

CAREER and TECHNICAL EDUCATION at
LOS ANGELES SOUTHWEST COLLEGE (LASC):
A 2008-2011 STRATEGIC PLANNING DOCUMENT

BACKGROUND

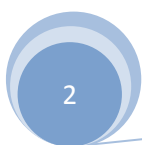
During the most previous review of the Career and Technical Education (CTE) program at Los Angeles Southwest College (LASC), several critical challenges were identified as crucial to the future success of CTE programs at (LASC). In particular, these program review findings, taken together, identified a need for the College to implement a strategic management process focused on (a) strengthening and building *institutional CTE capacity* to respond to current and future regional labor market needs and (b) to contribute to regional economic development. One major outcome of the previous program review process was agreement on three (3) strategic questions to guide CTE program improvement efforts at LASC, namely:

- **Where are we going?** This question arises from the belief that without a clear sense of direction, including a mission statement, clarity about the scope of operations, and a set of specific goals and objectives, an organization/program is adrift.
- **What is the operating environment?** In answering this question, the college is forced to take a hard look at itself, its external environment, its competitors, and the threats and opportunities that these factors pose. Furthermore, the college must measure the gap between its goals or objectives and its capacity to attain those goals or objectives.
- **How do we get there?** That is, what are the specific operational models that can enable the organization to reach its goals, and how do the organization's resources need to be allocated to make these models work?

To lead this strategic approach to CTE at LASC, the College hired a new Dean of Workforce Development and Corporate Relations.

Under this direction, the strategic planning model embedded in the program review process at LASC, after an eleven-month implementation period, has been successful in producing not only a draft 3-year CTE plan but also a criteria for determining, monitoring and enhancing program improvement outcomes and guiding future efforts. The criteria identify 14 basic, well-known effective management processes as a tool for evaluation of success (M. Bower, (May 2005). "Element of Strategic Planning, *Connected*, AIA, http://www.aia.org/nwsltr_fm.cfm?pagename=fm_a_planning):

- **Setting objectives:** Deciding on the business the division should be engaged, including continuous growth. An objective is typically enduring and timeless.
- **Planning strategy:** Developing concepts, ideas, and plans for achieving objectives successfully and for meeting and beating competition. Strategic planning is part of the total planning process that includes management and operational planning.
- **Establishing goals:** Deciding on achievement targets shorter in time range or narrower in scope than the objectives, but designed as specific sub-objectives in making operational plans for carrying out strategy.
- **Developing a company philosophy:** Establishing the beliefs, values, attitudes, and unwritten guidelines that add up to "the way we do things around here."
- **Establishing policies:** Deciding on plans of action to guide the performance of all major activities in carrying out strategy in accordance with company philosophy.
- **Planning the organization structure:** Developing the plan of division; the "harness" that helps people pull together in performing activities in accordance with strategy, philosophy, and policies.
- **Providing personnel:** Developing strategies for recruiting, selecting, and developing people, including an adequate proportion of high-caliber talent, to fill the positions provided for in the division's plan.



- **Establishing procedures:** Determining and prescribing how all important and recurrent activities shall be carried out.
- **Providing facilities:** Providing the plant, equipment, and other physical facilities required to carry on the business of the division.
- **Providing capital:** Making sure the division has the money and credit needed for physical facilities and working capital.
- **Setting standards:** Establishing measures of performance that will best enable the division to achieve its long-term objectives successfully.
- **Establishing management programs and operational plans:** Developing programs and plans governing activities and the use of resources which, when carried out in accordance with established strategy, policies, procedures, and standards, will enable people to achieve particular goals. These are phases of the total planning process that includes strategic planning.
- **Providing control information:** Supplying facts and figures to help people follow the strategy, policies, procedures, and programs; to keep alert to forces at work inside and outside the business; and to measure their own performance against established plans and standards.
- **Activating people:** Guiding and motivating people up and down the line to act in accordance with philosophy, policies, procedures, and standards in carrying out the plans of the company.

Another successful outcome of the eleven-month implementation process was the drafting of a divisional mission statement (see below).

Develop new programs, certificates and services that provide a bridge to baccalaureate-granting institutions of higher education; that respond to the needs of local employers; that facilitate the College's role in regional economic development; and that enhance the College's revenue generating capacities.

On October 3, 2008, the CTE division at LASC took another significant step forward in the implementation process when representatives from the Los Angeles Chamber of Commerce,

LA City WIB, the county WIB, EDD, WorkSource partners, secondary and postsecondary education, Housing Authority of LA, and business partners met and agreed to serve as members of LASC's CTE General Advisory Committee and:

- **To provide direction for the entire Career and Technical Education (Workforce Development) program at LASC.**
- **To serve as the Tech Prep Consortium for LASC's Career and Technical Education (Workforce Development) program**
- **Assist LASC's Office of Workforce Development & Corporate Relations in (a) developing and achieving long-range goals and plans and (b) recommending the overall Career and Technical Education (Workforce Development) program design at LASC.**

As a first action, the CTE General Advisory Committee approved a series of strategic objectives, which will be enumerated below, to pursue this mission over the next three years.

Another accomplishment, following the implementation process, occurred just recently when the LASC CTE Program Chairs and Directors met on November 21, 2008, in a Planning Bi-Annual Retreat at the Proud Bird Conference Center. The all-day retreat focused on setting strategic CTE objectives and goals for FY '08-11 and establishing budget projections for this period.

This document is an outcome of that planning/implementation activity and is organized below beginning with a listing of the *College/Institutional Goals* then next by the CTE General Advisory Committee approved *Divisional Objectives*, followed by *Divisional Annual Targets*, followed lastly by *TOPs Code Targets* designed to strengthen and focus the division's capacity to successfully pursue, monitor, measure and motivate achievement of approved strategic objectives.

The CTE Program Chairs and Directors Committee adopted this implementation strategy to ensure synchronicity of individual program reviews and synergy with the strategic planning process at the College. This document also serves as a benchmark for reporting mid-year progress to the CTE General Advisory Committee at its January 2009 ratification meeting.

With these thoughts in mind, the Division's integrated strategic objectives follow:



INTEGRATED STRATEGIC OBJECTIVES



*Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008*



Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008

INSTITUTIONAL GOAL #1
Access: Expand Educational Opportunity & Access

DIVISIONAL OBJECTIVE 1:

- **Conduct a “needs assessment” of the LASC CTE programs and services and implement a *Program Improvement Model* focused on capacity building, student retention and enrollment growth.**

The “needs assessment” model envisioned here provides for two outcomes. First, to conduct an assessment of unit’s ability to meet current and future CTE students educational needs. Second, to develop and implement integrated, individualized “program improvement” models designed to enhance and advance CTE student outcomes. The first phase will establish metrics both quantitative and qualitative. The second phase will implement customized interventions that respond to the question of “*how can we improve CTE student success, while infusing advances in technology, in our curriculum?*” In addition, the second phase will establish a mechanism for continuous improvement and advancement of the CTE Programs at LASC. An outline of the proposed “needs assessment” model is attached as Exhibit 1 of this document and is drafted to provide a database that can be used in resource development.

Over the next three years, in response to research of regional employers’ labor demands, the Division expects a number of new short-term certificates and degree programs will be developed, as well as significant improvements made to existing CTE programs and services. These “access” development activities will (a) broaden LASC’s capacity to provide training in targeted short-term programs; particularly relevant in serving the needs of regional small- and medium-sized employers, (b) facilitate implementation of diverse instructional practices that lend themselves to older workers’ skills enhancement goals and (c) improve LASC’s capacity to understand the demands of local employers on an ongoing basis.

- **Annual Targets**

By definition, these annual targets assign administrative accountability and narrow the scope of the divisional objectives and are identified to specifically contribute to identification of sub-objectives for each CTE programs annual plan.

- **YEAR ONE: (FY08-09)**
 - Complete “needs assessments” of the CTE programs at LASC;
 - Implement a “program improvement” model for every CTE program at LASC;
 - Design, and submit for approval, 5 new CTE certificate programs.
- **YEAR TWO: (FY09-10)**
 - Improve the retention and persistence rate of CTE students by 15%;
 - Improve the degree and certificate completion rate of CTE students by 15%; and
 - Design, and submit for approval, 5 new CTE certificate programs.
- **YEAR THREE: (FY10-11)**
 - Improve the retention and persistence rate of CTE students by 15%;
 - Improve the degree and certificate completion rate of CTE students by 15%; and
 - Design, and submit for approval, 5 new CTE certificate programs.

- **TOPs Targets:**

Activities listed below are, as such, seen as functional approaches for carrying out **the division’s grand strategies of market development and product development.**

ACCOUNTING

- **YEAR ONE: (FY08-09)**
 - Conduct a “needs assessment of the program including an assessment of labor market information.
 - Develop a certificate program in professional bookkeeping.
Enhance current Advisory Committee membership and effectiveness.
- Activities (TO BE COMPLETED)**
- ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR TWO: (FY09-10)**
 - Develop a certificate program in SAP certification and income tax preparation.
 - Develop and enhance relationships with industry partners.
 - Develop and implement marketing/pr strategies.
 - Develop and implement an internship program to facilitate students transition into workforce smoothly.

