LATTIC Program Review 2010 - 2011
Instructional - Department Level

Department: Academic Affairs Division

Participated Faculty/Staff:
Cynthia Morley-Mower, Dean of Academic Affairs
Vincent Jackson, Dean of Academic Affairs
Dorothy Smith, Dean of Matriculation and Student Success
Deborah Harrington, Vice President, Academic Affairs

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   Provide our students and community with high-quality technical and professional educational options that flexibly 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.

2. Describe the purpose of the Department.

   To prepare students academically in order to meet the skills sets for transfer and the world of work. This will be accomplished by developing curriculum that challenges students to:
   
   A. Use critical thinking skills to gather, identify, analyze, synthesize information, and evaluate problems and solutions.
   B. Use visual, numerical, verbal, written, and practical skills to improve their mastery of course content.
   C. Demonstrate technical skill competency within their courses which meet industry and/or employment standards.
   D. Demonstrate effective communication and comprehension skills.
   E. Demonstrate ability to interface in a culturally diverse socio-economic environment.

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

   Academic Affairs main focus is STUDENT SUCCESS. Our task is to prepare students to meet their educational goals. In order to meet this task, our division must be cognizant of retention, student success, and persistence data to assist academic departments in making decisions that need to be made such as: a) curriculum enhancement; b) connectivity within our course offerings with academic support services on campus; and c) professional development opportunities for faculty and staff.

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 Success

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

3. How does your Program support LATTC Core Competencies?
   - All Competencies
   - Courses
   - academic support services: e.g. tutoring, instructional labs,
   - curriculum
   - articulation
   - SLO / Learning assessment
   - Schedule and Catalog
   - Professional Development
   - Basic Skills
   - Certificate & Degrees
   - Transfers
   - Distance Education/Online Learning

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - All Student Success area.
   - Growth: Meeting the future needs of the Community & Business markets; expand alternative
delivery courses & support; global outreach; program offerings & cost structures; community
outreach; increase outreach efforts to disconnected youth; create college going culture in LATTC
service area; communication & decision-making processes; all organization development.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - accelerate completion of basic skills
   - integration and use of instructional technology across the curriculum

6. Where do you see your Program in 3 years?
   - 50% complete a first year experience (based on developed student success pathways): complete
college-success focused orientation, develop an ed plan, successfully complete math or English within
the first year, successfully complete at least 15 units of their education plan.

7. Where do you see your Program in 5 years?
   - 75% complete a first year experience (based on developed student success pathways): complete
college-success focused orientation, develop an ed plan, successfully complete math or English within
the first year, successfully complete at least 20 units of their education plan.

8. Where do you see your Program in 10 years?
   - 100% complete a first year experience (based on developed student success pathways): complete
college-success focused orientation, develop an ed plan, successfully complete math or English within
the first year, successfully complete at least 24 units of their education plan. Develop a satellite
campus to house new programs.
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

   The state economy and its impact on course offerings. The state budget is almost dictating how the college is offering courses -- how much can be offered as well as looking at what types of classes to offer based on students' needs. Also the need to emphasize and encourage students to utilize "student success centres" such as, Learning Skills, Writing and Reading Centres. Many program reviews cited that students are not prepared and need remediation. Other themes are: student success; community to educating students (A Student First mentality); inclusion of instructional technology within course offerings and instructional delivery; concerted effort to better prepare students by strongly encouraging a college orientation via our Trade Bridge Academy (TBA).

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

   Academic Affairs is the largest division and the "gatekeeper" for classes, focusing on the needs of the community for CTE training, transfer opportunities and degree/certificate completion. But the community does see that the division cannot offer enough classes to satisfy the demand due to budget constraints and the inability of the college to be "year round" - winter, spring, summer and fall. Connectivity has improved via established advisory boards within CTE programs.

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

   Once again being limited in course offerings. But the good perceptions is that the division is pro-active in focusing on "student success" per our vision of students completing a first year experience "college focused" orientation to help students enroll, participate and complete the first year of college. Improved communication (more student success stories via the website. Improved support by faculty and staff to remove the college from academic probation.

12. How is your Program perceived by the competitors?

   Many of the CTE programs offered at Trade are also offered a private high-cost institutions. These institutions (such as ones offering fashion design (FIDM), culinary (Culinary Arts Institute, Cosmetology (Marinellos & Paul Mitchell) and claim to be able to turn students out quickly, but they have also shown to be unable to get students the jobs in their respective industries. The academic areas cited in their program reviews the lack of diverse offerings especially in the Behavior Social Sciences. Our division provides an educational opportunity at a reasonable cost for our service area where students receive a quality education.

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

   That Academic Affairs is offering educational classes that meet the needs of our "community" students -- focusing on "student success" models and also meeting the needs of CTE students so they can be employed or students can transfer to 4-year institutions. Our department wants to be perceived as a committed service provider toward student success achievement.

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

   Some department program reviews had a hard time envisioning their future (Question #8 - where do you see your department in 10 years) Maybe better to keep this reflection in the 3-5 year mode. Also the module appears to have too many questions, which may be repetitious. Perhaps it would be better just have a SWOT analysis to analyze.

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

Academic Affairs is tied to Matriculation Services in that students who are enrolled in classes must utilize these services, specifically admissions, assessment, our tutorial lab, and counseling. Some of the services are not mandatory, such as the orientations, but students are encouraged to explore this area.

Research is critical to Academic Affairs as statistical information is an important factor in making scheduling decisions. Due to the current economic situation, deans and chairs can review course "history" information to see which classes had high enrollment and retention as well as scheduling time frames to maximize student demand. In addition research presents information on FTES targets and how to track them throughout the year in order meet these targets and not to exceed them given the financial condition of state funding.

| Application | Admissions | Orientation | Non-Credit | Counseling | Recruitment | Follow-up/ Early Alert | Research |

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

Given that Academic Affairs has identified their 3-5-10 year vision of creating and implementing a "first year experience" with a college-success geared orientation then communication and dialogue will need to be done with Matriculation. Both areas will need to discuss the services used in matriculation and how they can be improved upon to meet the students needs. One issue that has been cited in Phase 1 of several academic department reviews about the flow of the matriculation process and how many of the services do the students participate in, such as, orientation, counseling and completion of Student Educational Plans. Faculty should strongly consider including academic support services (reading and writing lab, tutoring center) listed within their syllabi to better assist students toward content mastery.

Matriculation services can be improved if everyone on campus is on the same page when it comes to implementing policy changes relating to Matriculation. Departments would be better informed and they would be able 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?

The implementation of a first year experience with orientations designed to assist students, not just with factual information, but information on how to succeed in and finish college as a certificate/degree holder or transfer students. Develop clear career pathways (as part of student Ed. plan) pertaining to an Associate degree - include concept of stackable certificates. Develop career pathway flowcharts for students where there is a starting point and an end point

Counseling becoming more involved in student success.
Develop more communication between Departments and Matriculation services.
Departments become more involved with the orientation process.
Academic Support services more involved with the orientation.
Collaborative video clip presentation at counseling and orientation.

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

None.

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

1. Mission Statement Section - Recommendation Follow-up

Not applicable as the Academic Affairs division did not do a Program Review for 2009-10; therefore there are no recommendations or follow-up.

