School of Career and Technical Education

Mission:
The School of Career Technical Education is committed to providing quality educational programs that produce an educated and technically skilled individual capable of entering employment or with the ability to expand their personal capability. This accomplishment takes place by engaging high quality instructors in the preparation and delivery of innovative curriculum and teaching methods. The school utilizes advisory committees and regional occupational data and other sources to maintain a contemporary certificates and programs. The School of Career and Technical Education supports the institutional priorities by providing programs that provider learners the opportunity to gain industry certifications, occupational licensure, degrees, transfer pathways, certificates of achievement and workforce readiness. The departments and programs in the School of Career and Technical Education celebrate a diverse student population and empower individual learners through personal and professional growth opportunities.

Alignment to college-wide goals:
The goals of the college focus on four facets: Student Success, Equity, Community and Resources.

1. Student Success
The School of Career and Technical Education aligns to the goal of student success by building and expanding career and technical education offerings that support the Promise Pathways initiative. Faculty from LBCC, LB Unified and Cal State Long Beach participated in the spring 2014 promise pathways strategy session hosed by LBCC. These sessions had a broad focus on CTE transition. Articulation agreements between CTE programs and CSU’s are monitored and renewed. A new initiative is the SCARS early alert system, currently in development, which will be piloted by a CTE program. SCARS will be designed and implemented in an effort to quickly identify and remedy students at risk of failing or withdrawing from college. CTE student success rates have declined slightly over the past three years (-4%). All of the decrease can be contributed to web based courses (-16% over the past three years). CTE retains students at the highest rates when instruction is combined with laboratory work and/or work based learning. It is recommend that CTE reduce strictly web based courses and integrate a laboratory (flexible) and/or work experience as a part of the on-line experience.

According to ACT, research confirms that the best preparation for college is academic. All factors considered, prior academic achievement and cognitive ability surpass all other factors in their influence on student performance and persistence in college. According to another study by William Bowen, students who finish high school with a grade point average of at least 3.0 are a lot more likely to graduate from college.

2. Equity
Meeting the needs of all learners remains at the forefront to the School of Career and Technical Education. The college's priority to improve student readiness for success in college and provide a foundation for career and workforce skills is also one of the top priorities for the School of CTE. Equity also applies to the funding and support of classrooms and learning laboratories on both LBCC campuses. Reductions in CTE programs due to program discontinuation impacted the PCC campus to a greater extent than the LAC campus. Gains have been made with the development and proposals of new certificates and programs. In addition, CTE continues to serve incoming high school graduates, unemployed, under employed and dislocated learners. Examples of partnerships in providing access to a greater number of students includes a contract class with Centro Cha that focuses on carpentry and green energy skills. A second example is the partnership with Goodwill that provides individuals with the basic skills to work in the food service industry.

CTE School participants are 75% students of color which confirms CTE offerings are serving the entire community of Long Beach. Within this percentage, the split between male and female students is nearly 50/50.

3. Community
Meeting the needs of all learners remains at the forefront to the School of Career and Technical Education. The community (student count course takers) of CTE learners at LBCC has decreased by approximately 2500 over the past three years. Considering there was an overall CTE student participation increase at the LAC campus over this time period (+569) the PCC campus saw a dramatic reduction in student participation. The departments within the School of CTE continued to work closely with Economic and Workforce Development to secure funding for the development of new initiatives that will impact the greater community. Working cooperatively with LB Unified School District to support the Promise Pathways initiative members of the CTE departments met to discuss alignment of CTE programs. Members of the CTE School engage business leaders, alumni, and community organizations though advisory committee meetings, visits to businesses, and by attending industry trade shows. Instructors, managers and classified staff work diligently in activities that support student club activities, field trips for students into the community, instructor relationships with business leaders, participation in professional conferences, and civic events. Stewardship projects such as those initiated by the child development centers and the horticulture club impact not only the community but also the students, instructors and employees of the school that participate and support these unique endeavors. Faculty and administrator serve on panels, committees and boards to further tie the span of the college to the community.

In 2015-2016, the PCC Associates group will be active in the community initiating an effort to fund student scholarships for program areas that participate in the associate effort.

4. Resources
The reorganization of Career and Technical Education within the college eliminated several programs and created new opportunities. Student demand for CTE coursework remains high. Departments have worked diligently to add additional certificates and degrees where the resources support expansion. Time of day room availability and adjunct availability impacts how the CTE School responds to student demand. The peak time for CTE courses is during the mid to late morning and early afternoon. Rooms, instructor availability and the resources necessary to deliver quality instruction are all factors that have a direct relationship to meeting student demand. The CTE Dean and Department Heads must work diligently to balance schedules that best meet student time of day demands.

The Interior Design and Auto Body programs both completed an established teach-out period. Auto body classes will be registered as inactive. The
LEAD/energy based course within Interior Design was transferred to the Architecture program. Facility resources at the PCC campus have been repurposed. The process of moving equipment from discontinued areas to existing program areas will continue next school year. Items will be auctioned, moved to surplus and recycled. The outdoor areas around the PCC trades related facilities will be cleaned and organized.

