Center and up-to-date equipment.
4. What plans need to be implemented in order to address the Program’s external and internal factors?

Staffing - Ensure that the Health Center has a qualified receptionist.
Technology/Equipment - new computers, typewriter, and file cabinets.

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

N/A

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?

   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?

   Yes

3. List all Service Area Outcomes (SAOs).

   SAO #1 - A&D (High) - The Student Health Center provides health services and health education to the student population.
   SAO #2 - D (High) - The Student Health Center will sponsor and coordinate with outside health agencies such as Public Health and Community-based organizations to provide mobile testing units on campus each semester. Mobile Testing Units include "Sexually Transmitted Disease Testing" - "Cholesterol Screening" - "Diabetes Screening" - "CPR Training" - "Blood Drive" - "Dental Hygiene". Results: students will complete a Lifestyle Choice Assessment to determine the need for these health services and wellness events on campus.
   SAO #3 - A&D (High) - The Student Health Center will provide psychological services to students who voluntarily make appointments.

4. List all Student Learning Outcomes (SLOs).

   SLO #1 - Students will be able to complete a health application
   SLO #2 - Students will be able to identify medical symptoms
   SLO #3 - Students will be able to communicate psychological symptoms

5. Does the Program SAOs align with LATTC Core Competencies?

   Yes

6. How do the Program SAOs align with LATTC Core Competencies?

   SAO #1 (High) - A. critical thinking and evaluate medical symptoms

7. Does the Program SLOs align with LATTC Core Competencies?

   Yes

8. How do the Program SLOs align with LATTC Core Competencies?

   SLO #1 - A (High): Take medication as prescribed; utilize practical numerical skills
   SLO #2 - A (High): Communicate effectively about symptoms and prevention strategies

9. Is there a formal assessment plan for SAOs and SLOs?

   No

10. How many SAOs have been assessed?

    0

11. How many SLOs have been assessed?

    0
12. What were the most important findings from the assessments of SAOs & SLOs?

N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

N/A

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

N/A

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

N/A

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

1. Is this Program subject to external accreditation /review /audit?

No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

N/A

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

N/A

4. Advisory board recommendations.

N/A

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

N/A

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

N/A
Student Recruitment

LATTC Program Review 2010-2011
Student Services - Program Level

Program: **Student Recruitment**

Dean: Dorothy Smith - Program Director
Faculty & Staff: Isabel Ruiz Moreno - Administrative Assistant
Ray Lampano, Jr. - Career Guidance Counselor Asst.

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

To establish a culture of lifelong learning and provide academic enrichment opportunities and support services necessary to help students who attend under-performing middle schools located in high-poverty areas boost their core English and Math subject scores annually assessed through California Standard Tests (CST).

2. Describe the purpose of the Unit/Program/Discipline.

Designed to prepare students for future community college or university coursework, the program is a vital component of the Success in Technical & Professional Pathways Program (ST&P3) initiative drafted by Los Angeles Trade Technical College in collaboration with partner K-12 schools and universities. The ST&P3 initiative combines the dual aims of branding the college as a preeminent learning institution for skilled workforce not only in the Los Angeles area - but also regionally and nationally - and aligning educational programs to the specific needs of the community. The 21st Century Program, Access to Careers and College Exploration for Student Success (ACCESS) Project, Early College Program, CAHSEE to College Program, and the recently launched LATTC/Santee Triple Crown Initiative, among others, are the elements of this initiative that fall under the Grade School to Grad School strategy to provide relevant pathways to education for all members of the community.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

The 21st Century Program provides free access to educational opportunities at the middle school level. These educational opportunities encourage interaction, creativity, and a diversity of ideas at a critical age that reinforce the principles of applied learning which is the hallmark of LATTC's institutional mission and commitment to make possible the matriculation and academic success of students.

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

N/A

12/9/2010
**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.
   - Relevant

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

3. How does your Program support LATTC Core Competencies?
   - The 21st Century Program reinforce LATTC’s Core Competencies (SLO) A and D through its method of instruction.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - The 21st Century Program directly addresses SS-Basic Skills and Growth-Bridges to Success strategic initiatives by providing the intellectual tools or know-how for knowledge work in institutions of higher learning and/or the workplace.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - Institutionalization of the 21st Century Program, so that it becomes a flagship effort by LATTC to outreach to communities within and without its service area.

6. Where do you see your Program in 3 years?
   - A growth of 10%-15% from its current enrollment

7. Where do you see your Program in 5 years?
   - Increasing its outreach to other parts of Los Angeles outside of the traditional service areas of LACCD and the Los Angeles School Unified District (LAUSD).

8. Where do you see your Program in 10 years?
   - Institutionalized in LATTC’s strategic thrust and permanently funded.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   - The current economic slump has severely impacted the program's offerings. Presently, the 21st Century Program sessions have become irregular when course offerings were more frequent in terms of continuous semesters in the past.

10. How is your Program perceived by the external community?
    - Through recruitment drives at middle schools in LATTC's service area and word-of-mouth, the program has enrolled students from far-flung school districts

11. How is your Program perceived by the college community?
    - Amusement - whenever students, as young as 10 years old are seen on campus when they attend their classes. Enthusiasm - whenever students appear inspired by the college environment.

12. How is your Program perceived by the competitors?
    - N/A
Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?
   Admission, Orientation, Assessment, Counseling, Bridges to Success, and Academic and CTEs programs.

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Greater integration of matriculation services to ensure that 21st Century Program students obtain the full benefit of enrollment. After graduation from middle school, they should be readily accommodated to the Bridges Program to increase retention.