Activities (TO BE COMPLETED)

- ❖ D...
- ❖ E...
- ❖ F...
- ❖ G...

- **YEAR THREE: (FY10-11)**
 - Develop a certificate program in nonprofit management.
 - Monitor and continue assessment of program improvement success and improve the efficacy of the student survey process.

Activities (TO BE COMPLETED)

- ❖ D...
- ❖ E...
- ❖ F...
- ❖ G...

BEHAVIORAL and SOCIAL SCIENCES

- **YEAR ONE: (FY08-09)**
 - Conduct a “needs assessment of the program including an assessment of labor market information.

Activities

Internal

- ❖ Develop student needs assessment survey to be administered to program alumni
- ❖ Conduct telephone surveys and review and analyze survey data

External

- ❖ Develop needs assessment survey for potential external partners
- ❖ Conduct surveys with external partners and review and analyze needs assessment data

- Development of a needs assessment survey for Chemical Dependency and Administration of Justice programs’ external partners.

Activities

- ❖ Identify 10 potential agencies partners.



- ❖ Administer needs survey to identified agencies.
- ❖ Collect and review needs assessment data to inform program improvement efforts.
- **YEAR TWO: (FY09-10)**
 - Implement an evidence-based program improvement model.
 - Activities**
 - ❖ Develop monthly workshops and seminars for incoming and continuing student
 - ❖ Pair incoming students with alumni mentors and SAADA Club members
 - Develop 3 new certificate programs.
 - Activities**
 - ❖ Review and analyze labor market trends in Forensics, Corrections Security Officers/Guard Training industries.
 - ❖ Write and submit “entry” courses for approval in above programs.
 - ❖ Write and submit new program curriculum for approval.
- **YEAR THREE: (FY10-11)**
 - Fully implement 3 new certificate programs.
 - Activities**
 - ❖ Market and advertise new program(s) to outside agencies.
 - ❖ Build cohorts of 35 students for each certificate program.

BIO-MED/BIO-TECH

- **YEAR ONE: (FY08-09)**
 - Design & conduct a “needs assessment” of the Biotech program;
 - Implement a “program improvement” plan for the Biotech program at LASC;
 - Design, and submit for approval, at least one CTE certificate program.
 - Activities**
 - ❖ Convene Biotech & Biomedical Technology Advisory Committee in Spring 2009.
 - ❖ Explore new certificate programs using employment/student data from Institutional Research.
 - ❖ Conduct DNA Workshop during summer 2009, 2010, and 2011 to recruit cohorts of 35 potential students.
- **YEAR TWO: (FY09-10)**
 - Improve the retention and persistence rate of CTE students by 10%;
 - Improve the degree and certificate completion rate of CTE students by 10%;

Activities

- ❖ Implement approved certificate program (e.g., Biotechnology/Biomedical Lab Technician).
- ❖ Conduct 3 staff developing workshops focused on utilizing active learning and collaborative learning techniques in contemporary technology-assisted classrooms/labs.

▪ **YEAR THREE: (FY10-11)**

- Improve the retention and persistence rate of CTE students by 10%;
- Improve the degree and certificate completion rate of CTE students by 10%;

Activities

- ❖ Reassess program student learning outcomes, analyze results, and implement an improvement plan.

BUSINESS

• **YEAR ONE: (FY08-09)**

- Design and conduct needs assessment such as to identify certificate programs that can be developed for the Business Discipline.
- Convene a Discipline-specific Advisory Committee to guide program improvement and development.

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.

• **YEAR TWO: (FY 09-10)**

- Develop 1 new certificate program.

Activities

- ❖ Analyze survey of local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Research federal and state grants that could provide financial assistance to develop these programs.
- ❖ Continue to develop strategies that will make those student learning outcomes achievable.
- ❖ Improve and increase marketing channels to potential CTE students.

- **YEAR THREE: (FY 10-11)**
 - Develop and implement a student tracking system.
 - **Activities**
 - ❖ Analyze survey of local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
 - ❖ In collaboration with the Office of Institutional Research (IR), create a student/alum database of student achievement.

CAREER CENTER

- **YEAR ONE: (FY08-09)**
 - Strengthen and improve linkages with WIBs, WorkSource Centers, EDD and other workforce and economic development practitioners and placement providers.
 - Organize and conduct 4 CTE Master events (e.g., Career Faire, HS Senior Day, etc.).
 - In collaboration with the Office of Workforce Development & Corporate Relations, enhance interdepartmental and cross-functional integration
 - Design and implement a new, not-for-credit “mortgage intern” program.
 - **Activities**
 - ❖ Increase job placement partnerships with external organizations by 15%.
 - ❖ Develop and implement a marketing/PR strategy.

- **YEAR TWO: (FY09-10)**
 - Strengthen and improve linkages with WIBs, WorkSource Centers, EDD and other workforce and economic development practitioners and placement providers.
 - Organize and conduct 6 CTE Master events (e.g., Career Faire, HS Senior Day, etc.).
 - In collaboration with the Office of Workforce Development & Corporate Relations, enhance interdepartmental and cross-functional integration
 - Design and implement a new, not-for-credit “banking intern” program.
 - **Activities**
 - ❖ Increase job placement partnerships with external organizations by 15%.
 - ❖ Develop and implement a marketing/PR strategy.

- **YEAR THREE: (FY10-11)**
 - Strengthen and improve linkages with WIBs, WorkSource Centers, EDD and other workforce and economic development practitioners and placement providers.
 - Organize and conduct 8 CTE Master events (e.g., Career Faire, HS Senior Day, etc.).
 - In collaboration with the Office of Workforce Development & Corporate Relations, enhance interdepartmental and cross-functional integration
 - Design and implement a new, not-for-credit “customer service intern” program.
- Activities**
- ❖ Increase job placement partnerships with external organizations by 15%.
 - ❖ Develop and implement a marketing/PR strategy.

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

- **YEAR ONE: (FY08-09)**
 - Design and conduct a departmental needs assessment.
 - Design, compose and distribute a brochure to market the Child Development Program.
 - Commence development of a career path that will lead to Child Development Skills Certificates and the Child Development Teacher Permit.
 - Expand course offerings to include new, online and off-site courses.

Activities (TO BE COMPLETED)

 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR TWO: (FY09-10)**
 - Finalize the development of a career path that will lead to Child Development Skills Certificates and the Child Development Teacher Permit.
 - Expand course offerings to include new, online and off-site courses.
 - Develop a plan for implementing the results of the needs assessment.

Activities (TO BE COMPLETED)

 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR THREE: (FY10-11)**
 - Promote the career path that will lead to Child Development Skills Certificates and the Child Development Teacher Permit.
 - Develop and implement a Child Development student orientation that is both face-to-face and online.
 - Expand course offerings to include new, online and off-site courses.
- Activities (TO BE COMPLETED)**
- ❖ D...
 - ❖ E...
 - ❖ F...

COMPUTER SCIENCE and INFORMATION TECHNOLOGY

- **YEAR ONE: (FY08-09)**
 - Complete “needs assessments” of CSIT programs at LASC.
 - Implement a “program improvement” model for CSIT program at LASC.

Activities

 - ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
 - ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
 - ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
 - ❖ Design, and submit for approval, 1 new CSIT certificate programs.
 - ❖ Develop a program for training student via Internships, volunteer & student help facility

- **YEAR TWO: (FY09-10)**
 - Improve the success rate of CSIT students by 15%.
 - Decrease CSIT student attrition rate by 15%

Activities

 - ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
 - ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
 - ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
 - ❖ Design, and submit for approval, 3 new CSIT certificate programs.

- **YEAR THREE: (FY10-11)**
 - Improve the retention and persistence rate of CTE students by 15%.
 - Improve the degree and certificate completion rate of CTE students by 15%.

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Design, and submit for approval, 3 new CSIT certificate programs.

COMPUTER APPLICATION and OFFICE TECHNOLOGIES

- **YEAR ONE: (FY08-09)**
 - Complete the needs assessment
 - Explore development of three (3) new certificates: Medical Office Assistant, Medical Records Technician, and Medical Coding and Billing (Medical Billing Insurance)
 - Increase student enrollment growth by 9%.

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Increase marketing through/PR website and presentations at local high schools also using bilingual materials.
- ❖ Establish 10 new partnerships with local businesses
- ❖ Establish 5 internships opportunities through graduate school partnerships.

- **YEAR TWO: (FY09-10)**
 - Increase student retention by 15%.
 - Improve student success rate by 15%.
 - Expand program offerings in other alternative delivery formats (e.g., cohorts, weekend, and hybrid/blended classes, etc.).

Activities

- ❖ Provide increased tutoring services and extend lab hours.

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
 - ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
 - ❖ Increase marketing through/PR website and presentations at local high schools also using bilingual materials.
 - ❖ Establish 10 new partnerships with local businesses
- **YEAR THREE: (FY10-11)**
 - Increase student retention by 15%.
 - Improve student success rate by 15%.
 - Expand program offerings in other alternative delivery formats (e.g., cohorts, weekend, and hybrid/blended classes, etc.).