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.

- Within the Business department, updated technology and software regularly in department computer labs.
- Within the English department, a standardized textbook has been implemented for English 21 and 64. Also, a two-year calendar for 200 series course offerings has been established and all course outlines have been updated while courses not taught for sometime have been archived.
- Within the Language Arts & Humanities department improved communication with the Program Review process has allowed faculty to communicate better within and across disciplines.
- Within the Allied Health department, new curriculum has been fully implemented.
- Within the Science department, more students have received student scholarships and textbook grant from industry partners.
- Within Cosmetology department, development of Barbering curriculum and specialized training for faculty in Special Effects Make-up Techniques which led to the development and offering of class in Fall 2010.
- Within Culinary department, re-accreditation of Culinary and first time accreditation for baking by the American Culinary Federation Educational Foundation (ACFEF) in Fall 2010 and ACF certification for three full time faculty and replacement faculty hiring will take place in Spring 2011.
- Within Electronics, relocation to K-building, including purchase of new equipment and development of Network Security curriculum.
- Within Labor Studies department, increase of on-line classes, additional marketing of program via e-blasts and flyers and development of new Steward Training course.
- Within Health/P.E. department, need to re-write Physical Education curriculum under Kinesiology due to potential state funding cuts.
- Within Behavior/Social Sciences & Child Development department, replacement faculty position in Psychology is moving forward.
- Within Mathematics department, continue to offer adequate number of classes at each level to maximize enrollments and meet the needs of the students.
2. What are the positive and negative external factors that influenced the Program? (Help-
Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation
recommendations, enrollment issues, advisory committee suggestions, etc.).

<table>
<thead>
<tr>
<th>Positive:</th>
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<tbody>
<tr>
<td>Changes in technology allows programs to move forward and stay current.</td>
</tr>
<tr>
<td>Ability to keep a stable and functional administrative leadership team on campus.</td>
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<tr>
<td>Downsizing of economy has led to the ability for a variety of Labor leaders to teach Labor Studies classes.</td>
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<tr>
<td>Hiring of replacement faculty member in Psychology and relocation to Technology Building with smart classrooms (B/S/S &amp; CD).</td>
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<table>
<thead>
<tr>
<th>Negative:</th>
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<tbody>
<tr>
<td>Shortage of full-time faculty and staff due to budget cuts.</td>
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<tr>
<td>Students not completing their programs as quickly due to lack of Winter 2010 intersession and reduction of course offerings -- no longer &quot;year-round&quot; school (Cosmo &amp; Culinary).</td>
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<tr>
<td>Equipment is dated and old, and also there are code violations (Baking).</td>
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<tr>
<td>Legislative challenges to funding for Physical Education classes.</td>
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<tr>
<td>Unable to meet the demands from students for more course offerings and more variety in offerings (B/S/S &amp; CD).</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Positive:</th>
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<tbody>
<tr>
<td>As a result of newly developed curriculum with the Registered Nursing Program, the NCLEX annual passing rates have increased from 66% to 76%.</td>
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<tr>
<td>More faculty are using the Moodle system to post online supplemental materials to enhance teaching pedagogy.</td>
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<tr>
<td>American Culinary Federation Education Foundation re-accreditation for Culinary and 1st time accreditation for Baking.</td>
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<tr>
<td>Smart classrooms in Technology Building great for instruction.</td>
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<table>
<thead>
<tr>
<th>Negative:</th>
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<tbody>
<tr>
<td>Inability to hire replacement full-time faculty due to budget constraints.</td>
</tr>
<tr>
<td>Bookstore pricing is too high for textbooks and supplies; thus students are purchasing these items late into the semester.</td>
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<tr>
<td>Relocation of departments disruptive to the flow of work and done at an inconvenient time.</td>
</tr>
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4. What plans need to be implemented in order to address the Program's external and internal factors?
A. Hire replacement full-time faculty  
B. Academic departments need to strategically offer required courses to matriculate students through their educational programs.  
C. Where appropriate, continue to submit State and Federal grant proposals to support program course offerings.  
D. Align with Financial Aid, EOP&S and Calworks/Gain to identify students entering CTE programs that have been approved for these services  
E. Provide funding to replace, repair and update CTE equipment  
F. Streamline matriculation process

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

1. Do all courses in the Department have SLOs?  
2. Is there a formal assessment plan for all SLOs?  
3. How many courses have at least one SLOs assessed?  
4. Do all Programs have Program Learning Outcomes (PLOs)?  
5. Do all Programs have Curriculum map developed?  
6. Do all PLOs tie into LATTC Core Competencies?  
7. Is there a formal assessment plan for all PLOs?  
8. How many Programs have at least one PLOs assessed?  
9. Do all SLOs tie into LATTC Core Competencies?  
10. What were the most important findings from the assessments of SLOs & PLOs? 

   SLO assessment allow faculty to pinpoint where students are falling through the cracks. SLO assessments allow faculty to make the necessary changes to course content toward achieving student success goals. Need to adjust some of the rubrics used for assessment. Increase utilization of the Writing Center and Open Computer Lab. The need to re-examine the SLOs to make sure they are relevant or do they need to be re-evaluated. SLOs need to be more specific and measurable.

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

   Align curriculum with each course to DVDs, Textbooks and Study Guides.  
   Re-evaluate curriculum to meet industry standards.  
   Increase collaboration with Library and Writing/Reading Center.  
   Expand SLOs in courses as faculty become better versed at creating and assessing them.  
   Train faculty to use more interactive methods of teaching.

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

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

**Module C.4: External Accreditation/Review/Audit Analysis**
1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)

<table>
<thead>
<tr>
<th>Program</th>
<th>2007-2010 Pass rates</th>
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<tbody>
<tr>
<td>Cosmetology</td>
<td>Written 72%; Practical 89.9% - State Board pass rates require are 75% for Written and Practical.</td>
</tr>
<tr>
<td>Culinary</td>
<td>does not go through licensure exam, but was last accredited by ACFEF in 2007 and just went through re-accreditation for Culinary and 1st time accreditation in November 2010</td>
</tr>
<tr>
<td>Nursing</td>
<td>last three years 07/08 - 61.22%; 08/09 - 62.5%; 09/10 - 75.38%</td>
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</tbody>
</table>

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

Department use labor market data to ensure program is meeting demand. Website sources include: http://www.rn.ca.gov/schools/passrates.shtml; www.bls.gov; www.eddd.ca.gov.

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

Difficulty in identifying job placement data.

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

<table>
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<tr>
<th>Program</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Child Development</td>
<td>2 times per year</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1 to 2 times per year</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>2 times per year</td>
</tr>
<tr>
<td>Electronics</td>
<td>1 time per year</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>1 time per year</td>
</tr>
<tr>
<td>Business/CAOT/CIS</td>
<td>1 to 2 times a year</td>
</tr>
<tr>
<td>Matriculation</td>
<td></td>
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<tr>
<td>Community Planning</td>
<td>twice a year</td>
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<tr>
<td>Chemical &amp; Process Technology</td>
<td>three to four times a year</td>
</tr>
<tr>
<td>Nursing</td>
<td>1 to 2 times a year</td>
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<tr>
<td>Solid Waste/Supply Water/Waste Water Management</td>
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5. Advisory board recommendations.

