LATTC Program Review 2010- 2011
Instructional -Department Level

Department:   Allied Health Department

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Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.
   The Nursing Program at Los Angeles Trade Technical College (LATTC) provides a high quality
   curriculum using
   current health-care technology and evidence based practice that prepares students to pass the
   national licensing
   examination and function as entry level registered nurses. The curriculum moves from simple to
   complex while
   promoting critical thinking and fostering a desire for life-long learning.

2. Describe the purpose of the Department.
   The Registered Nursing Program at Los Angeles Trade-Technical College combines nursing and
   general education courses with selected laboratory experiences during which students provide nursing
   care to clients in hospitals and other health care facilities. Nursing courses include medical-surgical
   nursing, geriatric/community nursing, women's and reproductive nursing, psychiatric-mental health
   nursing, child and family nursing, pharmacology in nursing and leadership/precedtorship. The
   program is designed to be completed within four semesters after admission for non-licensed
   candidates and within three semesters for candidates who have a valid California LVN license and
   successfully completed the LVN bridge course.

   The purposes of the RN Program are to meet the requirements of the California Board of Registered
   Nursing (BRN); prepare the students to take and pass the National Council Licensure Examination
   (NCLEX); and to practice as an entry level Registered Nurse (RN).

3. Describe the alignment of the Department mission statement with the College’s mission
   statement.
   The mission of Department of Allied Health and Nursing Program aligned with the mission
   statement of LATTC by providing a high-quality professional education; fostering a climate of
   life-long learning; and preparing our students to effectively participate in a democratic society.

4. Please provide additional comments and suggestions for this module.
   N/A
Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

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

3. How does your Program support LATTC Core Competencies?
   
   The RN Program supports LATTC Core Competencies.

   The RN students utilize critical thinking skills and nursing process to assess, diagnose, plan, implement, and evaluate care for clients of all ages, who are experiencing acute or chronic health problems. They function within the scope of the California Nurse Practice Act; demonstrate commitment to the Nursing profession; and collaborate with other health care personnel to provide coordinated care for the culturally diverse clients of our community.

   The RN program employs a Student Retention Specialist, who develops and implements academic and clinical strategies to increase student learning, success and retention. The specialist acts as a liaison between nursing students, nursing faculty and college support services.

   A curriculum map is currently used to document the relationship between every component of the curriculum, course SLOs and program PLOs. Ongoing program evaluation provides educators with an opportunity to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses and gaps; and identify opportunities for integration among disciplines and assessment methods.

   An annual RN Program Review is implemented to critically assess the program; identify necessary adjustments; and design a mechanism to institute and evaluate proposed changes. The desired outcomes from the program review process include evaluation of program effectiveness, program development, clarification and achievement of program goals, and compliance with accreditation and other mandated reviews.

   A Pre-Nursing course was created and successfully implemented for the incoming fall semester RN students. It provided basic training in the cognitive, technical, interpersonal, and communication skills needed to provide nursing care. In addition, information on time and stress management, leadership, problem solving, team building, behavioral management and strengthening of interpersonal relationships was provided.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   
   All of our goals were connected to Student Success Priority Initiative: Students in Transition to Job Placement.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   
   The RN program will enhance student learning and success by increasing the NCLEX annual success rate of RN Program graduates to 85%.
6. Where do you see your Program in 3 years?

1. Our program will enhance student learning and success by increasing the NCLEX annual success rate of RN Program graduates to 85%.
2. Students will be interested in continued growth and learning and pursue a Bachelor of Science in Nursing (BSN).

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

Comply with AB 1295 and be affiliated with CSULA and have an RN to BSN track for generic students.

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

Space, equipment and supplies for faculty and students will support licensing and industry changes. Student clinical placements will be in community and other non-traditional settings that reflect changes in health care provision.

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

1. Simulation in nursing education is the wave of the future. It provides learning experiences that may not be available in the clinical setting. In addition, it provides the opportunity for instructors to tailor the simulated experience to the learning needs of the student. Student success in nursing education depends upon the program's ability to provide high quality simulation experiences. The program needs a full time Simulation Lab Coordinator and a full-time Patient Care Simulation Technician to make full use of the simulation lab that has already been funded.

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

Many students come to LATTC just for the Nursing program. LATTC has many more male nursing students than the other colleges in the LACCD. This is partially because word of mouth has it that male students are easily assimilated in the program.
Clinical agencies, such as Cedars Sinai Medical Center (CSMC) and California Hospital Medical Center (CHMC), respect the clinical instructors.

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

There is a symbiotic relationship with the Science and Math departments because students applying to the RN program have to complete science and math prerequisites.

12. How is your Program perceived by the competitors?

The RN Program is less expensive and just as rigorous as private institutions. The program has a collegial relationship with the other nursing programs in the LACCD.

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

To be continuously respected as a quality RN program.

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

N/A

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

| 1. Admission and counseling services and learning skills courses are currently utilized by the RN program. |
| 2. A Nursing entrance examination called Test of Essential Academic Skills (TEAS®) is used to assess the academic preparedness of entry-level nursing students in Reading, Math, Science, and English and Language Usage. If a student achieves a passing score on the TEAS, he or she will be placed on the waiting list. If the students does not achieve a passing score, he or she will be provided a remediation opportunities, and permitted to retake the exam one time only. |

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

| There should be more consistency and continuity in the admission process in the RN program. Counseling and admission services need to be better informed about nursing program requirements and entry processes. |

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

| We would like to increase the utilization of the LATTC orientation program to describe and explain the Nursing Program. We would like to increase usage of the Student Health Center. It would help if Student Health Center hours were extended in the summer. Also, short term or crisis counseling provided by the student health center would be invaluable to our students. |

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

| N/A |

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

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

1. Mission Statement Section - Recommendation Follow-up

| N/A |

2. Data Section - Recommendation Follow-up

| N/A |

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

| 1. Requested a full time simulation coordinator, but was denied. |
| 2. We are currently using grant money to fund a Student Retention Specialist at 12 hours per week, which will end in the academic year 2011. |
| 3. Planned to create a NCLEX Review course; researched a NCLEX Review class, such as Kaplan NCLEX Review class, and decided to go with Kaplan NCLEX Review class. |
| 4. Created and piloted a Pre-Nursing course for the incoming first semester RN students. |

4. Forms Section - Recommendation Follow-up

| N/A |
Module C.2: Reflection

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

1. The new RN curriculum has been developed and fully implemented.

2. Revision of the Pre-Nursing course, and creation of a non-credit course is in process. It will be offered to each new entering RN class in summer and winter.

3. A software that will teach simulation and critical thinking and simulate electronic documentation is being considered.

4. A professional dress code for the RN students that fosters a sense of community and professionalism at all times was established.

5. Relocation of the Nursing department to a new renovated building, with full equipment purchased by the Nursing grant, will be in effect January 2011.

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

1. The president of CHMC requested the Department of Allied Health (DAH) to create courses related to critical thinking for the Nursing staff of CHMC.

2. The current budget restriction denotes that DAH will be unable to accept more students.

3. Some clinical agencies refused to accept Associate Degree Nursing (ADN) students because their goal is to hire no less than 90% BSN graduates.

4. Recent studies show that 61% of ADN students who were licensed in winter of 2009 or beginning of 2010 do not have jobs.

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

1. The retired staff was replaced with a total of 11 full-time Nursing faculty.

2. The old DAH building was renovated; expected move-in will be January 2011.

3. As a result of the new curriculum and periodic testing, NCLEX annual passing rate increased from 66% to 76%.

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

1. To assist in the transition process from ADN to BSN program

2. Consider the use of grant money to purchase software for computerized charting and assessment.

3. Hire a patient care simulation technician.

4. Hire a simulation lab coordinator.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

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

10. What were the most important findings from the assessments of SLOs & PLOs?
    Our new curriculum is proving to be more effective than the old curriculum judging by the significant increase in NCLEX pass rate. In addition, the utilization of A.T.I. testing as a required supplement to the curriculum has increased our students' ability to practice as entry level RNs judging by preceptor evaluations and NCLEX scores. However, agencies are limiting the procedures that students are allowed to do necessitating more use of the simulation labs.
    The CNA course, HOC 37, will not be offered in spring 2011. The course needs to be re-approved by the Department of Public Health. The forms will be sent to Sacramento in January.
    Allied Health has started a 3-semester Medical Assistant Program. The program offers a certificate after three semesters but students may continue on and earn an AS degree. The first three courses were offered in fall 2010.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    Faculty will emphasize ATI non-proctored tests as preparation for taking the proctored tests. Faculty will continue to review the curriculum to be sure that there is as smooth a transition as possible from one level to the next. Faculty will use simulation software and hardware to supplement student learning in the clinical area.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    Yes. The department needs to fund a faculty position, simulation lab coordinator and a classified position, patient care simulation technician.

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

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

   The NCLEX is a national licensing exam given to RN graduates. The passing rate for the last 3 academic years has increased by 13.6%.
   - Academic year 2007: 58.29%
   - 2008: 62.55%
   - 2009: 71.89%

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

   Nursing is a field that is in high demand and is one that is personally rewarding and constantly stimulating. Well paying jobs for nurses are available in almost every city in America. The American Hospital Association announced that hospitals across the country need 118,000 RNs. They predict that by 2014 there will be a need for 1.2 million new and replacement nurses. Salaries have been going up too. In 2002, 34% of RNs were earning from $40,000-55,000; and 22% were earning $55,000 to $75,000 per year. More importantly, nurses have the opportunity to improve and even save lives; teach people how to achieve better health; and advocate for patients/clients and their families.

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

   The Nursing program did not conduct placement information.

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

   The Advisory board meeting is scheduled for October 20, 2010 at 0900 am in TE 101.

5. Advisory board recommendations.

   N/A

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

   N/A

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

   N/A
Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

To provide an environment that supports the educational objective, academic progress and welfare of our student athletes and allows them to compete at the highest levels of athletics. As well as to promote the principles of sportsmanship and ethical conduct. The learning experiences provided to our student athletes should include social, moral, cultural, emotional and vocational growth and development and emphasize the value of teamwork, loyalty, sportsmanship and individual accountability.

2. Describe the purpose of the Department.

To enhance student success by embracing the philosophies of our athletic department and transferring students to a four year institution. The athletic department is responsible for running the intercollegiate athletics program at Los Angeles Trade Technical College. We currently offer 11 sports including M/W Cross Country, M/W Water Polo; M/W Basketball, M/W Swimming & Diving, M/W Track & Field and women's Volleyball. We are members of the South Coast Conference as well as the CCCAA (California Community College Athletic Association).

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

To transfer our student-athletes to four year institutions.

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

It seems odd that our mission statement mentions, "academic goals" yet, there is nothing specific about transfer beyond this institution.

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

Transfer

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

life-long learning
### 3. How does your Program support LATTC Core Competencies?

During athletic competition each team member is required to gather information and analyze different competitive situations. They must also deal with problems inherent to athletic competition and find solutions in order to garner success in their respective sports. They must also communicate with their coaches and amongst themselves during competition to ensure they are following the specific instructions and strategies set forth by their coaches. In addition, our athletic department is comprised of student from different cultures and socioeconomic backgrounds. The nature of intercollegiate athletics makes it imperative that they communicate and work together in order to give themselves and their team the greatest opportunity of success.

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

Our student-athletes who wish to transfer to a 4 year institution are required to fulfill certain academic requirement set forth by both the NCAA and CCCAA including but not limited to: full-time status, a minimum grade point average, minimum number of units between seasons and certain transfer requirements.

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

- Transfer of students to 4 year institutions

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

- Expanding through the building of new facilities.

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

- Expanding athletic offerings within the new facilities.

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

- Continuing the success achieved throughout the years in our transfer rate and success on the field.

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

- Increased opportunities for women and minorities, student preparedness for transfer, resulting in transfer to a 4 year institution.

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

Our local community supports the opportunities we provide for disadvantaged students who come from low socioeconomic backgrounds. In many cases, our students are only in school to participate in athletics and athletic participation is their only means of continuing their education.

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

The college supports our athletic program and is surprised by our success despite limited resources and facilities.

### 12. How is your Program perceived by the competitors?

Other colleges like our campus community is surprised by our success despite our limited resources and facilities.

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

As a leader steeped in tradition and integrity. We strive to have the highest student-athlete transfer rate amongst all the colleges throughout the state and to continue to provide educational and athletic opportunities for our local community.
Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?
   Athletics uses all of the matriculation services offered on our campus.

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Priority registration for athletes. As class offerings continue diminish it is imperative our student
   athletes have the opportunity to enroll in the classes necessary to transfer. As a student-athlete, you
   face additional constraints that other students do not. In particular, NCAA eligibility requirements that
   govern transfer and eligibility clocks that continue to tick and can hamper your ability to transfer with
   the required number of competitive years remaining.

3. What additional matriculation services would you like to see in the future?
   An athletic counselor who is abreast of all NCAA requirements that govern transfer eligibility for
   student athletes.

4. Please provide additional comments and suggestions for this module.
   Many of our student-athletes come from disadvantaged backgrounds and attending college for some
   of them is a hardship and without proper support systems for them it continues to make college
difficult and can negatively effect their ability to transfer.

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
   In my last program review Validation Report there were no recommendations.

2. Data Section - Recommendation Follow-up
   In my last program review Validation Report there were no recommendations.

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   In my last program review Validation Report there were no recommendations.

4. Forms Section - Recommendation Follow-up
   In my last program review Validation Report there were no recommendations.
Module C.2: Reflection

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

As a department we have exceeded the college's ARCC numbers in relation to student success. We are proud of the fact that over 60% percent of our student-athletes who were eligible for transfer did so. Many received athletic scholarships to help defer the cost of continuing their education. We finished in the top 25% in the NAATYCA Cup standings which are used to determine the success of each college in the states athletically based on performance. Our women's cross country team finished 6th in the state and both of our basketball teams went to post-season and were ranked in the top 15 throughout the season with the women's program finishing the season ranked in the top 10.

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.).

Budgetary challenges impact us directly. With the college not receiving growth funds our FTE potential has been deemed insignificant. As class offerings dwindle it is becoming increasingly difficult for our students to graduate in 2 years. As the legislature continues to discuss changing funding for credit PE from credit to non-credit levels we continue to be looked at as something as a second class program. However, the positive impact of these things is that we continue to be successful. Through perseverance and teamwork which are characteristics we emphasize to our student-athletes. This allows to be a positive example to the kids within our program.

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.).

Staffing resources continue to be a challenge. We have very few full-time coaches. Thus, we have a great deal of turnover within our department. Continuity and tradition are important in Athletics as such, with walk-on coaches this becomes very difficult. In addition, having limited facilities recruitment and external marketing of our program is almost impossible. With up to date athletic facilities we could host major championships for the high schools in our community. By doing so we would be able to incorporate corporate sponsorship, actively market our athletic program and be a beacon within our community for athletics. There are very few championship level facilities within our community thus, if we were able to host these events it would be extremely beneficial for the college and our community. Lastly, not having an Athletic Counselor has been very difficult. NCAA rules governing transfer for student-athletes constantly change. We need someone to go to the NCAA conventions in order to provide our student-athletes with the latest information governing transfer.

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

The college needs to provide us with the resources necessary to remain competitive in an ever changing environment. Having priority registration for student-athletes would allow us to provide our students with the opportunity to enroll in the classes they need to transfer with the help of an athletic counselor who could write IEP's containing current up to date transfer information.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

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

10. What were the most important findings from the assessments of SLOs & PLOs?
    The current plan has assessment of 5 of the 7 athletic classes in Fall 2010.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    Curriculum for these classes has been updated to include SLO's.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    Eventually, once assessment data is gathered and evaluated.

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

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

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)
   No

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.
   Athletics represents all aspects of the labor market. Athletes are required to display characteristics through competitions that are valued within the work force. Things like, commitment, dedication, hard work, the ability to work with others in a diverse setting, displaying communication skills, teamwork etc...

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

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

1/11/2011
5. Advisory board recommendations.  
N/A

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

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

Module A.1: Department Mission

1. Describe the mission of the Department.

   The mission of the Behavioral, Social Sciences & Child Development Department is to provide our students and community with academic options in Anthropology, History, Political Science, Psychology, Sociology and Child Development, as well as to provide the required courses necessary to graduate with an AA/AS degree or to transfer to a 4-year college or university.

2. Describe the purpose of the Department.

   The department is committed to fostering understanding of human nature, creating actively aware participants in society; and establishing a foundation for life-long learning and critical thinking. Our students will leave LATTC with a greater sense of efficacy in the world and their ability to affect positive change in society.

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

   Provide our students with education options that meet their life-long career development and academic goals.

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.

   Critical-thinking

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

   Innovation
3. How does your Program support LATTC Core Competencies?

Our department supports LATTC Core Competencies through A, B, D and E. All the disciplines require writing assignments which help students with their critical thinking skills, communication and comprehension skills. Many of the courses within the various disciplines specifically address issues of diversity.

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

We are all involved in the following Initiatives
Student Success
1. Program Review and SLOs
2. Implement Technology into the Curriculum (located in TE building-all smart classrooms)
Growth
1. Expansion of Alternative Delivery Courses and Support
2. Programs Offerings and Cost Structure

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

1. Expand the use of technology within the classroom to improve the learning and teaching experience
2. Improving Student Success

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

1. Child Development Department becoming an Independent department.
2. Establish a Liberals Arts Degree with an emphasis in History, Anthropology, Political Science, Psychology and Sociology.
2. Offer research courses in Social Sciences.

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

As CTE students increase their obtainment of AA/AS degrees, the number of faculty and courses will expand to meet the increased demand.

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

One of the innovators of pedagogy and assessment on the campus.

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

1. That the current economy has greatly impacted course offerings and expansion.
2. Better integration/correlation with Reading and Writing Centers and Library.

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

A small department as compared to other colleges in the District.

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

As "ahead of the game" in regards to pedagogy and assessment.

12. How is your Program perceived by the competitors?

Lack of diverse offerings of courses.

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

As a viable department that serves the college and its students. As a source of leadership and innovation for the campus.
Module B.2: Matriculation Plan:

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

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

   Faculty could participate in Orientation; sharing information about the department and its disciplines.
   Faculty need to meet with the Counseling department once a year to facilitate communication and information about the disciplines.

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

   Better integration of IGETC and transfer opportunities in the Orientation/Matriculation process.
   Move from advisories to prerequisites for courses.
   Counselors need to visit classes to ensure that students are on their transfer and degree pathways and requirements.

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

   Validation comments are not clear. Asked that Dean be made aware of validation process.

2. Data Section - Recommendation Follow-up

   Clarification needs to be to be given from the beginning of how the program reviews will be validated and evaluated.

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

   Look at key discipline priorities and develop goals.

4. Forms Section - Recommendation Follow-up

   Indicates department did a good job of analyzing their courses and needs.
Module C.2: Reflection

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

With the return of Dr. Bradley Vaden, there is a Full-time faculty member teaching Political Science courses again.
The department has been approved and is in process to hire a replacement, tenure-track, psychology instructor.

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

Negative external factors-Current state budget which has decreased college budget
The increase in unemployment has created an increase in students and course demand. The department has been unable to meet these demands due to budgetary and scheduling restrictions.
Many of these students have been turned away due to cutbacks in class offerings.

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

Positive internal factors:
1. Completing hiring process for new Psychology faculty member. New faculty member will be joining the department beginning Spring 2011 semester.

Negative internal factors:
1. Unable to hire new Child Development faculty member.
2. Changes to the in-person add process have delayed processing.
3. Lack of proper facilities for Child Development courses.
4. Lack of sufficient space for adjunct faculty teaching within the Child Development discipline.

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

External factors:
1. Increased budget needed so that department is able to offer more sections as well as develop new courses
2. Hire new Child Development faculty member.

Internal factors:
1. Streamline the add 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? 7
4. Do all Programs have Program Learning Outcomes (PLOs)? ✔
5. Do all Programs have Curriculum map developed? ✔
6. Do all PLOs tie into LATTTC Core Competencies? ✔
7. Is there a formal assessment plan for all PLOs? No
8. How many Programs have at least one PLOs assessed? 0
9. Do all SLOs tie into LATTTC Core Competencies? Yes

10. What were the most important findings from the assessments of SLOs & PLOs?
    Need to adjust some of the rubrics used for assessment.
    Improved emphasis upon critical writing. Students should follow the advisories for the courses.
    Increased instruction on research and resource assessment.
    Increased utilization of Writing Center and Open Computer Lab.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    Rubrics have been adjusted.
    Writing techniques and strategies need to be implemented in instruction.
    Increase collaborations with Library and Writing Center.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    There needs to be some workshops given by the Writing Center and Library that meet departmental needs.

