

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

***Prepared by:
Elmer Bugg, Dean
December 15, 2008***

TABLE OF CONTENTS

	PAGE NO.
BACKGROUND	3
METHODOLOGY	7
INTEGRATED STRATEGIC GOALS: (FY08-11)	8
OBJECTIVE 1	8
OBJECTIVE 2	21
OBJECTIVE 3	27
OBJECTIVE 4	35
OBJECTIVE 5	42
OUTREACH/MARKETING EFFORTS	47
ADDITIONAL PERSONNEL NEEDED	47
EQUIPMENT NEEDED	47
COLLEGE SUPPORT NEEDED	48
DIVISIONAL SUPPORT OF THE COLLEGE	48
DIVISIONAL STUDENT LEARNING OUTCOMES	48
APPENDIX	
EXHIBIT 1: A “NEEDS ASSESSMENT” MODEL	50

BACKGROUND

The latest review of the Career and Technical Education (CTE) program at Los Angeles Southwest College (LASC) led to the identification of several critical challenges to the future success of CTE programs at LASC. In particular, these program review findings, taken together, pinpointed 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) contributing to regional economic development. One major outcome of the previous program review process was agreement on three (3) strategic questions to guide the 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 these factors pose. Furthermore, this question envisions the college measuring the gap between its long-term 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 college to reach its goals, and how do the college'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 in the Fall of 2007.

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 3-year CTE plan but also a criteria for determining, monitoring and

enhancing program improvement outcomes and guiding future efforts. Moreover, the criteria embraced 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):

1. **Setting objectives:** Deciding on the business the division should be engaged, including continuous growth. An objective is typically enduring and timeless.
2. **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.
3. **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.
4. **Developing a divisional philosophy:** Establishing the beliefs, values, attitudes, and unwritten guidelines that add up to "the way we do things around here."
5. **Establishing policies:** Deciding on plans of action to guide the performance of all major activities in carrying out strategy in accordance with company philosophy.
6. **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.
7. **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.
8. **Establishing procedures:** Determining and prescribing how all important and recurrent activities shall be carried out.
9. **Providing facilities:** Providing the plant, equipment, and other physical facilities required to carry on the business of the division.
10. **Providing capital:** Making sure the division has the money and credit needed for physical facilities and working capital.
11. **Setting standards:** Establishing measures of performance that will best enable the division to achieve its long-term objectives successfully.

12. **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.
13. **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.
14. **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.

An immediate success, to implementing this strategic approach, was the formulation of a divisional mission statement (see below) to guide the planning strategy for enhancement and development of CTE program at LASC. The mission of the Office of Workforce Development and Corporate Relations is three-fold:

- *To develop new programs, certificates and services thus providing bridges to baccalaureate-granting institutions of higher education.*
- *To respond to the workforce development needs of local employers thereby facilitating the College's role in regional workforce and economic development.*
- *To build community partnerships in so doing enhancing the College's revenue generating capacities.*

On October 3, 2008, the CTE division at LASC took another significant step forward in the program improvement implementation process when representatives from the Los Angeles Chamber of Commerce, Los Angeles City WIB, the Los Angeles County WIB, the California Employment Development Department, regional Work-Source partners, public secondary and postsecondary educational institutions, the Housing Authority of Los Angeles, and local business and industry partners met and agreed to serve as members of LASC's CTE General Advisory Board. These partners also agreed:

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

As a first action, the CTE General Advisory Board approved a series of strategic objectives, which will be enumerated below, to pursue the above mission over the next three years. Each of these strategic objectives is listed next and will be discussed in detail later, beginning on pg. 8 of this document.

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.

OBJECTIVE 2:

- Respond and comply with recent Perkins IV Legislation.

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.

OBJECTIVE 4:

- Improve the Division's revenue generating capacity.

OBJECTIVE 5:

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

On November 21, 2008, the LASC CTE Program Chairs and Directors met in a Planning Bi-Annual Retreat and, following the direction of the CTE General Advisory Board, set strategic CTE objectives and goals for FY '08-11.

METHODOLOGY

This document presents Step Three and Step Four of the college's CTE program improvement implementation plan (see page 4 above). That is, the document (a) presents divisional performance targets design to insure that the expected outcomes of the CTE program improvement plan are achieved and (b) offers overarching strategy to guide the future development of the College's CTE programs.

This document's framework is organized to ensure synchronicity among individual program reviews and synergy with the College's strategic planning process. The next section (*Integrated Strategic Objectives*) begins with a listing of the **College/Institutional Goals** and the CTE General Advisory Committee approved **Divisional Objectives**, followed by **Divisional Annual Targets**, and lastly by **TOPs Code Targets** constructed to strengthen and focus the division's capacity to successfully pursue, monitor, measure and motivate achievement of approved divisional objectives.