1. Provide instructional content in course offerings that closely "mirror" the workplace environments.
2. Continue having advisory board meetings in order to keep current in course offering content.
3. Clarity in course offerings and alignment with other colleges in LACCD. (Child Development)
4. Expand Labor Studies on-line course offerings; develop new 1 unit Steward Training. (L.S.)
5. Focus on basics in Electronic classes as specialized classes will be provided in the Industry.
6. Replace dated and "code violation" equipment in Baking; continue with ACF Chef certification; move forward to hire replacement faculty and cashiers. (C.A.)
7. Develop more industry-specific classes, such as Advance Hair Coloring, Hair Designing/Competition; Hair Augmentation & Advanced Medical Esthetics (Medi-spas) & Barber program. (Cosmo)
6. What plans need to be implemented in order to address the identified issues/recommendations?

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<tbody>
<tr>
<td>1.</td>
<td>Implement new recruitment/retention strategies to improve student success goals and objectives.</td>
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<tr>
<td>2.</td>
<td>Establish an alumni association.</td>
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<tr>
<td>3.</td>
<td>Solicit Perkins funds and other sources of funding for program modification and innovation projects.</td>
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<tr>
<td>4.</td>
<td>Training for faculty in distance ed</td>
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<tr>
<td>5.</td>
<td>Continue to develop curriculum and seek professional development funds for faculty training.</td>
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7. Please provide additional comments and suggestions for this module.

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<td>None</td>
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Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The mission of the WED division is “to position Los Angeles Trade-Technical College as integral to strengthening the regional economy through the design, delivery, and dissemination of state-of-the-art workforce education and training programs”.

2. Describe the purpose of the Department.

   In the wake of the baby boomers’ wave of retirements and the emerging green economy, many kinds of employers may have trouble filling skilled, well-paying jobs that don’t require bachelors’ degrees. With the unacceptable rates of high school dropout and increasing need for remedial education and basic skills training, employers are increasingly concerned about the competitiveness of California’s industries. Within this context, in January, 2009, the Workforce and Economic Development (WED) Division of the Los Angeles Trade-Technical College was established to ensure the college serves as a key provider of a skilled and educated workforce to meet the current and future needs of employers in the greater Los Angeles region.

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

   WED’s mission directly aligns with the college’s mission to "provide our students and community with high-quality technical education options" and to "generated economic development with our educational, governmental, community, and business partners".

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

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

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

   career-technical

3. How does your Program support LATTC Core Competencies?

   Through the Division's instructional programs, all the core competencies are supported either through direct instructional activities or as a result of the student-instructor or student-student interactions.

   Several of the Division's contract training and grant-funded activities also address core competencies A-E.

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

   To accomplish this mission, the WED division is organized into six functional areas with several over-arching strategic initiatives, goals, and objectives. The functional areas that specially support the college's strategic initiatives are as follows:

   • Enterprise/Revenue Generating Accounts – establishment of policies, procedures, and mechanisms for accounting for revenue generating activities that ensures fiscal responsibility while providing fiscal incentives for departments engaging in entrepreneurial activities. This aligns with “Increasing capital, in-kind, and operating fees from business partners”, Strategic Priority #2-Growth.

   • New Program Development – Facilitating the development of new programs that meet the needs of community and business markets and managing the operations of new programs during an incubation period with the intent of keeping Trade-Tech a leader in workforce education and training that supports the economic vitality of the region. This aligns with "Enhancing, growing, or developing programs that meet the needs of the community and business markets” Strategic Priority #2-Growth.

   • Labor Market Studies – conduct continuous labor market scanning and research activities to ensure Trade-Tech is meeting the evolving needs of targeted industry sectors. This aligns with "Increasing research and understanding the needs of the College’s target markets is an “area of focus”, Strategic Priority #2-Growth.

   • Green CTE Curriculum and Program Development  - integrate green course content and curriculum in all certificate and degree programs and create new training/education programs for high growth, high-demand, and emerging green-related industries and occupations. This aligns with "Increasing the number of programs that offer special curriculum with environmental components", Strategic Priority #3-Community and Business Development.

   • Bridge to Success programs are established to bridge gaps that have existed for historically under-served and underrepresented populations and connecting them to college and careers with the goal of increasing: college participation, completion of certificate and degree programs, and achievement of lifelong professional goals. This aligns with “area of focus” for Strategic Priority #2-Growth.

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

   The need to strengthen the mechanism for revenue/enterprise generating activities at the college. A commitment to the CTE mission. Focus on workforce and economic development including ensuring the existing programs are provided resources necessary to ensure the meet the current workforce needs of the industry and developing new programs where workforce gaps and needs exist. Need to strengthen student preparedness.
6. Where do you see your Program in 3 years?

Similar to as it is now. Perhaps 1 or 2 additional departments would be in the WED Division. More focus/resources placed on job development/placement and alum follow-up activities. Develop mechanisms to track current student and alumni outcomes. More focus/activities focused on increasing student success/completion rates. Continue to implement innovative, excellent workforce development practices enabling the Division to remain a leader in workforce development. Strengthen and expand operational mechanisms, policies, and practices to support and enhance entrepreneurial activities.

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

Same as #6 above. In addition, the Division is able to provide outcome data to corroborate that is has increased student completion/success rates, job creation/placement rates, and implemented effective/best workforce development practices at the college and in the LA region.

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

The Division becomes an "economic engine" for developing jobs/employment opportunities to support the LA economy, particularly in the college's service area and Vernon Central community.

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

Student preparedness (particularly in math, English, having had little/no hands-on experiences; lack of understanding of career/industry, technology skills, etc.); maintaining state-of-the-art CTE programs with updated equipment, software and other instructional resources; moving critical service areas and departments from grant/soft funds to college operating budget; curriculum revisions are needed; service to students and enabling students to obtain information/skills necessary to succeed in college and career; budget impact resulting in course reductions; need for collaboration inside and outside the college.

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

As being a leader in workforce development in the region, state, and nationally. And as a leader in serving historically under-served communities/populations. As collaborators and partners in key workforce development initiatives with other organizations.

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

As being innovative and entrepreneurial. Because of the innovative and entrepreneurial nature of the Division we are also perceived as receiving special treatment, exempt from following rules, do not share resources, etc.

12. How is your Program perceived by the competitors?

As being very competitive, cutting-edge, and "the one to beat".

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

Continue to build on our existing reputation as being a leader, innovative, cutting-edge, and collaborators.

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

Module B.2: Matriculation Plan:
1. What current matriculation services are being utilized by your Program?
Not applicable at the division level

2. How can current matriculation services be improved and/or be better utilized by your Program?
Not applicable at the division level

3. What additional matriculation services would you like to see in the future?
Not applicable at the division level

4. Please provide additional comments and suggestions for this module.
Create a separate division level program review form that only includes modules that apply at the division level.

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
Not applicable - validation was not done at division level in previous program review.

2. Data Section - Recommendation Follow-up
Not applicable - validation was not done at division level in previous program review.

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
Not applicable - validation was not done at division level in previous program review.