The CTE School was able to hire nine new faculty in the current school year and desires nine additional faculty for 2015-2016. It is estimated that the overall full time faculty body will increase slowly due to a steady stream of retirements. Classified expertise will need to be expanded. All 10 month employees should be expanded to 11 month employees in an effort to offset the LTE need to cover summer and winter coursework and program facilitation work that is necessary when students are not present.

Funding to support CTE programs is expected to increase with the improvement in the state budget and new opportunities though enhancement funds and grant opportunities. The lottery funds used to purchase materials and supplies for the CTE School were increased slightly, however the slight increases soon will not be enough to cover simple operational costs. Examples of operating costs that are falling behind included welding gasses that are necessary for the Metal Fabrication program, food for the Food and Nutrition and Culinary programs, and professional development funds for almost all departments.

Computer labs within the CTE School must be expanded. Every classroom should be “smart” and include computers, modern teaching stations, and flexible areas for student group work. New faculty and classified staff must receive their computers in a timely manner and everyone must have easy access to printing stations. The CTE School will implement more “pad” type electronic devices where internet access is required.

A central CTE office is needed to support the CTE departments on the LAC campus. Currently there is a sole AAA at the LAC campus supporting the majority of the departments. The AAA’s in each office have agreed to go to an alternating 10 hour, 4 day schedule to cover a longer span of office hours. Every other Friday one AAA has a Friday off. With the existing situation the office spaces continue to close when the AAA’s have to attend meetings, move mail and documents to instructors or post classes. The CTE School is in need of two AA positions to help with general office operations and to smooth work flow. Program areas that have expanded will need additional classified help. The trades would benefit from the addition of a full time program coordinator similar to the nursing department to facilitate the work between the many programs in this department.

How does School support Dept/ Program goals?:

The School of Career and Technical Education works closely with the departments, department heads and classified support throughout the semester to discuss issues on instruction, support, enrollment management, program planning, staffing needs, resource requests and trends both internally and externally that shape present and future planning for instruction and student success. The School office consists of the Dean and three Academic Administrative Assistants (AAA) to support the School’s day-to-day operations, department heads, program support personnel, and faculty. The Dean and the Department heads have an every-other-week meeting pattern. Meetings take place every other Wednesday at 1:00 p.m. or when necessary. When meetings are cancelled, an email is sent with update information and assigned activities to the department leaders. The School will continue to provide resources and relevant information to each department on student/course enrollment as well as updates on program and facilities planning. The Trades Technologies and Industrial Department (TTI) has had to adapt to the reduction of classified staff due to layoffs and retirement. It is recommended that a coordinator be hired to assist the TTI department to manage the facilitation of meetings, support functions, purchasing, and record keeping.

School leadership will continue to advocate for additional full time faculty, to increase classified help to a minimum of 11 months, and to add classified support in areas such as TTI, COS, Culinary, and FACS. The Dean also works cooperatively with the child development center managers with human resource requests (staffing), parent and employee challenges as well as supporting family and community events at the two child development centers. The Dean will continue to work with the department heads to evaluate faculty and classified staff.

Summary of Access, Efficiency and Effectiveness:

The annual enrollment, number of sections offered as well as the success rate for the School of CTE dropped significantly over the past three years due to budget and fiscal constraints. In 2013-14 the CTE School increased enrollment by slightly more than 200 students indicating a possible recover to the three year downturn. Over the past year the enrollment on the LAC campus increased +569 and enrollment at the PCC campus decrease by -1,413 over the same time period. Due to the restructuring in spring of 2013 a significant number of programs at the PCC campus were discontinued. The School annual enrollment for 2011/12 was 33,823. In 2012/13 there was an enrollment decline to 26,919. Enrollment increased slightly to 27,345 for 2013/14. Overall success rate was 72% for 2011/12 compared to 70% for 2012/13 and 65% for 2013/14. The success rate for the School has decreased. The sole factors causing a decrease in success is the success rate of is increasing poor performance with on-line (web) and hybrid courses. The School of CTE will need to analyze carefully the expansion of web and hybrid courses.

Summary of Enrollment Management Efforts:

Specific CTE School information comparing Program Load (PL) to College Wide Load (CWL) and FTES is charted individually by program for fall 2012 and fall 2013 based on the Presidents Load Sheet. The chart can be found in the “documents” section of TracDat for the CTE School in the file: Data Grid FTE totals and averages Starkman CTE for school plan 2015.odt.

Fall 2012 to Fall 2013 Changes Summary:
Average Class Size for the CTE School: Average class sized decreased 10% from 40 students to 36 students.
Average CTE School Program Load: Average school program load decreased 11% from 589.83 to 523.31
Average CTE School FTE/FTES: Average school program FTES/FTE decreased 5.5% from 567.84 to 538.18

The overall decrease from 2012 fall to 2013 fall can be attributed to program discontinuance and an overall reduction in course sections.

In 2014 the enrollment management tactics consisted of making educated decisions to add sections of high demand classes, maintaining classes that the students needed to graduate, closing low enrolled classes and combining and stacking classes to gain efficiencies.

Evidence of Academic Quality:

The newly restructured School of CTE continued to strive for academic excellence as demonstrated in the following areas:

1. All departments have completed and uploaded the SLOs at the course level and will continue working to gather evidence for outcome and completion of the assessment plan.