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)
   N/A

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

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

Child Development Department has an advisory board that meets once a semester.

5. Advisory board recommendations.

Because there have been several changes to Child Development curriculum and there will be more changes, advisory members indicated they want clarity on the course description changes and prior notice to when the changes will be in effect.

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

Child Development faculty will keep in contact with advisory board members and give sufficient notification of curriculum changes.

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

Department: Business/CAOT/CIS/Paralegal/Community Planning/Mortgage Finance

Participated Faculty/Staff: Jamil Ahmad
Joseph Auciello
Paulette Bailey
Shoushan Baklayan
Karl Gary
Cliff Montour
Dorothy Thornhill
Mel Taylor
Louis Hahne
Michael Lindsey
Victoria Emerson
Basil Ozuah

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The mission of the Los Angeles Trade-Technical College Department of Business, Computer Application and Office Technologies, Computer Information Systems, Paralegal, Community Planning-Mortgage Finance is to deliver a state-of-the-art, comprehensive, and rigorous curriculum, at every level of all its disciplines, with the intent to prepare our students with a student-friendly teaching and project-centered approach that would allow our students to meet our standards and achieve their goals.

   The variety of Business-CAOT-CIS-Paralegal and Community Planning-Mortgage Finance department programs, within each discipline, provide students and the community opportunities to enroll in flexible scheduling high-quality technical and professional options that are designed to meet their academic, career/professional, personal, and life-long learning goals; foster a climate of life-long learning for students and the community which prepares them to become productive members in society and encourage them to generate economic development with participating educational, governmental, community, and business partners.
2. Describe the purpose of the Department.

The Business, Computer Application Office Technologies, and Computer Information Systems Department integrates with virtually every discipline at Los Angeles Trade-Technical College. The department is unique because it focuses on skills, knowledge, and viewpoints needed to prepare students for today's workforce. The curriculum is broad and rigorous, however, it affords students, regardless of backgrounds, the opportunity to enhance and transform their education for better employment opportunities and career ladder promotions.


The Business Program offers occupational training and university transfer preparation in a variety of business areas required by supervisors and managers in both private and public industries and agencies, and by business programs at various colleges and universities.

The Computer Application Office Technologies Program (CAOT) provide students basic and comprehensive subjects, flexible enrollment opportunities—on campus, online and/or hybrid classes, and high-quality instructional resources, to develop their personal, career, and lifelong learning goals.

The Computer Information Systems Program (CIS) offers students occupational training in fields such as programming (software developer), software engineering, computer networking, and multimedia. Students learn comprehensive computer programming techniques. Virtually all courses in Computer Information Systems are University transferable.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

The mission of the department aligns seamlessly with all aspects of the college mission statement. A component of the department's mission is to prepare graduates to be productive professionals who maximize utilization of information technology to make responsible business decisions in a changing world global economy.

Secondly, the department's mission is very similar to the college mission in that it offers credit programs for educational opportunities and seeks to create a student focused educational environment that encourages high-quality teaching and learning. The college along with the department serves a diverse student population, many of whom are first generation college students.

The department also strives to be an effective public servants that are proactive and creative problem solvers. It is a responsible stewards of public resources that have strategic partners with enterprise, public and private entities. It is a public administrator who is responsive to the diverse cultures and a change agent to the needs of the community.

Our programs are designed to be increasingly recognized by our advisory community stakeholders, for the department prepares self-confident and competent graduates. We recognize the following stakeholders as principal partners:

- Students and Alumni
- Faculty, Administration, and Staff
- Employer/Community Advisors
- Local and Governmental Agencies

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

It is extremely important to review and monitor or mission statement on a regular basis. The department is constantly impacted by the local, national and business environment. On-going assessment of the mission is critical to anticipating and adjusting to change.

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.

   Commitment / Service

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

   Effective Leaders
3. How does your Program support LATTC Core Competencies?
   We meet LATTC Core Competencies through:
   Students develop research skills based on required assignments.
   Students prepare written and oral reports to enhance communication skills.
   Students are engaged in role play to help understand ethical principals.
   Students learn critical thinking skills via discussion of current and relevant business issues.
   Students use case studies methodology to enhance analytical and problem solving skills.
   Students learn basic and advance computer skills.
   Students learn proficient, advance, and expert level Microsoft Office Applications skills.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   The department embraces a student-focus educational environment and offers a variety of programs
to prepare students to become productive participants in a continuously changing technological global economy.
   The department supports Student Success Priority: Initiative Students in Transition to Job Placement by preparing students for entry-level occupations and career advancements.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   Student Internships in all disciplines within the department, in areas of business, supervision, management, computer engineers, and software developers.
   The college need to develop a system to track student employment.
   Raising the awareness of departmental degrees and certificates among the local business community.
   Continue to seek grant funding.

6. Where do you see your Program in 3 years?
   Increasingly integrated with the other disciplines on the college campus, local community and general business community at large.
   Providing students an increasingly exciting academic and practical learning experience. More technical equipment available for the classrooms (smart boards, robust internet connectivity).

7. Where do you see your Program in 5 years?
   Highly visible throughout Southern California and recognized as a model for academic and career technical partnerships.

8. Where do you see your Program in 10 years?
   The long-term goal of the program is to continue to help students meet the ever-increasingly complex business trends of the future. Students and working persons will have to navigate an extremely volatile environment. Research has suggested over the next 10 years business will be faced with:
   1. Creating effective teams from three generation of workers
   2. New challenges in worker recruitment - needing to use new and manage evolving technologies (e.g. LinkedIn, Twitter, Facebook and other upcoming technologies)
   3. Utilizing advanced technologies to deliver education and training to in an ever-expanding online environment
   4. On-going flexibility in meeting the needs of students and the business community
   5. Continuing to meet student needs in terms of the the globalization of work requirements
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

The department will remain impacted by the under-preparedness of students entering our courses. Once students are ready to enter main-stream classes, it is important to aggressively incorporate technology into their training. Communication skills should be stressed throughout the departments disciplines.

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

Feedback from the external community has been overwhelmingly positive towards the department, it's goals, objectives, and direction. Each discipline were given recommendation from it's advisory committees to help guide and improve the department.

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

The viability sub-committees surveyed a population of students and found that 97% would recommend the discipline's within the department to their family and friends. Some of their reasons for enrolling include the following:

1. Further their academic and technological objectives
2. Gain knowledge to pursue entrepreneurial aspirations
3. Create self-employment opportunities
4. Prepare to compete for current job advancements

12. How is your Program perceived by the competitors?

It is the belief that our competitors respect our programs and disciplines.

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

The department would like to be perceived by all constituencies as preparing our students for all industry and educational demands. We would like to become a resource for the community at large to meet their training needs.

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

N/A

Module B.2: Matriculation Plan:

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

Admissions, Orientations, Assessments, Counseling, EOP&S, and Financial Aid.

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

Counseling and orientation need to better advise incoming students of the rigor of various programs on campus. Student need to be effectively assessed to satisfy basic English and math requirements before enrolling in rigorous courses.

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

More participatory workshops to help students identify appropriate classes for their current needs. Many students register for certain classes and do not have the necessary skills to achieved their desired goals.
4. Please provide additional comments and suggestions for this module.

Many students taking evening and weekend classes have voiced some concerns regarding the lack of access to school services (library, counseling, etc.). Some have expressed a feeling of being "disconnected" with the school environment. An expanded effort should be made to provide more support for evening and weekend students.

## Section C. Annual Program Review Analysis Modules

### Module C.1: Recommendations from Validations

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

1. **Mission Statement Section - Recommendation Follow-up**
   - No recommendations were given.

2. **Data Section - Recommendation Follow-up**
   - No recommendations were given.

3. **Unit Planning & Budget Prioritization Section - Recommendation Follow-up**
   - No recommendations were given.

4. **Forms Section - Recommendation Follow-up**
   - No recommendations were given.
Module C.2: Reflection

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

The department plans to follow through on suggestions and recommendations of the program viability sub-committee, and advisory recommendations. It plans to develop a new occupational category and community college curriculum to meet the needs of industry.

The department must focus on updating technology and software regularly, to meet the needs of students and industry partners. As a career technical education (CTE) department, we should be first to train and implement new technologies. As a result of these needs, the department have upgraded all its hardware in six computer labs. The labs are currently in need of up-to-date operating systems. Windows Vista or Windows 7 should be loaded on to all computers as soon as possible. These are the operating systems that are currently being used by our industry partners.

The CAOT and CIS disciplines have improved tremendously by introducing new curriculum to the department. The disciplines in the department will to offer 8 new certificate of achievements by the Spring of 2013. The department plans to offer the following certificate of achievement in the coming year: Web Page Design, Computer Game Programming Techniques, Technology in the Virtual Office, CAOT-ePortfolio, Marketing Manager, Production Project Manager, Computer Specialist, Senior Computer Specialist, Rights and Permissions Manager to name a few.

The department has secured new technology for faculty use in the classroom (mobile multimedia technology cart, that includes one mobile laptop computer for classroom use). This ensures that instructors have more flexibility when presenting course material.

The department also co-sponsored a "PBS" Financial Literacy Seminar/Documentary on April 21, 2010. The title, "Your Life Your Money" with an attendance of over 350 students was definitely a success for the department.

The average class size has doubled from Fall of 2005 to Fall of 2009 from 18 to 33. The average class size had doubled from Spring of 2006 to Spring of 2010 from 18 to 36.

The efficiency rate for FTES per FTEF has increased from 11.08 in the Spring of 2006 to 20.79 in the Spring of 2010.

The demographic trends in gender distribution shows an increase in male enrollment that is now equal to female enrollment. The male demographic trends increased from 40% in Spring 2006 to 49% in the Spring of 2010.
2. What are the positive and negative external factors that influenced the Program? (Help-
Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation
recommendations, enrollment issues, advisory committee suggestions, etc.).

The current financial catastrophe in California, under which we are operating, has exhausted what
paltry resources
we had to deliver instruction. The recession has brought about higher fees to our college and lower
financial
assistance to our needy students. Additionally, the costs of textbooks exacerbates this situation, and
more students
are left out of the opportunity to seek a college education. Consequently, continuous drastic
governmental budget
cuts reflect in lower funds for the college, special funding, the department, and programs within the
disciplines.
Such budgetary cuts render computer classroom with inadequate computers and peripherals for an
effective teaching
and learning environment. Accordingly, students attend other colleges that offer current software
applications and
computers to accommodate such applications.

The current economic situation that we are faced with on a global scale has adversely affected our
students and consequently program and campus-wide enrollments. In the face of such challenges, the
program has achieved an overall positive trend in enrollments.

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.).

One negative internal factor is the budgeting crisis the college is currently experiencing. However,
in spite of the crisis other departments have step in to support specialized disciplines who recently
introduced new innovative curriculum in an effort to modify its current offerings.

The department needs support from campus leadership to replace retired faculty with new faculty
that will support class offerings by introducing new and innovative curriculum.

4. What plans need to be implemented in order to address the Program's external and
internal factors?
To increase student success by retrofitting the professional/continuing education program to meet current demand for specialized skills.

A plan for hiring full-time faculty members to meet the needs of our students.

To increase consumer education programs to meet the education and training needs of the service area.

Prepare an information campaign to increase awareness of our program offerings to the external community.

Consider developing various social media that wouldn't comprise individual's private information (example - Facebook, LinkedIn, etc.) to enhance our ability to communicate with the internal and external environment regarding the program.

Increase communication with local colleges and universities.

Plan to purchase and install equipment needed to enable the students to create websites.

Continue to work on e-Portfolios for students.

Create a computer friendly environment for students who do not possess basic computer skills to transfer out of the discipline in a timely framework.

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

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs? Yes
2. Is there a formal assessment plan for all SLOs? Yes
3. How many courses have at least one SLOs assessed? 80
4. Do all Programs have Program Learning Outcomes (PLOs)? Yes
5. Do all Programs have Curriculum map developed? Yes

6. Do all PLOs tie into LATTC Core Competencies? Yes
7. Is there a formal assessment plan for all PLOs? Yes
8. How many Programs have at least one PLOs assessed? 1
9. Do all SLOs tie into LATTC Core Competencies? Yes

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

We must continue to enhance course objectives to meet the high standards that are being set. The department will emphasize the following:

Ensure that all faculty keep office hours to meet the needs of students.

Introduce projects where students can use innovative community based skills.

Create an environment where students feel comfortable when receiving additional training and practice to ensure proficiency in all departments courses.

Work with students to improve oral communication.

Work with students who have poor written communication skills.

Create an environment where students will improve technical skills that are required in most courses.

Introduce assignments where students will improve their critical thinking skills.
11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?

The need to replace retired faculty with new faculty who possess innovative ideas and curriculum.
Add additional tutorial assistance to strengthen practice of the computer applications.
Continuous review and monitoring of all departments programs and disciplines.
Update and change specialized curriculum.
Update and change computer lab hours to accommodate student needs.
Review publisher course management software.
Attend conferences to keep up-to-date on changes and upgrades in all disciplines.

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

Yes.
The department need continual support from the campus community in order for the discipline to become strong again.
Purchase computer furniture and printers.
Upgrade classrooms to smart classrooms.
Replace retired faculty with new faculty.
Purchase and install ceiling overhead projectors.
Purchase updated hardware and software on a continuous basis.
Fund conferences and trainings for faculty and staff.
Additional dedicated tutorial assistance to meet the needs of both daytime and evening student populations.
Some classrooms and labs need electrical upgrades, ergonomic table and chairs, and replace old chalkboards with white boards.
Repair lab ceiling tiles. In some of the labs, there are many holes in ceiling tiles (It’s embarrassing to work under these conditions).
Purchase software for new Paralegal Program.

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

N/A

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

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

There will be a licensing for Real Estate, CIS, CAOT, and Paralegal within the next 2 years.
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

General Business and Accounting: Job growth is projected to be about as fast as the average. The large size of this occupation ensures plentiful job opportunities, as many bookkeeping, accounting, and auditing clerks are expected to retire or transfer to other occupations. Employment of bookkeeping, accounting, and auditing clerks is projected to grow by 10 percent during the 2008–18 decade, which is about as fast as the average for all occupations. This occupation is one of the largest growth occupations in the economy, with about 212,400 new jobs expected over the projections decade.

A growing economy will result in more financial transactions and other activities that require record keeping by these workers. Additionally, an increased emphasis on accuracy, accountability, and transparency in the reporting of financial data for public companies will increase the demand for these workers. Also, new regulations and reporting methods, including the use of International Financial Reporting Standards, should result in additional demand for clerks involved in accounting and auditing. However, growth will be limited by improvements in accounting software and document-scanning technology that make it easier to record, track, audit, and file financial information, including transactions and reports. Moreover, companies will continue to outsource their bookkeeping, accounting, and, in some cases, auditing functions to third party contractors located both domestically and abroad.

Accountants and auditors help to ensure that firms are run efficiently, public records kept accurately, and taxes paid properly and on time. They analyze and communicate financial information for various entities such as companies, individual clients, and Federal, State, and local governments. Beyond carrying out the fundamental tasks of the occupation—providing information to clients by preparing, analyzing, and verifying financial documents—many accountants also offer budget analysis, financial and investment planning, information technology consulting, and limited legal services. Specific job duties vary widely among the four major fields of accounting and auditing: public accounting, management accounting, government accounting, and internal auditing.

Administrative services managers plan, coordinate, and direct a broad range of services that allow organizations to operate efficiently. They might, for example, coordinate space allocation, facilities maintenance and operations, and major property and equipment procurement. They also may oversee centralized operations that meet the needs of multiple departments, such as information and data processing, mail, materials scheduling and distribution, printing and reproduction, records management, telecommunications management, security, recycling, wellness, and transportation services. Administrative services managers also ensure that contracts, insurance requirements, and government regulations and safety standards are followed and up to date. They may examine energy consumption patterns, technology usage, and personal property needs to plan for their long-term maintenance, modernization, and replacement.

Specific duties for these managers vary by size of company or office and degree of responsibility and authority. In small organizations, a single administrative services manager, sometimes called an office manager, may oversee all support services. (See the statement on office and administrative support worker supervisors and managers elsewhere in the Handbook.) In larger ones, however, there may be several layers of administrative services managers that may specialize in different areas and report to directors of administration, or vice presidents of administration who oversee all administrative services.
The nature of these managerial jobs varies as significantly as the range of administrative services required by organizations. For example, administrative services managers who work as contract administrators oversee the preparation, analysis, negotiation, and review of contracts related to the purchase or sale of equipment, materials, supplies, products, or services. Other administrative services managers handle the acquisition, distribution, and storage of equipment and supplies, while others oversee the disposal of surplus or unclaimed property.

Administrative services managers who work as facility managers plan, design, and manage buildings, grounds, equipment, and supplies. Increasingly, they develop and implement plans that incorporate energy efficiency into a facility’s operations and structures. These tasks require integrating the principles of business administration, information technology, architecture, and engineering. Although the specific tasks assigned to facility managers vary substantially depending on the organization, the duties fall into several categories, relating to operations and maintenance, real estate, project planning and management, communication, finance, facility function, technology integration, and environmental factors. Tasks within these broad categories may include space and workplace planning, budgeting, purchase and sale of real estate, lease management, renovations, or architectural planning and design. Facility managers may oversee renovation projects to improve efficiency or ensure that facilities meet government regulations and environmental, health, and security standards. For example, they may influence building renovation projects by recommending energy-saving alternatives or production efficiencies that reduce waste. Additionally, facility managers continually monitor the facility to ensure that it remains safe, secure, and well-maintained. Often, facility managers are responsible for directing staff, including maintenance, grounds, and custodial workers.

Work environment. Administrative services managers spend much of their day in an office, but site visits around the building, outdoors to supervise grounds keeping activities, or to other facilities under their management are common. If overseeing a construction project, travel to the construction site is typical. Technology allows many facility managers to monitor equipment remotely and teleconferencing has reduced the need to travel as frequently to meet with off-site staff and vendors.

Computer Application Office Technologies: Employment of secretaries and administrative assistants is expected to increase by 11 percent, which is about as fast as the average for all occupations, between 2008 and 2018. Projected employment varies by occupational specialty. Above average employment growth in the healthcare and social assistance industry should lead to much faster than the average growth for medical secretaries, while moderate growth in legal services is projected to lead to faster than average growth in employment of legal secretaries. Employment of executive secretaries and administrative assistants is projected to grow as fast as the average for all occupations. Growing industries—such as construction; educational services; healthcare and social assistance; and professional, scientific, and technical services—will continue to generate the most new jobs.

Provide high-level administrative support by conducting research, preparing statistical reports, handling information requests, and performing clerical functions such as preparing correspondence, receiving visitors, arranging conference calls, and scheduling meetings. May also train and supervise lower-level clerical staff. Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customer's account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; and keeping records of collection and status of accounts. In a gaming establishment, conduct financial transactions for patrons. Accept patron's credit application and verify credit references to provide check-cashing authorization or to establish house credit.
accounts. May sell gambling chips, tokens, or tickets to patrons, or to other workers for resale to patrons. May convert gaming chips, tokens, or tickets to currency upon patron's request. May use a cash register or computer to record transactions. Perform clerical duties for courts of law, municipalities, or governmental licensing agencies and bureaus. May prepare docket of cases to be called; secure information for judges and court; prepare draft agendas or bylaws for town or city council; answer official correspondence; keep fiscal records and accounts; issue licenses or permits; and record data, administer tests, or collect fees.

As the reliance on technology continues to expand in offices, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to increasingly assume responsibilities once reserved for managerial and professional staff. In spite of these changes, however, the core responsibilities for secretaries and administrative assistants have remained much the same: performing and coordinating an office's administrative activities and storing, retrieving, and integrating information for dissemination to staff and clients.

Secretaries and administrative assistants perform a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as information and communication managers for an office; plan and schedule meetings and appointments; organize and maintain paper and electronic files; manage projects; conduct research; and disseminate information by using the telephone, mail services, Web sites, and e-mail. They may also handle travel and guest arrangements.

Secretaries and administrative assistants use a variety of office equipment, such as fax machines, photocopiers, scanners, and videoconferencing and telephone systems. In addition, secretaries and administrative assistants often use computers to do tasks previously handled by managers and professionals; they create spreadsheets, compose correspondence, manage databases, and create presentations, reports, and documents using desktop publishing software and digital graphics. They may also negotiate with vendors, maintain and examine leased equipment, purchase supplies, manage areas such as stockrooms or corporate libraries, and retrieve data from various sources. At the same time, managers and professionals have assumed many tasks traditionally assigned to secretaries and administrative assistants, such as keyboarding and answering the telephone. Because secretaries and administrative assistants do less dictation and word processing, they now have time to support more members of the executive staff. In a number of organizations, secretaries and administrative assistants work in teams to work flexibly and share their expertise.