Activities

- ❖ Provide increased tutoring services and extend lab hours.
- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Increase marketing through/PR website and presentations at local high schools also using bilingual materials.
- ❖ Establish 10 new partnerships with local businesses

ELECTRONICS

- **YEAR ONE: (FY08-09)**
 - Complete “needs assessments” of Electronics program at LASC.
 - Implement a “program improvement” model for Electronics program at LASC.

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Design, and submit for approval, 1 new Electronics certificate programs.
- ❖ Develop a program for training student via Internships, volunteer & student help facility

- **YEAR TWO: (FY09-10)**

- Improve the success rate of Electronics students by 15%.
- Decrease Electronics student attrition rate by 15%

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Design, and submit for approval, 3 new Electronics certificate programs.

- **YEAR THREE: (FY10-11)**

- Improve the retention and persistence rate of CTE students by 15%.
- Improve the degree and certificate completion rate of CTE students by 15%.

Activities

- ❖ Conduct a survey of local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Reconcile gaps in student learning outcomes as informed by this industry analysis.
- ❖ Design, and submit for approval, 3 new Electronics certificate programs.

LEARNING ASSISTANCE and SUCCESS CENTER (LASC)

- **YEAR ONE: (FY08-09)**

- Design and conduct a needs assessment and implement program improvement model focused on increasing student retention and success within LASC's CTE programs.

Activities

- ❖ Conduct and analyze a survey of local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ In collaboration with CTE chairs and program directors, identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.

- **YEAR TWO: (FY09-10)**
 - Collaborate to increase Nursing (ADN) and Science T.E.A.S. pass rate by 15%.
 - Activities**
 - ❖ Design and implement a Nursing (ADN) and Science T.E.A.S. pre-test examination (technology-based).
 - ❖ Create a *Science Careers in Athletics* program and generate a cohort of 35 students per class.

- **YEAR THREE: (FY10-11)**
 - Implement a student tracking system.
 - Activities**
 - ❖ In collaboration with IR, design and implement a technology-based research model.
 - ❖ Sponsor a *Science Careers in Athletics Club* to facilitate general cohort success.

NURSING

- **YEAR ONE: (FY08-09)**
 - To design and conduct a needs assessment and implement program improvement model focused on increasing enrollment and student retention at LASC Nursing Department.
 - Design and implement an early alert system to provide counseling for students with an interest in nursing.
 - Increase the number of admission to the nursing program by 20 slots.
 - Identify 5 new full time faculty and 4 additional clinical sites to meet the increase enrollment.
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR TWO: (FY09-10)**
 - Encourage preparation for college classes within high school population with an interest in nursing.
 - Collaborate with other feeder schools and departments to develop knowledge and critical thinking skills required in nursing.
 - Analyze data received from needs assessment.
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR THREE: (FY10-11)**
 - Implement and update program improvement model as needed base on information obtain form needs assessment.
 - Actively recruit through social agency, hospitals, CNA and LVN programs those interested in a career ladder approach to the RN degree.
- Activities (TO BE COMPLETED)**
- ❖ D...
 - ❖ E...
 - ❖ F...

Institutional Goal #2
Success: Implement Strategies for Student Success

DIVISIONAL OBJECTIVE 2:

- **Respond and comply with recent Perkins IV Legislation**

The current Perkins legislation will once again reshape the emphasis of career and technical education of today's community colleges to bring together internal and external constituencies in the development and implementation of a Strategic CTE Plan. With a focus on student outcomes and program improvement, the legislation expresses the types of linkages expected between post-secondary institutions, secondary institutions and regional employers.

Key elements in this plan shall include:

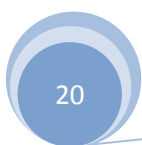
- A reliance on Labor Market Information to inform program development;
- Increased focus on high-wage, high skill, or high-demand occupations and non-traditional fields; and
- Provision of readily available occupational information in areas such as employment sectors and occupational supply and demand.

The new legislation expands the permissible uses of received funds and identifies technical assistance and professional development as required uses for the allocated funds. This objective focuses the division's student success efforts on establishing "evidence-based" decision trees that include:

- Valid and reliable assessment of technical skills;
- Enhanced data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- Improved recruitment and retention of CTE faculty, administrators, and career and academic counselors; and
- Support of occupational employment information resources and placement activities.

To that end, **Annual Targets follow below.**

By definition, these annual targets assign administrative accountability and narrow the scope of the divisional objectives and are identified to specifically contribute to identification of sub-objectives for each CTE programs annual plan.



- **YEAR ONE: (FY08-09)**
 - Design and implement a CTE Tracking System
 - Establish “research menus” for CTE programs
- **YEAR TWO: (FY09-10)**
 - Integrate CTE Tracking System in college’s “student success” model;
- **YEAR THREE: (FY10-11)**
 - Integrate CTE Tracking System into the region’s workforce development system.

TOPs Targets listed below are, as such, seen as functional approaches for carrying out **the division’s grand strategies of market development and product development.**

ACCOUNTING

- **YEAR ONE: (FY08-09)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...
- **YEAR TWO: (FY09-10)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...
- **YEAR THREE: (FY10-11)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...

*Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008*

BEHAVIORAL and SOCIAL SCIENCES

- **YEAR ONE: (FY08-09)**
 - Refine development of multi-purpose satisfaction survey to be administered to program alumni, community/industry partners.
 - Define CTE research menu, in collaboration with IR.
 - Activities**
 - ❖ Identify 10 potential agencies partners.
 - ❖ Administer satisfaction survey to identified agencies.
 - ❖ Collect and review needs assessment data to inform program improvement efforts.

- **YEAR TWO: (FY09-10)**
 - Implement an evidence-based program improvement model.
 - Activities**
 - ❖ Develop monthly workshops and seminars for incoming and continuing student
 - ❖ Pair incoming students with alumni mentors and SAADA Club members
 - Develop 1 new certificate programs.
 - Activities**
 - ❖ Review and analyze labor market trends in Homeland Security at the Ports industries.
 - ❖ Write and submit “entry” courses for approval in above program.
 - ❖ Write and submit new program curriculum for approval.

- **YEAR THREE: (FY10-11)**
 - Broaden and strengthen internal and external communication channels.
 - Activities**
 - ❖ Market and advertise new program(s) to outside agencies.
 - ❖ Build cohorts of 35 students for each certificate program.

BIO-MED/BIO-TECH

- **YEAR ONE: (FY08-09)**
 - Develop and assess program SLOs for Biotech
 - Activities**
 - ❖ Biotech faculty will develop SLO and assessment strategy in Fall 2009. Assessment will be conducted in Spring 2010.

- **YEAR TWO: (FY09-10)**
 - Analyze results of SLO assessment.
 - Activities**
 - ❖ Biotech faculty will collect assessment data and determine which areas of instruction needs improvement.
- **YEAR THREE: (FY10-11)**
 - Develop and implement an improvement plan based on SLO assessment results.
 - Activities**
 - ❖ Specific plans for improvement of teaching and learning will be developed by Biotech faculty in Fall 2010. Implementation of the plan will be targeted in Spring 2011.

BUSINESS

- **YEAR ONE: (FY08-09)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...
- **YEAR TWO: (FY09-10)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...
- **YEAR THREE: (FY10-11)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...

CAREER CENTER

- **YEAR ONE: (FY08-09)**
 - Design and implement a CTE placement tracking system.
Activities
 - ❖ Design and create employee reporting systems.
 - ❖ Establish relationships with new 25 employers.
 - ❖ Establish evaluation protocol for placement tracking system.
 - Design and establish an employer-mentoring program for student development with five companies.
Activities
 - Design employer-mentoring program.
 - Design and implement outreach campaign
- **YEAR TWO: (FY09-10)**
 - Implement evaluation protocol with employer group.
Activities
 - ❖ Conduct employee/employer surveys.
 - ❖ Conduct:
 - Site Visits
 - Meetings with employers
 - Meeting with student/employees
 - ❖ Assess employee/employer surveys
 - ❖ Establish relationships with new 25 employers
 - ❖ Establish evaluation protocol for placement tracking system
 - Expand employer-mentoring program for student development with five companies.
Activities
 - Implement outreach campaign
- **YEAR THREE: (FY10-11)**
 - Implement evaluation protocol with employer group.
Activities
 - ❖ Conduct employee/employer surveys.
 - ❖ Conduct:
 - Site Visits
 - Meetings with employers
 - Meeting with student/employees
 - ❖ Assess employee/employer surveys
 - ❖ Establish relationships with new 25 employers
 - ❖ Establish evaluation protocol for placement tracking system

- Expand employer-mentoring program for student development with five companies.

Activities

- Implement outreach campaign

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

- **YEAR ONE: (FY08-09)**

- Establish program-level student learning outcomes.

Activities

- Continue offering a variety of workshops at various times to meet the needs of day and evening students.
- Maintain services of interns to support and implement strategies for CTE student success.