2. The Computer and Office Studies (COSA) Department continued to revolutionize its curriculum by developing a new program and multiple...
3. The PCC Child Development Center went through an on-site review process. As a result of the review the center scored a 4 out of 5, the highest level possible based on criteria for the center.

4. The Culinary Department has planned and prepared to move into the highest quality culinary facility in the region.

5. The Trades and Industrial Technology faculty received local approval for a new construction program. The surplus equipment from the aviation program was redistributed and the aviation facility was repurposed to house the ATT program. The ATT continues to see demand for contract based training.

6. The Metal Fabrication Technology program has begun revamping its curriculum to offer smaller unit classes as well as creating new certificate options for Welding to address the skills needed by students in this field. Metal Fabrication was approved by the American Welding Society as a SENSE school. The welding testing lab was recertified by the City of Los Angeles. After a significant decrease in enrollment metal fabrication experienced an increase in enrollment of approximately 25% from fall 2013 to fall 2014. Metal fabrication instructors attend training at Lincoln Electric in Ohio. They were trained on robotics, welding simulation and welding processes.

7. Lack of concrete statistical data on program graduates and their job placement as well as the revamping of the College work experience program that is so imperative for students enrolled in the CTE programs.

8. The Child Development and FACS department is very large and diverse. The amount of work for a sole department head is beyond the normal expectations of most departments.

9. All programs need to clearly articulate the scope and sequence of courses of program and certificate completion in a way that students can easily schedule and progress to completion.

10. The Transportation program should be accredited and ASE /NATEF certificates should articulate to industry and to the ATT program.

**Identify programs/ activities requiring attention:**

The following issues have been identified and required attention for this planning cycle:

1. The Trades, Technical and Industrial Department is very large, diverse and spread across two campuses. It ranges from Horticulture to Drafting to Advanced Transportation. The amount of work involved in keeping courses current, classrooms and laboratories supported, course scheduling and other program needs are out of the scope of a single department head.

2. Curriculum alignment must foster and enhance student opportunities for employment.

3. Lack of concrete statistical data on program graduates and their job placement as well as the revamping of the College work experience program that is so imperative for students enrolled in the CTE programs.

4. The Child Development and FACS department is very large and diverse. The amount of work for a sole department head is beyond the normal expectations of most departments.

5. All programs need to clearly articulate the scope and sequence of courses of program and certificate completion in a way that students can easily schedule and progress to completion.

6. The Human Services Program must have a student field experience component or risk losing accreditation.

7. The Culinary Program, Trades Program and COS Program all require extensive summer classified help to update labs, set up equipment, adjust learning spaces, conduct routine maintenance and a number of other important program management activities necessary to prepare for instruction.

8. All programs need to better articulate a High School to University pathway.

9. The transportation program should be accredited and ASE /NATEF certificates should articulate to industry and to the ATT program.

**Curriculum & Instruction: Emerging needs:**

The School of Career and Technical Education requests the college and the curriculum committee research and integrate a process to list individual courses under two or more programs. This would entail a course having a discipline focus yet the course would be assigned to different program top codes. This would allow multi-disciplinary curriculum to be developed. One of the greatest opportunities at the college is cross curricular programs. Each program must have an active advisory committee that is broad based, well represented of the community and of a capacity of at least 16 members. Emerging trends put demand on all programs to develop stackable certificates in which students can gain the necessary skills to be gainfully employed at different levels. The curriculum design combined with the professional competence of an instructor must be in alignment with the needs of today’s variety of learners. Professional development for faculty must also continue to meet the changes of its discipline, state and federal licensing and certification that mandate the integration of new software or required changes in the current teaching pedagogy.

The School’s effort of integrating Green Technology and Sustainable Practices into its curriculum must continue with further research on the evolving change of its trends and demands in all CTE programs. The greatest need for curriculum development for all programs currently under the School is how to integrate and teach students soft skills through its courses. Other curriculum need for the School is to examine the opportunities for increasing the number of Associate Degree for Transfer by developing a more defined pathway for transfer through articulation with LBUSD and local transfer universities such as CSULB and CSUDH.

The Human Services program is in need of a field experience program. Work experience should be developed for the fashion program.

Project Lead the Way (STEM) will have a greater impact on LB Unified District and LBCC must be prepared to articulate the STEM learners through CTE programs. Manufacturers are begging to re-shore their production. Manufacturing production has been transformed to advanced digital manufacturing. The college should begin a focus on advanced digital manufacturing and hire instructors skilled in this sector.

There is emerging opportunity to establish an innovation center, FAB lab or similar center at LBCC. Such a center should nested near occupational
preparation programs such as engineering technology, electrical technology and advanced manufacturing. It is strongly recommend that the redesign of
the MM building incorporate a one-of-a-kind innovation center where students can create and innovate for all of their courses. Such a facility would be
supported from 10 a.m. to 10 p.m. by two instructor level professionals and student help. Faculty would be encouraged to send students to the center to
complete some of their assignments using the unique digital tools in the center. Tools would include everything from digital stencil cutters to printers
that print on any material, 3D printers, CNC milling machines, a wind tunnel, electronic parts, access to computers and teleconferencing rooms where
students could “skype” or telecommunicate with experts in the field. Tables for constructing solutions and environments to house clean and dirty
processes. Funding for the center would come from grants, collaborations and student fee of $3 to $5 from every college student.
Culinary will need a significant amount of classified support (two additional) to assist instruction in the new kitchens and help to operate the operable
restaurant, baking counter and all of the information technology needed to support a high quality operation. The help must be available for 11 months
and be spread from 6 a.m. to 10 p.m.