Many secretaries and administrative assistants provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies.

Specific job duties vary with experience and titles. Executive secretaries and administrative assistants provide high-level administrative support for an office and for top executives of an organization. Generally, they perform fewer clerical tasks than do secretaries and more information management. In addition to arranging conference calls and supervising other clerical staff, they may handle more complex responsibilities such as reviewing incoming memos, submissions, and reports in order to determine their significance and to plan for their distribution. They also prepare agendas and make arrangements for meetings of committees and executive boards. They may also conduct research and prepare statistical reports.
Some secretaries and administrative assistants, such as legal and medical secretaries, perform highly specialized work requiring knowledge of technical terminology and procedures. For instance, legal secretaries prepare correspondence and legal papers such as summonses, complaints, motions, responses, and subpoenas under the supervision of an attorney or a paralegal. They may also review legal journals and assist with legal research—for example, by verifying quotes and citations in legal briefs. Additionally, legal secretaries often teach newly minted lawyers how to prepare documents for submission to the courts. Medical secretaries transcribe dictation, prepare correspondence, and assist physicians or medical scientists with reports, speeches, articles, and conference proceedings. They also record simple medical histories, arrange for patients to be hospitalized, and order supplies. Most medical secretaries need to be familiar with insurance rules, billing practices, and hospital or laboratory procedures. Other technical secretaries who assist engineers or scientists may prepare correspondence, maintain their organization's technical library, and gather and edit materials for scientific papers.

Secretaries employed in elementary schools and high schools perform important administrative functions for the school. They are responsible for handling most of the communications between parents, the community, and teachers and administrators who work at the school. As such, they are required to know details about registering students, immunizations, and bus schedules, for example. They schedule appointments, keep track of students' academic records, and make room assignments for classes. Those who work directly for principals screen inquiries from parents and handle those matters not needing a principal's attention. They may also set a principal's calendar to help set her or his priorities for the day.

Some secretaries and administrative assistants, also known as virtual assistants, are freelancers who work at a home office. They use the Internet, e-mail, fax, and the phone to communicate with clients. Other duties include medical or legal transcription, writing and editing reports and business correspondence, answering e-mail, data entry, setting appointments, making travel arrangements, bookkeeping, and desktop publishing.

Paralegal Studies: Employment of paralegals and legal assistants is projected to grow 28 percent between 2008 and 2018, much faster than the average for all occupations. Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.

Although lawyers assume ultimate responsibility for legal work, they often delegate many of their tasks to paralegals. In fact, paralegals—also called legal assistants—are continuing to assume new responsibilities in legal offices and perform many of the same tasks as lawyers. Nevertheless, they are explicitly prohibited from carrying out duties considered to be within the scope of practice of law, such as setting legal fees, giving legal advice, and presenting cases in court. One of a paralegal’s most important tasks is helping lawyers prepare for closings, hearings, trials, and corporate meetings. Paralegals might investigate the facts of cases and ensure that all relevant information is considered. They also identify appropriate laws, judicial decisions, legal articles, and other materials that are relevant to assigned cases. After they analyze and organize the information, paralegals may prepare written reports that attorneys use in determining how cases should be handled. If attorneys decide to file lawsuits on behalf of clients, paralegals may help prepare the legal arguments, draft pleadings and motions to be filed with the court, obtain affidavits, and assist attorneys during trials. Paralegals
also organize and track files of all important case documents and make them available and easily accessible to attorneys.

In addition to this preparatory work, paralegals perform a number of other functions. For example, they help draft contracts, mortgages, and separation agreements. They also may assist in preparing tax returns, establishing trust funds, and planning estates. Some paralegals coordinate the activities of other law office employees and maintain financial office records.

Computer software packages and the Internet are used to search legal literature stored in computer databases and on CD-ROM. In litigation involving many supporting documents, paralegals usually use computer databases to retrieve, organize, and index various materials. Imaging software allows paralegals to scan documents directly into a database, while billing programs help them to track hours billed to clients. Computer software packages also are used to perform tax computations and explore the consequences of various tax strategies for clients.

Paralegals are found in all types of organizations, but most are employed by law firms, corporate legal departments, and various government offices. In these organizations, they can work in many different areas of the law, including litigation, personal injury, corporate law, criminal law, employee benefits, intellectual property, labor law, bankruptcy, immigration, family law, and real estate. As the law becomes more complex, paralegals become more specialized. Within specialties, functions are often broken down further. For example, paralegals specializing in labor law may concentrate exclusively on employee benefits. In small and medium-size law firms, duties are often more general.

Computer Information Systems: Overall employment of computer network, systems, and database administrators is projected to increase by 30 percent from 2008 to 2018, much faster than the average for all occupations. In addition, this occupation will add 286,600 new jobs over that period. Growth, however, will vary by specialty. Employment of network and computer systems administrators is expected to increase by 23 percent from 2008 to 2018, much faster than the average for all occupations. Computer networks are an integral part of business, and demand for these workers will increase as firms continue to invest in new technologies. The increasing adoption of mobile technologies means that more establishments will use the Internet to conduct business online. This growth translates into a need for systems administrators who can help organizations use technology to communicate with employees, clients, and consumers. Growth will also be driven by the increasing need for information security. As cyber attacks become more sophisticated, demand will increase for workers with security skills. Employment of database administrators is expected to grow by 20 percent from 2008 to 2018, much faster than the average. Demand for these workers is expected to increase as organizations need to store, organize, and analyze increasing amounts of data. In addition, as more databases are connected to the Internet, and as data security becomes increasingly important, a growing number of these workers will be needed to protect databases from attack. Employment of network systems and data communications analysts is projected to increase by 53 percent from 2008 to 2018, which is much faster than the average and places it among the fastest growing of all occupations. This occupational category includes network architects and engineers, as well as Web administrators and developers. Demand for network architects and engineers will increase as organizations continue to upgrade their IT capacity and incorporate the newest technologies. The growing reliance on wireless networks will result in a need for many more of these workers. Workers with knowledge of information security also will be in demand, as computer networks transmit an increasing amount of sensitive data. Demand for Web administrators and Web developers will also be
strong. More of these workers will be needed to accommodate the increasing amount of data sent over
the Internet, as well as the growing number of Internet users. In addition, as the number of services
provided over the Internet expands, Web administrators and developers will continue to see
employment increases. Growth in computer network, systems, and database administrators will be
rapid in the computer systems design, data processing and hosting, software publishing, and technical
consulting industries, as these types of establishments utilize or provide an increasing array of IT
services. Growth will also be rapid in health care, as these organizations look to increase their
efficiency and improve patient care through the use of information systems and other technology.
Growth in this occupation may be tempered somewhat by offshore outsourcing, as firms transfer work
to countries with lower-prevailing wages and highly skilled work forces. In addition, the consolidation
of IT services may increase efficiency, reducing the demand for workers. Job prospects. Computer
network, systems, and database administrators should continue to enjoy excellent job prospects. In
general, applicants with a college degree and certification will have the best opportunities. However,
for some of these occupations, opportunities will be available for applicants with related work
experience. Job openings in these occupations will be the result of strong employment growth, as well
as the need to replace workers who transfer to other occupations or leave the labor force.

Information Technology (IT) has become an integral part of modern life. Among its most important
functions are the efficient transmission of information and the storage and analysis of information.
The workers described below all help individuals and organizations share and store information
through computer networks and systems, the Internet, and computer databases.

Network architects or network engineers are the designers of computer networks. They set up, test,
evaluate systems such as local area networks (LANs), wide area networks (WANs), the Internet,
intranets, and other data communications systems. Systems are configured in many ways and can
range from a connection between two offices in the same building to globally distributed networks,
voice mail, and e-mail systems of a multinational organization. Network architects and engineers
perform network modeling, analysis, and planning, which often require both hardware and software
solutions. For example, setting up a network may involve the installation of several pieces of
hardware, such as routers and hubs, wireless adaptors, and cables, as well as the installation and
configuration of software, such as network drivers. These workers may also research related products
and make necessary hardware and software recommendations, as well as address information security
issues.

Network and computer systems administrators design, install, and support an organization’s
computer systems. They are responsible for LANs, WANs, network segments, and Internet and
intranet systems. They work in a variety of environments, including large corporations, small
businesses, and government organizations. They install and maintain network hardware and software,
analyze problems, and monitor networks to ensure their availability to users. These workers gather
data to evaluate a system’s performance, identify user needs, and determine system and network
requirements. Systems administrators are responsible for maintaining system efficiency. They ensure
that the design of an organization’s computer system allows all of the components, including
computers, the network, and software, to work properly together. Administrators also troubleshoot
problems reported by users and by automated network monitoring systems and make
recommendations for future system upgrades. Many of these workers are also responsible for
maintaining network and system security.
Database administrators work with database management software and determine ways to store, organize, analyze, use, and present data. They identify user needs and set up new computer databases. In many cases, database administrators must integrate data from old systems into a new system. They also test and coordinate modifications to the system when needed, and troubleshoot problems when they occur. An organization’s database administrator ensures the performance of the system, understands the platform on which the database runs, and adds new users to the system. Because many databases are connected to the Internet, database administrators also must plan and coordinate security measures with network administrators. Some database administrators may also be responsible for database design, but this task is usually performed by database designers or database analysts.

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

On the average, approximately 50% of our students are placed upon or before they graduate with an associate or certificate of achievement. In house record keeping.

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

Currently all disciplines in the department have advisory board meetings. Business, CAOT, CIS, Paralegal, and now Community Planning-Mortgage Finance have advisory board meetings annually.

5. **Advisory board recommendations.**

Restructure programs with priority on meeting the current market (industry) demands and not the challenges of the college. Develop a business/feasibility Plan.

In consultation with the advisory committee, the CAOT discipline needs to revise some of its existing curriculum to accommodate today's job market. With the advisement of industry partners, the department plans to offer a new AA and Certificate in the area of “Technology and Logistics”. The goal is to accommodate businesses and government agencies within the downtown area of Los Angeles and those businesses and governmental agencies along the blue line corridor (from Los Angeles to San Pedro). The courses have already been developed and deployed at East Los Angeles College and the department plans to import those courses from ELAC to LATTC.

Unify Teaching with Search Engines  
Teach Game Programming with Projects  
Articulate new courses with 4 - year colleges  
Survey Key CIS Courses  
Create Pathways with LAUSD Schools (2+2+2)  
Replace retired faculty members to enhance the entire department.

Consider a Grant Writing - with focus on the non-profit business sector.  
Develop business community contacts to enhance our ability to assist high achieving students with internship experience.  
Let more companies know about the marketing and supervision classes offered.  
Continue to enhance the principles of marketing and selling courses.  
Incorporate personal branding and multi-marketing media instruction into our curriculum.  
Social Media, social networking (including Facebook and Twitter) should be incorporated into all classes (as applicable).
6. What plans need to be implemented in order to address the identified issues/recommendations?

- Develop a survey tool as an outreach communication method targeted at local businesses.
- Determine the most effective and cost-efficient communication channels to enhance our community visibility.
- Write curriculum to address new associate and certificate degree.
- Continue to work on departments website and web-based portfolios.
- Professional Development workshops to train and update all faculty and staff.
- Special technology training for all faculty.
- Replace retired faculty members to enhance the entire department.

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

- The college should consider developing a program to track job placement rates. The program should be ongoing in an attempt to also track students through their job career. The database would be invaluable in an effort to promote internship and employment opportunities for current students.
**Section A. Mission**

### Module A.1: Department Mission

1. **Describe the mission of the Department.**

   Our Mission is to provide all students with high-quality technical and innovative education for a successful career in the profession of Cosmetology. The faculty and staff stand united in providing a positive, nurturing, and student-centered learning environment. Students will be prepared for California State Board examination licensing and entry level positions that meet industry demands.

2. **Describe the purpose of the Department.**

   Cosmetology is the study and practice of professional care of the hair, skin, and nails. The Trade-Tech Cosmetology program offers training in; hair styling, haircutting, chemical treatments in permanent waving, chemical hair relaxing, and hair coloring, skin care, make-up techniques, and nail care. The Cosmetology profession is governed by state laws which stipulate that all who enter the field must complete 1600 clocked hours of instruction. The LATTC Cosmetology program is carefully designed to prepare students to pass the State Board examination and integrates a mock state board exam to help familiarize the student with the examination procedures.

   Upon program completion, students will have the knowledge and skills needed to successfully compete in the beauty industry. The Cosmetology program will prepare students for entry level positions that include but are not limited to; hair stylists, salon managers, educators, make-up artists, product representatives, skin care specialists, nail technicians and business owners.

   The Cosmetology program also provides a variety of services for the general public and offers services that support community based organizations. The program employs a recruiting system by mailing out 350 informational packets twice a year to the surrounding feeder high schools. The Cosmetology program integrates with Counseling, Disabled Student Services, EOPS, CalWorks, Matriculation, the Fashion department, Theater Arts discipline, ASO, the Public Relations Office and the Information Center by supporting students on and off campus activities, fund raising for charitable groups, sharing information about the program's textbooks, students' equipment, costs, course offerings, services, and orientation dates for enrollment. Finally, the program showcases students' work by hosting an annual Hair Show for the campus and community.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

Our Mission statement aligns with the college's Mission statement by offering high-quality technical and professional education. The department fosters a climate of life-long learning by preparing students for licensure in the field of Cosmetology in an industry that generates economic development in a democratic society.

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

It is extremely important to review and monitor a discipline's Mission Statement each year. Yearly reviews help with keeping programs, disciplines, and the college current and relevant to societal, economic and cultural changes paramount to the community we serve.

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

Student-centered

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

Entrepreneurial

3. How does your Program support LATTC Core Competencies?

The Cosmetology Department supports LATTC Core Competencies.
Our discipline utilizes practical and written projects that require critical thinking skills.
The department initiates Mock State Board Testing.
The department consists of 4 clinic floors were students work on clients supporting technical skills needed for industry and employment standards.
Students analyze, formulate, apply and record chemical compounds needed to complete services.
We have students perform client consultations enforcing communication and comprehension skills.
The clinic floor allows students to interface with clients from all cultural backgrounds.
The department supports industry field trips, college recruiting activities, community outreach programs, student competitions and an annual department hair shows in an effort for students to obtain the skills needed to meet core competencies.

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

Yes. All of our goals were connected to Student Success Priority: Initiative: Students in Transition to Job Placement.

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

Increase partnerships with industry in all CTE areas.
Develop a global networking system for students seeking employment.
Create marketing materials for each discipline every year.
Market the college by creating a cable TV show that constantly highlights all areas of the campus weekly or every month.
Promote Community Service classes.
The college needs to develop a college wide tracking tool; addressing the recommendations from ACCJC to identify job placement rates for all programs.
6. Where do you see your Program in 3 years?

The department will have relocated back into the newly renovated West Wing of Building A (new name). Our department will occupy both up and down stairs of this wing. A new senior salon that truly mirrors industry will accommodate more students and more clientele.

- New programs: Barber program and Massage Therapy,
- Creating: "green " products for all areas
- New advanced classes
- Hiring full time instructors and a lab tech.
- Create the Resource Library, Multi-Media lab.
- More training for faculty on computer systems needed to help with necessary teaching modes of delivery and slo assessments.

- More advance cosmetology related training for the faculty. (out of state and country ) The District needs to free up restrictions on faculties ability to travel outside this state for classes offered in other states and countries that are relevant for curriculum updates and changes needed to meet industry demands.

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

- Creating On-line classes for all theoretical areas of Cosmetology, Esthetics and Barber courses.
- Create an On-line Business course that targets the cosmetology industry and its related fields.
- More advance cosmetology related training for the faculty. (out of state and country )

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

- Revisit space, equipment and supplies needs for faculty and students supporting licensing and industry changes.
- Re-visit new locations for the department. Possibly off campus.
- Internships with salons for students still attending cosmetology. (depends on new State Board Rules/Reg.)
- Notebooks or I Pad type technology and printers for each student to use in the classrooms.
- Develop a classroom to salon program funded by the college.

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

- The need for more space (teaching clinics and labs and a lecture hall for speakers and demonstrations) required to meet enrollment growth.
- The need for more technology and equipment generating innovative classes (photo shoot and I Pad)
- More advance cosmetology related training for the faculty. (out of state and country )

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

- The department is constantly being approached by many outreach programs, high schools, service organizations, and now by UCLA Film Department and American Film Institute (AFI) for our students to perform services. It is our belief that we are perceived by the community as a department with an excellent reputation, willing to participate and service the community.
- Some clients are apprehensive about have services done by students.

1/11/2011
11. How is your Program perceived by the college community?

The department is always doing something on campus for our program and other programs. We are constantly involved on and off the campus participating in several events every year.

Many of the college's instructors, staff and students come in for a variety of services. Cosmetology services are offered to the general public as well.

The department hosts an annual hair show each year showcasing students work and providing the campus with an overview of our student abilities and artist endeavors.

12. How is your Program perceived by the competitors?

We are invited to several events put on by other colleges that house cosmetology departments. We participate in many competitions where other cosmetology programs are present. It is our belief that our competitors respect our program. We have won different competitions put on by Super Cuts and SIBE.

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

Our program would like to be perceived by all entities as the program that completely prepares students for State Board requirements, licensing and industry demands. We pride ourselves on our innovative approach in teaching advance technology.

We offer services to the community and have a high client retention and referral rate.

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

Question #8. It is very difficult to see one in 10 years as technology changes every 18 months, State Board legislation will change and funding supporting every aspect of college has fluctuated so much in the last 2 to 3 years.

Our suggestion is to re-look at question #8 and either rephrase or delete.

Question #12. The word Competitors was a little ambiguous. An example for this question should have been provided.

To many questions for this module.

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

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

Admission, Orientation, Counseling, EOP&S and Calworks/Gain, Disabled Student Services and Financial Aid

2. How can current matriculation services be improved and/or be better utilized by your Program?
For our department, we believe more communication needs to be vetted between the cosmetology program and counseling, EOP&S, Calworks/grain, Disabled Student Services, Financial Aid and student orientations. Several of our students come to us with information from these services that are not consistent with the cosmetology program and the requirements from the State Board. The Cosmetology program has its own orientations and most of the time students enrolled and enrolling never attend.

Students are told that transfer hours from a different beauty school counts, however; the department has strict guideline as to what hours are or are not accepted into the program. It is quite possible that more information and communication is needed between most other departments/disciplines as well. Matriculation services and all disciplines/departments/programs should host a retreat once a year to share and discuss pertinent information that will ultimately lead to our student's success.

Develop a Customer Service class. The college needs to take on the "Nordstrom's " customer service motto.

At other colleges, instructors are given several pin numbers used by students to add classes on the first day. The pin numbers are given to the students so that they can add the class online; thus eliminating standing in long lines. Long Beach College and Santa Monica College have this system.

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

Specialized workshops for cosmetology between Orientation, Financial Aid, Counseling, EOP&S, Disable Student Services and Calworks/Gain. Our department needs to be able to identify how students are progressing through these services before and at the start of each semester.

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

N/A

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

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

1. Mission Statement Section - Recommendation Follow-up

Recommendation: Must make it clear from the start of the process the dean's involvement in the evaluation process

Follow up Yes: The department will follow stated guideline as to the process for completion and submittal for Program Review 2010-11.

2. Data Section - Recommendation Follow-up

Recommendation: Department did excellent job of dividing up materials and really focusing on their challenges and things that work best for them.

Follow up Yes: The department will continue to review, focus and evaluated all challenges.

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

Recommendation: Once again more clarity is needed on the process end…rather than last minute catch up.

Follow up Yes: The department does not understand this recommendation as it does not relate to the departments goals. Clarity to this recommendation is required.
4. Forms Section - Recommendation Follow-up

Recommendation: See previous
Follow up Yes: Again the department does not understand what is required. Clarity to this recommendation is required.

Module C.2: Reflection

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

The Cosmetology Department has currently been working from new Pivot Point International Inc. textbooks. The integration of the new textbooks into the current curriculum has been a slow process and this semester will be the final phase.

The passing rates from the State Board have stayed above the passing rates. We all agree that a resource computer multi-media lab in the department (Goal #3 from Program Review) would help raise the written pass rates.

The department is working on the new curriculum for the Barber program. The curriculum supports Goal #1 from Program Review Update 2009-10

One half of the course Slo's from Spring 2010 were assessed.

Program Learning Outcomes and assessment were created this summer at convocation held August 26, 2010.