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

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

5. Please provide additional comments and suggestions for this module.
   N/A
Module C.2: Reflection

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

   In the summer of 2010, the 21st Century Program entered into a partnership with NASA-JPL to incorporate its STEM (Science, Technology, Engineering, and Mathematics) curriculum into its courses to stimulate scientific thinking and encourage a new generation of students into choosing Science and Technology as a field of study.

2. What are the positive and negative external factors that influenced the Program?

   The economic crisis tremendously curtailed the 21st Century Program's programs. Whereas, it has operated nearly all year round in the first 3 years with many course offerings, this year, the program was only operational during the spring and summer semesters.

3. What are the positive and negative internal factors that influenced the Program?

   Also due to the budget cuts, staff have been at a bare minimum level and overwhelmed by the sheer number of students, but, nonetheless, performed their duties efficiently and professional despite the supervisory challenges inherent in dealing with middle school students.

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

   Selective course offerings and limited seating for enrollees until budget woes are eased were suggested courses of action, as well as the professional development of staff to cope with existing program constraints.

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

   Left Blank

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs)
   a. Enroll 2,400 students in a 4-year period
   b. Boost CST performance of partner schools

4. List all Student Learning Outcomes (SLOs)
   A. Students will use critical thinking skills to gather, identify, analyze, synthesize information, and evaluate problems and solutions.
   D. Students will demonstrate effective communication and comprehension skills.
   E. Students will demonstrate ability to interface in a culturally diverse socioeconomic environment

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes
6. How do the Program SAOs align with LATTC Core Competencies?
   A, D, and E

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?
   A, D, and E

9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    2

11. How many SLOs have been assessed?
    0

12. What were the most important findings from the assessments of SAOs & SLOs?
    21st Century Program met the goals specified in the grant.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
    Formal expansion of the program to other schools within LATTC's service area, and a motion to institutionalize the program when its original grant expires.

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    Yes. Program will need a permanent location that is on campus with online resources to

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

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

1. Is this Program subject to external accreditation /review /audit?
   No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
   After School Education and Safety Program under the California Department of Education

3. Advisory board, meeting information (time, date, & attendees).
   Advisory Board regular meeting time (9:00 A.M. to 4:00 P.M.)
   02/26/10 - Isabel Ruiz-Moreno
   03/19/10 - Isabel Ruiz-Moreno
   04/16/10 - Isabel Ruiz-Moreno
   05/07/10 - Helen Redmond & Ray Lampano, Jr.
4. Advisory board recommendations.

Advisory board recommendation focused on minor changes in program metrics to account for its students as well as their individual performance and program adjustments to cope with budgetary shortfalls and delays due to the current economic crisis.

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

Belt-tightening measures to limit program expenses while awaiting reimbursement from State and Federal funding source.

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

N/A

Dean:

Dorothy Smith, Dean Matriculation and Student Success
Trini Alvarez, Student Services Specialist
Melain McIntosh, Administrative Intern
Isabel Ruiz-Moreno, SFP Program Specialist
Patricia Westmoreland-Swope, Student Recruiter(Retired)

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

The mission of the Information Center (Info Center) is to create a user-friendly atmosphere that will support and empower all students seeking to achieve their professional, personal and academic goals. As the Info Center is the first stop for current and prospective students who are seeking information about Los Angeles Trade-Technical College's (LATTC) programs and services, it is important that the Info Center is welcoming, with customer-service oriented staff members.

2. Describe the purpose of the Unit/Program/Discipline.

The Info Center exists to support the college's infrastructure by information about the college procedures/policies; informational materials such as class schedules, college catalogs, brochures and forms; directions and referrals for campus services, responses to (written and oral) inquiries for all college constituents (student, staff, faculty, community).

Support services of the Info Center includes, but is not limited to:

i. Direct/refer students in the ST- Building, by issuing appropriate ticket numbers based on their needs.
ii. Campus Tours: The Info Center coordinates campus tours with both academic and student affairs departments.
iii. New Student In-Person Orientations
vi. Welcome Week: During the first week of the fall and spring semesters, Admissions and Records, Financial Aid, Business Office, Counseling and Matriculation service students in the “one stop center.”
Students are able to add/drop classes, receive class advice, submit their fee waivers, clear a prerequisite and get their fee receipt printouts to take their student identification
3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

To create awareness (through orientation, recruitment and assessment) and to provide support (by referrals, counseling and Early Alert follow-up) to ensure students are on their appropriate career/technical and academic pathway to fulfill the college mission for student success.

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.

   Student-oriented (Customer Service)

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

   Evolving

3. How does your Program support LATTC Core Competencies?

   At the Info Center and during new student in-person orientations, students are provided with information about the College that requires them to analyze and demonstrate comprehension by identifying the best choice, based on their academic and professional goals.

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

   Growth: Alt. Delivery

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

   Permanent, generalist staff to assist with answering students’ questions and directing them to the appropriate resource(s). Staff who understand the college's programs, services & procedures, who are able to be a liaison between the student and the College (departments) to limit student frustrations.

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

   I expect that the new student orientations will be held in person and online, with more students opting for the online version. I expect that the college will hire general staff for the Information Center who can troubleshoot various student issues before directing students to the department; sending students directly to the department will be the final resort.

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

   I anticipate the use of the queue system will expand to all offices allowing students to be directed more seamlessly throughout the ST- Building.

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

   I anticipate that the queue system's use will better reflect the changing needs of the College. From the system, reports will be generated and used to make informed decisions to improve student satisfaction about services within the ST- Building.
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

More permanent staff. Student-centered, inclusive campus culture.