Issues & Concerns re Curriculum / Instruction:
The most prevalent issue is the preparation of all student to be prepare and actively participating in class for the purpose of completion. The student
success rate for on line courses continued to be lower than its traditional counterpart. There is a continued need for faculty professional development for
on-line and hybrid instruction. The on-going concern for the Trades, Technical and Industrial Department is the need to stream line its curriculum by
breaking down the large “block” course offering into smaller unit courses. A continued effort must be made to reduce all course loads to no more than 3
units per course. Courses in the technical and engineering areas must be described and cataloged in such a way to conform to two or more programs.
The web site for the CTE School is not a very useful tool for individuals seeking a community college program. The COS department will continue to develop and modify curriculum and a rapid pace. The curriculum process functions at a pace slower than the
changes in this department which will cause confusion for students and frustration for instructors. There should be a fast track process that provides an
opportunity to quickly review and approve technologically based curriculum.

Full-time faculty staffing priorities:
Full time faculty requests included:
One full time architecture instructor. It is recommended that the instructor have or be willing to participate in the Project Lead the Way Civil
Engineering and Architecture training.
One full time human services instructor.
One full time fire science instructor.
One full time child development instructor.
One full time family and consumer studies instructor.
Four full time COS related instructors.
One full time advanced manufacturing instructor. The advanced manufacturing instructor should qualify with a Master’s Degree so that teaching in
engineering technology is also possible.
One full time metal fabrication instructor capable of certification for welding and metals.
One full time coordinator for the Trades and Technical Department. Similar to the nursing department.
One additional department head allocation to split the FACS and Child Development areas apart.
One full time work experience coordinator.
As the programs grow there should be consideration of dividing the school departments between two deans. A public services and hospitality dean and a
dean for engineering and technology.

Part-time faculty staffing (FTEF) trends:
The School remains committed to recruiting and retaining well trained and highly competent adjunct faculty that are representative of the community.
Adjunct pools are necessary for ALL CTE areas. Each Child Development Center must be supported with enough flexible staffing to accommodate
teacher absences and other classroom needs.

Classified hiring needs/priorities:
One flexible (across programs) Trades and Technical 11 month classified equipment and lab support specialist.
One AA office support for PCC CTE Office
One AA office support for LAC CTE Office
Move all CTE classified support to a minimum of 11 months.
One additional classified support for the COS department to help covering the length of the instructional day.
One office support AA for the Child and Family Studies department.
Three additional classified staff to assist with the operation and instruction of the culinary program
One part time CTE web administrator

Prof Dev/ Training Activities needed:
All programs and departments in the School of Career Technical Education required the continuing development of its faculty to be apprised of industry
standards and trends as it related to student success and employment based outcomes. Currently there is no professional development budget allocated
for the CTE School. Faculty depend on grants and the faculty professional development fund to help provide support for training and conferences.
There is also a need for faculty to be apprised of SB 1440 as it relates to the TMC (Transfer Model Curriculum) as the School is moving forward with
the development of additional Associate Degrees for Transfer. A training on universal design for the classroom would be beneficial for all faculty.
An increase in funding is needed for the instructional budget and instructional supplies to accommodate course offerings that do not belong to specific program or department. These are skills building classes in the Trades and Industrial Technologies department. The School also needs an increase in funding in the areas of instructional technology, equipment repair budgets and all instructional supply accounts. This increase will also help the School to be in compliance with ADA with purchase or upgrade instructional materials. Given the budget constraints and fiscal considerations in recent years the CTE budget account for conferences and professional development has been eliminated. Professional development funds are only available through grants and the faculty professional development fund. It is imperative that an adjustment be made to assure the faculty of the School are able to participate at industry training events, conferences and other activities that are contingent for program accreditation and/or program certification. The Family and Consumer Studies program was promised an increase in its instructional budget to offer additional classes to enhance wellness/quality of life aspect across the FACS curriculum. This was a directive by the former Vice President of Academic Affairs (2012). The program will need to have an increase of $3500 in the program instructional budget. The welding budget was reduced to $0 without consideration for the metal fabrication depending on welding courses. The diesel budget was reduced to $0 without consideration for the mechanical maintenance program. Annual funds needed for welding gasses is approximately $20,000 and the mechanical maintenance budget (diesel) should include support for four to six courses delivered by adjunct and a supply budget to purchase tools and consumables ($2000). CTE operates two offices and each office needs a new photocopier machine with a total cost of $20,000. The PCC office needs an additional sum of general office funds to purchase toner and paper ($600). Several programs have increased course fees to help balance the need for more money. The CTE discretionary fund that is managed by the Dean should approximate $20,000 in order to purchase necessary items when emergencies and repairs arise. A new budget of $15,000 needs to be established in order to pay for service and parts to maintain all of the culinary mobile refrigeration units, cook units and other mechanical items that will suffer breakdown or need routine maintenance.