The faculty had two workshops during 2010. The first workshop was 3 days covering topics on Photo Shoots, Online Submission for Competition, and Hair Design.

This workshop supported Goal #3 from Program Review Update 2009-10.

The other workshop was 3 days covering Introduction to Special Effects Makeup Techniques.

This workshop supported Goals from 2008 Program Review. This course will be offered to students' fall 2010.

Both workshops were funded by the Perkins Plan 2009-2010.

The department is developing curriculum for the Last Extension course supporting Goal #2 from the Program Review Update 2009-10.

The department was busy this last semester (spring 2010) and all summer (2010) with the move to the new Swing Space created in Building R. That was a Hugh Project as our department has large equipment, different tools and implements to move.

The department offices had to be relocated to the H building and that was very different as the space is much smaller and all of the instructors had to down size.

One of our students won a national on-line competition that netted her $56,000.00 in cash, travel, equipment and private lessons from industry icons.

She has been interview by the press, highlighted in news and has done several interviews with industry magazines.

This win has not only brought national attention to our department but to the college as well. We are all very proud...

Student Surveys were conducted this year. The data obtained from these surveys will reflect changes to scheduling and new course curriculums. The department will continue to conduct student surveys for additional data.

A Skin Therapy student won a scholarship from Dermalogic Institute.

Students compete and have won competitions sponsored by Super Cuts, Barristar Production, and SIBE International.

An Alumi student currently place first in the American Beauty and Wella's Young New Professional contests.
The current economic instability in the state of California has caused the decline in student retention. The reduction in state funded speciality programs has caused students to alter, delay, or discontinue their educational goals. Our students view education as the key to socioeconomic and psychological stability in today's society. As a result of the state budgetary restrictions our students find themselves in a state of crisis; finding it difficult to stay in college.

We have seen a constant decline in enrollment in the evening program's fourth semester class. This decline is directly related to the state budget, community colleges reduction of monies for categorical, the current recession and the rise in unemployment rates.

The department has addressed several advisory board suggestions. We will offer advanced classes supporting industry demands. We continue to work on e Portfolios and this summer 5 DVD's were produced to support e Portfolios, classroom curriculum, SLO's and assessment.

The college's decision to cancel Winter session 2010 and reduce offerings for Summer session 2010 has affected our students ability to get the clocked hours and operations needed to graduate and go to the State Board for licensure.

The budgeting crisis at our college has caused our students to be concerned about their continued success in completing the program. The college did not offer a winter session and only allowed a limited summer session. The dilemma for our students is that they need to attend winter and summer sessions to obtain all of the hours and operations required by the State Board for testing and licensing. Students were leaving the college and trying to enroll in other colleges for the winter session to obtain the hours required to finish the course.

The bookstore pricing on textbooks has really caused a problem for our students. The mark up is too high and students are having trouble purchasing the supplies and equipment needed to start the class along with the textbooks.

The strict guidelines for offering classes have caused a decline in enrollment. SLO's and assessments are taking place in the department; however, a standardized rubric needs to be developed for all courses for better data collections and improvements.

The department is adjusting to their new facility. Some things are still being worked out and the students are all adjusting really well.

The college's decision to cancel Winter session 2010 and reduce offerings for Summer session 2010 has affected our students ability to get the clocked hours and operations needed to graduate and go to the State Board for licensure.
Create more advanced classes.
Address splitting up the contents in the cosmetology kit so the expense of the kit cost will be reduced.
Align with Financial Aid, EOP&S and Calworks/Gain to identify students entering our programs that have been approved by these services.
Provide the library with current textbooks for student use.
Supply the lab with textbooks for student use on a daily basis.
Create more DVD's on procedures for students to reference from I Pod's.
Create Power Point slides and information sheets for the DVD's.
Continue the e Portfolio experience.
Develop a tracking tool to assess employment rates.
Create guidelines for students enrolled in cosmetology to attend advanced classes for hours.
Develop a standardized rubric for all course assessments.
Purchase a Smart Screen (touch screen) for all classes.

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

**Learning Outcomes (PLO)**

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

6. Do all PLOs tie into LATTCC Core Competencies? | Yes
7. Is there a formal assessment plan for all PLOs? | Yes
8. How many Programs have at least one PLOs assessed? | 2
9. Do all SLOs tie into LATTCC Core Competencies? | Yes

10. What were the most important findings from the assessments of SLOs & PLOs?  
    The assessment finding supported the need to have more practical demonstrations.
    Review program DVD's to re-enforce technical skills.
    Create a resource lab for students to review demonstrations and written examination materials.
    Produce DVD's that standardize all State Board procedures.
    Purchase online testing software to increase written pass rates.
    Create TBA classes for student practice.
    More "hands on" classes
    More guest speakers

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 (morning, afternoon and evening classes) to DVDs, Textbooks and Student Study Guides.
    Create TBA classes for the resource media lab.
    Attend workshops offerings online testing software
12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.

Yes,
- Purchase computers, printers, furniture
- Purchase Software, contracts, updates
- Productions costs involved in shooting DVD's
- Professional Development workshops for Smart Board Technology (touch screen)
- Special training for Barbering crossover course.
- Purchase touch screen technology for all classrooms.

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

N/A

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

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

<table>
<thead>
<tr>
<th>Yes, California State Board of Barbering and Cosmetology 2007-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass rates: Written 72%   Practical 89.9%</td>
</tr>
<tr>
<td>State Board Required Pass rates for Practical and Written are 75%</td>
</tr>
</tbody>
</table>

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

- Labor Market data projected from the National Employment Matrix for Cosmetology, Skin Care and Barbering for 2018.
- Cosmetology projected increase 20%
- Skin Care projected increase 38%
- Barbering projected increase 12%
- Employment change. Personal appearance workers will grow by 20 percent from 2008 to 2018, which is much faster than the average for all occupations.
- Job opportunities generally should be good, particularly for licensed personal appearance workers seeking entry-level positions.
- Currently, our program partnerships with Super Cuts.
- Recently, Carlton International Salons have requested licensed technicians from our department.
- American Film Institute, Cal State LA (fashion dept.) and UCLA film department have requested students from the department to assist in hair and makeup on their film projects.

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

None done.

The college must develop a tracking mechanism that will report job placement rates recommended and required by ACCJC.
4. Advisory board, meeting information (time, date, & attendees).

Date: April 19, 2010
Time: 10:45am to 12:45pm
Attendees:
Steven Ellis: Educator Pasadena and Santa Monica colleges
John J. Mosley: SIBE (Spectrum International Beauty Expo)
Crystal Wright: Crystal Wright Inc. Agency
Woodrow Bailey: Sally's Beauty Supply
Paul Owens: Eberechi Salon
Major Brown: Eberechi Salon
Joseph Barber: Ca Botana Products, Representative
Jazz Moreno: Western Kit Company
David Faunce: Carlton Salon
Gwen Allen: Avalon Industries
Dean of Academic Affairs, Cynthia Morley-Mower
Professor Marilyn Maine, Department Chair Cosmetology Department
Professor Lina Chen, Cosmetology Department
Associate Professor Rosa Maria Lopez, Cosmetology Department
Associate Professor Elton Robinson, Cosmetology Department
Associate Professor Sondra Shackelford, Cosmetology Department
Instructor Lidia Ley-Jackson, Cosmetology Department
Adjunct Instructor Carolyn Young, Cosmetology Department
Adjunct Instructor Felicia Smith, Cosmetology Department
Lab Technician David Aguilar, Cosmetology Department
Cosmetology Department Students:
Tami Buck
Andy Ayala
Melody Englenton

5. Advisory board recommendations.

David Faunce: Advanced Hair coloring, Haircutting and Hair Designing/Competition classes
Crystal Wright: Guidelines for exiting from student to stylist and Video and Photo Shoot workshops.
Joseph Barbera: Advanced Medical Esthetics program. (Medi-spas, medical terminology)
Gwen Allen: Hair Augmentation classes and a resource library within the Cosmetology department.

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

Write curriculum for the advanced classes
Continue to work on Web-based Portfolios
Professional development workshop for faculty
Special barbering crossover training for faculty
Create marketing information
7. Please provide additional comments and suggestions for this module.

| N/A |
Department: Culinary Arts

Participated Faculty/Staff: Steven Kasmar

Section A. Mission
Module A.1: Department Mission

1. Describe the mission of the Department.

   To provide professional, technical, cutting edge educational foundation serving a diverse, socioeconomic population preparing the student for gainful employment in the food service industry.

2. Describe the purpose of the Department.

   The Culinary Arts, Professional Baking, and Restaurant Management Program combined is one of the leading departments on campus. This department is one of the most visible, preparing food items for the campus community including faculty, students, and children of the child development center. The educational program runs a full service, food service facility within the program. Students in the program gain the sense of urgency that is demanded by the industry.

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

   All three programs in the department offer a foundation in career and technical education by which the student may obtain life long career goals.

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.

   Goal'Oriented

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

   Competency
3. How does your Program support LATTC Core Competencies?

A. Students regularly demonstrate cognitive reasoning when approaching laboratory and classroom tasks. By analyzing and converting recipes, researching information, and evaluating finished products comparing to industry standards.

B. Through written, verbal, and manipulative examples, students demonstrate ability to process mathematical equations while participating in culinary laboratories and classroom discussion and testing.

C. Students demonstrate competency based skills participating in practical exams which meet or exceeds the standards put forth by industry.

D. Students let faculty know comprehension through written exams based on class objectives and outcomes.

E. As part of the program, students work together in teams to produce outcomes within the classroom.

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

The Culinary Arts department is a leader in the greater Los Angeles area educating students in foundations of the culinary field. Students work together to present projects and evaluate completed items.

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

The Culinary Art/Professional Baking programs recently completed an ACFEF site visit for external accreditation. The department will need continued college support for annual dues and annual program updates for the ACFEF.

Chefs of the department completed personal certification with the American Culinary Federation, however additional faculty will need to update certification.

Receive and implement educational materials from National Restaurant Association.

Need to update equipment, need repair equipment that is in broken or repair. Schools physical plant cannot keep up with the demand for cleanliness and preventative maintenance.

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

As an accredited program by the American Culinary Federation and be seeking a remodel or brand new facility.

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

With a hopeful remodel and additional square footage the The Culinary/Baking faculty will increase in size. Additional community service classes will be offered to invite the community to learn about specialty and international cuisine. The department will expand to include all areas of the hospitality industry.

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

The culinary program to include a full-service student operated food court/laboratory offering a full line of products such as breads, pastries, cakes, and plated meals to the LATTC campus and the greater Los Angeles area.

1/11/2011
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

In order to sustain and grow the Culinary Arts department, a building remodel or brand new facility is needed. An increase in class size and student retention is partially due to the fact that the food-service scene has tightened, in which employers are looking for trained employees. Our advisory committee has stated that these employers seek students who work clean, fast, can work well in a socially diverse environment.

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

An institution that provides the greater Los Angeles area with well trained employees.

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

The Culinary Arts department is one of the premier visible vocational programs offered at LATTC. Along with the baking program we provide food and service to many campus events. Students and faculty are notably visible on campus.

12. How is your Program perceived by the competitors?

The Culinary program provides the necessary skills for students to be employed at a reasonable price for their education compared to the high-priced private culinary and baking & patisserie schools located in the area.

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

We are providing the Greater Los Angeles area with skilled employees that recognize the sense of urgency that the industry demands.

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?

Our students use the matriculation services on a regular basis. The new dean for our research department has been beneficial with the recent accreditation process.

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

- Need to document students that are being turned away by the program.
- Reinstate "Wait Lists"
- Reinstate faculty mentor / advisor program.
- Create alumni lists / database of graduates of the program.
- Train counseling or have a specific counselor familiar with the Culinary, Baking and Restaurant Management program with details including: class expectations, program cost, basic English and Math skills, etc.

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

- Faculty advisor / mentor needs to be developed
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**
   - No Recommendations

2. **Data Section - Recommendation Follow-up**
   - Accreditation follow-up is requested.
   - Additional Chef Certification is requested

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

4. **Forms Section - Recommendation Follow-up**
   - No recommendation

**Module C.2: Reflection**

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

   In November the Culinary Arts and Professional Baking programs were visited by the American Culinary Federation Educational Foundation to seek accreditation for both programs. The evaluators found no areas of non-compliance in the self study completed by the department faculty and department chair. The college participated specifically with the hard work of the dean of research. The faculty updated curriculum to meet or exceed the core competencies put forth by the American Culinary Federation Educational Foundation.
2. What are the positive and negative external factors that influenced the Program? (Help-
Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation
recommendations, enrollment issues, advisory committee suggestions, etc.).

The ACFEF accreditation team suggest that the position left vacant by the departure of Giovanni
DelRosario be filled immediately. At the time of the visit the team recognized that the department
chair was subbing classes left vacant by Mr DelRosario.

The team also suggested the school expedite and follow through with the schedule remodel of the
Culinary Arts facility.

The advisory group pointed out that some of the equipment is old, the pot and pan sink in the bakery
is "out of code".

The program has seen a tremendous increase in enrollment. This can be attributed partly due to the
downturn in the economy. Students that have no jobs, looking for a career change, or need training to
find a job have become a major contributor to enrollment. Classes are filled quickly thus students are
turned away, especially in the introduction and beginning classes.

The job market has also tightened. Jobs are harder to find. The education given and being ACFEF
accreditation will give our students the edge when it comes to potential employment.

On a recent visit and meeting with our advisory committee our members toured and looked at our
facility and realized that some of the equipment is antiquated or not to industry standards, i.e. proof
boxes, deck / hearth oven, proper ventilation, proper care and maintenance of existing bakery
equipment is needed, and professional cleaning services are needed for the facility.

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.).

In August a full time tenured faculty member left for another position. A "NOI" was submitted
immediately yet the college academic senate balked on position until recently.

Enrollment at this time is up 27%. being down a full time faculty member has a negative impact on
the program and student outcomes.

School has not replaced full time cashier lost over 2 years ago.

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

1. School/district needs to provide adequate janitorial services and preventive maintenance for the
   the facilities.
2. Go forward with the hiring a full time faculty member.
3. Provide funding to repair and update equipment in the department.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?  Yes
2. Is there a formal assessment plan for all SLOs?  Off
3. How many courses have at least one SLOs assessed?  8
4. Do all Programs have Program Learning Outcomes (PLOs)?  Yes
5. Do all Programs have Curriculum map developed?  Yes
6. Do all PLOs tie into LATTTC Core Competencies?  Yes
7. Is there a formal assessment plan for all PLOs?  No
8. How many Programs have at least one PLOs assessed?  0
9. Do all SLOs tie into LATTTC Core Competencies?  Yes

10. What were the most important findings from the assessments of SLOs & PLOs?
    SLO assessment showed that one of the key factors to student success is attendance. Student who regularly attended classes showed higher test scores specifically on the National Serve Safe exam.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    Curriculum:
    We are in the process of breaking the 6 unit CA 142 into 2 classes. CA 235 Supervision and Training and CA 240. Menu planning and purchasing. Doing so will better serve the student by allowing them to take classes a different time of the day both in the Baking Program and the Culinary Program. The changes also address ACFEF core competencies requirements for the culinary and professional baking programs.
    Facility:
    Additional equipment items are needed to enhance instruction.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    Resources Requested
    New Bakery Profflers/ovens. Estimated Cost $17,000
    Replace "Out of Code" pot and pan sink in bakery: Estimated cost "$10,000.

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)

The department does not require a licensing exam, however we did recently go through an external accreditation with the American Culinary Federation Educational Institute. We do however the following national tests within the program

* Serve Safe: National restaurant Association. Successful completion of the exam is recognized by 95% of county health departments in the country as a food handlers certificate. Average Pass rate 82%
* NRAEF Nutrition: As part of the Nutrition class the NRAEF nutrition test is given and students can be awarded a certificate in Culinary Nutrition Average pass rate 75%
* Serve Safe "Alcohol: Students take the national "Serve Safe Alcohol: . This certificate is new and allows the student to identify procedures for safe alcohol service and laws that pertain to serving alcohol

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

Many food services jobs go unfilled every year. Although there are still many jobs available, employees are being very selective has who they hire.

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

Surveys were done within the department for the 4th semester class. Although the department does not "place" students, we have conducted surveys in the 4th semester class as to who was working in the industry and in what capacity.

Jobs are frequently called into the culinary department and posted on a job-board.

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

We host 2 advisory meetings per year, One was done electronically with an advisory committee survey and the other with advisors attending a meeting at the college.

5. Advisory board recommendations.

* Replace old proffers and stack ovens in bakery. Some are our of order. Estimated cost of replacement $17,000
* Replace "Out of Code" Pot and pan sink in Bakery. Estimated Cost $10,000
* Continue with Faculty Chef Certification (Estimated costs $6,000)
* School/district needs to provide adequate janitorial services and preventive maintenance for the facilities.
* Move forward with the hiring of replacement full time cashiers and faculty members.
* Provide funding to repair and update equipment in the department.

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

Financial resources will be needed to implement advisory recommendations.

7. Please provide additional comments and suggestions for this module.
Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.
   Provides a high quality prepositional education for entry level employment in Electronics Communications and Microcomputer Technology. Academically prepare the student for transfer to a four college.

2. Describe the purpose of the Department.
   Provide high quality technical training in electronics technology and prepare a diverse group of students for careers in the field of electronics that allows them to make productive contributions to the community. Provide students the ability to maintain life-long learning skills to keep up with the changing technology.

3. Describe the alignment of the Department mission statement with the College’s mission statement.
   The mission of the discipline interfaces with the mission of both the department and the college which is to provide the community with high-quality technical, professional and academically proficient individuals who are useful members of society that can participate in a democratic society.

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

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

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

3. How does your Program support LATTC Core Competencies?
   Students will actively participate in classroom discussions, group projects, and lab exercises. Students will demonstrate the technical skills to design and install a computer network.
4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Meeting the future needs of community and business markets by providing a well-rounded and practical training in electronic technology and the Information Technology industry.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   To improve our retention and success rate for the students.

6. Where do you see your Program in 3 years?
   We should be able to offer our full electronics program if we hire the needed instructors.
   We should be able to offer a program in IT that not only covers CCNA, but also Network Security.

7. Where do you see your Program in 5 years?
   With full faculty, we will have the opportunity to fully update our curriculum and provide a program that offers CCNP preparation.

8. Where do you see your Program in 10 years?
   Electronics technology is changing rapidly. It is difficult to know what is needed in 10 years. We would probably need a combination of basic courses and offer whatever new technology demands. Our department program should keep up with the technology as it changes.

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

10. How is your Program perceived by the external community?
    As a path to future employment.

11. How is your Program perceived by the college community?
    That our program is meeting its academic goals. Our program is perceived as an effective educational program in electronics.

12. How is your Program perceived by the competitors?
    Being the best. As an effective program that prepares our student for employment in the IT field and is generally perceived as a well-rounded electronics program.

13. How does your Program want to be perceived by the external community, college community, and competitors?
    We want to be perceived as one of the top educational programs in the State.

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

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

1. What current matriculation services are being utilized by your Program?
   CAL Works and Learning skills

2. How can current matriculation services be improved and/or be better utilized by your Program?
The services can be improved by offering more classes at different times so that more students can participate, also offering more classes at times convenient to the students.

3. What additional matriculation services would you like to see in the future?
   - Increased collaboration with other departments. More and better trained tutors

4. Please provide additional comments and suggestions for this module.
   - It would be helpful to have workshops with the counseling so that they can become familiar with electronics technology program. It might be better if there was more coordination between counseling.

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

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

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

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

1. **Mission Statement Section - Recommendation Follow-up**
   - No follow up

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

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

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

**Module C.2: Reflection**

1. Describe the improvements in the Program practice that you have implemented as a result of Program Review.
   - Streamlined course content to meet the current and future needs of the job market.

2. What are the positive and negative external factors that influenced the Program? (Help-Examples: legislative or regulatory changes, disciplinary, changes in technology, accreditation recommendations, enrollment issues, advisory committee suggestions, etc.).
   - The significant recent budget cuts might impact the number and the type of electronics courses offered. Due to the complete inefficiency of state, local, college officials the college finds itself without the funds to meet all the needs of the students or the community. Classes have been closed, adjunct instructors are being dismissed causing the size of classes to be increased and some students have not been able to get the classes they want.

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.).
   - Due to the recent budget cuts, our department has not been able to replace two full time faculty members we lost in the last two years.
4. What plans need to be implemented in order to address the Program's external and internal factors?

We need to upgrade some electronic equipment and set up dedicated and specialized laboratories for some courses. We need to upgrade the Cisco lab equipment with new and more routers, and switches.