The CTE Program Chairs and Directors Committee adopted this framework to serve as a benchmark for reporting ongoing progress of the CTE program improvement model's implementation to the CTE General Advisory Committee and other regulatory and administrative agencies.

The document includes planned outreach/marketing efforts for FY08-11, a listing of additional personnel and equipment needed from the college to successfully accomplish the goals set forth in the discussion of the integrated strategic objectives for FY08-11, and concludes with a brief discussion of the newly adopted student learning outcomes for the Division.

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

INTEGRATED STRATEGIC OBJECTIVES

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 CTE “needs assessment” model being implemented at the College provides for two outcomes. First, the model allows each CTE unit to assess its ability to meet current and future CTE students’ educational needs. Second, the model allows each CTE unit to develop and implement integrated, individualized “program improvement” models designed to enhance and advance CTE student outcomes. The first phase of this assessment process will enable the College to establish both quantitative and qualitative success metrics for the division. The second phase of the assessment process will enable the College, through divisional efforts, to 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 of the assessment process will enable the College to establish a mechanism for the division that promotes continuous improvement and advancement of the CTE Programs at LASC. An outline of the proposed CTE “needs assessment” model is attached as Exhibit 1 (pg. 62) of this document and, as mentioned earlier, is drafted to provide a database that can be used in resource development and continuous program improvement.

Over the next three years, in response to research of regional employers’ labor demands, the CTE Division expects a number of new short-term certificates and degree programs to be developed, as well as significant improvements made to the College’s existing CTE programs and services. These efforts are envisioned as “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 Divisional Targets**

By way of definition, these annual targets assign administrative accountability and narrow the scope of the division's long-term objectives (FY '08-'11) and are identified to specifically contribute to identification of sub-objectives for each CTE program's 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, 2 new CTE certificate programs; and
 - Develop SLOs for 10% of CTE unit programs.
- **YEAR TWO: (FY09-10)**
 - Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates;
 - Develop of SLOs for 30% of CTE unit programs; and
 - Design, and submit for approval, 3 new CTE certificate programs.
- **YEAR THREE: (FY10-11)**
 - Improve the retention and persistence rate of CTE students by 15% over FY '09-'10 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates;
 - Complete development of SLOs for all CTE unit programs; and
 - Design, and submit for approval, 4 new CTE certificate programs.

- **TOP Codes 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** activities listed above. Of special note, not all of the funded TOP codes have targets listed for each of the division's approved long-term objectives. It is important to keep aware that each divisional objective is pursued through a collective effort and not through an individual TOP Code's accomplishment.

ACCOUNTING

- **YEAR ONE: (FY08-09)**
 - Conduct a “needs assessment of the program including an assessment of labor market information.
 - Develop program SLO for Accounting discipline;
 - Develop a new certificate program following needs assessment.
 - Enhance current Advisory Committee membership and effectiveness.

- **YEAR TWO: (FY09-10)**
 - Develop a new certificate program following the program’s need assessment.
 - Develop and enhance relationships with industry partners.
 - Develop and implement marketing/pr strategies.
 - Develop and implement an internship program to seamlessly facilitate students’ transition into workforce.
 - Improve the retention and persistence rate of CTE students by 15% over FY ’08-09 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY ’08-’09 rates.

- **YEAR THREE: (FY10-11)**
 - Develop a new certificate program following the program’s need assessment.
 - Monitor and continue assessment of the Accounting discipline’s success and efficacy.
 - Improve the retention and persistence rate of CTE students by 15% over FY ’09-10 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY ’09-’10 rates;

BEHAVIORAL and SOCIAL SCIENCES

- **YEAR ONE: (FY08-09)**
 - Conduct a “needs assessment of the Chemical Dependency and Administration of Justice programs including an assessment of labor market information.
 - Develop program SLO for the Chemical Dependency and Administration of Justice programs;
 - Develop a new certificate program following a need assessment of the Chemical Dependency and Administration of Justice programs.
- 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.
- ❖ 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.
- Develop 3 new certificate programs.
- Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.

Activities

- ❖ Develop monthly workshops and seminars for incoming and continuing student.
- ❖ Pair incoming students with alumni mentors and Students Against Alcohol and Drug Abuse (SAADA) Club members.
- ❖ Review and analyze labor market trends in Chemical Dependency and Administration of Justice industries.
- ❖ Write and submit new program curriculum for approval.

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

- Fully implement 3 new certificate programs.
- Improve the retention and persistence rate of CTE students by 15% over FY '09-10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.

Activities

- ❖ Launch a marketing/pr campaign for new programs to outside agencies.
- ❖ Build a sustainable cohort of 35 students for each new certificate program.

BIO-MED/BIO-TECH

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

- Design & conduct a “needs assessment” for the Bio-Med/Bio-Tech program.
- Develop program SLO for the Bio-Med/Bio-Tech program.
- Implement a “program improvement” plan for the Bio-Med/Bio-Tech program.