A CTE office suite is needed on the LAC campus. The office suite should consist of a dean’s office, AAA office, second AAA office and AA office (total 4 work stations). The ideal location of the CTE office would be on north side of Carson Street. All members of the office should be in the same work area. The work area should support space for storage, a photo copier, traditional office equipment and small conference room capable of hosting a meeting of 8-10 people.

The II building on the PCC campus should include a digital fabrication (fab lab style) space and a CAD/CAM Lab.

The south side of the MM building should be repurposed to house a floral lab and outdoor floral garden.

The south side of the MM building should be repurposed to house an advanced manufacturing CAD/CAM/Computer/Metrology lab and HAAS/FANUC simulation lab.

The south side of the MM building should be repurposed to house a digital machining lab consisting of HAAS/FANUC machining centers. This space may be used for contract training or in partnership with a corporation.

The LAC Child Development Center requires a sun shade over the sand play area.

The LAC Child Development Center requires an omni code lock for the back door.

Photocopy and scantron room in the MM building need an omni style lock so faculty can get into the room during odd hours.

The former MM sheet metal shop should be repurposed to support mechanical maintenance coursework. This will require moving furniture, equipment and supplies. It will also be necessary to totally organize and establish the lab area.

The former ATT shop should be repurposed for construction program supplies in order to make more space in the construction yard (MM courtyard).

The courtyard should be clean and most containers and portable storage areas removed.

Facilities at PCC campus shall be free of animal waste and the feeding of animals be redirected to another location.

Standard furniture must be provided for all faculty offices. There are needs for book cases, chairs and small tables.

MM CTE office should be carpeted, new chairs placed in the conference room and electrical placed along the top of the counter. The entire front of the MM building should be included in a new building project to include new offices and an innovation type studio with break out rooms for training sessions.

The mail delivery space in the F building should be researched and adjusted to allow for efficient mail delivery.

New signs should be placed inside and outside the ATT lab to highlight the new location in the JJ building.

A new sign should be placed outside each CTE office.

COS computer stations should be of adequate size to comfortably seat two learners.

Lockers on the PCC campus should be cleaned/sand blasted and painted to promote student use.

Layout tables for the sewing room need to be researched and put in place.

Updates to the kitchen appliances and work surfaces need to be examined in the F building.

The hallways if the F building should be repainted.

The Child Development Centers on both campuses should be power washed and repainted with a durable outdoor coating.

The Child Development Centers need a budget for necessary equipment, maintenance and routine upgrades.

The transition space between the new QQ building on the PCC campus (2016) and the horticulture garden should allow for an easy transition that complements both spaces and provides an entrance to the horticulture garden.

Foster Care/kinship will move to the former workforce modular buildings. A solution needs to be developed to locate or construct a proper and functional space for Foster Care/Kinship.

An ADA examination needs to be made in the COS labs on the LAC campus (M Building). There are computer labs that are likely out of ADA compliance.

There should be at least one lockable unisex restroom to every set of M and F bathrooms on each campus.

The CTE School will need to further develop and enhance its library of closed captioning materials to meet the needs of students with special needs.

The CTE faculty should experience a professional development session on universal design in the classroom/lab.

Describe outreach efforts and results:

The CTE School will need to further develop and enhance its library of closed captioning materials to meet the needs of students with special needs.

An ADA examination needs to be made in the COS labs on the LAC campus (M Building). There are computer labs that are likely out of ADA compliance.

Access (ADA-compliance) issues:

The transitioning space between the new QQ building on the PCC campus (2016) and the horticulture garden should allow for an easy transition that complements both spaces and provides an entrance to the horticulture garden.

Foster Care/kinship will move to the former workforce modular buildings. A solution needs to be developed to locate or construct a proper and functional space for Foster Care/Kinship.

Infrastructure/facilities issues:
The School of CTE continued to foster its partnership through outreach with the following organizations in the local community: LBUSD and its Small Learning Communities, the Port of Long Beach, the City of Long Beach and surrounding areas, Economic and Workforce Development, local Employment Development Office such as Pacific Gateway, Industry and Professional Advisory groups, Los Angeles Universal Preschool and the First 5 Organization, Career Pathways Trust Micro Regions, LAOCRC, as well as employee unions and service organizations such as the Pacific Maritime Association (PMA). The Electrical Technology program is in partnership with Workforce Development and CSULB to host its annual “Women Engineers @ the Beach” to introduce LBUSD middle and high school female students to the field of engineering. The school maintains an ongoing relationship with all of these organizations in an effort to support, prepare and train a viable workforce that meets industry standards and employment needs of the local community. The School also continued to enhance its transfer partnership through articulation and meeting the state and college transfer initiative. These current articulations agreement include CSUDH, CSULB, CSULA, Cal Poly Pomona and the COSA department is working closely with the Articulation Officer for possible articulation agreement with UC Irvine for its new computer programming course. The Horticulture Department partnered with the Qingdao Association and the International Horticulture Expo to design a garden for the international expo in Qingdao China.