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

**Learning Outcomes (PLO)**

1. Do all courses in the Department have SLOs?  
   - No
2. Is there a formal assessment plan for all SLOs?  
   - Yes
3. How many courses have at least one SLOs assessed?  
   - 5
4. Do all Programs have Program Learning Outcomes (PLOs)?  
   - Yes
5. Do all Programs have Curriculum map developed?  
   - No
6. Do all PLOs tie into LATTCC Core Competencies?  
   - Yes
7. Is there a formal assessment plan for all PLOs?  
   - Yes
8. How many Programs have at least one PLOs assessed?  
   - 0
9. Do all SLOs tie into LATTCC Core Competencies?  
   - Yes

10. What were the most important findings from the assessments of SLOs & PLOs?  
    - The need for more equipment to better train the students

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

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.  
    - There are many software programs for students to learn from another point of view.

13. Please provide additional comments and suggestions for this module.  
    - None

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

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

   - None
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

| Overall employment is expected to grow more slowly than the average through the year 2018. Job prospects should be best for applicants with an associate degree, certification, and related experience. Employment change. Overall employment of electrical and electronics installers and repairers is expected to grow by 5 percent through the year 2018, which is slower than the average for all occupations. Growth rates, however, will vary by occupational specialty. It is expected that there will be a considerable shortage of Certified Network Technicians in the future. Our program prepares the student for both A+ and CCNA certification. At present most of our student with both the AA degree and certification have found employment. |

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

| The program does not provide job placement services. There is currently no plan to provide such services in the foreseeable future. |

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

| The Electronics Department has an industry advisory committee that meets annually. Trade Advisory Committee Electronics & Computer Technology Nov 20, 2007 *Mr. Pete Cruz - County of Los Angeles - Dept. of Public Works *Mr. Ken Englert - Maritime Communications, Inc. *Mr. Ted Meadams County of Los Angeles - Dept. of Public Works *Mr. Jeffrey Magallanes County of Los Angeles - Dept of Public Works |

5. Advisory board recommendations.

| See Minutes of Trade Advisory Committee above. |

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

| Train students in the basic they will teach specifics on the job. The recommendations of the most recent Trade Advisory Committee have been implemented. |

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

| None |
LATTC Program Review 2010-2011
Instructional -Department Level

Department: English

Participated Faculty/Staff: All fulltime English faculty actively participated:
Theresa Dolan
Jan Gangel-Vasquez
Michael Gonzalez
Roberto Mancia
Lisa Moreno
Roxann Sharma
Rashidah Shakir-Blackshere

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The English Department at Los Angeles Trade Technical College offers students comprehensive
   instruction in research, analysis, and argumentation as a foundation for lifelong learning. The goals of
   the department are to offer students the opportunity to successfully complete their course of study,
   whether an Associate of Arts Degree, a transfer to a university, CTE certification, and basic skills
   enhancement. We also aim to prepare them to participate in work force development as well as to
   acquire the skills needed to succeed in a globalized society. English faculty members engage students
   in discussion and critical analysis of principal ideas that shape our world and civilization.

2. Describe the purpose of the Department.

   The purpose of the English Department is to present a broad array of composition and literature
   (reading and writing), and to integrate basic skills into every level of our offerings, helping students to
   become proficient in writing across the curriculum.

   The Department regularly offers four classes below transfer level: English 64 is an introduction to
   basic reading, writing, and grammar; English 21 concentrates on grammar and essay writing; English
   28 focuses on essay writing and a research paper (also offered in hybrid and online formats). English
   94 is an intensive grammar review course designed for students who need extra help with grammar
   and MLA Format. At the transfer level, English offers a writing sequence: English 101 is freshman
   composition; English 102 concentrates on literature; English 103 concentrates on argumentation. All
   are offered as Honors classes and in hybrid and online formats. The elective courses required for the
   A.A. degree in English include American and English literature, Shakespeare, Poetry, Creative
   Writing, and World Literature. English works closely with the Honors Program Director in scheduling
   Honors courses within the discipline. English faculty members are also involved with the Puente
   Program, and work closely with the Transfer Center. English faculty maintains the Department web
   site, as well as the Honors and Puente programs web sites. All of the sites are housed on the college’s
   web site.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

The English Mission Statement aligns with the College’s Mission statement in the following ways: The English faculty's focus is on developing a variety of student interests related to the College’s mission to promote lifelong learning. We bring 21st century challenges into the classrooms by inspiring students to explore ethical problems, which ties into the College’s mission of encouraging students to participate effectively in a democratic society. The English focus on understanding environmental challenges will aid in the College’s mission to generate sound economic development with educational, governmental, community, and business partners.

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

Si se puede.

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.
   - critical thinking

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

3. How does your Program support LATTC Core Competencies?
   - Fundamental to all English classes are the core competencies A, B, D, E. As discussed above, all the English classes involve analysis, information gathering, and evaluation. The Creative Writing course seeks to generate original works of art. Writing projects and presentations are at the center of every English offering. Modern Language Association, our guiding document, requires use of diverse sources. We assign diverse texts, organize students in small working groups across cultures, and involve them in peer evaluations.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   - In line with the College's initiatives, English faculty is increasingly bringing web-based technology into the classroom. Traditional classrooms are often enhanced through classroom management web sites. Hybrid classes offer students face-to-face interaction as well as online presentations of the wide array of literary and film materials, and on-line courses reach across the Los Angeles Basin and as far away as the Middle East. The English faculty sees web-based technology as an integral component of critical literacy.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   - Review current assessment process and identify assessment for Matriculation.
   - Create reading and writing pathway for campus--in collaboration with Learning Skills and Noncredit.
   - Build degree offerings.
   - As a result of the process today of our working on this project--using the computers and big-screen monitor in the Writing Center--we strongly request the same equipment to be procured for the English Department to aid in future collaboration.
6. Where do you see your Program in 3 years?

We see more robust English offerings, a replacement of the three retired faculty, and the hiring of more faculty for growth. Because of the aforementioned growth, we foresee a growth in English A. A. degree recipients. We look to increased linkage with the CTE departments, development of CTE/English learning communities, and creation in new courses in response to their needs.

Web-based technology will become the pen and pencil for faculty. This is contingent on the campus' development of a rich staff development program aimed at enhancing all faculties’ technological skills. Our technological needs will be met: every classroom will be electronic, and numerous web-enhanced computer labs will be available to all our students. English will have a much more comprehensive connection with university transfer programs. We insist there must be a decline in student-teacher ratio in the classrooms (from the current 45+ students per class). We want to deepen and enrich our relationships with our "feeder" schools, such as Manual Arts, Jefferson High School, and Santee High School.

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

We must add more fulltime faculty. Ratio between fulltime faculty and adjuncts is grossly disproportionate. We see the development of a rich "excursion-learning" program for English students in which most classes introduce the students to the culture and politics of the City. Adding these faculty members will allow us to enrich our offerings in multiple ways. We already have a relationship with Bedford/St. Martin's Publishing Company. We will seek more such connections.

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

We expect the student body to double in 10 years. Therefore, we will establish (in reality) a ratio between campus student numbers and English faculty. We will emphasize technology in ways that we cannot even envision or write here.

We feel a bit conservative to put the following forward in 10 years, when it could be accomplished much sooner: Establish a book loan consortium line or paper. Every student and instructor will focus on helping to create a green world. Students will increasingly be educated online, thus saving fuel, building costs, etc.--for the green agenda. We see Grand Avenue business/cultural extension engulfing LATTC.

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

Improve ARCC scores in retention and persistence.

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

External community probably continues to perceive that LATTC is primarily a "trades" campus, and not one that focuses on fundamental writing/reading skills and critical thinking. However, through the Foundation and other projects, this perception is changing. We are becoming increasingly viewed as a campus in transition.

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

We are perceived as a faculty that increasingly engages with the campus faculty as a whole. In particular, connections with the CTE faculty have improved our image. Generally, students view us with great respect, especially students involved in areas in which we are active: Puente, faculty mentors, the Writing and Reading Centers, ASO, Honors Program, etc. We are developing a positive working relationship with Administration, and we are seen as faculty who are serious about student success.
12. How is your Program perceived by the competitors?

Other programs engaged in instruction in English skills (Learning Skills, Noncredit) are working with us to develop clear reading and writing pathways for students.

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

We are integral and important contributors to a thriving and robust intellectual and academic community.

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

Why separate strategic plan from vision plan? Seem like the same purpose.

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

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

   admissions, orientation, assessment, counseling, follow-up, and research

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

   Joint evaluation of intake assessment process, and process to allow students to move through the English series faster if they're able. Together with Matriculation, Learning Skills, and Noncredit, we need to agree on a comprehensive plan. Essentially, all programs involved with teaching reading and writing need to collaborate on this process, which follows the students through their time at LATTC. This will help students to create their own pathways.

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

   N/A

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

   Questions seem to address the issues.

**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

   Recommendations either never completed or missing

2. Data Section - Recommendation Follow-up

   Recommendations either never completed or missing

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

   Recommendations either never completed or missing

4. Forms Section - Recommendation Follow-up

   Recommendations either never completed or missing
Module C.2: Reflection

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

We have increased faculty interaction through building a new and separate English Department. Implementation of a refigured common essay, now a midterm diagnostic exam. Because most of us are housed in the new technology-based building, our classroom experiences are much more multi-dimensional.

We have been able to pinpoint some of the weaknesses in our program and implemented strategies to improve them: standardized textbooks for English 64 and 21 (reduced cost and uniform offerings), codifying and implementing syllabi conformity to regulations, standardizing priority and seniority lists, establishing faculty performance standards by maintaining accountability for our goals and objectives and to each other. We are in the process of updating all course outlines and have archived numerous courses.

Established a two-year calendar of 200-series offerings in the class schedules.

Ongoing participation in Writing and Reading Center functioning and philosophy.

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

The Basic Skills Initiative of California has brought funding and pedagogy to the campus. This has positively impacted English instruction. Despite the cutbacks in Sacramento, we have continued to benefit from the many grants on our campus. However, cutbacks have seriously cut into the number of classes English offers despite the increased demand by the community. English classes are now 45+ students in each class, which clearly is detrimental to student learning outcomes.

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.).

No request to fill three vacated English faculty positions by the outgoing Chairperson of LAH. The English Discipline was put on viability study at the request of the outgoing Chairperson of LAH and with agreement of the Academic Senate leadership; however, no justification for this act has been given English faculty despite requests. Nor to our knowledge has a viability study been undertaken. Clearly, for the new English Department to remain on under viability would halt our attempt to even replace the three retired positions, much less hire for growth.

Elimination of winter and lessening summer intersession seems to impact student access.

Our move into the technology building has positively impacted our teaching. We can much more easily bring the wealth of resources provided by the Internet to the students. In addition, more instructors are using Moodle to enhance their teaching.

In addition, finally we seem to have a stable leadership on the campus. The new VP of Academic Affairs has led the Basic Skills Initiative statewide, and she has been a tenured faculty member of English at a college in our district for many years. In addition, her experience in creating and coordinating a college Writing Center will surely impact our programs. Our Dean of Academic Affairs supports our vision and works with us to achieve it.
4. What plans need to be implemented in order to address the Program's external and internal factors?

Hiring hiring hiring.

Hire secretary who would be available during key times.
The campus must establish a staff development program focused on our pedagogic and technological needs—and less an emphasis on socializing. English faculty has huge learning needs so we can help students succeed. This requires more than a strong workshop series. There must be identified people who can help problem solve between formal presentations.

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

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?
   Yes
2. Is there a formal assessment plan for all SLOs?
   Yes
3. How many courses have at least one SLOs assessed?
   6 out of 11 courses
4. Do all Programs have Program Learning Outcomes (PLOs)?
   Off
5. Do all Programs have Curriculum map developed?
   Off
6. Do all PLOs tie into LATTTC Core Competencies?
   Off
7. Is there a formal assessment plan for all PLOs?
   Off
8. How many Programs have at least one PLOs assessed?
   Off
9. Do all SLOs tie into LATTTC Core Competencies?
   Yes

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

We are in the first phase of our newly revised Department Exam for the writing series. For years we presented a department end-of-term exam. This year, we have moved to a mid-term diagnostic during semesters, and first-week diagnostic during winter and summer sessions. These findings will help us to assess our SLOs and PLOs.

All are tested through a variety of mechanisms as ongoing instructional practices

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

We have increased interaction with the Writing Center and Reading Center. It enhances our own relationships with our students through one-on-one conferences with students. With our new Department, we plan to formalize our faculty interaction and practices.

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

Faculty hiring
Professional development
Out-of-state travel for conferences and workshops

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

N/A

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

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

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

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

5. Advisory board recommendations.
   N/A

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

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

Module A.1: Department Mission

1. Describe the mission of the Department.

The Los Angeles Trade-Technical College Health and Physical Education Department provides education and training for students intending to graduate, transfer or complete their general education requirements and those seeking to obtain professional and/or vocational training in health, kinesiology and wellness. The department also provides education in all areas of health and wellness to empower students with the skills necessary to maintain lifelong fitness and health.

2. Describe the purpose of the Department.

Health and Physical Education are a part of the Liberal Arts AA Degree (Area E) and Transfer Program. The Program offers generalized and indepth courses in various aspects of health, fitness, kinesiology, sport, wellness as well as the theory and the history of sport. The increased need for the Program is seen through:

* Recent Health concerns such as Diabetes (Adulth and Juvenile);
* Increased Stress due to a struggling economy and poor job market;
* A growing population of individuals who are obese, out of shape and poorly nourished;
* The lack of consistent Physical Education instruction through the schooling systems;
* And an increased need for knowledge of First Aid/CPR in case of the need of Emergency Response.

The Program remains current with the needs of the Community and Campus by taking surveys (see attached) and offers courses with flexible schedules, including courses offered on campus, online and hybrid.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

The Health and Physical Education Department's Mission statement relates to the Mission of the College in the following ways:
1. As a requirement for graduation and transfer, we help students meet their general educational goals.
2. We foster a climate of life-long learning and planning by helping students develop life-long health and fitness plans.
3. We provide a positive environment to develop a student's social health.
4. We provide vocational training in areas so the students can enter the local workforce.
5. We promote the arts through Dance.
6. We offer sport and promote good sportsmanship.

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.
   
   Transfer

2. Include one key word you would like to see in the College Vision Statement.
   
   Wellness- As it pertains to Life-Long Health and Well Being.

3. How does your Program support LATTC Core Competencies?

   Our HEATLH courses offer the opportunity for students to interact, discuss, identify and synthesize about social wellness challenges such as Obesity, Diabetes, Sexually Transmitted Diseases, Sexual Practices, Pregnancy, Cancer, and Cardiovascular Diseases (To name a few.) They also gather information on how to live a healthy, well balanced life and interact with people of different cultures and backgrounds. Some of our health classes are available online.

   In Physical Education classes students are asked to identify, analyze and synthesize information in activities that ask them to define muscle groups and exercise techniques/strategies. Students also work and compete in a culturally diverse environment. Students are also given up-to-date information on health, fitness, and wellness and the tools to promote these in their own lives.
4. How does your Program support the college’s Strategic initiatives? (Appendix A)

1. SS - PR & SLOs = continuous SLO assessment in Moodle for online health classes
2. SS - Tech. into Curriculum = exploring use of ePortfolios for Health classes to demonstrate health employees
3. Growth - Bridges to Success = We have many high school students both locally and through online classes.
4. Growth - Alt. Delivery = have offered several online Health classes and plan to develop another
5. Growth - Global Outreach = our online health classes enroll students which would are out of the state / country.
6. CBD - Outreach/DY = Students in probation camps have enrolled in our online courses and special classes for them could be offered if not for budget restrictions.
7. Physical Education instills wellness in practice and theory for lifelong fitness and learning.

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

There is an increasing need amongst our population and community to obtain information on how to achieve and maintain a healthy lifestyle. Many of the universal health concerns are found within our population (STDs, Diabetes, Heart Disease, Pregnancy, etc.) Many Health Care Programs are now focusing on the need for preventative health measures and an understanding of Health Concerns to lower the need for Medical Assistance and lower Health Care costs. We also note that lifelong wellness and fitness should be important to a persons overall development. A healthy body feeds a healthy mind.

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

Moving from Physical Education (all activity based) to Kinesiology (more science based) and moving into more complete and better equipped fitness labs and expanding our health offerings to meet the needs of our community.

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

Creating a program that includes certificates and a degree in Kinesiology and Health. Areas of interest are Physical Therapy, Athletic Training, Parent with New Born Child Fitness, Diabetes Management and the return of the Personal Training Certificate and the Adapted Physical Education. In 5 years, I believe Health Courses will directly tied to Health Insurance Companies who will support the idea of providing information and training to help lower the need for Medical Assistance and thus lowering Medical Costs. To this end, the importance of integrating our health classes into the college course management system that provides reliable accounting reports to the employer could be a critical element and needs to be included in long range planning.

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

A leader in the State with strong Health and Kinesiology programs that Transfer students. A leader in the promotion of lifelong wellness (fitness).

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
The need for increased curriculum development (Transferring PHYS ED to KINS and expanding HEALTH), the need for these courses to lead to a program outcome and space to accommodate the growing need for this information and skills. We need better facilities and proper labs. (TRACK) The need to provide more classes and space to accommodate the growing need for this information. Integrating the mobile device applications which help our students monitor and track their diabetes, nutrition, fitness, and stress in such a way that it improves health habits and health outcomes. As such the use of these new technologies needs to be implemented into the curriculum.

10. How is your Program perceived by the external community?
Positive-The K-12 community perceives our online health courses to be of superior quality and beg to enroll more students into our courses continuously. The college students perceive our online health classes and our on campus health classes to be of quality. We have not marketed our online health classes to the business community as a way of increasing employee health to reduce health care costs, but this is something we need to consider doing when the budget restrictions ease and we can offer more classes.

11. How is your Program perceived by the college community?
We feel that lifelong fitness should be NECESSARY and DESIRABLE for all, yet, there seems to be a constant undertow from some within our college community that seems to be trying to remove or restructure our discipline and make it less valuable. The removal of our Track and Field from the Master Plan has raised concern within the department as well. Health and Health Courses are becoming more important to successful completion of many certificates and degrees. As an example, First Aid, CPR and Burn Treatment certifications offered by Health are needed in programs such as Construction, Electricity, Culinary Arts, Child Development and many "Teaching" Job Description and makes the job seeker and more valuable product.

12. How is your Program perceived by the competitors?
The completing for-profit colleges accept our classes for transfer. The 4-year colleges and universities accept our health classes for transfer and do not require their students to only take the classes they offer. The high schools see our health classes as equivalent or superior

13. How does your Program want to be perceived by the external community, college community, and competitors?
Superior and a leader. They are envious. Overall fitness and well being should be seen as NECESSARY and DESIREABLE and we strive to promote this on a daily basis. It becomes difficult when our on campus does not seem to strive to make is the same. In Health, Through the integration of mobile device applications, Moodle and Mahara, our health classes can become the standard by which other colleges and community service education providers measure themselves. This is possible as a result of the Title V developments at LATTC if we do the curriculum development, the teacher training, and require our students to use the technology. This might require the college to purchase/loan/rent/discount mobile devices for some students.
Module B.2: Matriculation Plan:

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

   - Our online K-12 students utilize the Bridges to Success offices.
   - All of our health students utilize the admissions office in some way.
   - Our dept. uses the Office of Research and Planning for Program Review and SLO assessment.
   - Basic services of admissions, financial aid, counseling and transfer.

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

   - Increase the awareness of the battle we are fighting with the State to maintain our discipline and a deeper respect of what we offer. We are too often sent students who "need a unit" for financial aid purposes. We are more than that and should be treated as such. We need help to promote the idea of a lifelong commitment to overall wellness.

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

   - Many of our student-athletes come from disadvantaged backgrounds and attending college for some of them is a hardship and without proper support systems for them it continues to make college difficult and can negatively effect their ability to transfer. Our health students are in need of online counseling workshops. These can be LIVE workshops or recorded workshops which the students can them to review from an archive. Topics such as smoking cessation, alcohol and drug dependency, domestic violence, and depression are just a few of the many health topics our students could use online services.

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

   - In our last program review Validation Report there were no recommendations.

2. Data Section - Recommendation Follow-up

   - In our last program review Validation Report there were no recommendations.

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

   - In our last program review Validation Report there were no recommendations.
Module C.2: Reflection

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

In reflection of the results of Program Review and the recent trends both Locally and Nationally, we see the need to continue to develop courses, and eventually Programs, that assist our population in gaining information on key Health Concerns that affect them.

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.).

