Cluster Review Self-Evaluation Form 2013-2019

Cluster Name: Office of Workforce Education and Economic Development

Purpose of Program Review at the Cluster Level
The purpose of the Cluster Review is to provide a venue through which the cluster can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The cluster self-evaluation process promotes a self-reflective evaluation of programs in a manner in which faculty, staff and administration can identify programmatic successes within their programs, identify areas in need of improvement and establish overarching cluster goals for enhanced programmatic and student success.

The values of self-evaluation:

- Strengthening of programs through faculty led self-evaluation and goal setting;
- Fostering inter-departmental cooperation and communication;
- Stimulating dialog on student success and programmatic improvements;
- Evaluating each program’s unique contribution to the College’s Mission and Strategic Goals;
- Promotion of long-term planning focused on the use of data;
- Ensuring that curriculum and offerings meet student needs and promote student progression;
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations.
- Enhance transparency about college programs to the broader community.

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to your Cluster. It is recommended that each cluster make efforts to include input from the programs under the cluster and incorporate the analysis provided in the Program Review Self-Evaluations. Each cluster may include additional information in their Self-Evaluation as needed to fully describe their department or unit.

The Office of Institutional Effectiveness is available to assist each cluster in its efforts to complete its self-evaluation. The office has provided instructions on completing this document and resources to interactive datasets. In addition, to the generic instructions, the Office is available to assist all departments and units by providing individual training sessions, hosting departmental training meetings, and providing desk-side assistance through the Cluster Review Process.

The completed Cluster Self-Evaluation Form is due to the Office of Institutional Effectiveness by (need specific date and time). Following submittal, validations teams organized through the college’s existing committee structure will review your document and provide feedback and recommendations for your department’s review. The Program Review and Viability Committee will provide the final recommendations for your review and feedback.
Section I. Program Description

1. Please provide your cluster mission statement and briefly describe the ways your cluster supports the College Mission and each Strategic Goals. (Please note that in Section II of this document asks more specific questions about how your cluster supports the college’s strategic goals.)

The East Los Angeles College Office of Workforce Education and Economic Development provides students with the resources, support and industry-linked programs they need in order to pursue their personal and professional goals, enabling them to achieve a secure future while making a positive impact on the community and contribute to the global economy.

a. **Mission:** East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

The cluster provides student with certificate, degree, and transfer programs of study that meet their personal academic and career goals. Moreover, the cluster collaborates with many local and regional educational, community based organizations, and business and industry leaders to in efforts to ensure programs of study meet the workforce needs of the region and students are prepared to compete in the workforce.

b. **Goal 1:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

The cluster supports student success by providing academic departments and support services with resources for instructional support within and outside the classroom, technology to support instruction, and support services to transition students into the workforce.

c. **Goal 2:** Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.

The cluster works with the Office of Institutional Effectiveness to identify gaps in student achievement and strategies for improvement.

d. **Goal 3:** Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

The cluster works with many local K-12 and university partners in efforts to maintain a strong presence in the community. The cluster has implemented efforts to bring awareness of college programs of study and support services to meet the needs of the community.
e. **Goal 4:** Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

The cluster uses data provided by the CCCCQ and the Office of Institutional Effectiveness to develop and implement activities that promote student success.

2. Please include your cluster’s organizational chart.
   See Attachment 1

3. Please list the committees that Cluster administrators are involved in:
   ELAC Shared Governance, Budget Committee, Facilities Planning Committee, Program Review and Viability, Learning Assessment Committee, Accreditation Committee, Advisory Committees (discipline specific), Student Success and Support Program, Strategic Planning Committee, Transfer Committee, Educational Planning, Enrollment Management Committee, District Child Development Center Director Committee, District CalWORKs Director Committee, District CTE Dean Committee, Technology Planning Committee, Student Success Committee, Professional Development Committee.

4. After completing the attached table, discuss any apparent trends in expenditures and project future challenges and opportunities. For Liberal Arts and Sciences & Workforce Education clusters, identify any departments that have a very high or very low full-time to part-time faculty ratio.