Activities

- ❖ Enhance and upgrade the membership of the Bio-Med/Bio-Tech Advisory Committee by Spring/2009.
- ❖ Explore 2 new certificate programs using employment/student data generated by the Institutional Research Department and Bio-Med/Bio-Tech department's needs assessment efforts
- ❖ Conduct DNA Workshop during summer 2009, 2010, and 2011 to recruit a sustainable cohort of 35 potential students for the proposed new certificate programs in Bio-Med/Bio-Tech.

▪ **YEAR TWO: (FY09-10)**

- Design, and submit for approval, at least one Bio-Med/Bio-Tech certificate program.
- Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.

Activities

- ❖ Design and submit for approval one 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 15% over FY '09-'10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.

Activities

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

BUSINESS

▪ **YEAR ONE: (FY08-09)**

- Design and conduct an industry "needs assessment" such as to identify certificate programs that can be developed for the Business Discipline.
- Develop program SLO for the Business discipline.
- Enhance and upgrade membership of Business 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.

- ❖ Analyze 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.
- **YEAR TWO: (FY 09-10)**
 - Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.
 - Develop 1 new certificate program for the Business discipline.

Activities

 - ❖ Research federal and state grants that could provide financial assistance to develop these programs.
 - ❖ Improve and increase marketing channels to potential CTE students.
 - **YEAR THREE: (FY 10-11)**
 - Improve the retention and persistence rate of CTE students by 15% over FY '09-10 rates;
 - Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.
 - Develop and implement a student tracking system.

Activities

 - ❖ 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 regional WIBs, Work-Source 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 of College's placement efforts.

Activities

 - ❖ Develop job placement partnerships with 25 new regional employers.
 - ❖ Develop and implement an enhanced marketing/PR strategy.

- **YEAR TWO: (FY09-10)**
 - Continue to strengthen and improve linkages with regional WIBs, Work-Source 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 of College's placement efforts.
 - Design and implement one new, not-for-credit CTE program.

Activities

 - ❖ Develop job placement partnerships with 25 new regional employers.
 - ❖ Continue development and implementation of an enhanced marketing/PR strategy.

- **YEAR THREE: (FY10-11)**
 - Continue to strengthen and improve linkages with regional WIBs, Work-Source 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 of College's placement efforts.
 - Design and implement one new, not-for-credit CTE program.

Activities

 - ❖ Develop job placement partnerships with 25 new regional employers.

- ❖ Continue development and implementation of an enhanced marketing/PR strategy.

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

▪ **YEAR ONE: (FY08-09)**

- Design and conduct a departmental needs assessment and develop a program SLO for the Child Development program and Child Development Center.
- Commence development of a career path that will lead to Child Development Skills Certificates and the Child Development Teacher Permit.
- Expand Child Development Program's course offerings to include new, online and off-site courses.

Activities

- ❖ Design, compose and distribute a brochure to market the Child Development Program.
- ❖ Design and submit for approval two new course offerings.

▪ **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.
- Improve the retention and persistence rate of CTE students by 15% over FY '08-'09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.

Activities

- ❖ 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.

▪ **YEAR THREE: (FY10-11)**

- Improve the retention and persistence rate of CTE students by 15% over FY '09-10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.

Activities

- ❖ Continue to promote the career path leading to Child Development Skills Certificates and the Child Development Teacher Permit.
- ❖ Research federal and state grants that could provide financial assistance to develop these programs.

COMPUTER SCIENCE and INFORMATION TECHNOLOGY

▪ **YEAR ONE: (FY08-09)**

- Complete “needs assessments” of the CSIT discipline and develop a program SLO for Computer Science and Information Technology.
- Create one new certificate for CSIT program based on this needs assessment.

Activities

- ❖ Conduct a survey local community agencies, industry organizations and local school administrators regarding their immediate employment needs.
- ❖ 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 retention and persistence rate of CTE students by 15% over FY '08-09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.

Activities

- ❖ Implement 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, 2 new CSIT certificate programs.

▪ **YEAR THREE: (FY10-11)**

- Improve the retention and persistence rate of CTE students by 15% over FY '09-'10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.

Activities

- ❖ Continue implementation of program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Continue reconciliation of gaps in student learning outcomes as informed by continuous industry analysis.
- ❖ Design, and submit for approval, 3 new CSIT certificate programs.

COMPUTER APPLICATION and OFFICE TECHNOLOGIES

▪ **YEAR ONE: (FY08-09)**

- Complete a needs assessment, and develop a SLO, for CAOT program.

Divisional Objectives Adopted by: CTE General Advisory Board

Date: October 3, 2008

- Develop one (1) new certificates in the Computer Application and Office Technologies program.

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)**

- Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.
- Expand by 20% 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)**

- Improve the retention and persistence rate of CTE students by 15% over FY '09-10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'11 rates.
- Expand program offerings by 20% 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 and develop a program SLO for this discipline.
- 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.
- ❖ Design, and submit for approval, 1 new Electronics certificate programs.