- Legislative challenges to fund PE differently.
- Insufficient space to complete all activities safely and properly.
- Reduction of class offerings limiting our outreach classes (Online Health for example)
- Need for additional space and staff.
- Constant moving and shuffling of our program.
- Clash of philosophy between Department Goals and Administrative Plans for what is best.
- SLOs can be time consuming and counter productive to the idea of course objectives.

Additionally for Health, The major negative factor for our program has been budget cut-backs at the state level which caused budget cut-backs at the local level so we cannot offer as many classes and we are restricted in our growth. For example, if we had the budget, we could offer as many as six online health classes in the summer to meet the needs of the growing K-12 community. We are limited in our ability to develop programs that reach to the business community when we are unable to offer enough classes to meet the needs of our own college students.

The major positive factor for our program is the technology developments that continue to happen on our college campus through the Title V program plus the technology advances that are happening within society. We can capitalize on those technology developments to help our students improve their health habits and increase their health.
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.).

Continued legislative threats to fund Physical Education at a lower rate. LACCD concern of this possible funding problem and the archiving of PE at District level by 2012. (Kinesiology) This impacts our department overall, and yet, it could be a stimulus to drive curriculum change within the department.

The major negative factor for our program has been budget cut-backs at the state level which caused budget cut-backs at the local level so we cannot offer as many classes and we are restricted in our growth. For example, if we had the budget, we could offer as many as six online health classes in the summer to meet the needs of the growing K-12 community. We are limited in our ability to develop programs that reach to the business community when we are unable to offer enough classes to meet the needs of our own college students.

The major positive factor for our program is the technology developments that continue to happen on our college campus through the Title V program plus the technology advances that are happening within society. We can capitalize on those technology developments to help our students improve their health habits and increase their health.

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

Time. Hopefully after this semester, we will begin to catch up and fewer assignments will need to be completed. This time will allow us to focus on developing a better, more elaborate, transferable program or provides job opportunities to our students.

Newer facilities, even limited ones, will help enrollment and the development of a Major within our department and would allow possible discipline cross-over (i.e. Culinary and Fitness).

At the State level, to understand that excessive and redundant paperwork is counter-productive to the educational process.

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

1. Do all courses in the Department have SLOs?  Yes
2. Is there a formal assessment plan for all SLOs? Yes
3. How many courses have at least one SLOs assessed? 24
4. Do all Programs have Program Learning Outcomes (PLOs)? Off
5. Do all PLOs tie into LATTC Core Competencies? Off
6. Do all PLOs tie into LATTC Core Competencies? No
10. What were the most important findings from the assessments of SLOs & PLOs?

Continued work must be done to link SLO's to Core Competencies. However, we do feel that the Core Competencies need to be re-examined to add the important components we address in our instruction. Lifelong wellness and fitness needs to become an important part of our students lives. One instructor reports that measuring a SINGLE assignment SLO is very limited. Therefore, doing multiple SLO assignment measurements which measure multiple phases of health behavior over the course of the semester would be better. Finding a way to measure regular health behavior and it's change as a result of the class would be the idea. This would require a length discussion by the faculty to achieve for all Health 11 classes but individual instructors can begin to experiment in their single classes and report back the results.

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

Work within SLO committee to add components to the colleges Core Competencies. Expand SLO's in courses as we become better versed at creating and assessing them. Increased dialogue between course instructors.

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

Short Term, no.
Long Term, the Expansion of facility will.

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)

N/A

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

N/A

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

N/A

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

N/A

5. Advisory board recommendations.

N/A

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

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

N/A
Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   Discipline Mission

   Educate and train students, workers and worker representatives to:
   - prepare for or advance in careers in labor relations
   - understand workers rights, strategies and techniques to advance workers' interests
   - better communicate with and involve union members in organizing and collective bargaining
   - increase civic participation of workers through political and community involvement

   Department Mission

   Establish and maintain relationships with other college Labor Studies programs to
   - partner on educational programs
   - seminars
   - articulation agreements.

   Outreach to unions and public agencies to establish and strengthen relationships and build partnerships to
   - access industry expertise, through guest speakers, a broad based advisory board to keep courses and program relevant to meet the needs of the industry (labor).
   - promote the Labor Studies program and recruit students through free ads in newsletters and links to LS program from websites
   - develop career pathways for Labor Studies students.
   - obtain resources for the program, such as free classroom space and scholarships for students

2. Describe the purpose of the Department.

   Labor Studies is designed to train students, union leaders, human relations professionals, and workers in the practical, applied skills and up-to-date knowledge of labor relations for positions in labor and trade union leadership. Employees in labor and human relations can develop career skills and prepare for positions or advancement in labor unions, labor relations, human relations and government.

   The Labor Studies Program offers the following alternative patterns of learning: 1) courses may be completed as desired to develop specific skills to meet the needs of the individual student; 2) courses may be completed to meet the requirements of the Associate Degree; 3) courses may be completed to meet the 24 units required to earn the Certificate of Completion in Labor Studies.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

Career Development: prepare students for careers in labor relations.
Academic Goals: prepare students to transfer to 4-year colleges and universities
Life-Long Learning: help workers and worker representatives meet their goals to update their knowledge, skills and techniques in Labor Studies.
Participate in our Democratic Society: help workers develop skills and techniques to communicate more effectively and involve members to be active in civic life.
Economic Development: educate workers on how to build strong unions and worker organizations which raise the standard of living for members and all workers.
Community Partners: Establish and strengthen relationships and partnerships with unions and government agencies.

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

works well, no additional suggestions.

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

   Labor - add at the end of the statement as an additional “partner”

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

   Labor - add at the end of the list of “leaders and innovators”

3. How does your Program support LATTC Core Competencies?

   A. Critical Thinking: All core Labor Studies courses teach critical thinking in each of LS Program Learning Outcomes.
   B. Create: Labor Studies teaches students to create strategic plans, contract bargaining proposals, and written grievances.
   C. Technical Skills: Labor Studies teaches students to acquire and master critical skills in key areas of labor relations.
   D. Communication: Labor Studies teaches students communication skills which are critical to perform effectively in labor relations.
   E. Cultural Interface: Labor Studies teaches students to lead effectively in unions with a culturally diverse membership.
4. How does your Program support the college’s Strategic initiatives? (Appendix A)

Student Success: The Labor Center regularly receives and posts job announcements from the industry to our extensive student and alumni e-mail contact list.

Growth: Nationally, Los Angeles is the fastest growing part of the Labor Movement. The Labor Center actively outreaches to labor organizations to publicize the program, recruit students who would otherwise never attend Trade Tech, and obtain scholarship funds for students. The Labor Center creates and disseminates flyers and brochures about the program in person at union halls, and at wider Labor Movement gatherings and through electronic and post mail.

Additionally, the Labor Center offers numerous county-wide offerings on evening, weekends, through distance learning, late start and other alternative modes of scheduling to meet the needs of a busy, working and older population of students.

Community & Business Development: The Labor Center runs an extensive program in “the community” primarily in union halls or at work sites throughout the region. Unions donate the use of their facilities and parking to host Labor Studies classes. The Labor Center has expanded on-line course offerings to two per semester by recruiting and training teachers and getting Curriculum Committee Approval. This Fall/Winter, in conjunction with the CA State Federation of Labor and large local Labor Councils across the state, the Labor Center will be launching an electronic publicity campaign with phone follow up contact to advertise these on-line classes.

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

College wide support for weekend, late start, and other non-traditional courses. Student demand is increasing for compressed, weekend classes, evening and late start classes, but support is not adequate (e.g. copy center, library, on-line registration shut down too soon for late start classes.)

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

Recruit additional instructors to teach on-line and obtain DL approval for additional required courses. Promote the on-line program throughout the state and with regional labor organizations.

Work closely with our Advisory Board and faculty to develop a comprehensive curriculum review process that results in a list of required core courses that closely reflects industry demand.

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

On-line program enrolling students throughout California. Begin to promote the on-line program working with the AFL-CIO, national unions, and the National Labor College.

A modified, fully approved list of required core courses that closely reflects industry demand.

Work closely with our Advisory Board and faculty to develop a comprehensive curriculum review process to update all courses and infuse the curriculum with “the organizing model” to meet current industry demand. Train existing faculty and recruit new faculty to teach “the organizing model” throughout the curriculum.
8. Where do you see your Program in 10 years?

Nationally known, widely utilized on-line program offering core Labor Studies courses. Few Labor Studies programs teach the practical and applied labor relations skills like we do. The department's 10-year goal is to meet a large unmet demand across the country.

Full Labor Studies Curriculum, accessed from across the country, that meets the industry need for the “organizing model.”

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

- Additional support services on evenings and weekends.
- Comprehensive plan for promoting and growing on-line Labor Studies classes
- Need to maintain, strengthen and expand our partnerships within the Labor Movement
- Reexamined curriculum and determined the need for a required course sequence

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

The Labor Center is the largest Labor Studies credit program in the United States. It is well known and appreciated in the local Labor Movement. Spot surveys of the approximately 200 union leaders who regularly attend LA County Federation of Labor delegates meeting show that 80% of them have attended Labor Studies Classes. The LA Labor Federation hosts a scholarship fund raiser every 5 years for Labor Studies students which is widely supported by local and international unions. Many prominent labor leaders serve on the Labor Center's Advisory Board. A positive image of the Labor Center has resulted in articulations agreement and mutual publicity with Cal State Dominguez Hills and the National Labor College in Maryland's Labor Studies programs.

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

Though the faculty of the Labor Center are very active in college and district activities, the program is not very well known because it is almost exclusively an outreach program, bringing in students from the Labor Movement who would not otherwise attend Trade Tech. This past year, the Labor Center launched a program to offer a 3-unit survey course about labor that satisfies a graduation requirement and as a result, the visibility of the program on campus has increased.

12. How is your Program perceived by the competitors?

In the relatively small universe of Labor Studies programs, the Trade Tech program is the largest of its kind in the country and widely perceived as effective and a source of transfers to university programs. While other California Community College Labor Studies are small and struggling, these other programs look to the leadership of the Labor Center to assist and mentor them.

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

The program would like to be more widely known and accessed by students across the state and nation for our on-line classes. The program would like to strengthen ties to the National Labor College by re-establish a scholarship program for local labor studies students to transfer. The Labor Center will be meet a unique student need with a new course "LS 101: Introduction to Unions" designed for "regular" Trade Tech students to learn about unions particularly in their career trades.
14. Please provide additional comments and suggestions for this module.

Asking for one word to add to the College Strategic Plan and Vision Statement feels like tokenism. A true "brainstorming" or collection of input from the campus community should allow for real proposals and suggestions, not just one word.

There is little difference between 3 and 5 year plans. 3 year plans are essentially medium term plans, 10 year plans are long range, adding a 5 year step sheds little extra light.

Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?
   Counseling, limited admissions.

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Counselors to inform students about the locations of outreach, off-campus classes when recommending enrollment in Labor Studies classes.
   Labor Studies majors be referred by the department to counseling earlier.
   Change process for late-start enrollment to allow students to enroll on-line after the semester begins, but before courses begin.

3. What additional matriculation services would you like to see in the future?
   None.

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
   no follow-up requested

2. Data Section - Recommendation Follow-up
   no follow-up requested

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   no follow-up requested

4. Forms Section - Recommendation Follow-up
   no follow-up requested

1/11/2011
Module C.2: Reflection

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

   Goal #1: we increased the number of on-line classes to two per semester as planned.
   Goal #1: Objective #1: Two new faculty members were recruited to teach on-line. One is teaching this Fall Semester and another is training this semester to teach in Spring.

   Goal #2, Objective #2: We have supplemented our on-going marketing plan by sending out e-blasts of all of our program and weekend class flyers. We met with the President of the California State Federation of Labor to discuss our marketing needs for our on-line program. This resulted in an e-blast promoting our on-line classes and a on the State Federation of Labor website to our webpage.
   Goal #2, Objective #3: Developed a ceremony for Labor Studies graduates at the Los Angeles County Federation of Labor Meeting, typically attended by approximately 200 delegates.

   Goal #3, Objective #1: Developed a new Steward Training Course and offered it for the first time in Fall Semester 2010, as planned.

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.).

   Events and activities of the local Central Labor Council have energized and motivated union members in various unions who turn to the Labor Center as a venue for acquiring knowledge, skills and current information as well as networking with other union leaders and activists to advance in their careers.

   Downsizing in this economy has made recruiting well-qualified instructors easier.

   This enthusiasm in the Labor Movement has resulted in increased demand for classes.
   Unfortunately, budget cuts coming from the economic downturn and the dismal California State Budget have resulted in sections cut just as demand increases.

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.).

   New, smart classrooms in the TE Building are a great improvement.

   Excessive staff time required to conduct a full program review, re-work SLO’s, train instructors on SLO assessment instruments, updating course outlines and then re-updating many of them because of the new ESC format, evaluating all instructors, have diverted us from our normal required duties and have stalled progress or improvements.

   Moving into new, temporary offices disrupted the flow of work at an inconvenient time.

4. What plans need to be implemented in order to address the Program’s external and internal factors?
Module C.3: Student Learning Outcomes (SLO) and Program

Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?  
   Yes
2. Is there a formal assessment plan for all SLOs?  
   Yes
3. How many courses have at least one SLOs assessed?  
   13
4. Do all Programs have Program Learning Outcomes (PLOs)?  
   Yes
5. Do all Programs have Curriculum map developed?  
   Yes
6. Do all PLOs tie into LATTC Core Competencies?  
   Yes
7. Is there a formal assessment plan for all PLOs?  
   Yes
8. How many Programs have at least one PLOs assessed?  
   2
9. Do all SLOs tie into LATTC Core Competencies?  
   Yes

10. What were the most important findings from the assessments of SLOs & PLOs?
    For many students, in class, interactive activities enhance student learning.
    Rubrics should be more specifically focused on SLO's.
    SLO's 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)?
    Train faculty to use more interactive methods of teaching.
    Continue staff development of faculty on SLOs, assessments and rubrics.
    Continuous quality improvement on SLOs and assessment.

12. Will these planned changes necessitate a resource request? If yes, give a brief 
    explanation.
    No.

13. Please provide additional comments and suggestions for this module.
    More clear instructions on how to align PLO’s with College Core Competencies.

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)
   Not applicable.
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

Program directly meets the BLS projection of 22% growth in labor market demand between 2008 and 2018.

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

Program provides position announcements to graduates and currently enrolled students and assists students with references and letters of recommendation. Most labor studies students are already employed full time and are seeking to advance in their careers.

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

Labor Center Advisory Board Meeting - January 28, 2010 1 - 3pm

Members Present: Patricia Aguirre, ILWU, Kelly Candaele, LACCD Trustee, John Delloro, Dolores Huerta Labor Institute, John Grant, UFCW 770, Tina Littleton for Linda Gonzalez, Federal Mediation & Conciliation Service, Nancy Oshima, LA Labor Federation, Peter Olney, ILWU, Lou Zigman, Arbitrator

Staff Present: John McDowell, Director, Kathleen Yasuda, Associate Director, Lou Siegel

5. Advisory board recommendations.

M/S/P Expand the Labor Center On-Line program with new classes, new instructors to teach on-line, and by promoting the program across the state.

M/S/P Develop a new, 1-unit course in Steward Training.

M/S/P Update existing 1-unit credit courses in Union Communications to include all aspects of electronic communications, such as web-pages, social media, and web conferencing.

M/S/P Develop two new non-credit classes: Union Leadership and Meet The Arbitrators

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

Need to develop the e-communications class.

On-line program was expanded and new instructors were recruited and trained. This initiative will continue, with broader promotion to reach a larger audience.

Department has decided after investigation and careful consideration, not to develop non-credit classes

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

none
**LATTC Program Review 2010- 2011**

**Instructional -Department Level**

**Department:** Language Arts & Humanities

**Participated Faculty/Staff:** Vincent Jackson, Dean & Acting Chair for Language Arts and Humanities

**Section A. Mission**

**Module A.1: Department Mission**

1. **Describe the mission of the Department.**

   The Language Arts and Humanities Department at Los Angeles Trade Technical College offers students a broad base of liberal arts learning in accordance with the disciplines of Art, Foreign Languages, Humanities, Journalism, Music, Philosophy, Speech Communication, and Theatre.

   The goal of the department is to offer students the opportunity to complete an Associate of Arts Degree, take transferable courses to the UC and Cal State schools, and assist students in adult basic skills learning in compliance with the Education Code.

2. **Describe the purpose of the Department.**

   The purpose of the department is to prepare students for lifelong learning in order to enable them to discuss and critically analyze the principal ideas that have shaped our world and civilization.

   We also aim to prepare students to participate in the workforce sector as well as to acquire the skills needed to succeed and excel in a globalized society.

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

   The Department's mission aligns with the mission of the college because of its commitment to Associate Degree complete and/or transfer to the university level. In the long run, the educational success received at LATTC will promote students to vie for competitive careers within the surrounding communities and abroad, while also securing economic stability for themselves and their families.

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

   None.

**Section B. Comprehensive Program Review Modules**

**Module B.1: Strategic Master Plan**

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

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

3. How does your Program support LATTC Core Competencies?
   Projects and assignments that include the gathering of research to develop clear and accurate position papers that have a beginning and a conclusion.

   Language Arts & Humanities courses promote student feedback and oral participation within group projects that could also include classroom presentations.

   Life Enhancement: Communicating theoretical concepts into practical application. Examples include interpersonal skills development, leadership development and public speaking, and conflict management/resolution.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Student Success: Student preparation and college orientation is key. Faculty are required to establish clear SLOs so students understand the direction of the class and the outcomes to be achieved.

   Community and Business Development: All of the courses within LAH are academic transfer courses.

   Growth: LAH department has a department avg. class size of 32. Continue to offer courses that are engaging and are participatory in nature while maintaining baseline retention and success rates - goal.

   Organizational Development: ensure that curricula is updated within State guidelines - for Academic programs minimally every four (4) years. For CTE certificates and degree programs, recommended every two years.

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   The hiring of new and engaging full-time and adjunct faculty. As faculty retire, replacements are essential to keep our 75/25 full-time to adjunct teaching ratio in alignment.

6. Where do you see your Program in 3 years?
   Increasing the number of transfer and Associate degree completion rates within the LAH department. Expand in online offerings within the department to meet student needs. Employing new technologies to enhance instructional delivery of the subject matter. Establishment of a strong Foreign Language Instructional lab with instructional auxilaries such as (DVD, CD, and online tutorial practice test) to improve content mastery.

7. Where do you see your Program in 5 years?
   Maintaining quality online course options for students.

8. Where do you see your Program in 10 years?
   Maintaining department goals as they pertain to Associate degree completion and transfer. Maintain a baseline of full-time faculty that will move disciplines forward and provide the appropriate technologies to keep these courses current.

9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)
   The economy impact has caused the LAH department to reduce its course offering compared to a couple of years ago.
10. How is your Program perceived by the external community?
   Courses are in good standing as it pertains to articulation to four-year universities with most of our discipline offerings. Need to meet with the University of Southern California (USC) in regards to repairing our articulation transfer option with our Spanish courses.

11. How is your Program perceived by the college community?
   Classes are available for students to meet the CSU:UC transferable credit. The college has established a balance of offering day, evening and Saturday class options that meets the needs of our college and community.

12. How is your Program perceived by the competitors?
   Courses are offered where our competitors don't experience enrollment deterioration; therefore, no enrollment conflicts amongst our feeder community colleges would exist.

13. How does your Program want to be perceived by the external community, college community, and competitors?
   A department that markets its course offerings to its community without infringing upon regions outside of its service area. A department that provides an opportunity for access, equity, and successful completion of student educational goals.

14. Please provide additional comments and suggestions for this module.
   None.

Module B.2: Matriculation Plan:

1. What current matriculation services are being utilized by your Program?
   All disciplines work closely with the Transfer Center, Counseling, Cal Works, and Admissions departments.

2. How can current matriculation services be improved and/or be better utilized by your Program?
   Services can be improved by enclosing a disclaimer on the students receipts which say, "LATTC strongly encourages all new students make an appointment to see a counselor before starting their studies at LATTC".

3. What additional matriculation services would you like to see in the future?
   Nothing specific, just in general, that services are made available to all students particularly pertaining to graduation and transfer.

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

Based on last year's Program Validation, no follow-up was requested.

2. Data Section - Recommendation Follow-up

None.

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

Where applicable, ensure that all discipline have a separate supply and equipment line item established to better monitor discipline expenditures. Resource requests need to be listed in the unit planning stage of Program Review.

4. Forms Section - Recommendation Follow-up

None at this point. The forms are clear and more lucid that last year's process.