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

The Info Center works closely with various elementary, middle, high schools and organizations by organizing campus tours. Based on feedback and reoccurring requests, their interaction with the college has been positive. The Info Center mail out catalogs to other colleges/universities and responds to written inquiries about the college.

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

The Info Center collaborates in the following manner with various campus constituents:

I. All campus constituents.
   · Mail Outs: respond to correspondence about the campus, particularly from inmates
   · Department Referrals
   · Campus Tours: Academic Affairs (CTE and Academic programs and instructors); Student Services (EOP&S, DSPS, Financial Aid, Counseling, Child Development Center, Student Employment Center, EOP&S, University Transfer Center, Library, ASO); Financial Aid Recruitment days; DSPS (DHH Day); Brides to Success Center
   II. Orientations: Counseling, CTE and Academic programs (faculty and staff participation), Faculty Mentors
   III. Welcome Week Activities: Student Services and Academic Affairs collaboration

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?

Offer the new student orientation as an online course
Troubleshoot queue system with the assistance of department heads and staff

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

Change questions to better reflect the information required for Questions 10-12.

Module B.2: Matriculation Plan:

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

The Info Center is a program within the Matriculation Department. The Info Center directs and refers students to all areas of Matriculation.

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

Current matriculation services can be improved by increasing the communication between the campus community and the Matriculation department. This ensures students are provided with the correct information regardless of who assists with their needs.

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

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
   Left Blank

2. Data Section - Recommendation Follow-up
   Left Blank

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

4. Forms Section - Recommendation Follow-up
   Left Blank

5. Please provide additional comments and suggestions for this module.
   Left Blank

Module C.2: Reflection

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

   I. The Info Center no longer offers a 3 hour new student in-person orientation. Beginning Spring 2010, the orientation is now a 3 day, 9 hour, noncredit course. With this new format, students are able to take a tour of the college, learn about and visit various departments/support services.

   II. The Info Center has moved to a new building.

   III. The Info Center has installed a queue system to issue ticket numbers to direct students to various departments within the new building

   IV. Increase in the number of student workers

2. What are the positive and negative external factors that influenced the Program?

   The positive and negative factors are:

   I. ARCC data have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation, one of 4 components.

   II. An increase in the unemployment rate, which has triggered an increase in student enrollment. However, there are limited classes and permanent staff.
3. What are the positive and negative internal factors that influenced the Program?

The positive and negative factors are:

I. Changing student workers and lack of permanent staff have influenced the consistent dissemination of information at the Info Center.

II. Forced habitation (most Student Services departments are located in the new ST-Building), with no means of effectively communicating to all

III. Data from the ARCC measures have propelled the implementation the Trade Bridge Academy, which instituted the 3 day, new student orientation.

IV. Insufficient storage space to store large quantities of information (ex. schedules, catalogs, financial aid information)

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

I. Hire permanent staff
II. Adhere to hiring policy for student workers
III. Develop policies or a staff notice board to ensure effective dissemination of information within the new building

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

Left Blank

Module C.3: Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

1. Does the Program have Service Area Outcomes (SAOs)? Yes

2. Does the Program have Student Learning Outcomes (SLOs)? Yes

3. List all Service Area Outcomes (SAOs).

SAO #1: Info Center staff will identify students’ needs and issue appropriate ticket number at the Information desk
SAO #2: Students will receive the Schedule of Classes, College Catalog and Student Planner to assist with course scheduling

4. List all Student Learning Outcomes (SLOs).

SLO #1: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to demonstrate knowledge of the enrollment process by completing the Steps to Enroll
SLO #2: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify and access programs and services that support their educational and personal goals
SLO #3: New students who attend the 9 hour Trade Bridge Academy Orientation will be able to identify their courses in the Schedule of Classes and College Catalog

5. Does the Program SAOs align with LATTC Core Competencies?

Yes
6. How do the Program SAOs align with LATTC Core Competencies?

| SAO #1: Aligned with A (high), D (high) |
| SAO #2: Aligned with A (high), D (high) |

7. Does the Program SLOs align with LATTC Core Competencies?

Yes

8. How do the Program SLOs align with LATTC Core Competencies?

| SLO #1: Aligned with A (High), D (High) |
| SLO #2: Aligned with A (High), D (High) |
| SLO #3: Aligned with A (High), D (High) |

9. Is there a formal assessment plan for SAOs and SLOs?

No

10. How many SAOs have been assessed?

0

11. How many SLOs have been assessed?

0

12. What were the most important findings from the assessments of SAOs & SLOs?

Left Blank

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

Left Blank

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

Left Blank

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

Place the SAOs and SLOs together so the question follows each other. Example for the SAOs, it will be 1, 3, 5 & 6 that requires SAO info to be together (no SLO question in between). With this format, I have to scroll back and forth

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

1. Is this Program subject to external accreditation /review /audit?

No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

Left Blank
3. Advisory board, meeting information (time, date, & attendees).