4. Forms Section - Recommendation Follow-up
Not applicable - validation was not done at division level in previous program review.

Module C.2: Reflection
1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.

   Departments are more cognizant of the need to be sure to cover all necessary resource needs in the program review process.

   Designing and implementing an outcomes measurement monitoring and reporting system. This system continues to be refined and additional outcome measures added.

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

- Budget cuts impacting course offerings -- this had an impact on existing programs as well as the ability for departments to fully offer new programs (e.g., Administration of Justice, Digital Design, etc.).

- Increased emphasis on compliance and number of external audits that were conducted in the Division.

- ARRA funding enabled growth and expansion in several Division areas (e.g., Transportation and CDM) and structuring of training using innovative models.

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

- Not enough staff/faculty in key areas (e.g., Bridges to Success, Transportation, Noncredit, the Division office). The ability to be innovative is also constrained by Personnel Commission rules and regulations and hiring/selection policies and procedures.

- The implementation of the new orientation process within the Trade Bridge Academy had a significant impact on the noncredit department in terms of time/resources and significantly altering its course schedule/offers.

- Time/resource committee to developing and assessing SLOs.

- Over-reliance on soft funds to support Bridges and WED Division operations. College needs to provide some level of funding/resources over time.

- There is disparity between departments in the level/type of technology that has been implemented by the college.

- The over-reliance of the college on the soft funding that is generated by WED to pay for on-going and other college operations and used to end in a positive, year-ending balance/reserve.

- Facilities limitations drive how instruction is delivered in some areas - as opposed to instructional needs driving facilities (CDM, Art Trades, Noncredit, Transportation, WED Division).

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

- How a serious dialogue regarding whether or not the WED Division should exist, then adequate college resources need to be allocated to the Division.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do all courses in the Department have SLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>2. Is there a formal assessment plan for all SLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>3. How many courses have at least one SLOs assessed?</td>
<td>N/A at division level</td>
</tr>
<tr>
<td>4. Do all Programs have Program Learning Outcomes (PLOs)?</td>
<td>Off</td>
</tr>
<tr>
<td>5. Do all Programs have Curriculum map developed?</td>
<td>Off</td>
</tr>
<tr>
<td>6. Do all PLOs tie into LATTC Core Competencies?</td>
<td>Off</td>
</tr>
<tr>
<td>7. Is there a formal assessment plan for all PLOs?</td>
<td>Off</td>
</tr>
<tr>
<td>8. How many Programs have at least one PLOs assessed?</td>
<td>Off</td>
</tr>
<tr>
<td>9. Do all SLOs tie into LATTC Core Competencies?</td>
<td>Off</td>
</tr>
</tbody>
</table>

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

Off

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

Off

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

Off

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

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

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

Off

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

Off

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

Off

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

Off
5. Advisory board recommendations.

N/A at division level - see each department Program Review

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

N/A at division level - see each department Program Review

7. Please provide additional comments and suggestions for this module.
Student Services Division

Program: Student Services Division

Faculty & Staff:
- Ramon Castillo, Vice President
- Dr. Raul Cardoza, Dean
- Dorothy Smith, Dean of Matriculation & Student Services
- Luis Dorado, Associate Dean
- Derek Majors, Associate Dean
- Ray Lampano, Jr., Adjunct Instructor
- Melain MacIntosh, Administrative Intern
- Trini Alvarez-Sandoval, Student Services Specialist
- Isabel Ruiz Moreno, Specialist
- Jackee Montano, Staff

Section A. Mission

Module A.1: Program Mission

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

   The Student Services Division provides a student-centered environment committed to offering high-quality, state-of-the-art, easy access services to promote students' success. It also provides opportunities for self-expression, respectful open dialogue, and an atmosphere for critical-thinking and continuing education, which encourages the productivity and creativity of students to live effectively in a democratic and global community.

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

   The Division unifies all allied organization, services, activities, and programs under 20 departments with the express purpose of enhancing the benefit of the students' college experience, so that they are able to achieve their academic and/or career goals. It also provides an effective venue for issues and concerns that directly affect student success.

   The purpose of the unit significant services to students that will impact persistence, retention and attainment of their goals. To do so requires all student services staff to be responsive, sensitive and committed to all student activities that reinforce their student success.

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

   The access of services to student prepares them to live effectively in our democratic society and encourages life-long learning fosters and critical thinking and continuing education. The Student Services Division ensures that the delivery of critical student services align with the college mission to provide students with high-quality technical and professional educational options; in mind that to facilitate the timely and efficient delivery of services will generate higher satisfaction among students who avail them, which will lead to a more productive stay at the college. The Division also contributes greater satisfaction, and a motivation to learn that will develop critical thinking skills that are much needed in a vigorous democracy.
4. Please provide additional comments and suggestions for this module.

The Program Review requires student services and academic affairs to collaborate and partner much more than in the past.

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

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?

   Through a combination of professional, student-centered support and referral services, the Student Services bolsters LATTC’s core competencies by providing a venue for students to acquire or develop the following skills to achieve their academic and/or career, or personal growth goals:
   1. Critical thinking
   2. Practical skills
   3. Technical skills
   4. Communication and comprehension skills
   Interfacing skills in a culturally and socio-economically diverse environment

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

   The Student Services Division serves as the cornerstone of LATTC’s Strategic Initiatives that deals Student Success. It is the point-of-contact with the community through the Recruitment and Admissions & Records Departments, whereby, either through outreach or actual registration, a potential student undergoes the process of matriculation. The division has the task of delivering essential services during the course of their stay to ensure their successful matriculation. The professional functions of the 20 departments sustain the thrust of the college to provide high quality educational and professional options to all members of the community and beyond.

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

   Among the major priorities established by the Student Services Program Review were as follows:
   1. Institutionalizing of the 21st Century After-School Academic Enrichment Program to become a flagship effort by LATTC for community outreach;
   2. Expanding job/career development activities;
   3. Updating technology in timely fashion to make more efficient essential student services and to develop more effective systems for tracking student performance;
   4. Adhering to American Disabilities Act mandates to make campus more accessible to individuals with various physical challenges;
   5. Hiring more permanent staff, increasing staff to adequate levels, and professionalizing the current rank-and-file through regular workshops and customer service trainings to ensure a student-centered orientation;
   6. Linking campus student services seamlessly by encouraging more intra-campus cooperation through partnerships (i.e., the Library, the Tutoring Centers, and academic departments);
   7. Taking advantage of social networking media to disseminate student information and increase participation in a new learning environment that makes use of technology;
   8. Ensuring that all students develop an effective Educational Plan for career or transfer.
6. Where do you see your Program in 3 years?

In 3 years, Student Services projects modest student enrollment and membership growth at an average of 10%-15% that will also potentially increase pressure on services due to inadequate staff. The anticipated expansion of services across the board in the division within 3 years will necessitate a complement of full-time/permanent and auxiliary staff. The Child Development Center, whose services have been curtailed by the dire economy in recent years, will once again offer Evening School Age and Saturday child care. New and improved facilities will be available to certain departments, such as the Student Health Center and the Library. In addition, overall technological upgrade spanning the hardware and software will take full advantage of the Internet for social networking in the college and beyond and state-of-the-art online orientation and advisement procedures.