- **YEAR TWO: (FY09-10)**

- Establish at least one program tutor for day and evening.

Activities

- Update and expand the materials and resources in the Child Development Instructional Lab and
- Develop a lending library.
- Assess program-level student learning outcomes.

- **YEAR THREE: (FY10-11)**

- Expand tutorial and technology assistance for day and evening CTE students.

Activities

- Update and expand the materials and resources in the Child Development Instructional Lab and develop a lending library.
- Design and implement an evidence-based program improvement model.
- Pursue hiring a full-time Instructional Lab Assistant.

COMPUTER SCIENCE and INFORMATION TECHNOLOGY

- **YEAR ONE: (FY08-09)**

- Conduct and implement Program Level SLO.

Activities

- Design and implement a CSIT Tracking System
- Establish “research menus” for CSIT programs

- **YEAR TWO:**
 - Analyze SLO Results
 - Activities
 - Integrate CSIT Tracking System in college’s “Student Success” modules.

- **YEAR THREE:**
 - SLO Design an Improvement Plan for improving student success.
 - Activities
 - Integrate CSIT Tracking System into the region’s workforce development system.
 - Implement Computer Applications and Office Technology.

ELECTRONICS

- **YEAR ONE: (FY08-09)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (**TO BE COMPLETED**)
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR TWO: (FY09-10)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (**TO BE COMPLETED**)
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR THREE: (FY10-11)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (**TO BE COMPLETED**)
 - ❖ D...
 - ❖ E...

LEARNING ASSISTANCE AND SUCCESS CENTER

- **YEAR ONE: (FY08-09)**
 - The science and nursing advisory committee will approve the TEAS Prep for implementation.
Activities
 - ❖ The Learning Assistance Success Center will design a plan for an inclusive study hall for athletes.
- **YEAR TWO: (FY09-10)**
Activities
 - ❖ Conduct the first TEAS Test Prep Weekend, summer 09.
 - ❖ Submit the plan to administration for approval.
 - ❖ Purchase equipment for the Athletes Success Center.
- **YEAR THREE:**
 - Collect and analyze data to begin to look at the program improvement.
Activities
 - ❖ Provide Test Preparations/weekend based upon student needs.
 - ❖ Implement the program and track the data.

NURSING

- **YEAR ONE:**
 - Increase success rate of applicants by assessing readiness prior to admission to nursing program by utilizing pre-diagnostic testing (TEAS).
 - Faculty to identify early alert students to determine remediation needs early.
Activities
 - ❖ Implement remediation and resources such as ATI, HESI, Nursing Bootcamp and med/software to enhance success.
- **YEAR TWO:**
Activities
 - ❖ Provide tutoring to meet individual learning needs of nursing students to help decrease attrition rate.
 - ❖ Promote utilization of directed studies such as nursing 185,285,385.
 - ❖ Develop a concrete blueprint in the Nursing Department to adequately meet the directed studies needs of the students.
- **YEAR THREE:**
 - Develop or purchase clinical scenarios for each level from simple to complex.
Activities
 - ❖ Evaluate the effectiveness of the directed studies by utilizing student's surveys.

- ❖ Implement 25% of clinical time in simulation-lab to facilitate acquisition of clinical skills.

Institutional Goal #3

Excellence: Support Student Learning & Educational Excellence

DIVISIONAL OBJECTIVE 3:

- **Strengthen CTE linkages between LASC, feeder secondary institutions and regional employers in a manner that responds to and complies with recent Perkins IV legislation.**

Tech Prep, or technical preparation, at Los Angeles Southwest College (LASC), is a form of advanced placement credit that emphasizes training in a specific pathway of career and technical courses while in high school.

At LASC, we believe that there is a social and regional workforce and economic development benefit to having students getting college credit for the courses taken while in high school. Participating in LASC's Tech Prep program allows high school students to begin working on their postsecondary degree while in high school; which provides them the opportunity to finish college sooner, to enter the workforce immediately after high school and, importantly, to save money.

Over the next three years, the division intends to plan, design, modify and implement an integrated and articulated curriculum with its ten local feeder secondary institutions. The overall goal of this program improvement effort will be to obtain and maintain a high quality, effectiveness, and achievement Tech Prep program at LASC.

To improve the administrative, management, and educational operation of LASC's Tech Prep program, an evaluation plan shall be implemented to:

- Produce data that aids in the assessment of LASC's Tech Prep effort in service of creating a Tech Prep initiative.
- Develop a strong internal evaluation protocol that:
 - provides timely information and data on the quality, effectiveness, and achievement of goals of LASC's Tech Prep program; and
 - provides methods to develop action plans, monitor progress, and collect data for continuous quality improvement of Tech Prep program. This includes both

formative (ongoing evaluation process) and summative (reflective evaluation) to determine the worth of the effort.

- Examine examples of Tech Prep best practices to strengthen and improve the quality of LASC's Tech Prep efforts.
- Insure that LASC Tech Prep curriculum is delivered through a rigorous, applied, student-centered-teaching methodology.

The Tech Prep evaluation model proposed here consists of three major operational component areas intended to stimulate continuous quality improvement efforts. The three component areas are:

- documentation
- analysis, and
- improvement.

Each component area shares equal importance in the assessment process and a brief discussion of each component area follows.

Documentation. This evaluation process will involve the gathering of vital information on LASC's Tech Prep activities, enabling reporting on the following performance indicators:

- The number of secondary Tech Prep students served.
- The number and percent of secondary Tech Prep students who:
 - Enroll in postsecondary education;
 - Enroll in postsecondary education in the same field;
 - Complete a state or industry-recognized certification or licensure;
 - Complete courses that earn postsecondary credit; and
 - Enroll in remedial math, writing, or reading courses upon entering postsecondary education.
- The number and percent of secondary Tech Prep students who:
 - Are placed in a related field of employment within 12 months of graduation;
 - Complete a state or industry-recognized certification or licensure; and
 - Complete a two-year degree or certificate program within the normal time.

In addition, an examination and assessment of the formative components of LASC's Tech Prep activities will be conducted including, but not limited to:

- administration and organization
- articulation agreements
- business, industry, and community involvement
- consortium-level evaluation
- curriculum development and programs of study
- impact of the program on students

- promotions and marketing, and
- staff development activities.

Analysis. Analysis of the information and data collected during the documentation process will be used to develop quantifiable goals and benchmarks for LASC’s Tech Prep program, develop improvement plans; and identify best Tech Prep practices to be modeled.

Improvement. The division’s goal in implementing this evaluation model is to pursue improvement of LASC’s Tech Prep program. Building on the data gathered and the assessed results, we intend to implement a continuous, systematic process for determining the quality, effectiveness, and achievement of goals for LASC’s Tech Prep activities, including the development of five (**to be developed**) career pathways:

- Business Pathway
- Technology Pathway
- Health Care Pathway
- Human Services Pathway
- Green Academy Pathway

A Tech Prep Consortium was convened on October 3, 2008 to advise in this area and to insure that LASC Tech Prep students are prepared to be competitive for not only today's careers but the careers of the future.

- **Divisional Annual Targets**

- **YEAR ONE:**

- Design and Implement Tech Prep evaluation model
- Establish an *After School Tech Prep Program*
- Design and implement one career pathways
- Conduct two CTE 2+2 staff development events
- Support annual HS Senior Day at the College
- Conduct 3 career exploration events
- Support LACCD/LAUSD collaboration initiative

- **YEAR TWO:**

- Increase CTE secondary student participation in LASC post-secondary CTE programs by 30%;
- In collaboration with the Health Care Workforce Development Program, creating a *Weekend Science Academy*.
- Design and implement two career pathways
- Support HS Senior Day at the College
- Conduct 3 career exploration events

*Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008*

- Support LACCD/LAUSD collaboration initiative.

- **YEAR THREE:**
 - Increase CTE secondary student participation in LASC post-secondary CTE programs by 30%;
 - Design and implement two career pathways.
 - Support annual HS Senior Day
 - Conduct 3 career exploration events
 - Support LACCD/LAUSD collaboration initiative.

- **Unit Goals:**

[To Be Inserted November 21, 2008]

ACCOUNTING

- **YEAR ONE: (FY08-09)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR TWO: (FY09-10)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...
 - ❖ F...

- **YEAR THREE: (FY10-11)**
 - C....(**TO BE COMPLETED**)
 - D....
 - E....
 - Activities (TO BE COMPLETED)**
 - ❖ D...
 - ❖ E...