<table>
<thead>
<tr>
<th>Category</th>
<th>Fiscal Year</th>
<th>Fiscal Year</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
<td>2012-2013</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Program 100</td>
<td>Categorical</td>
<td>SFP/Grants</td>
<td>Program 100</td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>1,955,000</td>
<td>1,523,500</td>
<td>1,975,000</td>
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<tr>
<td>Classified Salaries</td>
<td>525,000</td>
<td>456,410</td>
<td>50,390</td>
</tr>
<tr>
<td>Non-Classified Salaries</td>
<td>80,910</td>
<td>48,700</td>
<td>48,700</td>
</tr>
<tr>
<td>Benefits</td>
<td>550,000</td>
<td>523,000</td>
<td>720,200</td>
</tr>
<tr>
<td>Supplies/Contracts</td>
<td>523,000</td>
<td>310,509</td>
<td>153,390</td>
</tr>
<tr>
<td>Equipment Program 100</td>
<td>326,000</td>
<td>42,400</td>
<td>129,475</td>
</tr>
</tbody>
</table>
5. Based on your review of the PRSEs for your departments or units, what is the state of the equipment needs in your cluster? In your description, please give a specific rationale for these needs and your priorities for addressing these needs. Where appropriate, be sure to explain the relationship of these needs to either the Educational Master Plan, Technology Master Plan, and/or Facilities Master Plan.

Most programs within the cluster require computer hardware and software upgrades on a regular basis in order to ensure curriculum is aligned with industry standards. Software upgrades often result in the need to update software, which requires hardware to support. The cluster manages several computer labs (CAOT, Business, Library,..) for general student use and require regular upgrades. In addition, the use of smart classrooms has become standard practice and projectors need replacement and/or updates. The number of distance education courses have increased and more faculty are using audio/video to supplement instruction and the program needs server space to host/archive faculty projects. Many programs use grant funds to supplement and ensure equipment needs are met, however, equipment requires ongoing repair and/or maintenance. Moreover, in departments such as Engineering, Automotive Technology, Respiratory Therapy, and Architecture, equipment requires regular maintenance, repair, and upgrades. The library has experienced an increased demand for student carrels due to the lack of common student space on campus because of construction. Many departments have requested upgrades to general classroom furniture.

6. Based on your review of the PRSEs for your departments or units, what is the state of the facility needs in your cluster? In your description, please give a specific rationale for these needs and your priorities for addressing these needs. Detail any unmet facility needs and steps taken to address any persisting issues, including the main campus and the South Gate Center. Where appropriate, be sure to explain whether or not the Facilities Master Plan addresses the needs in question.

The Facilities Master Plan includes space for programs and departments within the cluster. However, funding to support the plan, specifically the Health Sciences Center and G9 replacement building. The Health Sciences Center provides dedicated space for Nursing, Respiratory Therapy, Health information Technology, and Electron Microscopy. The Health Science Center would facilitate leveraged space for all health science students, including a learning lab with a bed side/hospital setting. The G9 replacement building provides space for the Administration of Justice and various support services and specially funded programs. Currently, Administration of Justice office space is limited and does not meet the needs of the program, up to four faculty share open office space. At this time both projects are on hold. Administration of Justice, Respiratory Therapy, Health Information Technology and Electron Microscopy are

<table>
<thead>
<tr>
<th>Equipment</th>
<th>State Funds</th>
<th>VT E A</th>
<th>850,000</th>
<th>889,000</th>
<th>910,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reprographics</td>
<td></td>
<td></td>
<td>3,500,000</td>
<td>4,000,000</td>
<td>5,500,000</td>
</tr>
</tbody>
</table>
currently located in temporary space/bungalows. These programs require dedicated lab space, smart classrooms, and storage space which is subpar in the current facility.

The Math Science Complex program includes Respiratory Therapy, Health information Technology, and Electron Microscopy. However, the space plan does not address expansion of these programs (student and faculty) nor the ability to leverage and collaborate laboratory space with the Nursing facility. While enrollment growth in these programs is limited, due to accreditation standards, all programs need to expand instructional support services to students. The use of computer labs, instructional labs, and simulators may be used across disciplines in a collaborative effort facilitated with common spaces.