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

In 5 years, some Student Services programs will expand their outreach to other parts of Los Angeles outside LATTC's traditional areas of service. More growth is expected by all departments in 5 years that requires more focus on close cooperation among the departments. The Admissions Office anticipates a move to a more permanent location solely dedicated to the department. Other departments, such as DSP anticipates that the increased enrollment will also correspond to increased demand for ADA compliance. Furthermore, other services will increase office space to accommodate more students effectively. The Career Center and the Student Employment Center will be merged to provide more comprehensive services to students in a one-stop shop setting. The International Student Center seeks to increase enrollment to 425 students and maintain its current retention rate of 75% in both language and academic programs. Funding must be secured to increase overseas recruitment and local partnerships, and to implement on-campus housing plans. The Library will place more emphasis on electronic resources and increase capacity in tune with the times to ensure that students are connected to vital information 24/7.

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

In 10 years, Student Services expects its core outreach programs, such as the 21st Century After-School Academic Enrichment Program to be permanently funded and formally institutionalized. There will be a shift toward a “greener” paperless system as technology achieves critical pervasiveness that makes information access almost instantaneous as it is reliable, thereby requiring less use paper. Staff growth is also projected to be at a steady clip to cope with growth in college enrollment and membership in services. Key services, such as the EOPS plan to expand its base by 15% to service more students. Programs will have already become self-sufficient with partnerships in good standing with the local business community that will provide opportunities for employment, internships, job training, and professional mentoring. The University Transfer Center aims to become the premier portal in the community to transfer to top-tier universities through its REEO and honors program partnerships.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
Foremost among the immediate themes common to all the departments under Student Services is the impact of the economic slump that has severely cut many services critical to students. Budget is at the crux of all the division's near- and long-term plans and strategies; it also directly affects students who rely on necessary services (i.e., EOPS and CalWorks/Gain) to purchase their necessary supplies and/or get childcare help. Budget cuts cause abbreviated summer sessions, fewer course offerings, and lesser hours of operation even in mandated services. Staff cuts have also contributed to less than optimal rendering of services, especially at General Counseling, among others. The sheer volume of students who require help, but cannot be addressed in a specified reasonable amount of time, become frustrated and blame the school for the apparent inefficiency. For the University Transfer Center, the budget problem is the biggest factor in its failure to meet the minimum requirements for a transfer center as recommended by the CCC Chancellor's Office. Nevertheless, all the departments under the division have dutifully coped with the current circumstances through drastic staff cuts and service reductions.

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

LATTC is the second largest student body in the LACCD and the third largest in the State of California. LATTC Student Services Division is therefore faced with the enormous task to provide vital professional assistance to LATTC students and ensure that they achieve their academic and/or career expectations. The mesh of services under its general umbrella - that includes the 20 departments - strives to operate in a smooth and efficient manner notwithstanding the many challenges that confronts the division. All services have active participation in the community through regular outreach drives in college or educational fairs (i.e., Cash for College), or recruitment visits at campuses within and without LATTC's service area. Partnerships or collaborations have also been established with other agencies in the district to enlarge the resource scope as in the case of the Library and the District-wide Librarians and the Council of Chief Librarians. LATTC is currently included in a few web sites that promote education in the United States. EOPS has received commendations from the Accrediting Commission of the California Junior Colleges (ACCJC) and the State Chancellor's Office for exemplary best practices. The program also has a retention rate of 90%. On the other hand, the views on the DSP are decidedly mixed but more skewed toward “appreciative” due to students who truly feel they have been helped. Overall, the Student Services Division is positively received, considered as innovative, with excellent reputation, and always ready to participate in service of the community.

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

The college perceives the Student Services Division as an effective, resourceful, and accommodating collaborative of vital services that is student-centered and, most importantly, professional. Nonetheless, each individual department is never without positive idiosyncrasies. For instance, the 21st Century After-School Enrichment Program is viewed with amusement by students and campus personnel for its relatively young participants whose ages vary from 10 to 15 years old. Admissions & Records is taken as a very knowledgeable department able to accommodate the needs of the community and outside industries. Financial Aid is seen as overburdened due to staffing shortage. General Counseling and the Information Center are perceived as critical components of student success. The International Student Center promotes cultural diversity in the campus and gives its students a sense of belonging in the college by being sensitive to the cross-cultural issues they face. Matriculation solidifies all the services into one complete package for all its constituents, from the student body to administration, and synchronizes all the service elements from admission to completion. In summary, the Student Services Division's departments that deliver crucial services in a timely fashion spell the success of LATTC's students.
12. How is your Program perceived by the competitors?

Competitors perceive the student services division as a program composed of departments patterned after best practices and innovative approaches that need to be emulated. The Child Development Center, for example, is often invited to showcase the program at community events. Many schools schedule tours of the CDC regularly. There are also challenges such as the one faced by the Library in terms of resource. Other district libraries see LATTC's library as inadequate in staffing, budget, and general education resources such as computers for research. Despite the material lack, its online research databases are on par with the rest of the district. The LATTC Puente program is among the 58 other programs all over the state. Within LACCD, there are 5 other colleges that have their own Puente program, but LATTC's is considered as one of the best in the state. The University Transfer Center notes that LATTC is considered as a “trade” school, and a school that defines “personal attention” when attending to the needs of its students. Competitors particularly feel that the University Transfer Center is not well supported and understaffed.

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

The Student Services Division wants to project itself as the following:
- An essential academic support unit and a prime mover of literacy in the community;
- A best practices, professional, well-informed, continuously improving, and student-centered organization;
- A number one training source for industry-driven careers;
- A highly effective in-demand educational foundation for providing successful job/career/life skills development with state-of-the-art technology;
- Premier childcare and educational provider in LACCD;
- A venue to make LATTC a most viable option both in terms of CTE and academic programs to the international community;
- Open and accessible to the entire community.

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

Module B.2: Matriculation Plan:

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

The Student Services Division is affiliated with the Matriculation Department to ensure that all students can get support services as mandated by Title V regulations. The majority of the sub-departments within Student Services Division and other department on campus are directly linked to the Matriculation Plan (Admissions/Records, Counseling, Orientation, Academic Affairs, Non-credit, etc.). Various departments across the college have been working closely with Matriculation to streamline the registration and enrollment process for students which will allow them to make informed decisions about their academic options. The Student Services Division aims to fulfill its role in student success by making certain the timely and professional delivery of appropriate services to students in need at any point in their education.

2. How can current matriculation services be improved and/or be better utilized by your Program?
Better communication and inter-divisional/departmental collaboration will create a climate of trust that will make possible the better utilization of services and/or the improvement thereof. Drafting articles of partnership or collaboration to make sure the smooth exchange of information and interleaving functions. The key to improvement, therefore, rests on the lines of communication that must at all times be clear so that policies, guidelines, and/or directives may course through with little or no room for misinterpretation. Physical access to service areas for persons with disability also needs to be improved. Student records must also reflect current status accurately to aid general counseling. More workshops should be conducted to educate students on the importance of assessment/placement tests in planning academic or professional pathways and student success. All the departments have expressed great desire to work with Matriculation to guarantee a successful endeavor for all entities concerned. Greater coordination between the division and Matriculation can be achieved through departmental retreats and team-building workshops; it will improve the delivery of information to enhance student success.