▪ **BEHAVIORAL AND SOCIAL SCIENCES**

- **YEAR ONE: Fall-2008-Spring 2009**
 - *Develop and articulate Student Learning Outcomes (SLO's) for the CTE programs of CDC and Adm. Jus.*
 - *Identify 2-3 courses per CTE programs for spring 2009 SLO assessment.*
 - *Advisory committee meeting every 3 months (Nov., Feb., and May)*

Activities

- ❖ *Identify 10 regional employers (5 from correctional agencies and 5 from recovery agencies)*
- ❖ *Invite these combined agencies to recommend 1 person per agency to serve as CTE advisory committee volunteers for CDC and Adm. Jus.*
- **YEAR TWO: Fall 2009 – Spring 2009**

Activities

- ❖ *Review and analyze results from SLO assessment*
- ❖ *Identify 2-3 articulated feeder high schools and 2-3 community agencies to offer CDC and Adm Jus college courses*
- ❖ *Develop articulated linkages with high school partners and strengthen existing partnerships with CDC and Adm Jus partners*
- ❖ *Link advisory board with agency partners*
- **YEAR THREE: Fall 2010 – Spring 2011**
 - **Evaluate SLO assessments conducted in year 2**
 - **Review and analyze results of SLO assessments**

Activities

- ❖ **Recommend changes as result of SLO assessments.**
- ❖ **Increase offsite feeder high school course offerings by 10%.**

BIO-MED

Narrative

The Biotech program will create linkages with local high schools and community employers. Workshop/speaker panel on careers in biotechnology will expose students (college and high school) to biotechnology and employment opportunities. A listing of local employers will be created and used to draw potential members on the Biotech Advisory Committee. LASC biology faculty will collaborate with local high school biology faculty to develop lab curriculum that will result in a “learning module” on specific aspects of biotechnological lab techniques.

YEAR ONE:

- **Conduct a workshop/speaker panel on career opportunities in biotechnology and medical technology at LASC. Invite MCHS.**

- Identify at least 10 local employers that could participate on the Biotech Advisory Committee.

Activities

- ❖ Organize the workshop in Spring 2009, invite guest speakers, and publicize the event both on and off campus. With help from the college researcher, Southern California Biomedical Council, and PCC Biotechnology Center, identify local employers and secure at least 10 representatives for LASC Biotech Advisory Committee.

YEAR TWO:

- In collaboration with the Health Care Workforce Development Program, participate in a *Weekend Science Academy*.

Activities

- ❖ In concert with CTE Office staff, work with Health Care Workforce Development, to identify a role for Biotech in a *Weekend Science Academy*.

YEAR THREE:

- Design biotech curriculum that could be used by local high school biology faculty.

Activities

- ❖ Biotech faculty design curriculum for an introductory biotech learning module incorporating basic biotechnological lab skills and equipment for recombinant DNA study. Local high school biology faculty will be involved in this effort and will be the first to pilot-test the lab unit.

BUSINESS

YEAR ONE:

- Design and conduct needs assessment.
- Identify programs that can be developed for the Business Department.

Activities

- ❖ A Business Advisory Committee will be formed made up of community organizations and governmental agencies. This Advisory Committee will help guide us on what type of programs to develop. The role of the Advisory Committee will prove to be critical in the success of the implementation of the programs for the department.
- ❖ Survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ Carefully select courses that could satisfy these requirements.
- ❖ Analyze the targeted learning outcomes for the students.

YEAR TWO:

- A direct outcome from the needs assessment will help design the type of adaptable programs for the upcoming academic years. We will diligently look into federal and state grants that could provide financial assistance to develop these programs. Continue to develop strategies that will make those student learning outcomes achievable. Some of the learning outcomes are improving student comprehension and critical thinking skills in the areas of business. In addition, guide to students on how these business information are related to their personal lives.

YEAR THREE:

- Generate mechanisms to monitor the success of the various programs that were implemented. A database will be developed to maintain records of success of student outcomes and programs. Academic year 10-11 will be focused on analyzing the student feedback and designing any program improvements.

CAREER CENTER

YEAR ONE:

- Conduct 2 career job fairs

Activities

- ❖ Support annual HS Senior Day at the College
- ❖ Support campus events and job placement needs
- ❖ Support Family Day at the college
- ❖ Support CTE meetings and events
- ❖ Support Middle College High School job placement

YEAR TWO:

- Support College programs and developing guidelines to strengthen student and employers.

YEAR THREE:

-
-
-

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

YEAR ONE: (2008-2009):

- *Design and implement an AA to BA program in Child Development.*
- *Gather information and data for developing a Child Development web page.*
- *Identify courses for targeting high school students and employees of regional centers.*

YEAR TWO: (2009-2010):

- *Continue offering a variety of workshops at various times to meet the needs of day and evening students.*
- *Design, compose and distribute a brochure to market the Child Development Program.*
- *Develop a plan for marketing courses to high school students and employees of regional centers.*

YEAR THREE: (2010-2011):

- *Assess the AA to BA program to determine effectiveness and continuation.*

Activities

- ❖ *Continue offering a variety of workshops at various times to meet the needs of day and evening students.*

- ❖ *Implement the plan for marketing courses to high school students and employees of regional centers.*

COMPUTER SCIENCE AND OFFICE TECHNOLOGIES

YEAR ONE:

- Design and Implement Tech Prep evaluation model
 - Adopt an existing TP model
- Establish an *After School Tech Prep Program*
 - ID high schools
 - Coordinate with liaison
 - Setup schedule & program
- Design and implement one career pathways
 - ID Courses
 - Schedule & sync with HS & CC program
 - ID Companies
- Conduct two CSIT 2+2 staff development events
 - Awards banquet at program end
 - Get-To-Know stakeholders event (Annual Activity)
- Support annual HS Senior Day at the College
 - Attend, sponsor, presence
 - Provide certificates & Internships
- Conduct 3 career exploration events
 - Emerging Careers (in neighboring companies) Event Day.
- Support LACCD/LAUSD collaboration initiative
 - Look into the technology component aspect.
- Make sure Tech Prep program is consistent with initiative.

YEAR TWO:

- Increase CSIT secondary student participation in LASC post-secondary CSIT programs by 30%
 - Channel them to other CSIT courses
 - Introduce them to certificate programs
- In collaboration with the Health Care Workforce Development Program, creating a *Weekend Science Academy*.
- Design and implement two career pathways
- Support HS Senior Day at the College
- Conduct 3 career exploration events
- Support LACCD/LAUSD collaboration initiative.

YEAR THREE:

- Increase CTE secondary student participation in LASC post-secondary CTE programs by 30%;
- Design and implement two career pathways.

- Support annual HS Senior Day
- Conduct 3 career exploration events
- Support LACCD/LAUSD collaboration initiative.

COMPUTER APPLICATIONS AND OFFICE TECHNOLOGIES

YEAR ONE: 2008-2009

- Conduct a CAOT Career Day
- Collaborate with LAUSD Adult Schools and community organization
- Identify at least ten (10) regional employers

Activities

- ❖ Make lab available for after school activities

YEAR TWO: 2009-2010

- Increase Secondary student participation by 30%.
- Participate in Senior Career Day.
- Establish a relationship with at least ten (10) regional employers
- Design a program to establish a relationship with the secondary institutions.

YEAR THREE: 2010-2011

- *Conduct a meeting with secondary and regional employers*
- *Participate in HS Senior Day*
- *Participate in local high schools Career Day*

ELECTRONICS

YEAR ONE:

YEAR TWO:

YEAR THREE:

LEARNING ASSISTANCE AND SUCCESS CENTER

YEAR ONE:

Activities

- ❖ Design and implement one career pathways to the students with the feeder schools interested in nursing and science degrees.
- ❖ Design the pre-diagnostic to access the needs of the students from the feeder schools.

YEAR TWO:

- In collaboration with the Health Care Workforce Development Program, offering the TEAS Test Prep during the *Weekend Science Academy*.

Activities

- ❖ Support the HS school day.

YEAR THREE:

Activities

- ❖ Support the HS Senior Day at the College
- ❖ Based upon the diagnostic, enroll high school students into Learning Assistance Department short class program to prepare them for English 21.

NURSING

YEAR ONE:

- Establish advisory committee with affiliated hospitals and other institutions of higher learning
- Promote the program in flyers, free paper inform the public of the new Technology available in the nursing program
- Encourage nursing students upon admission to the Nursing program to participate in NSNA to expand professional environment

YEAR TWO:

- Faculty will utilize current journal information that's relevant to specialty area.
- Senior students will be required to subscribe to Nursing Journal as a requirement for Nursing Leadership.
- Provide monetary award for students who earn a 3.0 GPA or higher.

YEAR THREE:

1. Implement a Nursing Preceptorship program within Clinical facilities for the senior students
2. Collaborate with facilities that provide the student worker opportunities to students within the Nursing Program
 - Provide a monthly open forum for active nursing student to identify concerns pertinent to their learning.

Institutional Goal #4

Accountability: Foster a College-wide Culture of Service & Accountability

DIVISIONAL OBJECTIVE 4:

- **Improve the Division's revenue generating capacity.**

Like all sectors of post-secondary education, LASC faces the challenge of generating sufficient revenue to uphold its mission. In order, to contribute to the college's financial health, the division will be proactive in building external collaborations that foster the development of social capital and the leveraging of limited resources. In addition, the division's outreach/marketing efforts will be focused on cultivating partnerships and engendering an understanding among employers of the contract education and degree/certification opportunities that LASC can provide. These external collaborations will assist the college responding to workforce development and economic development initiatives.