Currently, the Architecture program is located in the E7 building and includes 3 dedicated classrooms an instructional lab and a small model shop. The model shop does not support the needs of the program. Currently, students work in the open courtyard during instructional hours. the Architecture department needs a dedicated model shop where students are not exposed to the elements and provides secure storage of equipment and student work. In addition, the Architecture space does not meet the needs of the curriculum in providing students with dedicated space for individual projects throughout the academic term.

The CalWorks and Community Service programs are currently housed in bungalows and are not included in the Facilities Master Plan. The CalWORKs program serves over 1,000 students and needs expanded office space to ensure student confidentiality and a professional environment. Community Service classes are mostly offered on the weekend. The class offerings are limited by classroom and facility availability. The community service program has no dedicated classrooms. The Office of Distance Education requires dedicated space to service faculty and students. Currently, a single office houses the coordinator and a classified staff member.

The cluster recognizes the need for open spaces for students to convene. The current status of ongoing construction has resulted in a demand for library study space. It is expected that completion of the Campus Student Center will provide reduce demand of library space.

7. For Administrative Services, what are the opportunities and constraints for increasing dedicated revenue through use of college facilities? Be sure to describe the cluster’s plan for increasing enterprise management in order to expand services and develop greater revenue. (In the previous comprehensive cluster review, the cluster was requested to develop such a plan in collaboration with the President, RIDO, other clusters, and the Budget Committee.)

8. Describe any trends, recent events or activities that have impacted and/or will impact the programs under your cluster.
   a. General trends:
      Efforts by the California Community College Chancellor’s Office have placed more pressure on community colleges and CTE programs to demonstrate increased completions, articulation with K-12, and more rigorous tracking of student employment outcomes. More recently, the implementation of AB86 will also have an impact on the cluster, CTE and Community Services, because of the CTE programs and not
for credit programs offered by current adult education programs. The purpose of AB86 is to consolidate and streamline K-12 and community college efforts who provide adult education. Adult Education includes basic skills, GED preparation, and CTE programs of study in credit, noncredit and not for credit formats. The alignment of CTE curriculum with K-12 is expected to have a positive impact on enrollment and completions. The CCCCO implementation of the Scorecard and LaunchBoard and federal requirements to report Gainful Employment requires the cluster to develop methods to more closely monitor data elements and ensure accurate reporting.

b. What important trends were revealed through your review of the PRSEs?

Many programs have concerns regarding the current allocation of instructional hours and the potential to negatively impact programs with low enrollment patterns. CTE programs are more often negatively impacted by the allocation of instructional hours based on the current methodology. Many CTE programs require laboratory type settings where enrollment is limited by workstations, accreditation standards, and/or facility. The support and maintenance of a robust offering of short and long term CTE programs of study is critical to maintain the diverse opportunities for ELAC students. Analysis of student enrollment patterns, course offerings, and staffing at the South Gate Educational center demonstrates a need for an educational plan to meet the needs of the community. The PRSE revealed an overwhelming need for additional personnel to meet student support needs across all instructional and support programs.

c. Which of these changes or trends have most impacted your programs?

Allocation of instructional hours is critical in maintaining a diverse and comprehensive offering of CTE programs of study. PRSE revealed a concern by small CTE programs that EMC does not address enrollment trends related to industry and workforce demands. CTE are therefore limited in their ability to develop and implement curriculum to meet these needs and prepare students for the immediate and foreseeable workforce opportunities.

d. What efforts have been made to address these changes?

The cluster works closely with academic departments and with student services to promote CTE programs of study and inform students of the many options available for long term personal and career goals. The cluster works closely with the Career Center to promote and support efforts to assist students with career choices. Activities and events include CTE “Choose Your Pathway”, CTE Awareness, and participation in ELAC LIVE career exploration efforts targeting local K-12 students. Earth Day. In response to the CCCCO efforts to align curriculum, the cluster has secured funding to support these efforts. Currenly, the cluster hired an Associate Dean to manage the SB 1070 District CTE Curriculum Alignment Effort and is in the process of hiring an additional Associate Dean to manage the Career Pathway trust Consortium Initiative between ELAC and MUSD. These combined efforts are expected to facilitate alignment of all CTE programs of study with local K-12 and improve long term student outcomes.