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

The Student Services Division would like to see more prompt diagnostic assessment of student skills (English, Math, Career, etc.) post-registration to boost student success. Since student success is the division's main priority, every campus needs a clear pathway through the process from registration to completion. Student success is our priority and to accomplish this every department on the campus needs a clear pathway to include the process from submitting a College application to graduation. Many of the sub-departments expressed a desire to work pro-actively with the Matriculation Department to ensure student success. The Division would also like to see come to a fruition 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 and more outreach services to the surrounding communities.

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

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

1. Mission Statement Section - Recommendation Follow-up

A more fluid validation process is necessary to serve students effectively and lessen the confusion amongst staff throughout departments such as EOPS, ASO, CalWORKS, and DSPS. Supplemental Learning Skills courses and curriculum will also ensure access to success for students in need of basic math and English skills.

2. Data Section - Recommendation Follow-up

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

4. Forms Section - Recommendation Follow-up
Module C.2: Reflection

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

Efforts for improvement have focused on key areas to aid students in attaining the knowledge base, services, and motivation to continue their education. These strides include greater interdepartmental collaborations, increased outreach for funding and partnerships opportunities with the surrounding community, such as the 21st Century alliance with the STEM program, and training staff in providing more encompassing information about college departments and the college process in orientations and college workshops. Equally important improvements include improved technological and quantitative tracking for student progress in utilizing various student services, as the Career Center.

Another initiative by departments such as the Child Development Center, EOPS, CalWORKS and DSPS is to improve our advocacy for workshops, personal development classes, and support for basic math and English classes to serve the student population in need of an educational foundation to prepare for college-level curriculum. Duty diversification for student workers and staff has been pivotal in implementing orientations, college tours, and information center needs to create an informed and campus savvy student body.

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

Positive: Positive external factors also concern budgetary issues in that our staff has worked harder to become more effective and efficient in accommodating as many students as possible within our limitations. An awareness of the budget issues within Los Angeles Trade Technical College has provided precedent for motivation to find innovative ways of carrying out our mission to service students in their education through more productive advisory and committee meetings and seeking external sources of resources, such as 21st Century did with the STEM program.

Negative: The uncertainty with public education funding for California community colleges has proved to be a challenge in aiming to accommodate the increase in student enrollment while also trying to support the current student body. Although most programs have been able to work within the influx of funding and resources, the 21st Century has not been able to keep up with the growing demand for secondary education outreach. This is partly due to the need for all available staff and student workers to focus their productivity in the immediate concerns and needs of our adult learners utilizing student success services. The transfer and general counseling centers have been greatly affected in their counselor: student ratio.
3. What are the positive and negative internal factors that influenced the Program?

Positive: Program collaborations have been a crucial factor in maintaining a more fluid, internally responsible staff and program implementation. This has lead to a greater understanding between programs of the services offered by complementary or supplementary programs. This collaboration has not entirely spilled into Admissions and Records or the Information Center. Overall, the move into our new Student Services building and upgraded technological services for staff and students has brought more departments and programs in contact with one another and seems to be well received by students who like to access their services in one area for efficiency.

Negative: In the same breath of mentioning program collaborations, Admission & Records and the Information center have delineated their concerns with the lack of attention and communication with other departments and programs. This disconnect creates a less cohesive student service team that becomes frustrated in dealing with duplicating services and providing conflicting information to students. This, in turn, frustrates current and prospective students seeking information and guidance. This confusion is also mentioned as a result of lack of permanent staff and the need for student workers to work across the spectrum of services.

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

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).

4. List all Student Learning Outcomes (SLOs).

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?

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

10. How many SAOs have been assessed?
    10
11. How many SLOs have been assessed?

6

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

An overarching finding from assessing SAOs and SLOs is the need for available and consistent staff. Without a staff to support the infrastructure outlined as necessary for student success, it makes it incredibly difficult to provide students with adequate counseling, financial, and family related services. Equally important was the realization that current staff and student workers are demonstrating a commitment to service and reach as many students as possible within our means and resources.

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

Some programs have indicated that a restructuring in operation hours is necessary because of the lack of available workers and staff, such as with the Child Development Center. Aside from this listed change, other changes include being able to hire student workers or part-time staff to accommodate the growing student population. Implementing more staff training and effective program meetings has been shown to lead to more chances to conduct productive teamwork sessions in order to carry out the college's vision and mission to produce innovative, technical, professional, and prepared students and tradespersons. Additionally, departments also recommend greater liaison between the Information Center and services like the Counseling and Financial Aid centers.

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

Resource requests include hiring additional staff and faculty and better online and technological capabilities across services and departments. The 21st Century and EOPS also include the need for an adequate and permanent location and space to conduct services competently.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting/Review/Audit Body</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Career and Transfer Centers</td>
<td>Puente Statewide office, which assesses English, counseling, and mentoring to assure alignment with Puente's mission and guideline.</td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td>State Department of Education's Child Development Division, Department of Social Services' Community Care Licensing, and the Child Care and Adult Food Program.</td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td>The Galvan Group through the State Chancellor's office</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Vasquez &amp; Company LLP, which is an independently contracted company that the Los Angeles Community College District uses to conduct audits.</td>
<td></td>
</tr>
<tr>
<td>General Counseling</td>
<td>The State Chancellor's office and Accreditation</td>
<td></td>
</tr>
<tr>
<td>International Students Center</td>
<td>Department of Homeland Security</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Library &amp; Learning Resources Advisory Committee, the California Council of Chief Librarians, and the American Association of Community Colleges</td>
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<tr>
<td>Matriculation</td>
<td>The LACC District</td>
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<tr>
<td>University Transfer Center</td>
<td>State Chancellor's office</td>
<td></td>
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<tr>
<td>Veterans</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
3. Advisory board, meeting information (time, date, & attendees).

21st Century: 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.

Admissions and Records: Left Blank

CalWORKs: 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 Bearid, Adriana Marquez, John Nwoko, Ramon Castillo, Pauline Carrillo, Allen Fontenot, Norma Gallegos

Career Center: The Career Center is subject to accreditation.

Child Development: 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

DSPS: 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.
**Student Services Division**

- 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

**EOPS: 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  
- Lorna Bukasa-CARE Coordinator, 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  
- Lorna Bukasa-CARE Coordinator, 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  
- Lorna Bukasa-CARE Coordinator, Counselor, EOPS  

**Financial Aid:** None

**General Counseling:** NA

**Information Center:** 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, Aysha 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,
International Students: There is no advisory board at this time although there are plans to form one in the near future.

Library: N/A

Matriculation: 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
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Puente: Puente mentor advisory members met twice, the fifth and tenth week of the Fall semester at 8:00am, to discuss mentor-mentee concerns: establish stronger mentor-mentee relationship, provide academic support, make use of resources available through mentors.