- **Divisional Annual Targets**

- **YEAR ONE:**

- Expand the CTE General Advisory Committee to include 40 members;
- Write, submit and compete for at least two workforce development grants (a) that focus on providing training to industry-driven regional collaboratives and (b) that provide an opportunity to develop and showcase LASC's CTE contract education capabilities *at little to no-cost*.

*Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008*

- Establish two venues that can be used to broaden LASC’s networking efforts and enhance its revenue development opportunities.
- Enhance the division’s outreach/marketing efforts to include:
 - Revising and updating the *Career Pathway Booklet* and creating a *Press Kit* for the division;
 - Bringing divisional and CTE units web pages online; and
 - Partnering with regional employers to sponsor workforce and economic development events in the community.
- **YEAR TWO:**
 - Write, submit and compete for at least two workforce development grants (a) that focus on providing training to industry-driven regional collaboratives and (b) that provide an opportunity to develop and showcase LASC’s CTE contract education capabilities *at little to no-cost*.
 - Seek venues that can be used to broaden LASC’s networking efforts and enhance its revenue development opportunities.
 - Enhance the division’s outreach/marketing efforts to include:
 - Partnering with regional employers to sponsor workforce and economic development events in the community.
- **YEAR THREE:**
 - Write, submit and compete for at least two workforce development grants (a) that focus on providing training to industry-driven regional collaboratives and (b) that provide an opportunity to develop and showcase LASC’s CTE contract education capabilities *at little to no-cost*.
 - Establish two venues that can be used to broaden LASC’s networking efforts and enhance its revenue development opportunities.
 - Enhance the division’s outreach/marketing efforts to include:
 - Partnering with regional employers to sponsor workforce and economic development events in the community.
- **Unit Goals:**

[To Be Inserted November 21, 2008]

- Accounting
 - **YEAR ONE:**
 - **YEAR TWO:**
 - **YEAR THREE:**
- Behavioral and Social Sciences
 - **YEAR ONE: Fall 2008 – Spring 2009**

- *Analyze enrollment and retention data in all CDC and Adm. Jus. courses*
- *Identify 2-4 high-risk Adm. Jus. and CDC classes*
- *Target SLO implementation and assessment in 2-4 CDC and Adm. Jus. Courses*
- *Write and secure at least one Workforce and Economic Development grant per year*
-
- **YEAR TWO:**
- *Monitor student success*
- *Submit quarterly reports*
- *Increase retention rate by 10% in 2 identified CTE high-risk courses*
- *Write and secure two Workforce and Economic Development grant per year (one each in CDC and Adm. Jus.)*
-
- **YEAR THREE:**
- **Continue to monitor student success and retention rates**
- *Write and secure two Workforce and Economic Development grants per year (one each in CDC and Adm. Jus.)*
-
- Bio-Med

Narrative

External funding sources will be identified and at least one proposal will be submitted each year to support program activities and goals. For accountability purposes, the Biotech Program particulars will be posted on the college's website and quarterly reports will be shared annually with the Biotechnology Advisory Committee.

YEAR ONE:

- Collaborate with local four-year universities to submit an NIH//NSF grant to support goals/objectives of LASC Biotech program.
- Publish the Biotech Program on the college's website.

- Provide quarterly reports to Biotechnology Advisory Committee for accountability and direction.

Activities: Work with CSUDH Biology department to develop and submit a NIH-Bridge Program grant. Work with the webmaster to publish the Biotech program on the web.

YEAR TWO:

- Implement the grant (if funded) and assess progress made during the year.
- Provide quarterly reports to Biotechnology Advisory Committee for accountability and direction.
- Explore additional funding sources through DOE, NSF, and NIH; submit at least 1 grant proposal.

YEAR THREE:

- Explore additional funding sources through DOE, NSF, and NIH; submit at least 1 grant proposal.
- Provide quarterly reports to Biotechnology Advisory Committee for accountability and direction.

- Business

- ***YEAR ONE:*** Develop workshops and presentations twice a year. We will encourage the Advisory Committee to provide financial support and assistance in these workshops. A comprehensive database and quarterly report will be presented to the Dean of our discipline to enumerate the success of these events.

- ***YEAR TWO:*** A detailed analyses of the outcomes of these workshops will be made. Modifications will be proposed in order to make continual improvements.

- ***YEAR THREE:*** Student learning outcomes will be consistently monitored.

- Career Center

- ***YEAR ONE:***

- *Write a grant and secure a workforce development program per year*

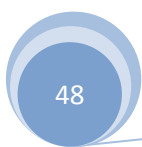
- *Research resources for new funding for grants and budget needs*
-
- **YEAR TWO:**
 - **Implementing the grant funds to improve and increase new programs**
 - **Develop training workshops to enhance student skills to**
- **Become a better candidate for job placement**
- **YEAR THREE:**
 - **To develop a plan for job retention**
-
- Child Development/ Child Development Center
 - *YEAR ONE: Revise the membership of the advisory committee and implement quarterly meetings to increase feedback and accountability.*
 - *Provide content information for a Workforce Development grant for program improvement.*
 - *Provide quarterly reports to the advisory committee for accountability and direction.*
-
- **YEAR TWO: (2009-2010):**
 - *Implement quarterly advisory meetings to increase feedback and accountability.*
 - *Provide content information for a Workforce Development grant for program improvement.*
 - *Provide quarterly reports to the advisory committee for accountability and direction.*
- **YEAR THREE: (2010-2011):**
 - *Implement quarterly advisory meetings to increase feedback and accountability.*

- *Provide content information for a Workforce Development grant for program improvement.*
- *Provide quarterly reports to the advisory committee for accountability and direction.*
-
-
- Computer Science and Information Technologies
- **YEAR ONE:**
 - Expand the CSIT General Advisory Committee to include 10 members;
 - Write, submit and compete for at least one workforce development grants (a) that focus on providing training to industry-driven regional collaborative and (b) that provide an opportunity to develop and showcase LASC's CSIT contract education capabilities *at little to no-cost.*
 - Establish a venue that can be used to broaden LASC's networking efforts and enhance its revenue development opportunities.
 - Enhance the discipline's outreach/marketing efforts to include:
 - Revising and updating the *Career Pathway Booklet* and creating a *Press Kit* for the division;
 - Bringing divisional and CSIT web pages online; and
 - Partnering with regional employers to sponsor workforce and economic development events in the community.
-
- **YEAR TWO:**
 - Write, submit and compete for at least two workforce development grants (a) that focus on providing training to industry-driven regional collaborative and (b) that provide an opportunity to develop and showcase LASC's CSIT contract education capabilities *at little to no-cost.*
 - Seek venues that can be used to broaden LASC's networking efforts and enhance its revenue development opportunities.
 - Enhance the division's outreach/marketing efforts to include:
- Partnering with regional employers to sponsor workforce and economic development events in the community.
- **YEAR THREE:**
 - Write, submit and compete for at least two workforce development grants (a) that focus on providing training to industry-driven regional collaborative and (b) that provide an opportunity to

develop and showcase LASC's CSIT contract education capabilities *at little to no-cost*.

- Establish a venue that can be used to broaden LASC's networking efforts and enhance its revenue development opportunities.
- Enhance the division's outreach/marketing efforts to include:
 - Partnering with regional employers to sponsor workforce and economic development events in the community.
- Computer Applications and Office Technologies
 - **YEAR ONE: YEAR ONE: 2008-2009**
 - *Write and submit at least one grant*
 - *Complete CAOT web page*
 - *Invite local businesses to review the lab for potential leasing capabilities*
 - **YEAR TWO: 2009-2010**
 - Write and submit one grant
 - Seek venues to assist in broadening LASC's networking efforts to enhance its revenue.
 - Participate in workforce and economic development events in the community.
 -
 - **YEAR THREE: 2010-2011**
 - Write and submit one grant
 - Seek venues to assist in broadening LASC's networking efforts to enhance its revenue.
 - Participate in workforce and economic development events in the community.
 -
- Electronics
 - **YEAR ONE:**
 - **YEAR TWO:**
 - **YEAR THREE:**
- Learning Assistance and Success Center

- **YEAR ONE: As a member of the Nursing and Sciences Advisory Committee, I will provide a quarterly report for review and program improvement.**
- Provide quarterly reports to the advisory committee; write and secure one grant to generate revenue for the program;
- **YEAR TWO: As a member of the Nursing and Sciences Advisory Committee, I will provide a quarterly report for review and program improvement.**
- Increase the retention and success rate of athletes in DC classes by 15%.
- **YEAR THREE: As a member of the Nursing and Sciences Advisory Committee, I will provide a quarterly report for review and program improvement.**
- Decrease the number of times athletes repeat DC classes; decrease the attrition rate of athletes in DC classes.
 - Nursing
 - **YEAR ONE:**
 - Decrease attrition rate by 30% and increase pass rate by 15%
 - Sponsoring an health fair within the community
 - Develop a orientation day that includes family to share realities and expectation of the nursing program
 -
 - **YEAR TWO:**
 - Offer CEU (continuing education) classes for nurses within the communities
 - Provide quarterly report on the progress of the program to the dean
 - Implement contextualized learning strategies within the nursing program and science program
 -
 - **YEAR THREE:**
 - Hold quarterly advisory meeting with affiliates
 - Write and secure one workforce economic development grant per year
 -



Institutional Goal #5

Collaboration & Resources: Cultivate and Maintain New Resources & External Partnerships

DIVISIONAL OBJECTIVE 5:

- **Develop and improve partnerships with regional employers and community-based organizations, including municipalities, for workforce and economic development.**

In this age of new vocationalism, “community colleges that survive and prosper in the twenty-first century will be those that are market sensitive and market driven” (Gennett, Johnston & Wilson, 2001, p. 60). This transformation began with the redrafting of the college’s CTE mission statement to more accurately reflect a major responsibility now facing LASC. As such, this document establishes specific goals that will drive the division’s efforts and hold staff accountable for measurable outcomes. In addition, CTE research practices have broadened to ascertain the needs of business and industry through an expansion of the institution’s external research efforts. Still further, CTE curriculum development processes are being enhanced to ensure that all proposed courses and program will meet skill set and technology proficiencies required by business and industry.