Describe grants initiated:
The School of CTE continued its collaboration and relationship with the College Advancement and Economic Development for assistance in almost all of the School programs. Here are some of the current ongoing VTEA/Perkins grants initiated activities:
• Child Development – Observation and Learning Lab Modernization
• COS – Development of a proposal to support girls in cyber technology careers
• Culinary Arts – Professional Development and Capacity Expansion (Perkins)
• Public Services (Administration of Justice) – Faculty Professional Development
• Trades and Industrial (Drafting and Architecture) – Lab Expansion and Curriculum TAACCCT Grant
• Trades and Industrial (Metal Fabrication Technology) – Facility Modernization and movement toward “advance manufacturing”. Career Pathways Trust and CTE Enhancement
ATT Program – technology improvements, electric vehicles. Enhancement Fund

Foster Youth program received its grant funding to continue working with foster youths for transition to college. The Child Development Centers and Learning Labs received its contract through the CA Department of Education to provide California State Preschool Program and General Childcare and Development Program. The Centers was also funded through contracts with the Child Nutrition Information and Payment System. All departments and programs in the School of CTE must maintain its partnership on grant funded opportunities that support program development and enhancement of its curriculum with industry standards and needs.

Describe economic development activities:
Curriculum Development for the Solar MicroGrid Project
Curriculum Development and Program Development related to the Trade Adjustment Assistance Community College and Career Training (TAACCCT) and Career Pathways Trust Grant.
Partnership with LBUSD, CSULB and community partners to participate in the adult education AB86 grant.
All VTEA/Perkins grants initiated activities listed above.

Describe internal & external partnerships:
The School of CTE has numerous partnerships with business and industry. The followings are some of the existing partnerships including the Port of Long Beach, California Division of Apprenticeship Standards, Pacific Maritime Association, Los Angeles Universal Preschool, Child Development Training Consortium, Fire Science Online, American Dietetic Association, Long Beach Qingdao Association, Long Beach Conservation Corps, Centro Cha, Los Angeles Fair Trade Organization, and Southern California Community College Statewide Fashion Consortium. The School internal partnerships included its continued working relationship with the Counseling Department in its effort of bridging the gap between Academic and Student Support Services for student success. The School will continue to expand its Industry Advisory Boards for the programs to enhance its current partnership with more industries and targeted organizations.

Describe opportunities in int/ ext. communities:
The College reorganization effort also enables the School of CTE to continue its cooperative relationship with the Counseling Department as Counselors are assigned by specific school. This will ensure the consistency of information being shared with students enrolled all CTE programs. This will also provide students the opportunity to work with the assigned counselor for a streamlined and targeted education plan that will enable students to complete their educational objective in a timely manner. The School will continue to seek out grant funded opportunities with staff from Economic and Workforce Development area to assist with program development and curriculum alignment. There is great potential to offer cross (interdisciplinary) program opportunities.

Major accomplishments:
The departments and programs within the new restructured School of CTE have accomplished a great deal within this past year. The comprehensive list of these MAJOR ACCOMPLISHMENTS are listed on each Department Plan submitted for 2014-2015.

Areas to improve:
1. The difference between goal, strategies and resource requests needs to be further defined and clarified at department level planning.
2. Increase faculty engagement for curriculum modification and program development.
3. Setting measurable goals is the direction for future improvement.
4. Cohesive department plans that lead to comprehensive school plan.
5. Communication needs to be open and transparent between the School Dean and Department Heads.
6. A comprehensive school by school capital equipment plan needs to be developed, funded and monitored.
7. A comprehensive school by school technology plan needs to be developed, funded and monitored.

Names and Titles of workgroup members:
Julie Frumkin, Department Head (Child Development and FACS); Gene Carbonaro, Department Head (Computer Office Studies); Pierre Jues, Department Head (Culinary Arts); Michael Biggs, Department Head (Public Services), Tim Shoemaker (Manufacturing)

Goal

Develop new curriculum with different instructional modalities to increase student employment opportunities with stackable certificates and lattice programs that will prepare students for the continually changing work force and emerging industry sectors.

Goal Priority: 2

Supported Department Goals:

1. Type of Resource Requested: Other
1. Resources Requested: Regular meetings and frequent dialogue among faculty to identify needs and develop new curriculum as well as supplies and materials to support this work. (All Departments)
1. Estimated Cost: 10000
1. Suggested Funding Source: VATEA
1. Comments:

2. Type of Resource Requested: Other
2. Resources Requested: Faculty Professional Development (Public Services)
2. Estimated Cost: 5000
2. Suggested Funding Source: VTEA
2. Comments: Resources requested for the development of online and hybrid courses in the Public Services department.

3. Type of Resource Requested:
3. Resources Requested:
3. Estimated Cost:
3. Year: 2012-2013
3. Suggested Funding Source:
3. Comments:

4. Type of Resource Requested:
Improve student success by continuing effort of hiring qualified full time faculty to increase course offerings and program development.