Student Activities/Associated Student Organization: Wednesdays
2:00 PM
Attendees:
ASO Board
Students

Student Employment Center: 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 Beauleic 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:

Student Health Center: N/A

Student Recruitment Center: N/A

University Transfer Center: AUTC Advisory Board Members 2009-2010

David Esparza University Transfer Center Director
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul Cardoza</td>
<td>Dean of Enrollment</td>
</tr>
<tr>
<td>Vincent Jackson</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>Deirdre Wood</td>
<td>Articulation Officer</td>
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<tr>
<td>Rhea Chung</td>
<td>Executive Director LATTC Foundation</td>
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<tr>
<td>Lisa Moreno</td>
<td>English Department</td>
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<tr>
<td>Roberto Mancia</td>
<td>English Department Puente Instructor</td>
</tr>
<tr>
<td>Ella Wing</td>
<td>Counselor</td>
</tr>
<tr>
<td>Lourdes Brent</td>
<td>EOPS Counselor/ Academic Senate</td>
</tr>
<tr>
<td>David Ysais</td>
<td>Public Information Officer</td>
</tr>
<tr>
<td>Vince Lopez</td>
<td>Director of Admissions &amp; Outreach CSU Los Angeles</td>
</tr>
<tr>
<td>Pilar Simi</td>
<td>Transfer Outreach Coordinator, CSU Dominguez Hills</td>
</tr>
<tr>
<td>Santiago Bernal</td>
<td>Director, UCLA Community College Partnership Program</td>
</tr>
<tr>
<td>Jorge Prado</td>
<td>CSULA Cal SOAP Coordinator</td>
</tr>
<tr>
<td>Carmen Soto</td>
<td>USC Scholars Program coordinator</td>
</tr>
</tbody>
</table>

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.

Veterans Student Services: Left Blank
4. Advisory board recommendations.

21st Century: 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.

Admissions and Records: Left Blank

CalWorks: 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)

Career Center: N/A

Child Development: 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

DSPS: 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.

EOPS: 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)

Financial Aid: None

General Counseling: NA

Information Center: Update Matriculation Plan to represent current and future programs and services.

International Students: N/A

Library: N/A

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

Puente: 1. 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. offered to provide workshops on money and time management.

2. Mentors recommended more mentor-mentee on campus activities and meetings.

Student Activities/Associated Student Organization:

- Membership Drive
- Grant Writing
- Newsletter
- Facebook Account
- Paperless
- Book Loan
- Student Employment Center:
Working together more effectively
Job Fair logistics
Student Health Center: N/A
Student Recruitment Center: N/A

University Transfer Center: 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.

Veterans Student Services: Left Blank

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

21st Century: Belt-tightening measures to limit program expenses while awaiting reimbursement from State and Federal funding source.
Admissions and Records: Left Blank
CalWorks: 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
Career Center: N/A
Child Development: The CDC will coordinate a plan to exchange staff/services with another community college CDC.

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

EOPS: 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.

Financial Aid: None

General Counseling:
1. Additional counseling faculty needs to be hired to meet the demands of increase student enrollment.
2. Additional classified staff needs to be hired to assist with the smooth delivery of services to students (i.e., a counseling representative will be in the lobby to screen and answer quick non-counseling questions).
3. Additional office space needed to accommodate the additional staffing

Information Center: 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

International Students: N/A
Library: N/A

Matriculation: 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

Puente: We followed recommendations and scheduled more on campus activities.

Student Activities/Associated Student Organization:
Set up committees to carry out each recommendation.
Re-allocation of ASO resources.
Commitment from ASO Board.
Student Employment Center: Job Fair plans will be address at the next meeting
Currently working with industry partners on Job Fair and Resource Fair off-campus
Student Health Center: N/A
Student Recruitment Center: N/A
University Transfer Center: 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.

Veterans Student Services: Left Blank

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

21st Century: N/A
Admissions and Records: Left Blank
CalWorks: Although Advisory Board meets annually periodic contacts with agencies are necessary to remain connected to community changes
Career Center: The advisory board will consists of campus, industry and community partners.
Child Development: N/A
DSPS: 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.
EOPS: N/A
Financial Aid: None
General Counseling: NA
Information Center: Left Blank
International Students: N/A
Library: N/A
Matriculation: N/A
Puente: None
Student Activities/Associated Student Organization: N/A
Student Employment Center: None
Student Health Center: N/A
Student Recruitment Center: N/A
University Transfer Center: 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: Left Blank

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

6/29/2011
Program:  President's Office Staff
Faculty & Staff:  
President - Dr. Roland Chapdelaine  
Executive Assistant to the President - Marie Christie Dam  
Foundation Director - Dr. Rhea Chung  
Public Relations Manager - Mr. David Ysais  
Compliance Officer - Dr. Letia Royal-Burnett  
Dean of Institutional Effectiveness - Ms. Anna Badalyan  
Staff - Ron Estroff

Section A. Mission

Module A.1: Program Mission

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

To facilitate the accomplishment of our college mission, vision, and core values.

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

The purpose of this office is to provide leadership and support. We are here to support the ongoing operational and strategic plans of the institution.

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

In reviewing the College's mission statement, the President's office acknowledges that to be in alignment with the college mission, the President's office is to be accountable for implementation and evaluation of the college's mission statement.

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 Success; Communication; high-quality technical and professional; educational; diversity

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

Innovation; Outreach; industrial training center; Diverse and/or multicultural; Growth
### 3. How does your Program support LATTC Core Competencies?

The President's Office supports and holds accountable all those involved with the implementation of the core competencies. Public Relations has provided the means to focus industry, governmental and community attention to our educational environment and student population, allowing for critical engagement with government and industry leaders in this socio-economic environment. OIE by providing information to enable assessment of core competencies. Compliance supports the LATTC core competencies by mediating issues and supporting students, staff, faculty and administrators in an effort to keep the focus on our mission of education. Foundation provides much-needed resources for our students through building endowment and scholarships. Our students will be able to attain their educational goals at LATTC.

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

The President's Office provides leadership for implementation of LATTC's Strategic initiatives. Public Relations creates an environment of success for students, promoting student success in tangible, media-based formats. The OIE enables and promote data driven decision in support of college's Strategic Initiatives.

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

Sufficient staff to support full implementation of the Strategic Master Plan. Promote institutional culture that is evidence based and data driven decisions. Building endowment, alumni base, and outreach.

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

In 3 years, LATTC will have full accreditation, a balanced budget, and be a national leader in Career Technical Education. More interactive and technology-based approach to information and outreach. Providing leadership, support, and services to the campus community in a more effective and efficient way.

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

In 5 years, LATTC's Facility's Master Plan will be fully implemented, deployed, and operational dollars needed to support it will have been acquired. LATTC to be competitive with the public relations and marketing programs of four-year institutions where our outreach is aggressive and cutting-edge. To be more centralized, recognized, and involved in the internal and formative processes regarding institutional planning, research projects, and analysis contributing to improvements in student success.

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

In 10 years, LATTC will be one of the largest colleges at the LACCD relative to FTES, with a complete multi-media format of marketing and outreach, including a staff that provides immediate information in a very dynamic environment.

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

Budget stability, student success improvement, continued facility development, flexible and nimble organization, growth in reputation, campus confidence and enrollment through communication, allocation of more time and resources for the projects directed to student success, and customer service.
10. How is your Program perceived by the external community?

The President's Office is a representation of LATTC, and we are seen as "Dream-Makers". We are also seen as one of the best among community colleges, and certainly top shelf when it comes to events and their logistics. We are also seen as the main source of information related to the institution.