   Internal, Matriculation Advisory Committee.
   Meeting Date & Time
   Matriculation Advisory Committee (MAC) Meeting
   Thursday, May 13, 2010
   9:00am-10:30am
   TE-101: Banquet Room
   The Committee meets at least once per semester

   Chair(s) Name & Position
   Dorothy Smith, Dean Matriculation and Student Success

   Membership Cardoza, Raul J.; Wright, Xenia V.; Anderson, Carole L.; Anglin, Marcus J.;
   Bakman, Anna A.; Castillo, Ramon S.; Cole, Linda E.; Dawkins, Thomas L.; Delzeit, Linda;
   Drummond, Marcy J.; Elarton, William D.; Gangel-Vasquez, Janice M.; Hosseini, Ashraf; Kwan,
   Cecilia W.; Meftagh, Tayeb; Morley-Mower, Cynthia N.; Murphy, Margaret M.; Oliva, Marcela;
   Maine, Marilyn K.; Sandico, Abigail C.; Alvarez, Trini; Westmoreland-Swope, Patricia A.; Wood,
   Deirdre; McIntosh, Melaine F.; Douglas, Theda S.; Palacios, Rodrigo; Peoples, Teresa E.; Randall,
   Ayesha K.; Clark, Carolyn M.; Reid, Allison A.; Chapdelaine, Roland; Kasmar, Steve L.;
   Rodriguez-Estrada, Alicia L.; Bailey, Paulette; Kinyon, Kindra C.; Fernando, Maritess E.; Fairchild,
   Denise G.; Torres, Benjamin A.; McDowell, John R.; Yasuda, Kathleen M.; Ysais, David P.;
   Badalayan, Anna.; Lichtman, Donna L.; Ruffin, Charles J.; Burke-Kelly, Kathleen; Jackson, Vincent
   C.; Barajas, Leticia L.; Esparza, David R.; Moreno, Lisa M.; Chavez, Eric L.; Weingourt, Rita L.;
   Bledsoe, Ruth J.; Ratcliff, Joseph E.; Serrato, Rudy C.; Hunter, Lori P.; Murray, Kookie L.;
   Gallagher, Mary P.; Badalayan, Anna; Love, Sherri L.

4. Advisory board recommendations.

   Update Matriculation Plan to represent current and future programs and services.

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

   Increase use of technology to better serve students and staff needs
   Meet with Researcher to create plan of action based on Matriculation regulations and guidelines

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

   Left Blank

Dean:
Ray Lampano, Jr
Patricia Westmoreland-Swope
Norberto Navarrette
Trini Alvarez
Dorothy Smith

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.
To increase or maintain student enrollment by promoting the college's programs and services through outreach events/presentations to the feeder schools and community.

2. Describe the purpose of the Unit/Program/Discipline.

Student Recruitment is under the direction of the Dean of Matriculation and Student Success, the area consist of one permanent staff and five student ambassadors.

To maintain visibility within the college community feeder schools to identify and recruit perspective students to Los Angeles Trade-Technical College. Work with Concurrent enrollment committees for Admissions of K-12 students. Establish partnerships with community college and governmental organizations.

Provide correct information on the high quality technical, professional, educational options and services our College has to offer to potential students.

Guide students through the enrollment process and refer to appropriate departments.

Student Recruitment is a liaison between the Los Angeles Trade-Technical College community and the external partners.

We provide the following activities at the local feeder schools/community: classroom presentations, career day fairs, college night fair and other special events. We implemented Trade-Tech Day, we visit one local high school per semester. As a college community, various campus departments (academic, career and student services) go in a team to display the program.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

We create awareness through participation of outreach events that support the Matriculation area to help entering students meet their career and academic goals.

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.

Aid

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

Secure
3. How does your Program support LATTC Core Competencies?

Students will be able to complete the registration process and identify strategies to overcome barriers to achieving their educational goals.

Students will be able to comprehend Admission and Financial Aid application instructions and identify deadline dates as well as fill out/complete verification forms and course request cards.

Students will be able to create a transfer academic program and identify an appropriate pattern of general education courses for a given major and university by utilizing the College Catalog and the Assist web site.

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

We provide timely information about the college, it's policies, procedures for admission and enrollment. We also provide students/community with support, assistance, academic guidance, orientations, presentations and resources for students to meet their higher education aspirations.

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

More customer service training for all employees and a better referral method plus a more effective communication plan between departments

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

We see the unit slowly aligning itself with the Public Relations Unit

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

Under Public Relations

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

N/A

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

Customer service, community outreach, and economic impact.

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

Student Recruitment at Los Angeles Trade Technical College is perceived by the community as a department with an excellent reputation, willing to participate and service the community. The department is constantly being approached by many high schools, Businesses, Community, Organizations, and Governmental Organizations for presentation, career and college fairs.

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

We are constantly involved on and off the campus participating in several events every year.

The department implemented a Trade Tech day each semester at the local high schools with the help of various campus departments academic, career and student services to demonstrate the different program Los Angeles Trade Tech has to offer.

12. How is your Program perceived by the competitors?

LATTC Student Recruitment is seen by the competitors as an option for those students who are seeking a short career or training. We are invited to several events put on by other colleges.
13. How does your Program want to be perceived by the external community, college community, and competitors?

A partner in the growth and direction of the college, and vital cog in the education and development of a community, a serious and reputable organization able to deliver on its claims.

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?

As part of Matriculation School Relations refer students to admission, assessment, prerequisites clearance, orientation, counseling, registration, Learning Skills (Tutoring Center, None-Credit) and early alert.

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

Matriculation services can be improved if LATTC faculty and staff work together to provide better services and information to retain new and continuing students.

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

N/A

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

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

N/A
Module C.2: Reflection

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

- Initiated new partnerships with feeder schools to maintain visibility and access to prospective LATTTC students and the community. Marketing materials have been distributed to assist in promoting our campus and brand. More aggressive participation in recruitment fairs, "Trade-Tech" day at the local high schools was established. Advertisement through television and radio was increased.

2. What are the positive and negative external factors that influenced the Program?

- Due to the budget constraints, our projections have been scaled down.

3. What are the positive and negative internal factors that influenced the Program?

- Lack of money is an internal factor, we have not been able to hire more staffing to support our recruitment efforts. Recent retirement of permanent staff has really affected the recruitment activities and planning. We need to replace this position immediately.