This approach will yield mutually beneficial partnerships and contractual arrangements that will promote revenue development and engender program activities in three areas: Curriculum Development; Resource Development; and Community Outreach.

- **Divisional Annual Targets**

- **YEAR ONE:**

- Promote and establish networking and collaboration between secondary and LASC CTE faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
- Add an additional articulation agreement linking to LASC’s CTE degree programs
- develop an articulation agreement that enable adult education graduates from relevant regional programs (e.g., Licensed Practical Nurse) to receive articulated credit and/or placement into related LASC CTE degree/certificate programs.

Divisional Objectives Adopted by: CTE General Advisory Committee

Date: October 3, 2008

- **YEAR TWO:**
 - Promote and establish networking and collaboration between secondary and LASC CTE faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
 - Add an additional articulation agreement linking to LASC’s CTE degree programs
 - Develop an articulation agreement that enable adult education graduates from relevant regional programs (e.g., Licensed Practical Nurse) to receive articulated credit and/or placement into related LASC CTE degree/certificate programs.
- **YEAR THREE:**
 - Promote and establish networking and collaboration between secondary and LASC CTE faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
 - Add an additional articulation agreement linking to LASC’s CTE degree programs
 - Develop an articulation agreement that enable adult education graduates from relevant regional programs (e.g., Licensed Practical Nurse) to receive articulated credit and/or placement into related LASC CTE degree/certificate programs.

- **Unit Goals:**

[To Be Inserted November 21, 2008]

- Accounting
 - **YEAR ONE:**
 - **YEAR TWO:**
 - **YEAR THREE:**
- Behavioral and Social Sciences
 - **YEAR ONE: Fall 2008 – Spring 2009**
 - ***Present CTE vocational programs to at least 3-5 external agencies and feeder high schools***
 - ***Update and expand the needs assessment survey to include advisory committee, new and continuing students, program graduates, and law enforcement and recovery agencies***

- ***Sponsor 1-2 mini-conferences and workshops per year combining law enforcement and chemical dependency recovery agencies***
YEAR TWO: Fall 2009 – Spring 2010
- ***Conduct evaluations of conference/workshop and service delivery***
- ***Assess the effective of program activities from Year 1***
-
- ***YEAR THREE: Fall 2010 – Spring 2011***
- ***Evaluate the effectiveness of Year 1 and year two activities***
- ***Analyze research and survey data and outcomes to determine what changes should be made***
 - **Bio-Med**

Narrative

Collaborative efforts will be made each year by the Biotech Program in order to cultivate and maintain internal and external partnerships.

YEAR ONE:

- **Begin a feasibility study of offering a Human Anatomy & Physiology Society (HAPS) regional conference for secondary & college faculty in year 2 or 3 that would highlight latest advances and techniques in biotechnology.**
Activity: G. Yoshida, as HAPS Western Regional Director, will seek interest among HAPS membership to plan and conduct a regional conference in LA County.

YEAR TWO:

- **Conduct a professional development activity for LASC and local high school Biology faculty on utilization of biotech equipment and DNA lab protocols, forming a Biotech Teaching Community.**
Activity: Using a list of local high school feeders and contact information, Biology departments will be invited to attend a professional development activity (with meal) on biotechnological lab techniques and equipment at LASC.

YEAR THREE:

- **Design biotech curriculum that could be used by local high school biology faculty participants from YEAR TWO.**

Activities: Biotech faculty design curriculum for an introductory biotech learning module incorporating basic biotechnological lab skills and equipment for recombinant DNA study. Local high school biology faculty will be involved in this effort and will be the first to pilot-test the lab unit.

- **Business**

- ***YEAR ONE:***

- ***YEAR TWO:***

- ***YEAR THREE:***

- **Career Center**

- ***YEAR ONE:***

- **Promote and establish networking and collaboration between secondary and LASC CTE faculty.**

- **Forums including development workshops, marketing materials**

- ***YEAR TWO:***

- ***Outreach with local businesses to inform them of career services by LASC***

- ***Create a career job web site for employers to post occupations that will generate revenue for the career center***

-

- ***YEAR THREE:***

- ***To implement the new web site***

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- **Child Development/ Child Development Center**

- ***YEAR ONE: (2008-2009):***

- ***Promote and establish networking and collaboration between and LASC Child Development faculty and the following entities:***

***Divisional Objectives Adopted by: CTE General Advisory Committee
Date: October 3, 2008***

- *Regional center employers*
- *Secondary and post secondary faculty*
- *Child and Family professional organizations e.g. CCCECE, District Discipline, CA Mentor Program, NAEYC, NBCDI*
- *LASC Child Development Center*
- *Present at various community and professional events.*
- *Maintain Child Development 22 articulation agreement with Los Angeles Unified School District.*
-
- **YEAR TWO: (2009-2010):**
 - *Promote and establish networking and collaboration between and LASC Child Development faculty and the following entities:*
 - *Regional center employers*
 - *Secondary and post secondary faculty*
 - *Child and Family professional organizations e.g. CCCECE, District Discipline, CA Mentor Program, NAEYC, NBCDI*
 - *LASC Child Development Center*
 - *Present at various community and professional events.*
 - *Maintain Child Development 22 articulation agreement with Los Angeles Unified School District.*
-
- **YEAR THREE: (2010-2011):**
 - *Promote and establish networking and collaboration between and LASC Child Development faculty and the following entities:*
 - *Regional center employers*
 - *Secondary and post secondary faculty*
 - *Child and Family professional organizations e.g. CCCECE, District Discipline, CA Mentor Program, NAEYC, NBCDI*

- *LASC Child Development Center*
- *Present at various community and professional events.*
- *Maintain Child Development 22 articulation agreement with Los Angeles Unified School District.*
-
- Computer Science and Information Technologies
- **YEAR ONE:**
 - Promote and establish networking and collaboration between secondary and LASC CSIT faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
 - Conduct symposiums, conferences, workshops, and Web cast
 - Add an additional articulation agreement linking to LASC's CSIT degree programs
 - Revisit articulation agreement for four-year institutions within 10-mile radius
 - Establish new articulation agreements with other institutions
 - Develop an articulation agreement that enable adult education graduates from relevant regional programs to receive articulated credit and/or placement into related LASC CSIT degree/certificate programs.
- Establish articulations with the Extension programs
- **YEAR TWO:**
 - Promote and establish networking and collaboration between secondary and LASC CSIT faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
 - Conduct symposiums, conferences, workshops, and Web cast
 - Add an additional articulation agreement linking to LASC's CSIT degree programs
 - Revisit articulation agreement for four-year institutions within 10-mile radius
 - Establish new articulation agreements with other institutions
 - Develop an articulation agreement that enable adult education graduates from relevant regional programs to receive articulated credit and/or placement into related LASC CSIT degree/certificate programs.

- Establish articulations with the Extension programs
- **YEAR THREE:**
 - Promote and establish networking and collaboration between secondary and LASC CSIT faculty. Forums include curriculum reviews, professional development workshops, marketing materials, and the like.
 - Conduct symposiums, conferences, workshops, and Web cast
 - Add an additional articulation agreement linking to LASC's CSIT degree programs
 - Revisit articulation agreement for four-year institutions within 10-mile radius
 - Establish new articulation agreements with other institutions
 - Develop an articulation agreement that enable adult education graduates from relevant regional programs to receive articulated credit and/or placement into related LASC CSIT degree/certificate programs.
 - Establish articulations with the Extension programs

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- Computer Applications and Office Technologies
- **YEAR ONE: 2008-2009**
- *Conduct an advisory board meeting each semester to review curriculum*
- *Conduct a community workshop*
- **Participate in Professional Development**
- **YEAR TWO: 2009-2010**
Support networking and collaborations with secondary schools.
Distribute Marketing materials
- Support articulations agreements
- **YEAR THREE: 2009-2010**
Support networking and collaborations with secondary schools.
Distribute Marketing materials
- Support articulations agreements
- Electronics
- **YEAR ONE:**
- **YEAR TWO:**

- **YEAR THREE:**
 - Learning Assistance and Success Center
- **YEAR ONE:** Promote and establish networking and collaboration between secondary and Nursing and Sciences Advisory Committee by creating professional development workshops and marketing materials.
- Create a powerpoint link on the LASC website to introduce the program for athletes use to contextualize their career plan
- **YEAR TWO:** Promote and establish networking and collaboration between secondary and Nursing and Sciences Advisory Committee by creating professional development workshops and marketing materials.
- Make ACTEP Learning Assistance presentations to the Health and PE departments, coaches, and students to improve the cohesiveness of the program relationships.
- **YEAR THREE:** Promote and establish networking and collaboration between secondary and Nursing and Sciences Advisory Committee by creating professional development workshops and marketing materials.
- Promote and establish networking and collaboration between secondary and ACTEP Advisory Committee by creating professional development workshops and marketing materials.