▪ **YEAR TWO: (FY09-10)**

- Improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '08-'09 rates.

Activities

- ❖ Continue to 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, 2 new Electronics certificate programs.

▪ **YEAR THREE: (FY10-11)**

- Improve the retention and persistence rate of CTE students by 15% over FY '09-10 rates;
- Improve the degree and certificate completion rate of CTE students by 15% over FY '09-'10 rates.

Activities

- ❖ Continue to identify program improvement and development opportunities and select curriculum and staff development efforts that respond to these labor market needs.
- ❖ Design, and submit for approval, 1 new Electronics certificate programs.

LEARNING ASSISTANCE and SUCCESS CENTER (LASC)

- **YEAR ONE: (FY08-09)**
 - Design and conduct a needs assessment of the Learning Assistance and Success Center and develop a program SLO for the L.A.S.C
 - 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 with the Nursing (ADN) and Biological Science Departments to increase CTE students' persistence and retention rates by 15%.
 - Collaborate with CTE units to improve the retention and persistence rate of CTE students by 15% over FY '08-09 rates;

Activities

- ❖ Design and implement a Nursing (ADN) and Science T.E.A.S. pre-test (technology-based) workshop.
- **YEAR THREE: (FY10-11)**
 - Collaborate with the English and Mathematics Departments to increase CTE students' persistence and retention rates by 15%.
 - Implement a student tracking system.

Activities

- ❖ Design and implement a English and Mathematics pre-test (technology-based) workshop.
- ❖ In collaboration with IR, design and implement a technology-based research model.

NURSING

- **YEAR ONE: (FY08-09)**
 - To design and conduct a needs assessment for the Nursing Department and implement program improvement model focused on increasing Nursing students' persistence and retention rates by 15% over FY '07-'08 benchmarks.
 - Design and implement an early alert system to provide counseling for students with an interest in nursing.

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

- Increase the number of admission to the nursing program by 20 slots.
- Identify benefits of 3 new/replacement full-time faculty and 4 additional clinical sites to meet the increase student enrollment.

- **YEAR TWO: (FY09-10)**
 - Collaborate with the English, Mathematics Biological Sciences Departments to increase Pre-Nursing and Nursing students' persistence and retention rates by 15%.
 - Collaborate with local feeder secondary schools and departments to contextualize curriculum essential to the study of nursing.

- **YEAR THREE: (FY10-11)**
 - Continue to collaborate with the English, Mathematics Biological Sciences Departments to increase Pre-Nursing and Nursing students' persistence and retention rates by 15%.
 - Actively recruit through social agency, hospitals, CNA and LVN programs those interested in a career ladder approach to the RN degree.

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, **divisional 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.

- **TOP Codes 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** activities listed above. Of special note, not all of the funded TOP codes have targets listed for each of the division’s approved strategic objectives. It is important to keep aware that each divisional objective is pursued through a collective effort and not through an individual OP Code’s accomplishment.

BEHAVIORAL and SOCIAL SCIENCES

- **YEAR ONE: (FY08-09)**
 - Define development of multi-purpose satisfaction survey to be administered to program alumni, community/industry partners.
 - Define CTE research menu, in collaboration with IR Department.

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 designed to increase CTE students’ persistence and retention by 15% over FY ’08-’09 rates.
 - Develop 1 new certificate programs.

Activities

 - ❖ Develop monthly workshops and seminars for incoming and continuing CTE students.
 - ❖ Write and submit 1 CTE certificate program for approval.
- **YEAR THREE: (FY10-11)**
 - Broaden and strengthen internal and external communication channels.

Activities

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

- ❖ Market and advertise new program(s) to outside agencies.
- ❖ Build a sustainable cohort of 35 students for new certificate program.

BIO-MED/BIO-TECH

- **YEAR ONE: (FY08-09)**
 - Continue assessment of program SLO for Bio-Med/Biotech program and implementation of a program improvement model.
 - Broaden and strengthen internal and external communication channels.

Activities

 - ❖ Market and advertise new program(s) to outside agencies.
 - ❖ Build a sustainable cohort of 35 students for new certificate programs.

- **YEAR TWO: (FY09-10)**
 - Continue assessment of program SLO for Bio-Med/Biotech program and implementation of a program improvement model.
 - Broaden and strengthen internal and external communication channels.

Activities

 - ❖ Market and advertise new program(s) to outside agencies.
 - ❖ Build a sustainable cohort of 35 students for new certificate programs.

CAREER CENTER

- **YEAR ONE: (FY08-09)**
 - Design 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 placement tracking and evaluation protocol with employer advisory 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)**

- Continue implementation of placement tracking and evaluation protocol with employer advisory 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 at least one program tutor for day and evening.