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

- Once again, we need staff to implement our recruitment plans.

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

- N/A

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?

- Yes

2. Does the Program have Student Learning Outcomes (SLOs)?

- Yes

3. List all Service Area Outcomes (SAOs).

- At least 80% of contacts will be able to submit completed school application.
- At least 75% of students will attend campus tours.
- At least every feeder high school will visited once a week in the spring semester.

4. List all Student Learning Outcomes (SLOs).

- Students will demonstrate knowledge of LATTC enrollment process.

5. Does the Program SAOs align with LATTC Core Competencies?

- Yes

6. How do the Program SAOs align with LATTC Core Competencies?

- A/D= Student completes the College application.

7. Does the Program SLOs align with LATTC Core Competencies?

- Yes

8. How do the Program SLOs align with LATTC Core Competencies?

- A/D= Student completes enrollment process for LATTC
9. Is there a formal assessment plan for SAOs and SLOs?
   No

10. How many SAOs have been assessed?
    0

11. How many SLOs have been assessed?
    0

12. What were the most important findings from the assessments of SAOs & SLOs?
    N/A

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?
    N/A

14. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    N/A

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

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

1. Is this Program subject to external accreditation /review /audit?  
   No

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?
   N/A

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

4. Advisory board recommendations.
   N/A

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

6. Please provide additional comments and suggestions for this module.
   N/A
Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

The University Transfer Center's mission is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title V, section 51027 and to support the LA Trade Tech mission of committing itself to providing access to outstanding educational opportunities for all students as stated; "Provide our students and community with high-quality technical and professional educational options that flexibly meet their life-long career development and academic goals"
2. Describe the purpose of the Unit/Program/Discipline.

- The UTC serves as the liaison office between LATTC, the public and baccalaureate-level colleges and universities in regards to admission policies and transfer requirements and the college's transfer programs.
  - Regularly informing the college community of new and changing transfer information and requirements.
  - Working toward changing campus policies and procedures that may act as barriers to transfer.
  - Handling complex transfer cases referred to the Transfer Center Director by counselling faculty, instructional faculty and administration.
  - Providing potential transfer students with counselling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation.
  - Encouraging participation in transfer admission programs, cross registration at universities, and the utilization of course articulation information to ensure course transferability.
  - Working with baccalaureate-level universities to develop and coordinate university outreach, University Transfer Day, and cross registration procedures.
  - Providing students access to computers for transfer research and a library of transfer-related print materials.
  - Developing a calendar of Transfer Center activities and coordinating transfer workshops and university program information.
  - Assisting students with their transfer questions, transfer research, including completion and submission of university applications, understanding of financial aid and housing, and the identification of personnel to contact for further assistance.
  - Advocating for students who believe their denial of admission from a university deserves reconsideration.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

By providing up to date targeted transfer related services to access outstanding educational opportunities for all students, the University Transfer Center will: "Provide our students and community with high-quality technical and professional educational options that flexibly meet their life-long career development and academic goals".

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

The Transfer function is one of the pillars of the California Community College's mission. California’s transfer pathway has fuelled the state economy and provided mobility to hundreds of thousands of state residents. The California Community Colleges, California State University and the University of California affirm our state’s historic commitment to the transfer pathway. Despite diminishing state support, we commit to improving the transfer process. With the approval of SB 1440, LATTC will need to focus on transfer pathways and infrastructure to comply with the new state law for access to transfer. A transfer task force by the UTC Advisory committee is necessary to start this process.

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.
   "Transfer" or "committing itself to providing access to outstanding educational opportunities for all students"

2. Include one key word you would like to see in the College Vision Statement.
   Provide educational pathways to higher education

3. How does your Program support LATTC Core Competencies?
   A. Students will use information about university applications deadlines and process—Creative, critical and analytical thinking
   C. Students will identify resources available in the University transfer Center—Computation
   C. Student will complete a UC TAG agreement—Communication
   E. The University Transfer Center will offer workshops to underrepresented transfer students—Community/global consciousness and responsibility

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Student Success-Other; Student Success if one of the primary strategies clans for the college, the district and the state. Developing Transfer pathways is an important aspect to improve student success for transfer interested students. LATTC students will have access not only to the resources in the UTC but also the human resources from partner colleges and university admissions and outreach efforts. Pathways also include alignments with transfer promotion on campus programs as well; The Puente Project, the Honors Program, the R.E.E.O Program (Resources for Educational & Employment Opportunities), Umoja and the Honors Transfer Club. Student success is also reflected in the collaboration of the resources and student services such as EOPS, Financial Aid, ASO, Counseling and Matriculation.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   With the expansion of transfer related partnerships and programs, staffing is the most needed resource. With one FTE counselor who serves as Transfer Center Director, Honors Counselor, REEO Leadership Director and LATTC’s Scholarship Coordinator, time for administering the functions and planning of the transfer process has been great affected. In addition, counseling time for students in the UTC has been reduced. Additional resources primarily office support and counseling "in" the University Transfer Center along with a graduate student assistant would be ideal to provide quality attention to all our existing programs and initiatives. Secondly, with SB1440 the “Transfer AA degree” bill, The Director will be a key participant in planning and discussions within the LACCD District and campus stakeholders.

6. Where do you see your Program in 3 years?
   Ideally, I see the Center as a busy student focus point with a full-time director, one full time office assistant, at least one half time counselor and three part time graduate counselling assistants. The Center budget would be integrated for a student success budgeting tool and greater informational and program access for students and faculty

7. Where do you see your Program in 5 years?
   I see the campus as a developed transfer culture coexisting the CTE. Student success and transfer pathways are more defined yet interchangeable with career options. A fully staffed office with professional counselors and graduate assistants. Expanded and strengthened partnerships with both in-state and out-of-state college and universities.
8. Where do you see your Program in 10 years?