Module C.2: Reflection

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

The department over the past two years has not had shared governance with the previous chair. Changes are being made to improve this important element of decision-making. More faculty (FT & PT) are involved in the process and they understand that our courses need to be reviewed annually to sustain our continuous quality improvement goals and objectives.

Faculty understand that in order to solicit resource request, the goal and the planned activities much support the need for resources. If the resource request is not in its unit Program Review, funding for the resources will not be allocated.

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

Positive:
1. More faculty involvement with the Program Review and SLO process which support our Student Success Initiative.
2. More faculty understand the importance of our "continuous quality improvement - CQI" efforts as it pertains to curriculum review and, where applicable, the infusion of technology.

Negative:
1. Budget cuts negatively affect the number of courses that a department can offer which delays student matriculation toward degree completion and transfer.
2. Given that LATTC is limited on what courses can be offered, we run the risk of students going elsewhere and that college getting the credit for degree or certificate completion.
3. What are the positive and negative internal factors that influenced the Program? (Help-
Examples: results of previous SLO's/SAO's assessment, IT data, changes in technology
budgeting, and staffing resources, enrollment and/or facilities issues, etc.).

Positive:
1. The development of course SLOs has encouraged faculty to review their instructional content to
   ensure that appropriate student success, persistence, and retention benchmarks are met.

Negative:
1. Budget cuts negatively affect the number of courses that a department can offer which delays
   student matriculation toward degree completion and transfer.

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

A department plan that states that we need to maximize our course offerings with the funding that
we're awarded. For the next two years, the department needs to realize that the State doesn't have any
money to undergird the college's budget, so we are going to have to find solutions on how to move
students through their programs with less money.

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

Learning Outcomes (PLO)

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

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

10. What were the most important findings from the assessments of SLOs & PLOs?
    SLOs, in connection with the course assessment criteria, can determine where students are having
troubles within the course, then faculty can make the appropriate adjustments to remove those
obstacles preventing student success.

11. What changes will be made to address these findings? (e.g. changes to the program,
curriculum, instructional methods, and facility)?
    Staff development training on continuous quality improvement measures (e.g., SLOs, course
assessment, updating of course outlines).

12. Will these planned changes necessitate a resource request? If yes, give a brief
    explanation.
    No.
Module C.4: External Accreditation/Review/Audit Analysis

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

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

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

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

5. Advisory board recommendations.
   
   Most of the disciplines are Academic Programs. Theater is the only CTE discipline in LAH, but doesn't require an advisory board at this time.

6. What plans need to be implemented in order to address the identified issues/recommendations?
   
   Given that most of the issues surrounding budget, we can only be creative in selecting courses that pertain to basic skills, CTE, and transfer that move students toward degree completion.

7. Please provide additional comments and suggestions for this module.
   
   None.
Learning Skills/ESL

LATTC Program Review 2010- 2011
Instructional -Department Level

Department: Learning Skills/ESL

Participated Faculty/Staff: Ayesha Randall, Maria Armstrong, Christina Anketell

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The mission of Learning Skills/ESL Department is to provide skills in basic skills, ESL, ASL, and Developmental Communication, and Learning Skills credit courses to all students to help ensure success in their academic, career, and personal endeavors. The faculty and staff are dedicated to creating a student-centered environment which fosters creativity and essential basic academic and life skills.

2. Describe the purpose of the Department.

   The department emphasizes the fluency of the three fundamental cognitive skill levels of in Bloom's Taxonomy: knowledge, comprehension, and application-- while concurrently developing and/or utilizing other higher order cognitive skills. Courses are taught as instructor-led and self-paced computer-assisted modes of instruction. These classes are designed to assist in students' preparation for transition to college level coursework in academic and Career Technology Education. Upon completion of courses in this department, students should have the knowledge and skills required for life-long learning.

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

   The department's mission statement aligns with LATTC mission statement by providing quality basic skills instruction and resources. It enables students to participate in their own learning processes while developing core skills in Reading, Writing, Mathematics, Language (ESL and ASL) and Study Skills and thereby developing life-long learning strategies to further enhance the contributions to society.

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

   N/A

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

   growth, student-centered

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

   achievement
3. How does your Program support LATTC Core Competencies?
Learning Skills supports LATTC Core Competencies in the following manner:
The department encourages students to utilize critical thinking by reinforcing foundational skills.
In order to accommodate varied learning styles and student needs, the department uses diverse
modes of instruction to strengthen students' essential skills.
Learning Skills classes are also computer-aided instruction which requires students to acquire and
develop basic computer skills.
The discipline's courses promote the process of learning and communicating information in an
academic and real-world environment.
Students learn to interact with their peers in a diverse cultural and socioeconomic environment.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
All of our goals are connected to Student Success Priority: Initiative: Basic Skills

5. What priorities came out of your Program Review that should be addressed in the new SMP?
Increase partnership between the department and CTE programs.
Create new and innovative curricula and methodology.
Continue to focus on the implementation and utilization of best practices.
Create and distribute marketing materials for the department and highlight the offerings in each area.
Develop new classes and course offerings that address the learning needs for a wide variety of students.

6. Where do you see your Program in 3 years?
The department plans to:
- develop strong partnerships with selected CTE programs to provide content based foundational
  skills both in Learning Skills and ESL disciplines.
- strengthen and grow the classroom component of Learning Skills to complement the
  computer-assisted learning courses.
- offer more short term Learning Skills classes that maintain a college rigor and meet the varied
  orientation and scheduling needs of the college.
- secure funding through grants and other resources to enhance the current GED course offerings
  and build a viable credit GED program.
Expand the ASL program which includes ASL 3, and ASL 4.
Hire two additional full-time ESL faculty members to replace recent retirees.

7. Where do you see your Program in 5 years?
New Learning Skills/ESL area with dedicated classrooms and adjoining labs to facilitate smooth
transition from teacher-led instruction to independent learning.
Provide a richer, fuller curriculum with more lecture-based and contextualized-based instruction.
Establish a fully functional GED program to cater to the growing needs of our CTE population and
community at large.
Continue building the ASL department and offer the Two-Year Interpreter Training Program.

8. Where do you see your Program in 10 years?
The department will build a "model" Learning Skills program in the District.
The program will have:
State of the Art Smart Classrooms and computer labs.
Develop partnerships with ALL CTE programs on campus.
9. What are the over-arching themes coming out of your Program Review? (for example: economy impact, student preparedness, customer service)

   The program needs to continue to address the importance of focusing on student preparedness for college-level courses, and assist in preparing students for different types of assessment, like ATB, Accuplacer, and CTE assessments and licenses.

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

   Currently, the department does not have enough exposure to the community in general. More effort needs to be made to partnership with community based organizations and neighboring high schools.

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

   Learning Skills/ESL/ASL are perceived favorably in the college community. It is important that the department be viewed as an area where active learning and students' preparation takes place. It is also important to foster improved relationship and collaboration with other departments in the District.

12. How is your Program perceived by the competitors?

   N/A

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

   The Learning Skills/ESL Department at LATTC needs to foster a favorable reputation in the external community and the college community. We hope to continue to build a program that included rigorous and innovative courses that will continue to enhance our reputation within the community and college.

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

   N/A

Module B.2: Matriculation Plan:

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

   Admissions, Orientation, Assessment, Counseling, EOP&S and Calworks/Gain, and Financial Aid, Non-Credit, Faculty referrals.

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

   There needs to be more communication between the department and campus community. Early dialogue needs to be established with student services to streamline class offerings. This is especially essential to ensure that students who enroll mid-semester are served in a consistent and timely manner.

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

   Learning Skills/ESL Department needs to be an integral part of the orientation process/sessions.

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

   N/A
Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

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

2. Data Section - Recommendation Follow-up
   
   There were no recommendations for follow-up in this section.

3. Unit Planning & Budget Prioritization Section - Recommendation Follow-up
   
   There were no recommendations for follow-up in this section.

4. Forms Section - Recommendation Follow-up
   
   Recommended improvements on the objective section. The department will follow the stated guidelines and attend workshops and scheduled program review meetings.

Module C.2: Reflection

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

   Changes in the design of the functioning of the Learning Skills discipline and class and lab offerings have been made to make the area more student-centered and structured.
   
   This semester, there is a new format which has allowed for increased offerings in Learning Skills classes in the areas of Reading, Writing, Mathematics, and Study Skills. In addition, core Developmental Communication courses have been reinstated.

   Course outlines in Learning Skills, Developmental Communication, and ASL have been updated.

   This ESL program will have a stronger emphasis on marketing, collaboration, and coordination with other campus disciplines and a structured class offering set of ESL classes.

   SLOs are established and aligned with course syllabi and classed to be assessed during the 2010-2011 academic year have been identified and the process has begun.

   Tutoring services have been made available to Learning Skills 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.).

   Although the current unemployment rate has lead to an increase in students wanting to enroll in our program, Learning Skills/ESL department has been unable to meet this demand at this time. The current financial crisis in the State has impacted the funding to the community colleges. This has directly affected our department's ability to provide a sufficient amount of semester-long services, personnel, and course selections.
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.).

A shift in paradigm and a department focus on increased student retention and success has brought about positive changes in the enrollment and monitoring of our students. The format allows for instructors to be more student-teacher engagement with an emphasis on student attendance, course content, and completion.

The loss of two full-time faculty members during the past two years in the ESL discipline has greatly hindered the growth and progress of the discipline. It is hoped that these positions will be filled in a timely manner so that more courses- especially the complementary B and C series of the ESL courses-can also be systematically offered.

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

The department plans to:
- offer a wider selection and re-instate Study Strategies courses such as Math Anxiety, Note-Taking Skills, and Word Processing to enable students to succeed in their academic courses.
- Update and implement the utilization of standardized assessments and rubrics for all Learning Skills and ESL courses.
- secure funding to purchase class sets of text-books for students to ensure student success and retention.
- introduce students to changing technology such as Moodle, e-Portfolio, and open source web-based instruction.
- Develop greater communication with Noncredit ESL and the English department to assist in the smooth transition of ESL students from one program to the other.
- Continue to work on building collaboration with community agencies and local adult adult schools to publicize the ESL program.

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

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<th>Question</th>
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<th>Off</th>
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<tbody>
<tr>
<td>1. Do all courses in the Department have SLOs?</td>
<td>Yes</td>
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<tr>
<td>2. Is there a formal assessment plan for all SLOs?</td>
<td>Yes</td>
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<td>3. How many courses have at least one SLOs assessed?</td>
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<td>4. Do all Programs have Program Learning Outcomes (PLOs)?</td>
<td>Off</td>
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<td>5. Do all Programs have Curriculum map developed?</td>
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<td>6. Do all PLOs tie into LATTC Core Competencies?</td>
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<td>8. How many Programs have at least one PLOs assessed?</td>
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<tr>
<td>9. Do all SLOs tie into LATTC Core Competencies?</td>
<td>Yes</td>
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<tr>
<td>10. What were the most important findings from the assessments of SLOs &amp; PLOs?</td>
<td>In progress.</td>
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11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?

N/A

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

N/A

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

N/A

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

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

ACCJC Annual

N/A

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

N/A

3. Job placement rates for the last 3 academic years.  

ACCJC Annual

N/A

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

N/A

5. Advisory board recommendations.

N/A

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

N/A

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

N/A
Department: Online Program

Participated Faculty/Staff: Linda Delzeit

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

   The Los Angeles Trade Technical College Online Program is part of the College's commitment to provide students with high-quality educational opportunities that provide flexibility to meet their life-long learning goals. Therefore, the LATTC Online Program seeks to:
   a. Support the vision, mission, goals and academic values of the College;
   b. Provide information to help prepare students to take online classes, including orientation, Online Student Guide, online tutorials, and self-help for technical issues;
   c. Support successful online teaching through training and on-going support;
   d. Assist with on-going research and development of policies, best practices, and new instructional technologies;
   e. Assist with adherence to laws and regulations regarding such things as ADA 508 compliance, copyright laws, FERPA, and student identification, privacy and safety;
   f. Assist faculty with the development of online curriculum repository, course development, technology applications, teaching resources, and related issues as needed;
   g. Provide assistance to current and prospective students needing information and reference for enrollment, admissions, financial aid, advising, and other areas of college life which may not be easily accessible to distance-learning students;
   h. Coordinate with other colleges in the district, with the district office, and with the larger educational system to leverage technology, share best practices, and develop new ways to increase student success;
   i. Integrate the college ePortfolio software, Mahara, with the college course management software, Moodle, and assist faculty and students with using it.

2. Describe the purpose of the Department.

   The Online Program works with all departments and faculty since the college course management system, Moodle is used to support all classes offered at the college. The Online Program office provides training and support to both faculty and staff in Moodle and Mahara, the college ePortfolio system. The office works with the college grants, the Media Center, the webmaster and departments who wish to do special instructional technology projects, including, but not limited to streaming media, podcasting, webcasting, virtual office hours, live distance tutoring, and/or asynchronous tutoring. The Online program office also handles the college student email accounts and provides training and support to faculty and staff in the use of Google Apps. Additional work is done for development of new policies and procedures as needed by federal, state, or practical application of the program. This includes such things as absentee policy for online faculty and students, 508 compliance, copyright issues, DSPS Rules for Taking Quizzes, and Online Student Late-Add procedures.
3. Describe the alignment of the Department mission statement with the College’s mission statement.

The Online Program mission statement supports the college goals and mission in its entirety. The college's mission statement says, "Provide our students and community with high-quality technical and professional educational options that flexibly meet their life-long career development and academic goals;" The online program focuses on leveraging educational technology to enhance students' educational experience, provide flexible alternatives (online), as well as assist disciplines and faculty to have the proper training and equipment that they need to instruct their students and prepare them to work in their career. The Online Program provides the added flexibility to schedule courses and student services that meet the mission statement comments on life-long learning and flexibility.

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

The Online Program has become more integrated into the college as represented by the name "Technology Mediated Learning and Teaching" given to the program by Marcy Drummond when she was VP of Academic Affairs. The duties and tasks which are done by the Online Program are widespread across campus and have the potential to become increasingly important as the technology continues to develop with mobile devices. New applications are being developed that will impact every facet of teaching and our daily lives.

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.

   "personal learning environments"

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

   "technologically sophisticated"

3. How does your Program support LATTC Core Competencies?

   The Online Program supports and develops each one of the LATTC Core Competencies. Here are a few examples:
   1. Students are taught to do online research and to evaluate online resources for credibility.
   2. Students create ePortfolios which include written and multimedia information of the learning they have achieved from taking classes and how they are prepared for employment.
   3. Students use a wide arrange of technical skills with Moodle and Mahara and Google Apps. They build core computer competencies in the areas of accessing information, manipulating and interacting with information, using technology for collaboration and teamwork, and to create and edit multimedia images and video.
4. How does your Program support the college's Strategic initiatives? (Appendix A)

The Online Program supports all online courses and helps teachers to develop new ones. The program provides information and on-going support regarding how to access the Student Information System, campus email accounts, how to use Moodle and Mahara, and links to information on the Internet to help students succeed in college and prepare an electronic resume/ePortfolio. The Online Program is working with the LATTC Foundation to provide a means for graduating students to move their ePortfolios to an Alumni ePortfolio area where they will remain connected to the college. The Online Program is now supporting accounts and access for 100% of the students at the college. The Trade Bridge Academy links to this information and includes it in their orientations. (SS-Basic Skills, SS-Freshman Experience, SS-Transition to Job Placement, SS-Tech into Curriculum; Growth - Bridges to Success; Growth - Alt. Delivery; Growth - Global Outreach; Growth-Foundation & Alumni Support; OD-Internal Operational Policies; OD-Staff Development; OD-Tech. Plan)

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

The expanded use of mobile devices needs to be included in the new Strategic Master plan. This can include further outreach to the community, as well as, increasing student success, retention, persistence, and recruitment. A second priority is expanded use of ePortfolios for measuring program and institutional SLOs. The ePortfolios can help students value their education and remain connected to the college.

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

I see the Online Program continuing to expand instructional technology which includes more use of mobile devices, reusable learning objects, web conferencing, and development of more sophisticated uses of technology for information storage, retrieval, and records management. It will continue to need to keep pace with federal and state rules and regulations such as student identification, copyright issues, and ADA compliance.

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

In five years, I see a proliferation of the online and hybrid classes with personalized learning environments and schedules. I think the budget will allow for more growth of classes and programs. The technology will be more developed and the students will demand the changes from the institution. Business as usual will be different and the college will be required to adapt current contracts and policies and procedures to meet the social pressures.

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

In ten years, the technology will be developed in ways we can now barely imagine. The technology will influence our instructional programs, our health, our lives, our social interaction and the college will need to keep adapting. I don't see technology going away, but rather becoming more integral to all that we do.

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

Expanding student and faculty training and support in all of the campus technologies. For example, not just teaching how to access the technology but how to fully integrate it into the teaching and learning processes. Teaching both students and faculty to create and edit their own multimedia and how to use it to develop an electronic identity that helps with professional growth and development.
10. How is your Program perceived by the external community?

The LATTC Online Program is recognized as a leader in the areas of Moodle and Mahara and developing sophisticated and innovative ways to integrate the technology into the instructional program. We have been the source of magazine articles and given recognition at conferences. The CVC website directs others to our program, specifically our California Accelerated Pathways program for helping high school students with an alternative to traditional AP classes.

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

The Online Program is perceived as being supportive and responsive to the college students and faculty. I believe the campus community would like to see the program have more staff to provide expanded services and training.

12. How is your Program perceived by the competitors?

Our online program competitors would include any other online college classes, including those of our sister colleges, private colleges, and other 2-year or 4-year institutions since our students can take classes from any college in the world without traveling, except for mandatory face-to-face meetings. Due to the fact there is such a scarcity of online classes being offered at the CA community colleges, there are more students who want our classes than we can handle. So the REAL question is why we are pushing our students to the competitors by not offering more classes? Our competitors only see us as giving them business because we are not meeting the needs of our own students by reducing the number of classes we are offering. In addition, we have not yet developed a range of full certificate and/or full degree programs to meet the need. Thus the competition is more attractive in that regard.

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

We want to be perceived as a threat to their business by offering quality classes, full certificate and degree programs, and enough classes at affordable prices to put our competition out of business!

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

N/A

Module B.2: Matriculation Plan:

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

Our online students are using as many of the matriculation services as they can but the matriculation and student services available to them in the online environment are severely limited. The registration office has worked with us to develop a full-functional process for enrolling online students. The Bridges to Success office has worked with us to develop an efficient process for helping K-12 online students get into the online classes and get started and get their transcripts. The Assessment Center has worked with the Online program to provide an efficient process for handling the assessment needs of our students, especially our K-12 students wanting to take online classes. We have worked with counseling to develop Online Academic Advising but they have put very limited staffing to providing that service. We have worked with International Student Center to help them develop Meebo, live chat service, and they are very good about staffing it. We have worked with the Writing Center and the Tutoring Center to develop some online services but their staffing budget is too limited to provide many hours to those online services and our online students are not getting much help.
2. How can current matriculation services be improved and/or be better utilized by your Program?

The student services for counseling, online tutoring, and online writing center are the three areas which need the most help. I think the tutoring and online writing center just need a larger budget to hire tutors. The counseling dept. needs to commit time to handling the requests of our online students.

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

I would like to see online Math tutoring, and online tutoring in science and some of the vocational areas. Students in the last semester could be used to do some online assistance as tutoring. Some colleges have developed online student "friends" that provide assistance to any students knew to the college giving helpful hints and assurance in getting accustomed to college life. I would like to see this develop at LATTC.

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

N/A

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

1. Mission Statement Section - Recommendation Follow-up

No feedback has been given to the 2009 program review documents submitted.

2. Data Section - Recommendation Follow-up

No recommended follow-up was given.

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

Unit has no budget or cost center but we have been told we needed one. Can we recommend follow-up be given to this recommendation and a budget be given to our program?

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.

Since the last program review was submitted, the Online Program has implemented expanded service by creating Moodle sections for all courses and accounts for all students and faculty in Moodle and Mahara. The Online Program has been recognized by the California Virtual Campus for our ePortfolio pilot study success. Colleges within the district and outside the district have recognized us for our efforts and success in using Moodle. The Online Program has conducted training for other instructors and distance education coordinators in the district in both Moodle and Mahara. We are recognized for our experience, training workshops, and leadership in instructional technology and pedagogy.
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 which have caused a reduction in the number of classes being offered is the single biggest negative factor to the Online Program. The single biggest positive factor is the ever-expanding social demand for online courses as a result of students being technologically and mentally ready to take online classes and having the technology at their disposal to take them.

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.).