Activities

- ❖ Maintain services of interns to support and implement strategies for CTE student success
- ❖ Update and expand the materials and resources in the Child Development Instructional Lab
- ❖ Develop a lending library.
- ❖ Assess program-level student learning outcomes.

▪ **YEAR TWO: (FY09-10)**

- 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)**
 - In collaboration with the IR department, design and implement a CSIT Tracking System
 - In collaboration with the IR department, establish “research menus” for CSIT programs.
- **YEAR TWO: (FY09-10)**
 - Integrate CSIT Tracking System in college’s “Student Success” modules.
- **YEAR THREE: (FY10-11)**
 - Integrate CSIT Tracking System into the region’s workforce development system.

NURSING

- **YEAR ONE: (FY08-09)**
 - Increase success rate of applicants to Nursing Program by assessing readiness prior to admission to nursing program by utilizing pre-diagnostic testing (TEAS).
 - Activities**
 - ❖ Implement remediation and resources such as ATI, HESI, Nursing Boot-camp and med/software to enhance success.
 - ❖ Develop science remediation workshops.
- **YEAR TWO: (FY09-10)**
 - 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
 - Provide 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. Following direction, **divisional annual targets** were adopted.

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 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: (FY09-10)**
 - 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
 - Support LACCD/LAUSD collaboration initiative.
- **YEAR THREE: (FY10-11)**

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

- 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.

- **TOP Codes 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** activities listed above. Of special note, not all of the funded TOP codes have targets listed for each of the division's approved strategic objectives. It is important to keep aware that each divisional objective is pursued through a collective effort and not through an individual TOP Code's accomplishment.

BEHAVIORAL AND SOCIAL SCIENCES

- **YEAR ONE: (FY08-09)**
 - Develop articulated linkages with high school partners and strengthen existing partnerships with CDC and Admin. Jus partners.
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 enhance and upgrade BSS CTE advisory committee.
- **YEAR TWO: FY(09-10)**
 - Continue development of articulated linkages with high school partners and strengthen existing partnerships with CDC and Admin. Jus partners.
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 enhance and upgrade BSS CTE advisory committee.
 - ❖ Increase offsite feeder high school course offerings by 10% over FY '08-'09 rates.

BIO-MED/BIO-TECH

▪ **YEAR ONE: (FY08-09)**

- Conduct a workshop/speaker panel for local feeder secondary institutions on career opportunities in biotechnology and medical technology at LASC.

Activities

- ❖ Collaborate with the IR department, Southern California Biomedical Council, and PCC Biotechnology Center to organize and conduct Spring 2009 Bio-Med/Bio-Tech seminar.
- ❖ Identify at least 10 local employers to participate in the enhancement and upgrading of the Bio-Med/Bio-Tech Advisory Committee.

▪ **YEAR TWO: (FY09-10)**

- In collaboration with the Health Care Workforce Development Program, develop and implement a *Weekend Science Academy*.

Activities

- ❖ In collaboration with local high school biology faculty, design a contextualized Bio-Med/Bio-Tech curriculum that can be offered to surrounding feeder secondary institutions.
- ❖ Design a not-for-credit learning module incorporating basic biotechnological lab skills and equipment for recombinant DNA study.

BUSINESS

▪ **YEAR ONE: (FY08-09)**

- Increase high school CTE students' access to academic studies that teach essential workplace concepts from the college career and technical curriculum through applied strategies that enable students to see the relationship between course content and future roles they envision for themselves.
- Evaluate Tech Prep program and assess support services including those to special populations.

Activities

- ❖ Collect parent/guardian signed student information (including IDNs and demographics), as feasible for every new Tech Prep secondary student. Student information will be used to populate a Tech Prep database and generate data for critical internal and state enrollment and other reports.
- ❖ Implement the Tech Prep evaluation plan to include collecting, analyzing, and reporting data from:
 - College participation by Tech Prep secondary graduates
 - Secondary program student IDNs and demographics

- Participant evaluation forms collected after course participation, etc.
- **YEAR TWO: (FY '09-'10)**
 - Link secondary and community-based workforce development agencies with postsecondary education.
 - Provide professional developments for secondary and postsecondary teachers, counselors, and program administrators.

Activities

- ❖ Promote networking and collaboration between secondary and LASC faculty. Forums to include curriculum reviews, professional development workshops, marketing materials, and the like.
 - ❖ Maintain and (as feasible) increase the number of Tech Prep-designated scholarships available and awarded at partner secondary institutions.
 - ❖ Work with respective secondary partners to promote student visitations to the campuses, with the intent of interesting the students in continuing education in their Tech Prep pathway following high school graduation.
 - ❖ Work with partner colleges/universities to continue exploring the development of 2+2+2 articulation agreements that would link secondary Tech Prep directly with related baccalaureate programs.
 - ❖ Encourage and (as feasible) support increased participation of qualified secondary students taking more advanced technical and academic courses at a LASC, providing them with both high school and (free) college credits.
- **YEAR THREE : (FY10-11)**
 - Provide professional developments for secondary and postsecondary teachers, counselors, and program administrators.
 - Involve and communicate to parents, teachers, and community members.