I see the UCT as a dynamic part of the student success model for a transfer center and actively participating in all aspects of student outreach and recruitment for our Transfer programs and services. LATTC will become a community portal for transfer to top tier universities because of the programs and ties that were developed between the REEO & Honors program partnership.

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

The budget is the biggest factor in not meeting the minimal requirements for a transfer center as recommended by the CCC Chancellors office. A full time office assistant has never been budgeted since I started in 1996 although requested every year. It has been the constant data element reported to the state chancellor’s office each year. Staffing to cover the office is inadequate as transfer becomes more popular and student demand increases, as noted in our service numbers for the UTC. As transfer related programs have expanded including partnerships and student information access. There is only one FTE for administration, planning and counseling students.

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

Referrals for transfer information reflect that the UTC takes the time to talk with students and explore options more readily the some of our sister and neighboring community colleges. Referrals have been positive from high school counselors and the community at large.

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

The UCT is perceived and a student friendly environment that take a personal approach to transfer. Conversely, there has been sentiment the there is not enough professional staff to meet with more students. Student workers were reported as competent and accommodating. The director was resourceful and well net worked with colleges and universities. There have been request to expand evening hours.

12. How is your Program perceived by the competitors?

LATTC is till perceived as a "Trade" school, yet the UTC is seen as a center where student get personal attention. Competitors have noted that LATTC’s UTC is definitely understaffed with minimal support.

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

Our goals is to perceived as a fully funded and professionally staffed resource center that is on the leading edge of transfer initiatives and transfer pathways for students from any discipline.

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

We have no full-time classified clerk and we continue to PARTIALLY meet student demands with student workers. Telephone calls to the UTC are not always answered. We continue to seek assistance from our VP to help solve this problem. We cannot continue to adequately serve all the students who seek our services without a full time-classified clerk. On any given day, I, the TCD/counselor, have staff our reception area and replace counseling time with clerical duties when student worker schedules can’t cover our operation hours. This ongoing problem has further reduced our counseling availability to students.

Module B.2: Matriculation Plan:

12/9/2010
1. What current matriculation services are being utilized by your Program?

General transfer information is highlighted and distributed at each orientation for new students. A transfer information sheet is provided for student outreach to target and feeder high schools. The counseling center refers students to the University Transfer Center after initial advisement contacts.

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

Any transfer student should be informed on the importance of the college assessment instrument and plan or prepare accordingly. The English and Mathematics assessment results are essential to advise students as to their starting point to commence a transfer plan.

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

A targeted "transfer orientation" for students who are definite about the transfer option of the college would emphasize the "Transfer Advantage" of opportunities and programs available at LATTC.

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

A great indicator for transfer interest, is the students intent information at time of application. A more accurate measure would be to ask students to identify their goal after the orientation process. Once a student has an understanding of the college its processes, the student can make an informed choice.

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

Follow up for the unit mission statement was to address the general function of the University Transfer Center. The recommendation was implemented into the 2010-2011 PR.

2. Data Section - Recommendation Follow-up

Follow up with UC CSU data only captures enrolment data. The function of the University Transfer Center is to generate applications and admissions offers to four-year institutions. This is accomplished by effective transfer information in advisement and planning. An effort to illustrate these numbers are targeted to be included for the 2010-2011 PR.

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

The University Transfer Center will resubmit a request for a full time office assistant, a counselor and graduate student counseling assistant.

4. Forms Section - Recommendation Follow-up

Appropriate forms for each request shall be resubmitted for 2010-2011.

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

Left Blank
Module C.2: Reflection

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

The process of Program Review has refocused attention to evaluation and accountability in reporting functions and resources need to efficiently conduct the mission of the University Transfer Center. Reporting emphasis has also directed attention to the inadequate staffing needed to stay on top of record keeping and office coverage. The office has become more efficient of informing student of transfer information and availability of counseling and advisement sessions. Being in a new building and space has helped to convey a "transfer culture" not seen before at LATTC.

2. What are the positive and negative external factors that influenced the Program?

The positives: Transfer related program collaborations with the Honors program have been strong and gaining more student interest. This year the Transfer Honors Club through ASO has been active on campus in promoting the transfer function. The REEO Program, Resources for Educational & Employment Opportunities has given a spotlight on high achieving transfer students in developing leadership qualities and professional development to transferring LATTC students. LATTC is one of only four community colleges in the county with REEO, which has been acclaimed as an innovative program for transfer students. Our future development of the Puente Project at LATTC is recognized as a model program in the state incorporation mentor and generating peer mentor to encourage more transfer interested students on campus and in the community. The most influential has been moving into a new space that conveys a "transfer culture" and importance at LATTC. With the passage of AB 1440, the transfer Associates Degree, legislation, more focus and policy changes for transfer are just ahead to make transfer a seamless process. The need to assess LATTC’s resources and support for transfer is essential to help the campus stay in pace with new requirements and serve the students who are intent and aspiring to transfer.