The single biggest positive influence for the Online Program has been the Title V Coop and the Title V institutional grants. In addition, the new technology in the new buildings provided by the bonds and the FTLA program have been big positive influences. Other positive influences include the Student Success and Basic Skills programs and the district CIO influence to create technology standards.

Internal negative influences include reduced budgets for student tutors, classes, and programs.

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

Due to the negative influences, the Online Program has put more emphasis on working with on campus classes and training all faculty to use the technology. In this sense, the negative factors have been used to stimulate positive change. I think this will create more acceptance for online and hybrid classes. Teachers are telling me that students are better prepared to take online courses and their on campus students are responding very favorably to having online resources available to them.

Faculty who felt they did not need to learn Moodle or Mahara because they never wanted to teach online are giving it a second and third thought and are starting to take interest in getting trained.

As a result of the changes above, there has been an expansion in the Online Help Desk services for students and a new Faculty Online Help Desk has been initiated. A Moodle Quick Reference Guide was developed for both faculty and students and some new tutorial videos were developed. These efforts need to be expanded and more faculty tutorial videos need to be developed.
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 LATTIC 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 LATTIC Core Competencies?  

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

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

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

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

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

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

   The ACCJC requires the Online Program to submit a Substantive Change report each time a certificate or degree can be achieved with more than 50% of the courses available online. We have submitted this report to the ACCJC and was commended on doing a good job with the report.

2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.  
   None

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

4. Advisory board, meeting information (time, date, & attendees).  
   To date, the AFT Distance and Distributed Learning (DDL) Committee has served in the capacity of the Advisory Board to the Online Program. The DDL Committee meets monthly between Sept. and June and when needed, meets in July or August.

1/11/2011
5. Advisory board recommendations.

When the advisory board makes a recommendation, it typically gets implemented right away.

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

N/A

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

N/A
Department: Science

Participated Faculty/Staff: Written by Ricky Wong, chair of Science Dept. 
Reviewed by full-time faculty (Tim Denton, Fred Padilla, Marissa Pantastico-Caldas, Renee Madyun, Vahak Harutunian, Miguel Moreno, Beatriz Ruiz-Silva, Martin Diaz, Karl Houben, and Mohamed El-Tawansy).

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.

To enhance student success by having more full-time faculty, more lab space, more classrooms, upgraded equipment, and a supply budget for each discipline.

2. Describe the purpose of the Department.

The Science Dept is composed of 14 disciplines: five are vocational programs (Chemical Technology, Process Plant Technology, Solid Waste Management, Supply Water Technology, and Wastewater Management) and nine are academic disciplines (Astronomy, Biology, Chemistry, Engineering, Environmental Science, Geography, Geology, Microbiology, and Physics). The vocational programs are two-year certificate and/or degree programs which provide academic knowledge, hands-on training, and job placement for our students. The academic disciplines provide courses (most are supplemented with lab) that allow students to satisfy the requirements for professional schools (eg. nursing, pharmacy, medicine, dentistry) and provide students with a solid foundation before they are transferred to universities (most of our courses are articulated with the UC and CSU systems).

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

The Science Dept's mission statement is very similar to the College's mission statement: We are here to provide our students a high-quality education to meet their academic goals, to foster life-long learning, and to prepare our students to be productive members in our society.

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

n/a

Section B. Comprehensive Program Review Modules

Module B.1: Strategic Master Plan

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

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

   Pioneer

3. How does your Program support LATTC Core Competencies?

   In our academic disciplines, the Science Dept supports the LATTC core competencies by teaching our students to use critical thinking, practical skills, effective communication and comprehension skills, and the ability to interface in a culturally-diverse society. In our vocational programs, the dept also supports the core competencies by teaching our students critical thinking, technical skills, effective communication and comprehension skills, and the ability to become productive members in a culturally-diverse society.

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

   Freshmen experience, transition to job placement, and student success.

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

   An increase in the number of full-time faculty, an increase in budget for each discipline, and a physical expansion of the dept (preferably a new Science Building).

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

   More full-time faculty which allows more course offerings, a larger budget which allows sufficiency in supply and upgrading of equipment, and more lab space to serve our students.

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

   More full-time faculty to meet the full-time/adjunct ratio, sufficient budget funding to maintain and upgrade our equipment, and a new Science Building.

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

   Full-time/adjunct faculty ratio reaches 3:1, budget funding allows continued growth of the dept, and a Science Building that provides state-of-the-art smart classrooms and sufficient lab space to be in compliance of lab safety protocols.

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

   All of our faculty are working hard to provide student success, but due to budget constraint and limitation from physical space, the dept has not been able to reach its full potential.

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

    The Science Dept has a solid reputation perceived by the external community. We attract students from as far as Palmdale, Victorville, and San Diego because of the quality of teaching.

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

    The Science Dept has a strong reputation at LATTC supported by students' word-of-mouth that we have knowledgeable, competent, caring faculty and staff.

12. How is your Program perceived by the competitors?

    Our vocational programs are envied by our competitors where many of them have tried to duplicate our success. Our academic disciplines also have a solid reputation perceived by the competitors because many of our students have found success in professional schools and beyond.
13. How does your Program want to be perceived by the external community, college community, and competitors?

The Science Dept would like to be perceived as a strong, dynamic, competent, and innovative department.

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

n/a

Module B.2: Matriculation Plan:

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

Admissions, orientation, assessment, and counseling.

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

We would like to meet with the counselors and resolve certain issues, such as students being placed in the wrong course for their career path. We would also like to work with the staff in admissions and orientation, so that new students have a better understanding of our programs and disciplines.

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

More follow-up and research, especially for the vocational programs.

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

n/a

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

1. Mission Statement Section - Recommendation Follow-up

No recommendations from previous program reviews have been made by the previous chair.

2. Data Section - Recommendation Follow-up

Same as above.

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

Same as above.

4. Forms Section - Recommendation Follow-up

Same as above.
**Module C.2: Reflection**

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

   After the TE building was constructed in spring 2010, large lecture classes have been moved to larger lecture halls in the TE building (ie. Biology 20 is now taught in TE-107). In the near future, we anticipate to move more lecture classes to the TE building.

   A request is being made to find a replacement for Ms. Xenia Wright (former chair and biology instructor) who passed away in August 2010.

   All supply budgets are provided to the disciplines, so that faculty and staff could manage their own funding. In the near future, we anticipate to have a supply budget for every discipline (currently astronomy shares a budget with physics and engineering, microbiology shares a budget with biology, and many disciplines simply don't have a supply budget: geography, geology, environmental science, supply water, solid waste, wastewater).

   We are in the process of presenting a proposal to the Facilities Master Plan Committee regarding the renovation of the K-building and the possibility of constructing a new Science Building.

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

   The Science Dept has been positively influenced by changes in technology where many instructors are now using Powerpoint in their lectures, images/videos from the Internet can be incorporated in the teaching, and course websites have been developed to further enhance student success. The dept, unfortunately, has also been negatively influenced by legislative/regulatory changes where the number of course offerings is limited. Without such limitation, we should be able to offer more classes in late afternoons, evenings, and weekends.

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.).

   The Science Dept has been positively influenced by SLO assessments where we are now better able to adjust our teaching according to student performance. We are also positively influenced by better facilities arrangement (ie. TE building) and technology (ie. Moodle system).

   The dept is also negatively influenced by low budget fundings which limit the physical expansion of the dept, upgrading of our equipment and labs to be in compliance, and low full-time/adjunct ratio (eg. many disciplines have no full-time faculty and some have a ratio of 0.46/1.00).

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

   We need to hire more full-time faculty in order to meet the proper full-time/adjunct ratio.

   We need to increase our supply budgets, and each discipline will have an independent budget.

   We need to renovate the K-building to be in compliance and provide more smart classrooms and labs.
Module C.3: Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

1. Do all courses in the Department have SLOs?
   - No
2. Is there a formal assessment plan for all SLOs?
   - Yes
3. How many courses have at least one SLOs assessed?
   - 7
4. Do all Programs have Program Learning Outcomes (PLOs)?
   - Yes
5. Do all Programs have Curriculum map developed?
   - Yes
6. Do all PLOs tie into LATTTC Core Competencies?
   - Yes
7. Is there a formal assessment plan for all PLOs?
   - Yes
8. How many Programs have at least one PLOs assessed?
   - 1
9. Do all SLOs tie into LATTTC Core Competencies?
   - No

10. What were the most important findings from the assessments of SLOs & PLOs?
    - Students are doing well in almost all science courses. Faculty are able to adjust their teaching according to assessment data.

11. What changes will be made to address these findings? (e.g. changes to the program, curriculum, instructional methods, and facility)?
    - We need to hire more full-time faculty who have the time and obligation to achieve more success for the dept.
    - We will continue to look for better facilities to handle large lecture classes.
    - We continue to struggle with the limited amount of lab space (ie. In some chemical technology classes, students need to move from one lab to another lab in order to allow another class to use the fume hoods). One possible solution is to find classrooms in the K-building's third or second floor to be remodeled as chemistry labs.
    - Some instructors begin to develop new instructional methods (eg. Powerpoint, lecture syllabus, course website, Moodle) in order to meet the demands in student success.

12. Will these planned changes necessitate a resource request? If yes, give a brief explanation.
    - Yes. Funding for more full-time faculty. Funding for supply budgets for every discipline. Funding for K-building renovation or construction of a new Science Building.

13. Please provide additional comments and suggestions for this module.
    - n/a

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

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national). (ACCJC Annual)
   - No licensing exams are required.
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

   According to the U.S. Dept of Labor website www.bls.gov/oco/, between 2008 and 2018, a 12% increase is expected in job outlook for science technicians, 11% for engineers, 21% for biologists, 16% for astronomers/physicists, 17% for pharmacists, and 22% for registered nurses.

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

   90% employment rate for our chemical technology graduates and 82% for process plant technology graduates. No research or follow-up data are available for other vocational programs or academic disciplines.

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

   Chemical Technology and Process Plant Technology are under the same Advisory Board guidance. They meet approximately once a year, the last meeting occurred on November 4, 2009.

5. Advisory board recommendations.

   1. Industry adjuncts should be given training of classroom management and various teaching pedagogy
   2. Develop a training module for exam testing to be integrated into the program
   3. Update and expand the LATTC web page for Chem Tech and Process Tech
   4. Establish an alumni association
   5. Solicit additional industry partners for the alliance
   6. Develop new curriculum in collaboration with the Environmental Learning Center
   7. Industry partners to investigate linking the industry site to LATTC Process Tech program or vice versa
   8. Industry partners will volunteer to continue to present workshops on relevant issues in the petrochemical and chemical industry
   9. Expand outreach through the Internet and the school website
   10. Enhance analytical technical skills
   11. Strengthen VocEd/academic partnership
   12. Increase employability
   13. Update curriculum as industry practices change
   14. Maintain technical support for faculty
   15. Hire two full-time instructors
   16. Increase visibility using school resources
   17. Acquire the necessary equipment/instrumentation and software to successfully offer a hands-on real industry, practical application program as requested by our industry partners

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

   Several plans need to be implemented: 1) new recruitment/retention strategies, 2) new courses, 3) establish an alumni association, 4) solicit Perkins funds and other sources of funding for program modifications and innovation, 5) new marketing strategies, 6) hire full-time instructors, and 7) acquire additional space/facilities

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

   n/a
Supervised Learning Assistance - Tutoring, Reading, and Writing Centers

Participated Faculty/Staff: Valerie L. Cole
Hector Martinez
Luzolo Luzumbo

Section A. Mission

Module A.1: Department Mission

1. Describe the mission of the Department.
   
   To provide quality and innovative tutoring to all LATTC students in an environment that is conducive to their learning style and programs. Supervised Learning Assistance seeks to empower students to reach their highest potential by developing stronger effective academic skills in all subject areas including in verbal and written communication. It provides students with the tools to earn better grades as they gain confidence and motivation for life long success.

2. Describe the purpose of the Department.
   
   Supervised Learning Assistance is a college-wide tutoring program created to meet the needs of all LATTC students. The program provides academic and CTE tutoring in three centers, the Tutoring, the Reading, and the Writing Centers in a warm friendly environment using a variety of modalities. Utilizing the skills of trained experience tutors, students receive peer tutoring in required subject areas. The program seeks to assist students in becoming more successful participants in the educational process by providing them with learning strategies designed to help them succeed in their classes. Additionally, the program enhances student success by focusing on varied reading strategies that are derived from the student's pre-assessment. Well-trained tutors create personalized curricula for students that utilizes reading components that stress comprehension, vocabulary building, critical thinking, and synthesizing. In addition to receiving one on one tutoring, the program also offers group reading in the form of book clubs. Workshops in CTE and Academic programs are also provided. Notably in accordance with the state-wide Basic Skills Initiative, the program focuses on collaborative learning. Tutors are trained to provide conceptual, contextual, formal, and grammatical assistance with all types of student writing and where students regardless of skill level or confidence, can explore and develop their own writing and technological abilities.

3. Describe the alignment of the Department mission statement with the College's mission statement.
   
   The program mission statement aligns with the college's mission statement by intertwining the theme of the acquisition of basic skills as the fundamental support of life-long career development and academic goals. Tutoring serves as a support for the college's educational options and assist in preparing students in their academic careers.

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.
   - success

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

3. How does your Program support LATTC Core Competencies?
   Supervised Learning Assistance supports LATTC Core Competencies.
   The program facilitates reading, writing and study strategies that encourages critical thinking skills.
   Using a variety of techniques, the program provides students with a variety of learning strategies in different subjects areas.
   The program uses technology to train tutors and to assist students with the learning process.
   Students become more confident participants in their education and can verbalize their educational needs more clearly.
   The program fosters an environment that allows student from all cultural background to work together.

4. How does your Program support the college’s Strategic initiatives? (Appendix A)
   Supervised Learning Assistance goals are connected to Student Success Priority: Initiative: Student Success: Basic Skills

5. What priorities came out of your Program Review that should be addressed in the new SMP?
   Create a one stop student success center that includes the Tutoring, Reading and Writing Centers.
   Develop a streamlined reading assessment tool to better identify students needs.
   Update reading software such Reading Plus, Reading Horizons, and Rosetta Stone.
   Train tutors in working with students with developmental reading challenges.
   Establish a mentors program that effectively trains administrators, faculty, and students, and centers on student success and technology.
   Develop a reliable Online - Tutoring Program that will enable students to receive assistance at home and school.

6. Where do you see your Program in 3 years?
   Tutoring partnership with more CTE programs.
   Supplemental Instructions (SI) program with Math and Science departments.
   Consistent and reliable tracking system to accurately monitor student attendance and success.
   Full-time director and support staff to effectively meet the day to day needs of the Centers.
   Training for staff on mentoring/tutoring, web-based skills (Moodle, email, Google Docs, Mahara), and technological devises (computers, itouches, smart phones).
   Establish real time online tutoring assistance to students in all subject areas.
7. Where do you see your Program in 5 years?

- Relocate program to the newly remodeled library 1st floor as part of the Student Success Center.
- Expanded Supplemental Instruction (SI) program to include Nursing and other CTE programs.
- Moodle Tutoring and Training Center.
- Expanded Online Tutoring program.
- Increased staffing to meet the needs of an expanding Center
- Internal training in developing effective strategies in Student Success that will benefit administrators, faculty, and students alike.
- Utilize advanced visual, audio, and interactive reading software to better assist students with phonics, comprehension, and critical thinking.

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

- Model Student Success Center in the District that provides academic tutoring in all academic and CTE areas along with a Supplemental Instruction (SI) program that service all high risk courses.
- Established Reading and Writing Centers and Online tutoring program.

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

The increase in students attending LATTC has created a demand for an augmented Tutoring Program. However, the challenges continue to be funding for tutors, updated technology and expanded space. Customer service training is also needed to help staff work with our diverse student population.

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

N/A

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

The Centers are perceived favorably by the campus community and instructors and counselors recommend students to the Tutoring, Reading and Writing Centers. Feedback from instructors is provided via e-mail, verbal, and hard copy documentation whenever outreach and workshop presentations are conducted.

12. How is your Program perceived by the competitors?

N/A

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

The Program plans to continue collaboration with different departments/disciplines and increase its outreach to other areas and services on campus.

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

N/A

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

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

- The Centers work closely with Admission, Orientation, Assessment, Counseling, EOP&S and Calworks/Gain, DSP&S, Financial Aid, Bridges to Success, Academic and CTEs programs, Puente, and 21st Century Program.
2. How can current matriculation services be improved and/or be better utilized by your Program?

Constant communication between the Centers and Admission, Orientation, Assessment, Counseling, EOP&S and Calworks/Gain, DSP&S, Financial Aid, Bridges to Success, Academic and CTE programs, and 21st program.

Many students on campus are unaware of the valuable resources that the Student Success Centers have to offer. It is, therefore, very critical to introduce students into the different Centers, which is a key factor in student success and retention.

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

A collaborative video clip to demonstrate the partnership among the programs needs to be presented at counseling and orientation sessions. This will increase student retention and will establish rapport between students and the programs.

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

N/A

Section C. Annual Program Review Analysis Modules

Module C.1: Recommendations from Validations

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

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

1. Mission Statement Section - Recommendation Follow-up

There were no recommendations regarding the Mission Statement.

2. Data Section - Recommendation Follow-up

There were no recommendations regarding the Mission Statement.

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

There were no recommendations regarding the Mission Statement.

4. Forms Section - Recommendation Follow-up

There were no recommendations regarding the Mission Statement.
Module C.2: Reflection

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

There has been improvement in each area. The Tutoring Center now has a centralized intake area that makes the student registration process easier and more efficient. The creation of a new scheduling board that clearly shows availability of Tutors and Subject which makes it easier for students to know when tutors are available to tutor them. The Center provides tutoring for the general student population and also provides tutoring for specialized programs such as EOPS. Off-site tutoring has increased to include Electrical Construction.

The Freshman Experience was also implemented and it has expanded Writing Center's technological services to LATTC students. Tutors are being continuously trained on updated web-based technology and different pedagogical philosophies. Ongoing tutor training is an important variable to service students who seek help in writing assignments, web-based skills such as email, google docs, Moodle, Mahara (efolios), and creating and uploading videos. This aligns with goal 2 of the 2009-2010 Program Review Report.

The Reading Centers largest achievement has been the dramatic increase in students utilizing our services. We believe it is due to the following changes that were implemented to improve effectiveness and efficiency: additional tutors, over 15 computers to facilitate new software such as Reading Plus, TABE assessment, and the student tracking system. We have also made achievements in utilizing new supplies such as dictionaries, novels, and texts to aid during tutoring sessions. Tutor/mentor training implemented in the summer also helped to achieve a more cohesive and student-centered team. Student return because they are excited about the new strategies for studying, discussing, and implementing their readings.

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

The State's financial budget crisis has impacted the amount of funds allocated to the Centers. This has affected the Centers' ability to provide adequate services to the student population. The demand for Tutoring has increased; however, the number of tutors the Centers have been able to hire has not kept up with the demand.

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.).

The current demand for tutoring and the lack of tutors to meet the need has challenged the program to be more creative with the services we provide. There are more large group sessions that emphasize study strategies and problem solving skills. Students are encouraged to participate in the various workshops series provided by the Centers.

The Centers operate with limited staff members, which makes it difficult to meet the needs of every student. Some students are at times overly anxious and concerned because they are not able to see a tutor at their convenient time. Non-traditional students also have tutoring concerns, since most of them work and are full time students. Additionally, while Moodle workshops have expanded the Centers services, it has also impacted the number of tutors available for one-on-one tutoring. Thus, it is significant to employ and train additional staff to meet the needs of students, staff, and faculty.
4. What plans need to be implemented in order to address the Program's external and internal factors?

- Hire more subject specific tutors for academic and CTE subjects
- Provide more training in customer service, tutoring techniques, and technology such as Moodle.
- Expanded space to provide more individualized tutoring.
- Improved communication among the Centers and the campus community about services, schedules, and workshops.
- Purchase hardware/Software: Reading Plus, Rosetta Stone, Reading Horizons
- Conduct more workshops related to Writing, Reading, and Study Skills strategies.
- Offer grammatical and syntactical classes.
- The institutionalization of the Writing Center to create stability and continuity.

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

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

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

   We are in the process of evaluating SLOs and PLOs this semester.

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

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

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

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

1. If there is a licensing exam, provide: Licensure exam(s) pass rate (PR) for the last 3 academic years, identify type of exam (state/national), (ACCJC Annual)  N/A
2. Review labor market demand. How does your Program meet labor market demand? Cite specific examples and sources.

N/A

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

N/A

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

N/A

5. Advisory board recommendations.

N/A

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

N/A

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

N/A