Activities

- ❖ Deliver at least one professional development opportunity for middle and high school teachers on project- and problem-based learning, and how to apply these approaches in the classroom.
- ❖ Promote the value of Tech Prep for under-represented populations through committee meetings and marketing materials.
- ❖ Plan and conduct an Administrator in-service event for middle school, high school, and higher education administrators and staff in LASC's service area to promote Tech Prep.
- ❖ Provide coordination and support for secondary and post-secondary Tech Prep educators to participate in industry

externships and/or other professional development related to program improvement.

- ❖ Plan and conduct an annual Counselors Breakfast/in-service for all middle school and high school counselors in LASC's service area to promote Tech Prep and student options.
- ❖ Establish a Tech Prep website, configured to reflect partner information needs as well as the resources available for its periodic update and maintenance.
- ❖ Conduct an annual event to celebrate the achievement of LASC's Tech Prep high school seniors, to include identifications of outstanding Tech Prep seniors. Invitees to include parents/guardians, Tech Prep teachers/counselors/administrators, Tech Prep Consortium, college partners, and key standing community members.

CAREER CENTER

▪ **YEAR ONE: (FY'08-'09)**

- Involve and communicate to Tech Prep secondary students, parents, teachers, and community members.

Activities

- ❖ Conduct 2 Career Fairs
- ❖ 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: (FY'09-'10)**

- Develop new approaches to attract business partners and connect them to Tech Prep programs and students.

Activities

- ❖ Identify courses for targeting high school students and employees of regional centers.
- ❖ Continue offering a variety of Tech Prep oriented workshops.
- ❖ In collaboration with CTE units, implement a plan for marketing Tech Prep courses to high school students and employees of regional centers.
- ❖ Design, compose and distribute a brochure to market the LASC's Tech Prep Program.

- **YEAR THREE: (FY10-11):**
 - Continue development of new approaches to attract business partners and connect them to Tech Prep programs and students.

Activities

- ❖ Continue identification of courses for targeting high school students and employees of regional centers.
- ❖ Continue offering a variety of Tech Prep oriented workshops.
- ❖ In collaboration with CTE units, continue implementing a plan for marketing Tech Prep courses to high school students and employees of regional centers.

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. To that end, **divisional 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)**
 - 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 collaborative 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:
 - 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:(FY09-10)**
 - 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 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:(FY10-11)**
 - 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 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.

- **TOP Codes 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** activities listed above. Of special note, not all of the funded TOP codes have targets listed for each of the division’s approved strategic objectives. It is important to keep aware that each divisional objective is pursued through a collective effort and not through an individual OP Code’s accomplishment.

BEHAVIORAL AND SOCIAL SCIENCE

- **YEAR ONE: (FY08-09)**
 - Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities (TO BE COMPLETED)
 - ❖ D...
 - ❖ E...

- **YEAR TWO: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities
 - ❖ Write and secure one Workforce and Economic Development grant (one each in CDC and Adm. Jus.)

- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities
 - ❖ Write and secure two Workforce and Economic Development grant (one each in CDC and Adm. Jus.).

BIO-MED/BIO-TECH

- **YEAR ONE: (FY08-09)**
 - Conduct an analysis of local community agencies, industry organizations, NIH/NSF and professional associations to identify revenue generating opportunities to support goals/objectives of LASC Biotech program.
Activities:
 - ❖ Work with CSUDH Biology department to develop NIH-Bridge Program grant opportunities.

- **YEAR TWO: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities
 - ❖ Write and secure one Workforce and Economic Development grant through the DOE, NSF, and NIH.

- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
- Activities**
- ❖ Write and secure one Workforce and Economic Development grant through the DOE, NSF, and NIH.

BUSINESS

- **YEAR ONE: (FY08-09)**
 - Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
- Activities (TO BE COMPLETED)**
- ❖ D...
 - ❖ E...
- **YEAR TWO: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
- Activities**
- ❖ Write and secure one Workforce and Economic Development grant
- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
- Activities**
- ❖ Write and secure two Workforce and Economic Development grants.

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

- **YEAR ONE: (FY08-09)**
 - Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
- Activities (TO BE COMPLETED)**
- ❖ D...
 - ❖ E...

- **YEAR TWO: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
 - ❖ **Activities**
 - ❖ Write and secure one Workforce and Economic Development grant.

- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
 - ❖ **Activities**
 - ❖ Write and secure two Workforce and Economic Development grant.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGIES

- **YEAR ONE: (FY08-09)**
 - Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
 - ❖ **Activities**
 - ❖ 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: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
 - ❖ **Activities**
 - ❖ Write and secure one Workforce and Economic Development grant.

- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
 - ❖ **Activities**
 - ❖ Write and secure two Workforce and Economic Development grant.

COMPUTER APPLICATIONS AND OFFICE TECHNOLOGIES

▪ **YEAR ONE: (FY08-09)**

- Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.

Activities

- ❖ 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: (FY09-10)**

- Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.

Activities

- ❖ Write and secure one Workforce and Economic Development grant.

▪ **YEAR THREE: (FY10-11)**

- Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.

Activities

- ❖ Write and secure two Workforce and Economic Development grant.

NURSING

▪ **YEAR ONE: (FY08-09)**

- Conduct an analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.

Activities

- ❖ 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: (FY09-10)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities
 - ❖ Write and secure one Workforce and Economic Development grant.

- **YEAR THREE: (FY10-11)**
 - Continue analysis of local community agencies, industry organizations and professional associations to identify revenue generating opportunities.
Activities
 - ❖ Write and secure two Workforce and Economic Development grant.

Institutional Goal #5

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

Institutional Goal #6

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

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 vocation, “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. To accomplish this goal the following **divisional annual targets** have been adopted.

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)**
 - 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 events.
- **YEAR TWO: (FY09-10)**
 - Develop three new approaches to attract business partners and connect them to LASC's CTE programs and students..
- **YEAR THREE: (FY10-11)**
 - Develop three new approaches to attract business partners and connect them to LASC's CTE programs and students.

- **TOP Codes 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** activities listed above. Of special note, not all of the funded TOP codes have targets listed for each of the division's approved strategic objectives. It is important to keep aware that each divisional objective is pursued through a collective effort and not through an individual OP Code's accomplishment.

BEHAVIORAL AND SOCIAL SCIENCES

- **YEAR ONE: (FY'08-'09)**
 - Present CTE certificate programs to at least 3-5 external agencies and feeder high schools
 - Sponsor 1-2 mini-conference(s) and workshop(s) combining law enforcement and chemical dependency recovery agencies.

Activities

 - ❖ Conduct evaluations of conference/workshop and service delivery.
 - ❖ Assign 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.
 - ❖ Determine professional participation of existing faculty in community groups on community advisory and executive boards of workforce development agencies
- **YEAR TWO: (FY'09-'10)**
 - Present CTE certificate programs to at least 3-5 external agencies and feeder high schools

- Sponsor 1-2 mini-conference(s) and workshop(s) combining law enforcement and chemical dependency recovery agencies.

Activities

- ❖ Conduct evaluations of conference/workshop and service delivery.
- ❖ Assess the effective of program activities from Year 1
- ❖ Cultivate and expand existing business and community partnerships
- ❖ Use partnerships to expand enrollment outreach and recruitment.

▪ **YEAR THREE: (FY'10-'11)**

- Present CTE certificate programs to at least 3-5 external agencies and feeder high schools
- Sponsor 1-2 mini-conference(s) and workshop(s) combining law enforcement and chemical dependency recovery agencies.

Activities

- ❖ Conduct evaluations of conference/workshop and service delivery.
- ❖ 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/BIO-TECH

▪ **YEAR ONE:**

- Conduct a feasibility study on 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:

- ❖ Seek interest among HAPS membership to plan and conduct a regional conference in Los Angeles County.
- ❖ Attend and participate in at least one regional/state/national conference to interface and network with colleagues in order to expand program resources.

▪ **YEAR TWO: (FY09-10)**

- Conduct a professional development activity for LASC and local high school Biology faculty on utilization of Bio-Med/Bio-Tech equipment and DNA lab protocols, forming a Biotech Teaching Community.

Activities

- ❖ 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.
- ❖ Acquired and incorporate state-of-the-art Bio-Med/Bio-Tech equipment to support enhancement of program offerings.

- **YEAR THREE: (FY10-11)**
 - Conduct a professional development activity for LASC and local high school Biology faculty on utilization of Bio-Med/Bio-Tech equipment and DNA lab protocols, forming a Biotech Teaching Community.
 - Design Bio-Med/Bio-Tech learning module incorporating basic biotechnological lab skills and equipment for recombinant DNA study.

CHILD DEVELOPMENT/CHILD DEVELOPMENT CENTER

- **YEAR ONE: (FY08-09)**
 - 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
 - Maintain Child Development 22 articulation agreement with Los Angeles Unified School District.

Activities

- ❖ 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: (FY09-10)**
 - 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.
 - Expand Child Development articulation agreements with Los Angeles Unified School District.

Activities

- ❖ 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 projects.

- **YEAR THREE: (FY10-11)**
 - 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.
 - Expand Child Development articulation agreements with Los Angeles Unified School District.

Activities

- ❖ 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.

COMPUTER SCIENCE AND OFFICE TECHNOLOGIES

- **YEAR ONE: (FY08-09)**
 - Develop strategies for promoting and establishing networks and collaborations between secondary and LASC CSIT faculty. Strategies may include forums for curriculum reviews, professional development workshops, marketing materials, etc.