3. What are the positive and negative internal factors that influenced the Program?

Technology has been an improved overall. However, the ability to use more than one terminal to work with multiple students and or projects has been lost. Because of the streamlining of remote access capability we have lost the advantage to be on multiple terminals. Staffing continues to be the most negative issue since arriving in 1996. We have no full-time classified clerk and we continue to PARTIALLY meet student demands with student workers. Telephone calls to the UTC are not always answered. We continue to seek assistance from our VP to help solve this problem. We cannot continue to adequately serve all the students who seek our services without a full time-classified clerk. On any given day, I, the TCD/counselor, have to staff our reception area and replace counseling time with clerical duties when student worker schedules can’t cover our operation hours. This ongoing problem has further reduced our counseling availability to students. With all the positives in transfer related programs and interest, the deficiencies in our staffing is magnified. With a new focus on accountability, we are not are effective in gathering assessment data because of our staffing issues.

4. What plans need to be implemented in order to address the Program’s external and internal factors?
Adequate staffing to comply with the state standards for a transfer center is essential to effectively operate the center and meet the needs of students and the colleges program review requirements, despite the budgetary constraints. Despite the innovative and growing interest in transfer, the center’s capacity to be effective for student success is compromised.

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

It is extremely important to note the LATTC must submit an annual report reflecting the center’s effectiveness, goals, staffing and budgeting. The budget is the biggest factor in not meeting the minimal requirements for a transfer center as recommended by the CCC Chancellors office. A full time office assistant has never been budgeted since I started in 1996 although requested every year. It has been the constant data element reported to the state chancellor’s office each year. There is only one FTE for administration, planning and counseling students.

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes
2. Does the Program have Student Learning Outcomes (SLOs)?
   No
3. List all Service Area Outcomes (SAOs).
   1. Student will identify resources available in the University transfer Center.
   2. Transfer student will use information about university application deadlines and processes.
   3. LATTC students will complete a TAG agreement for the UC system
   4. The University Transfer Center will offer workshops to underrepresented transfer students

4. List all Student Learning Outcomes (SLOs).
   Left Blank

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes
6. How do the Program SAOs align with LATTC Core Competencies?
   Student will identify resources available in the University Transfer Center. – Computation.
   Transfer student will use information about university application deadlines and processes. – Creative, critical and analytical thinking.
   LATTC students will complete a TAG agreement for the UC system- Communication.
   The University Transfer Center will offer workshops to underrepresented transfer students. – Community/global consciousness and responsibility.

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes
8. How do the Program SLOs align with LATTC Core Competencies?
   Left Blank

9. Is there a formal assessment plan for SAOs and SLOs?
   Yes

10. How many SAOs have been assessed?
   3

11. How many SLOs have been assessed?
12. What were the most important findings from the assessments of SAOs & SLOs?

UC TAG agreements have applications increased from fall 16 in 2009 to 61 in fall 2011. TAGs completed represent 8 in fall 2009 to 54 in fall 2011. This is a significant increase in one year due to the outreach efforts and informational attention to our transfer related program collaborators. Increases in usage of the University Transfer Center lead to the increased assessment of student’s knowledge of transfer information and satisfaction. Intake numbers do not reflect the demand for one-on-one counseling request from more students. There is not enough counselors in the University Transfer Center to meet the needs of our students and to continue the personalized approach which students have benefited from until now.

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

Staffing and training of student workers to gather information and observe sign-in process to make sure input complete data of collection, including surveys. A full time office assistant would have the responsibility for this function. There is not enough counseling time to meet the needs of transfer students. Honors, REEO, Puente and the FYE track team are target populations; they could easily book the available appointment time of the Director/counselor.

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

There is not full-time office assistant to perform these functions. An allocation request is the only way to fund this position. Despite having one volunteer for general transfer help at .2, there is no counselor hourly funding to provide enough quality support to the general transfer student population and our target programs. An allocation for these funds is required.

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

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

1. Is this Program subject to external accreditation /review /audit?  
   Yes

2. If Yes, who is the accrediting/review /audit body? What is the outcome of external accrediting/review /audit?

   Title 5 requires that the governing board of each community college district to recognize transfer as one of its primary missions. The regulations describe program components that include; required services, facilities, staffing, advisory committee, and evaluation and reporting requirement for the transfer program. An annual Transfer Center Program Plan is submitted each year to the state chancellors office. The information is audited and reported to the state legislature in meeting the minimum standards for Transfer Centers. LATTC has never met the minimum requirements for staffing.
3. Advisory board, meeting information (time, date, & attendees).

AUTC Advisory Board Members 2009-2010
David Esparza        University Transfer Center Director
Raul Cardoza,        Dean of Enrollment
Vincent Jackson Dean of Academic Affairs
Deirdre Wood        Articulation Officer
Rhea Chung  Executive Director LATTC Foundation
Lisa Moreno  English Department
Roberto Mancia English Department Puente Instructor
Ella Wing        Counselor
Lourdes Brent        EOPS Counselor/ Academic Senate
David Ysais  Public Information Officer
Vince Lopez  Director of Admissions & Outreach CSU Los Angeles
Pilar Simi Transfer Outreach Coordinator, CSU Domínguez Hills
Santiago Bernal Director, UCLA Community College Partnership Program
Jorge Prado  CSULA Cal SOAP Coordinator
Carmen Soto  USC Scholars Program coordinator

Discussed outreach efforts for spring 2010, budget constraints for CSU. New grant proposal for REEO program for 2010. Advisory committee agreed to support application to REEO program proposal. Discussed UTC annual report and situation of staffing for the UTC. Committee voted for unanimous support to request full-time office support in the UTC, especially with moving into a new facility in January 2010.

Next Advisory meeting December 7, 2010.

4. Advisory board recommendations.

Advisory committee agreed to support application to REEO program proposal.
Committee voted for unanimous support to request full-time office support in the UTC, especially with moving into a new facility in January 2010.