Goal Priority: 1

Supported Department Goals: Maintain sufficient Full Time Faculty to ensure student success through program development

1. Type of Resource Requested: Personnel - Faculty

1. Resources Requested:
   - Architecture/Drafting: 2 positions (1 Engineering Technology and 1 Drafting Mechanical)
   - Child Development: 2 positions
   - COSA: 4 positions (1 BCOM, 2 COSA and 2 COSN and COSP)
   - Culinary Arts: 1 position (Baking and Pastry Arts), 1 deferred to 2015-2016
   - FACS: 2 positions (Food and Nutrition)
   - Metal Fabrication Technology: 1 position
   - Public Services: 3 positions (Administration of Justice, Fire Sciences and Human Services)

1. Estimated Cost:
1. Suggested Funding Source: General Fund

1. Comments: Culinary Arts Department deferred a hiring request for a FT Faculty for General Culinary Arts to 2015-2016. Resources requested listed above are listed in alphabetical order and not in the order of the final ranking for the School of Career Technical Education.

2. Type of Resource Requested:

2. Resources Requested:

2. Estimated Cost:

2. Year: 2012-2013

2. Suggested Funding Source:

3. Type of Resource Requested:

3. Resources Requested:

3. Estimated Cost:

3. Year: 2012-2013

3. Suggested Funding Source:

Increase professional development for faculty and staff that leads to increase in student success rates and meets the requirements necessary to maintain certification and licensing mandates.

Goal Priority: 5

Supported Department Goals: Provide in-service and pre-service professional development programs to faculty on topics including technology, effective integration of academics and CTE, effective teaching skills for on line learners and update requirements to meet state licensing and certification.

1. Type of Resource Requested: Professional Development

1. Resources Requested: Publications CA Dept. of Education (CD)

1. Estimated Cost: 2555


1. Suggested Funding Source: VATEA

2. Type of Resource Requested: Professional Development

2. Resources Requested: Grant Funding (Culinary Arts)

2. Estimated Cost: 10000


2. Suggested Funding Source: VTEA
2. Comments: Funding for conferences to refresh skills and knowledge and to keep abreast of new trends and technological developments in the Culinary Field.

3. Type of Resource Requested: Professional Development

3. Resources Requested: Funding for additional training for online teaching (CD)

3. Estimated Cost: 5000


3. Suggested Funding Source: Grants

3. Comments: Professional development beyond current available resources.

4. Type of Resource Requested: Professional Development

4. Resources Requested: Grant Funding

4. Estimated Cost: 5000


4. Suggested Funding Source: VATEA

4. Comments: ATT program was NATEF certified for over 10 years but certification expired due to requirements of program updates and fiscal cutbacks.

5. Type of Resource Requested: Professional Development

5. Resources Requested: Sequence of Training Classes

5. Estimated Cost: 3000


5. Suggested Funding Source: VATEA

5. Comments: HVAC Faculty will be attending 7 classes to become Certified Home Energy Rater.

---

Maintain the state of the art instructional facilities to support the latest technology and industry driven instruction that prepare students to be successful in the work place.

Goal Priority: 3

Supported Department Goals:

1. Type of Resource Requested: Equipment

1. Resources Requested: 93 Touch Screen Computers (COS)

1. Estimated Cost: 200000


1. Suggested Funding Source: VATEA
1. Comments: Possible upgrade through Technology Plan

2. Type of Resource Requested: Equipment

2. Resources Requested: 70 high end computers (T_I Drafting and Architecture)

2. Estimated Cost: 140000


2. Suggested Funding Source: VTEA

2. Comments: Possible upgrade through Technology Plan

3. Type of Resource Requested: Equipment

3. Resources Requested: Small equipment tools, stand mixers and SP5 mixers (Culinary Arts)

3. Estimated Cost: 12000


3. Suggested Funding Source: VATEA

4. Type of Resource Requested: Other

4. Resources Requested: 250 self-adjusting computer chairs (COS)

4. Estimated Cost: 35000


4. Suggested Funding Source: VATEA

4. Comments: Furniture

5. Type of Resource Requested: Other

5. Resources Requested: 70 Drafting Tables (T_I Drafting and Architecture)

5. Estimated Cost: 49000


5. Suggested Funding Source: VATEA

5. Comments: Furniture

6. Type of Resource Requested: Other

6. Resources Requested: Tables and Chairs for F 101, 103, 105, 109, and 126 (FACS)

6. Estimated Cost: 100000

Increase training opportunities for students in environmental (green), solar and energy efficient programs through solar training, equipment, facilities and technology enhancement as part of curriculum development

Goal Priority: 4

Supported Department Goals: Integrate Green Technology into the curriculum

1. Type of Resource Requested: Facilities
1. Resources Requested: Permanent Solar Training Facility Location (Electrical Technology)
1. Estimated Cost: 150000
1. Year: 2013-2014
1. Suggested Funding Source: Grants
1. Comments: Project in Progress

2. Type of Resource Requested: Facilities
2. Resources Requested: Hydraulics/Pneumatics Lab Development (Electrical)
2. Estimated Cost: 50000
2. Suggested Funding Source: VTEA
2. Comments: Project Continuation

3. Type of Resource Requested: Equipment
3. Resources Requested: Collector Types and Performance, ASHRE Expansion Tanks, Solar Collector, Storage and Heat Exchangers (T_I Mechanical Maintenance Technology)
3. Estimated Cost: 3000
3. Suggested Funding Source: VATEA

4. Type of Resource Requested: Equipment
4. Resources Requested: Test Equipment
4. Estimated Cost: 5000
4. Suggested Funding Source: VATEA
4. Comments: Equipment for Energy Rating Program

5. Type of Resource Requested: Facilities

5. Resources Requested: The current ATT facility is too small and dangerous to continue conducting classes for this growing field. More lab space and additional classrooms are needed.