Activities

- ❖ 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.

- **YEAR TWO: (FY09-10)**
 - Promote and establish networking and collaboration between secondary and LASC CSIT faculty.

Activities

- ❖ Establish an CSIT Internship Program

- **YEAR THREE: (FY10-11)**
 - Continue establishing networks and collaborations between secondary and LASC CSIT faculty.

Activities

- ❖ Monitor and expand the CSIT Internship Program

OUTREACH/MARKETING EFFORTS

The Office of Workforce Development and Corporate Relations currently lacks up-to-date collateral materials (hardcopy/technology) this contributes to a lack of marketable image in the community and impedes our ability to capitalize on revenue generating opportunities in the business community. Consequently, our outreach/marketing efforts next year will focus on:

- Revising and updating the *Career Pathway Booklet* and creating a *Press Kit* for the Division
- Bringing the Divisional and CTE units' web pages online; and
- Partnering to sponsor workforce and economic development events in the community.
-

These **plans have been budgeted for**. For example, in '08-'09 funds have been allocated to support 50% *the WebMaster* salary. This individual will be held accountable for bringing the Divisional and CTE units' web pages online by January '09. Still further, '08-'09 funds have been allocated to support 50% *the Research Analyst's* salary. This individual will be held accountable for assisting in completing the Divisional and CTE unit plans by January '09.

ADDITIONAL PERSONNEL NEEDED

The Office of Workforce Development and Corporate Relations not long ago had an *Administrative Aide* and a *Senior Secretary* to support its operations. These positions need to be refilled. **Personnel expenses have been budgeted for '08-'09**. These include a SFP Office Assistant to provide clerical support and an Academic Development Grantee to support Tech Prep efforts. Additional staffing will be underwritten by future contract education efforts.

EQUIPMENT NEEDED

The Office of Workforce Development and Corporate Relations is currently using very dated equipment. In '08-'09, every effort will be made to bring this office's computer equipment into the 21st Century. **Equipment costs, for each funded CTE TOP Code, has been budgeted for '08-'09. Permission is contained in the approval of the college's CTE '08-'09 CTE budgets.**

COLLEGE SUPPORT NEEDED

Support from the College is need in several critical areas:

- Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- Improving the recruitment and retention of CTE faculty, administrators, and career and academic counselors to support new program development; and
- Supporting occupational employment information resources for current and future CTE students.

DIVISIONAL SUPPORT OF THE COLLEGE

The division's planned activities for '08-'09 will support the college in a variety of ways, namely:

- Curriculum development and teaching support;
- Support of student financial aid;
- Identification of guest lecturers;
- Enhancement of faculty recruitment and development;
- Development of promotional materials to attract quality students to our CTE programs; and
- Building the college's capacity to generate revenue and to achieve profitability.

DIVISIONAL STUDENT LEARNING OUTCOMES (SLO)

CTE students at LASC will demonstrate these divisional student learning outcomes:

- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting inappropriately.
- Effective oral, written and visual communication.
- The ability to work effectively in teams and/or groups.
- An understanding of professionalism and ethical practice.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Lifelong and independent learning skills.
- Cultural awareness.
- Effective time management.

APPENDIX

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.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

Kelly G. Candaele, President
Mona Field, Vice President
Georgia L. Mercer
Nancy Pearlman
Angela J. Reddock
Miguel Santiago
Sylvia Scott-Hayes
Rose Bustos, Student Trustee

DISTRICT ADMINISTRATION

Dr. Marshall E. Drummond, *Chancellor*
Dr. Adriana D. Barrera, *Deputy Chancellor*
John Clerx, *Vice Chancellor for Educational Support Services*
Gary Colombo, *Vice Chancellor for Institutional Effectiveness*
Marvin Martinez, *Vice Chancellor for Economic & Workforce Development*
Larry H. Eisenberg, *Executive Director, Facilities Planning & Development*
Camille A. Goulet, *General Counsel*
Jeanette Gordon, *Chief Financial Officer/Treasurer*

LOS ANGELES SOUTHWEST COLLEGE

ADMINISTRATION

Dr. Jack E. Daniels III, *President*
Leige C. Doffoney, *Vice President, Academic Affairs*
Jose Robledo, *Vice President, Student Services*
Dr. Ron Lau, *Vice President, Administrative Services*
Elmer Bugg, *Dean, Workforce Development & Corporate Relations*
Dr. Oscar Cobian, *Dean, T.R.I.O. Programs*
Dr. Patrick Jefferson, *Dean, Student Services*
Ramon Miramontes, *Dean, Academic Affairs*
Phyllis Norwood, *Dean, Student Success Center & Retention*
Dr. Earnestine Thomas-Robertson, *Dean, Academic Affairs*
Dr. Dan Walden, *Dean, Academic Affairs*