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

The REEO program application was successful and we have 23 active student participants that are new target group for transfer counseling services. The program involves a series of 15 workshops throughout the academic year. The UTC Director is the Leadership Director for REEO. Additionally, the Honors Transfer Club has been the most active in Spring 2010. Participation in fall 2011 has tripled the number of students participating in the club.

A staffing request for a full time office assistant and part time counselor was submitted with the 2009-2010-program review. Not funded.

For 2010-2011 the UTC will resubmit plans for staff support for a fill tome office assistant, adjunct counseling and a graduate student assistant.
6. Please provide additional comments and suggestions for this module.

There is recognition that the transfer function involves a collaboration of programs that support transfer: Honors, REEO, Puente, EOPS, Counseling, FYE (first year experience cohort 2009-2010) and the Honors Transfer Club. Four of the programs are either supported or administered by one person, the UTC Director. In order to effective with the success of these programs additional support is required and recommended in the UTC to support the growing interest and demand in the UTC.
Veterans Student Services

LATTC Program Review 2010- 2011
Student Services - Program Level

Program: Veterans Student Services

Dean: Dr. R. Cardoza, Dean of Enrollment
Faculty & Staff: Kookie Murray, Admissions and Records Assistant.

Section A. Mission

Module A.1: Program Mission

1. Describe the mission of the Unit/Program/Discipline.

Veterans Student Center will provide a friendly environment. It will follow the guidelines for both State and Federal regulations to promote success for Veteran Students. Veteran Services will provide the necessary information to extend opportunities so that the Veteran can achieve their educational goals. The Veteran's Student Center environment will encourage, motivate and promote new and continuing Veterans to reach a new plateau in their transition to reconnect to civilian society as it relates to education and a productive life.

2. Describe the purpose of the Unit/Program/Discipline.

To provide current information and services to new and returning Veterans as it is related to Admissions, Counseling, Assessment, Financial Aid and Graduation. Materials and information is shared through e-mail, flyers, posters boards and meetings. To provide opportunities for self-express, respectful open dialogue and an atmosphere for critical-thinking and continuing education, which encourages that productivity and creativity of student to live effectively in a democratic and global community.

3. Describe the alignment of the Unit/Program/Discipline mission statement with the College’s mission statement.

Both unit and area will align with the college mission by developing goals and other educational opportunities so that the student may reach their life long professional career and academic goals.

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

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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.

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

   Lifetime

3. How does your Program support LATTC Core Competencies?

   Our program allows the Veterans to access their military school records and transcripts in order to apply and develop their skills to adhere to LATTC’s curriculum.

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

   Left Blank

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

   To ensure that all Veteran students have an updated Educational Plan. This is to ensure that all Veterans graduate and transfer successfully.

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

   The Veterans Student Center will have more Veterans graduating and transfer at a high rate.

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

   Our Center will have a full-time counselor and staffed by VA workers, to advocate for their fellow Veterans students.

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

   For the Centers to be ran 60% of the time by Veteran Students.

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

   We plan provide our students with an understanding of good customer service and student preparedness.

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

    Left Blank

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

    A one stop place where the Veterans can take care of all their needs.

12. How is your Program perceived by the competitors?

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

A one stop place where the Veterans can take care of all their needs. A positive place for students to feel comforter and inviting.

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

Left Blank

Module B.2: Matriculation Plan:

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

The Veteran Student utilizes: Counseling, Assessment and Orientation.

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

To improve current matriculation services they should supply our office with the necessary dates and times of testing and information that is useful to the student.

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

Left Blank

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

Left Blank

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

Left Blank

2. Data Section - Recommendation Follow-up

Left Blank

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

Left Blank

4. Forms Section - Recommendation Follow-up

Left Blank

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

Left Blank
Module C.2: Reflection

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

   Left Blank

2. What are the positive and negative external factors that influenced the Program?

   Left Blank

3. What are the positive and negative internal factors that influenced the Program?

   Left Blank

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

   Left Blank

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

   Left Blank

Module C.3: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

Learning Outcomes (SLO)

1. Does the Program have Service Area Outcomes (SAOs)?
   Yes

2. Does the Program have Student Learning Outcomes (SLOs)?
   Yes

3. List all Service Area Outcomes (SAOs).

   Review all Student Educational Plans. Contact VA Regional Office concerning benefits and documents. Update all student's folders. Submit student's enrollment application for college and benefits. Input Vets add, drops, fees and benefits for the Veterans.

4. List all Student Learning Outcomes (SLOs).

   Apply for VA benefits on line. Enroll according to the Educational Plan. Certify VA benefits on line and with office. Take rehab forms to business office to purchase books.

5. Does the Program SAOs align with LATTC Core Competencies?
   Yes

6. How do the Program SAOs align with LATTC Core Competencies?

   Student will use critical thinking, communication skills to analyze and certify their school verifications, enrollments and judgement with money management.

7. Does the Program SLOs align with LATTC Core Competencies?
   Yes

8. How do the Program SLOs align with LATTC Core Competencies?

   Left Blank
9. Is there a formal assessment plan for SAOs and SLOs?

No

10. How many SAOs have been assessed?

11. How many SLOs have been assessed?

12. What were the most important findings from the assessments of SAOs & SLOs?

Left Blank

13. What changes will be made to address these findings? (e.g. changes to the program, services, instructional methods, or facility)?

Left Blank

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

Left Blank

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

Left Blank

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

1. Is this Program subject to external accreditation/review/audit?

No

2. If Yes, who is the accrediting/review/audit body? What is the outcome of external accrediting/review/audit?

Left Blank

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

Left Blank

4. Advisory board recommendations.

Left Blank

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

Left Blank

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

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