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

The President's Office represents LATTC - seen to be a great place to work and grow professionally. We are a supportive, creative, student-centered, and student-supportive office. We are also seen as being helpful to faculty, staff, and students by enabling open discussion, identify concerns, and elicit resolutions.

12. How is your Program perceived by the competitors?

Speaking on behalf of LATTC, the President's Office Staff at LATTC is seen as innovative and inclusive in developing campus and District wide solutions.

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

We want to be seen as the epitome of excellence, responsiveness, flexibility, reliability, professional, helpful, supportive, and innovative. We also want to be seen as a very engaging, knowledgeable and creative team, which has changed the landscape of Trade Tech and is open to any event or idea; as a place to discuss and resolve issues to make their tenure at LATTC more pleasant. We want to be perceived as a positive force in the Greater Los Angeles area and become a vital part of this community.

Module B.2: Matriculation Plan:

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

The President's Office Staff is not directly affiliated with the Matriculation Plan although we do provide supportive services. The President's Office does ensure that those individuals and departments responsible for implementation of matriculation services are followed-through.

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

Matriculation needs to work closely with Public Relations to develop proper communication with students, faculty, and staff. Improved data collection mechanisms need to be utilized in order to better assess the effectiveness of the matriculation services.

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

More support of Trade Tech Days. Alignment between the student goals, counseling services, and Enrollment Management Committee initiatives. More rigorous monitoring of student progress through their educational plans. Matriculation requires the oversight of student academic counseling in the sense of identifying the needs of specific cohorts.
**Section C. Annual Program Review Analysis Modules**

**Module C.1: Reflection**

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

   Budgetary austerity, improved efficiency and effectiveness, as well as successful securing of external funding to support the college operation. We have adjusted the marketing focus to include more internal efforts including communication, accreditation and matriculation and have supported virtually ALL departments in their missions. Communication internally has completely changed since the Public Relations Department was created. The Office of Institutional Effectiveness provided leadership in the Program Review process. A large number of one on one and small group trainings on Program Review took place. The data and information on enrollment management was provided on a regular bases. ARCC report was brought to campus-wide data discussions. Successful fundraising gala raising over $500,000.

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

   **Positives:** Based on the current economy, there is an increased need for highly-paid skilled workers, development of programs responsive to employment needs of the community, and improvement in facilities and technology infrastructure. Positive feedback received from the district because of VIP and outreach events. High media attention has been remarkably positive for the campus.

   **Negatives:** Continuing state budget difficulties, dealing with expanded enrollment and growth expectations by the community, including student support services. Absence of a single contact portal for students. Due to the strengthening of the accreditation requirements, more emphases were devoted to addressing the accreditation recommendations which required extensive time commitment.

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

   **Positive internal factors:** Full engagement of program review and SLO implementation; improvement in Accreditation status, hiring of key qualified personnel, and continued implementation of Facilities Master Plan. Integration in accreditation report showed department's real value. Hosting events involving high-profile visitors and VIP's brought on a positive outlook on the college campus.

   **Negative internal factors:** Dealing with staffing challenges and conservation of the budget.

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

   To increase finding of alternative sources of funding, such as entrepreneurship, grants, contract work, accelerating staff development, improving effectiveness of existing programs, and Basic Skill initiatives to improve student success.

   We need to increase ALL students' engagement online and on campus.

1/24/2011
Module C.2: Service Area Outcomes (SAO) and Student Learning Outcomes (SLO)

1. How many Units are in the President’s Office? 4

2. Do all Units in the Office have Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs)? Yes

3. Do all Units SLOs/SAOs align with LATTC Core Competencies? No

4. Do all Units have a formal assessment plan for SLOs/SAOs? No

5. How many Units have at least one SLOs/SAOs assessed? 3

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

   A campus-wide survey was given regarding planning and leadership, assessing the college and president's office. From this survey, it was discovered that the majority of those surveyed believed the President ensures that planning processes and their results are visible to the campus community. The assessment also indicated that the majority of those surveyed believed that the college's vision, mission, and goals are used to frame the development of all plans within LATTC. Majority of survey-takers also agreed that LATTC has an Enrollment Management Plan, a student equity plan, and both an annual and a comprehensive program review process.

   More students need to visit the website and that needs to be supported by accessible computer labs. The need to increase awareness of the needs of our students - not only to the external community but to the internal campus community as well. The need to increase the awareness of the importance of fundraising and outreach efforts.

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

   The President's Office will continue to provide the leadership needed to ensure that the majority of the campus agrees with the findings above. The President's Office will then review and address those areas with the majority of responses being "unsure or neutral". Such areas related to the President's creation of resources for an effective planning system and holding committee chairs and college leaders accountable for specific planning activities and objectives.

   Increase computer labs, wireless capability and attractiveness of the resource. We will clearly measure all increases in the number of visits to our website.

   More aggressive communication efforts to both internal and external community.

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

   In regards to having an effective planning system, staff is required to ensure that dissemination of communication and documentation of projects, goals, initiatives, and programs are completed. A resource request will be needed to obtain additional assistance within the President's Office. The President's Office is unable to function efficiently and effectively to its maximum potential without the required staffing to assist.

   We need a full-time graphic designer and a videographer/photographer immediately with the appropriate computer and software. We cannot present an aggressive and cutting-edge "technical" college package, with a 1990s media infrastructure.

   For better services, proper staffing is needed. An alumni and outreach efforts require a database management tool.
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 Accrediting Commission for Community and Junior Colleges (ACCJC) is the accrediting body. LATTC is audited by the Los Angeles Community College District (LACCD), state auditors and federal auditors relative to grant money and state allocated resources.

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

   1. Bond Steering Committee is an advisory board that meets every quarter at the LATTC campus.
   2. Foundation: Board of Directors meetings are held every 4th Friday of the month at 12:00pm on campus at LATTC.
   3. The District wide Research Committee (DRC) that coordinates all research and planning activities within the District. This committee meets every 3rd Thursday of the month to discuss colleges issues related to reporting, responding to external requests for information, and generally agree on definition of terms and a standard for data presentation.

4. Advisory board recommendations.

   The Bond Steering Committee wants to be ensured that none of the bond money is being used to pay for administration, instruction, and teaching salaries; money is to be spent on construction and reconstruction.

   Foundation recommends formation of a subcommittee for solicitation of private entities to assist in naming the theatre for maximization of dollars received.

   While there isn't an accrediting panel for Public Relations, there are standards that are being assessed and reviewed which establish a level of excellence for all public relations professionals. The Public Relations manager is a member of both the National Council for Marketing and Public Relations as well as the Community College Public Relations Organization to access these professional standards on an ongoing basis.

   The DRC recommendations are:
   - To create a district wide automated reporting tool with dashboard delivery
   - To develop a district wide application, Institutional Effectiveness System (IES) for Program Review, Planning, and SLO.

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

   A strategic marketing plan needs to be in place within the next two years to address issues of digital signage and web development. Dashboard and IES projects are in the development stage with the support of the district funds and high involvement from campus researchers. Implementation of a more active communication strategy for internal and external community as well as development of an alumni database.