5. Suggested Funding Source: VATEA

5. Comments: The plan to update the Advanced Transportation Technology Center is currently not a part of the 2020 Master Plan for facilities upgrade.

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Increase participation and completion of assessment for Student Learning Outcomes (SLO) at the course and program level.

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<tr>
<th>Goal Priority</th>
<th>6</th>
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Supported Department Goals: Development of Assessment Tools and Plans

1. Type of Resource Requested: Personnel - Faculty

1. Resources Requested: Participation of COS adjunct faculty in the development of assessment tools and planning process.

1. Estimated Cost: 5000


1. Suggested Funding Source: Grants

1. Comments: COS Department is seeking input from adjunct faculty members of its department.

2. Type of Resource Requested: Other

2. Resources Requested: Professional development for faculty to learn about developing an effective plan for a new restructured Advanced Transportation Technology program including SLOs, student tracking and course offerings based on the recommendation of the advisory committee

2. Estimated Cost: 5000


2. Suggested Funding Source: VTEA

2. Comments: Required the assistance of the Office of Institutional Effectiveness and Planning.

---

Replace outdated or unserviceable training and instructional equipment with current industry standard technology

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<th>Goal Priority</th>
<th>7</th>
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Supported Department Goals: Increase student success with current technology and standards

1. Type of Resource Requested: Equipment

1. Resources Requested: Replacement of 10 TIG Machines and GMAW Welding Machines (T_I Metal Fabrication Technology

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Generated by TracDat a product of Nuventive.
Increase student employment based outcome with industry internship and work experience

Goal Priority: 8

Supported Department Goals: Industry Liaison and Resources Staff

1. Type of Resource Requested: Personnel - Classified/Manager

1. Resources Requested: Fiscal

1. Estimated Cost: 70000


1. Suggested Funding Source: General Fund

1. Comments: This position will support the entire School of CTE to assist with the coordination of work experience, field placement, tracking of graduates and work closely with industries and advisory committees.

Increase student success rate with the integration of life skills

Goal Priority: 9

1. Type of Resource Requested: Other

1. Resources Requested: Grant Funding

1. Estimated Cost: 5000


1. Suggested Funding Source: Foundation

1. Comments: Grant funding to recruit and support foster youth in the acquisition of academic and social skills needed for success in college level coursework.

Maintain adequate staffing to ensure academic quality, student success and continuity in instruction.

Goal Priority: 10

1. Type of Resource Requested: Personnel - Classified/Manager

1. Resources Requested: Laboratory Aide (45%), 10 month
The current computer lab is fully equipped with up to date computer stations funded by VTEA grant. However, students are unable to access the lab due lack of staff and limited hours of operation.

**Type of Resource Requested:** Personnel - Classified/ Manager

**Resources Requested:** Academic Assistant (45%), 10 month

**Estimated Cost:** 18000

**Year:** 2014-2015

**Suggested Funding Source:** General Fund

**Comments:**
The AA position was eliminated due to restructuring and reorganization at the end of spring 2013.

**Type of Resource Requested:** Personnel - Classified/ Manager

**Resources Requested:** Vocational Instructional Technician (Electrical Technology)

**Estimated Cost:** 50300

**Year:** 2014-2015

**Suggested Funding Source:** General Fund

**Comments:**
The current VIT position for Electrical Technology is a 45% assignment with another 45 LTE assignment.

---

Create program sequence sheets to aid customers of the college and counselors that will illustrate semester by semester program pathways.

**Goal Priority:** 1

**Supported Department Goals:** Supports student success.

**Type of Resource Requested:** Personnel - Classified/ Manager

**Resources Requested:**
A AA support position needs to be hired to develop all of the program scope and sequence documents.

**Estimated Cost:** 10000

**Year:** 2014-2015

**Suggested Funding Source:** General Fund

**Comments:**
This work is to be costed as part of a new AA position.

---

**Relationship to Higher Level Goals**

**Academic Affairs**
Goal Type: Educational Master Plan 2011 - 2016

**Goal:**
Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

**Goal Type:** Student Success

---

**Restructure and implement a work experience program capable of meeting district standards, faculty contract obligations and the requirements established by the Chancellor's Office.**

**Goal Priority:** 3

**Supported Department Goals:** Student Success - work experience

1. **Type of Resource Requested:** Personnel - Classified/ Manager

1. **Resources Requested:** Hire a work experience coordinator and propose and implement two pilot areas.

1. **Estimated Cost:** 75000

1. **Year:** 2013-2014

1. **Suggested Funding Source:** General Fund

1. **Comments:** This position was on hold until the new academic VP was hired.

2. **Type of Resource Requested:** Equipment

2. **Resources Requested:** Computer and printer

2. **Estimated Cost:** 1600

2. **Year:** 2013-2014

2. **Suggested Funding Source:** General Fund

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**Relationship to Higher Level Goals**

**Academic Affairs**

**Goal Type:**

**Goal:**
Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

**Educational Master Plan 2011 - 2016**

**Goal Type:**

**Goal:** Student Success