- Nursing
- ***YEAR ONE:***
 - Promote and establish networking and collaboration between the nursing programs within the district
 - Maintain currency in subject area by attending seminars, conferences and workshop
 - Establish a “student worker” program which will allow students to be employed by affiliated hospitals during the last three semesters of the programs to help develop accountability and ethical behaviors
-
- ***YEAR TWO:***
 - Promote nursing opportunities outside of the traditional hospital clinical settings such as; industrial nursing, computer informatics, school nursing, etc..
 - Establish “Future Nurses” club on campus with nearby middle and high school
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- ***YEAR THREE:***
 - Encourage faculty and staff to participate in professional organizations such as; National Black Nurses Association, Association of Critical Care Nursing, California Nurses Association, etc

Institutional Goal #6

Career and Technical Education: Participate in Regional Workforce and Economic Development

DIVISIONAL OBJECTIVE 6:

- **Establish and convene a CTE General Advisory Committee. This committee will also serve as the Tech Prep Advisory Consortium.**

Established and convened on October 3, 2008, this body will ensure that LASC's CTE division is involved in regional workforce and economic development activities. The above five divisional objectives are specifically shaped to reflect the college's persistent and consistent commitment to regional workforce and economic development and the CTE division will make continual effort to identify and secure available resources to accomplish this institutional goal including: developing the division's professional expertise; sharpening internal and external communications skills; generating alternative revenue streams and cultivating an enthusiasm to collaborate with regional workforce and economic development partners.

- **Divisional Annual Targets**

- ***YEAR ONE:***

- Develop three new approaches to attract business partners and connect them to LASC's CTE programs and students. Means may include new website pages, Board member contacts, and Showcase and other consortium events.

- ***YEAR TWO:***

- Develop three new approaches to attract business partners and connect them to LASC's CTE programs and students.

- **YEAR THREE:**
 - Develop three new approaches to attract business partners and connect them to LASC's CTE programs and students.

- **Unit Goals:**

[To Be Inserted November 21, 2008]

- Accounting
 - **YEAR ONE:**
 - **YEAR TWO:**
 - **YEAR THREE:**
- Behavioral and Social Sciences
 - **YEAR ONE: Fall 2008-SPRING 2009**
 - *Determine professional participation of existing faculty in community groups on community advisory and executive boards of workforce development agencies*
 - **Assign these individuals to specific tasks aimed at identifying resources, labor market needs and opportunities, additional industry leaders, employment opportunities, and human and fiscal resources for students and the campus**
 - **YEAR TWO: Fall 2009 – Spring 2010**
 - **Cultivate and expand existing business and community partnerships**
 - **Use partnerships to expand enrollment outreach and recruitment**
 - **YEAR THREE: Fall 2010 – Spring 2011**
 - *Evaluate the effectiveness of Year 1 and Year 2 activities*
 - *Develop new and more effective approaches to attract agency partners and connect them to vocational education programs*
- Bio-Med

Narrative

With the vision and insight of the Biotech Advisory Committee, activities and strategies will be formulated to address regional workforce and economic development in biotechnology and related fields.

YEAR ONE:

- **Develop and implement three new approaches to attract business partners and connect them to Biotech program. Means may include new website pages and other consortium events.**

Activities: Develop new approaches as an agenda item during the Biotechnology Advisory Committee meeting.

- **Biotech faculty attend and participate in at least one regional/state/national conference to interface and network with other educators.**

YEAR TWO:

- **Develop and implement three new approaches to attract business partners and connect them to Biotech program. Means may include new website pages and other consortium events.**
- **Incorporate acquired state-of-the-art biotech equipment into the curriculum and/or workshop.**

YEAR THREE:

- **Develop and implement three new approaches to attract business partners and connect them to Biotech program. Means may include new website pages and other consortium events.**

- **Business**

- **YEAR ONE:**
- **YEAR TWO:**
- **YEAR THREE:**

- **Career Center**

- **YEAR ONE:**
- **YEAR TWO:**
- **YEAR THREE:**

- **Child Development/Child Development Center**

- **YEAR ONE: (2008-2009):**
 - *Accommodate requests for facility use by program-related community based and professional organizations.*

- *Facilitate and provide leadership for community based organizations.*
- *Collaborate with other agencies in their program development to expand and cultivate opportunities for greater visibility and connection.*
- **YEAR TWO: (2009-2010):**
 - *Develop one new approach for building partnerships.*
 - *Collaborate with other agencies in their program development to expand and cultivate opportunities for greater visibility and connection.*
- *Facilitate and provide leadership for community based organizations.*
- **YEAR THREE: (2010-2011):**
 - *Develop one new approach for building partnerships.*
 - *Facilitate and provide leadership for community based organizations.*
- *Collaborate with other agencies in their program development to expand and cultivate opportunities for greater visibility and connection.*
- Computer Science and Information Technologies
- **YEAR ONE:**
 - Develop & implement three new approaches to attract business partners and connect them to LASC's CSIT programs and students. Means may include new website pages, Board member contacts, and Showcase and other consortium events.
 - Contract education
 - Identify whose doing what (faculty)
- Who is currently serving on board
- **YEAR TWO:**
 - Develop & implement three new approaches to attract business partners and connect them to LASC's CSIT programs and students. Means may include new website pages, Board member contacts, and Showcase and other consortium events.
 - Contract education
 - Identify whose doing what (faculty)
- Who is currently serving on board
- **YEAR THREE:**

- Develop & implement three new approaches to attract business partners and connect them to LASC's CSIT programs and students.
 - Contract education
- Implement Year Two goals
 - Computer Applications and Office Technologies
 - **YEAR ONE: 2008-2009**

Students who demonstrate outstanding coursework will appear on the website to attract business partners.
 -
 - **YEAR TWO: 2009-2010:**
 - **Continue to establish internship programs**
 - **YEAR THREE: 2010-2011**

Continue to establish and monitor the internship programs
 -
 - Electronics
 - **YEAR ONE:**
 - **YEAR TWO:**
 - **YEAR THREE:**
 - Learning Assistance and Success Center
 - **YEAR ONE: Participate on the Health and PE department advisory committee and support their collaborative efforts; in addition to the ACTEP advisory committee.**
 - **Participate on the nursing and sciences advisory boards and support their events.**
 - **YEAR TWO: Participate on the Health and PE department advisory committee and support their collaborative efforts; in addition to the ACTEP advisory committee.**
 - **Participate on the nursing and sciences advisory boards and support their events.**
 - **YEAR THREE: Participate on the Health and PE department advisory committee and support their collaborative efforts; in addition to the ACTEP advisory committee.**

- **Participate on the nursing and sciences advisory boards and support their events.**

- Nursing

- ***YEAR ONE:***

- Partner with healthcare workforce to assist upward mobility of healthcare staff
- Partnership with other institutions that offer higher degrees in nursing

-

- ***YEAR TWO:***

- Solicit candidates within other colleges preparing for a Master's with an intent to teach nursing to do student teaching at LASC

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- ***YEAR THREE:***

- Research and utilize a class to address the computerize charting and medical records encountered in the workforce

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EXHIBIT 1: A “NEEDS ASSESSMENT” MODEL

A STRATEGIC ANALYSIS:

1. Establishing a Performance Baseline:
 - Student Profile (Institutional Research):
 - Demographic;
 - Prerequisites Performance; and
 - Program Performance data
 - Departmental Profile (Viability Study) includes:
 - An Analysis of current Departmental Processes (Program schedule and Student Outcomes);
 - An Assessment of Department’s retention, persistence, and success rates (archive)
 - Institutional Integrity
2. What *major improvement issues* are facing this CTE Unit?

A STRATEGIC RESPONSE:

1. Develop and Adopt a Program Improvement Model:
 - Improve Student Success (Decrease attrition rate by 50% and Improve Persistence rate to 25%)
 - Infuse Technology
2. Improve Department’s “program monitoring” capacity:
 - Design and implement a student tracking system;
 - Establish an advisory committee and convene regular meetings; and
 - Identify research needs and streamline processes of data collection and reporting.