The cluster has secured funding to hire a job developer in efforts to support CTE programs in the development of a sustainable system for tracking student employment outcomes.

e. What effect have these changes had on student goal attainment?
Section II. Program Assessment

In order to fulfill the College Mission, the college has developed four goals. These goals serve as the broad planning objectives through which all other college planning documents and departmental plans will be based. Together these goals provide a foundation for building a true agenda of student success.

**Goal 1:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

1. How has your department evaluated the impact that your Cluster has on student learning and achievement?
   The cluster uses data from the Office of Institutional Effectiveness, LaunchBoard, Scorecard, Student Learning Outcomes, and Core Indicators to evaluate and assess outcomes.

2. The college has a goal of increasing first-year persistence and completion of certificate, degree and transfer programs. What efforts are being conducted to improve student academic performance?
   The cluster supports efforts to promote supplemental instruction, increased opportunities for professional development, and hiring of faculty across many programs and disciplines. The cluster began an annual Career Day Fair to provide current students with information regarding CTE programs and certificates available. The cluster is actively involved in the CCCCO initiative to develop clear pathways and articulation agreements with K-12 to ensure new college students are well prepared for collegiate level work. The cluster supports supplemental instruction and tutoring efforts across all programs in efforts to improve student academic performance. The cluster also supports ongoing efforts to ensure the Library, discipline specific computer labs, Learning Center, Writing Center, Math Lab and support services, both at the main campus and SGEC, are fully operational.

   a. What are the results of these efforts to date?

   b. What efforts have been planned to date?
   The cluster supports student learning by ensuring programs and services have appropriate equipment, supplies, technology, and general resources needed to support student learning. The Office of Resource and Institutional Development takes an active role in pursuing outside resources to support student learning across all college instructional and support areas. For example, the most recent Title V grant opportunity which the RIDO has convened stakeholders from all clusters to provide access to resources. The cluster has planned annual events to promote CTE program participation and completions including, Earth Day, Senior Day, CTE pathways that include Student Services, ASU clubs, employers and the career center. The cluster will work with the
PRVC and OIE to embed the 2 year annual review and CTE/Perkins requirements within the annual update/program review process.

c. Which initiatives identified in the PRSEs will you prioritize to address this goal?
Accreditation standards addressing distance education are critical and implementing sustainable technological and pedagogical requirements to ensure we meet accreditation standards. The cluster will develop a comprehensive Professional Development plan to meet the needs of all clusters, faculty, and staff aimed at improving student achievement. The cluster will continue to support events and activities which link CTE programs of study to student clubs, and events such as Earth Day, Senior Day, and others that promote comprehensive student experience in efforts to improve student engagement and achievement.

d. For Liberal Arts and Sciences & Workforce Education clusters, does the cluster have a plan with targeted outcomes for elevating the college’s performance as indicated in the Student Success Scorecard?
The cluster has planned annual events designed to inform CTE students of certificate/degree opportunities, requirements and support services. The cluster goal is to increase certificate and degree completions by 5%. Marketing CTE programs to current students and the local community in collaboration with Student Services will continue and focus on completion of degrees and certificates. In efforts to prepare students for the workforce and current employment opportunities the cluster has secured funding to hire a job developer. The job developer will work directly with CTE faculty, Career Center Counselor and CTE students.

3. For Liberal Arts and Sciences & Workforce Education clusters, evaluate the trends in student completion for the following degrees and certificates listed in the college catalog. Explain these trends and describe any efforts that have been conducted to increase the number of award completions

During the last year the cluster has implemented a number of activities to increase student awareness of certificate requirements and the process for conferral of certificates, including CTE Pathway Day and CTE Awareness month (February). The cluster has provided input related to the new student information system and the need to perform degree and certificate audits. The cluster supports efforts to support instruction with the use of tutoring, supplemental instruction, use of technology and academic support aimed at increasing course completions. (See Attachment 2)

<table>
<thead>
<tr>
<th>Department</th>
<th>Degree or Certificate Title</th>
<th>Units required</th>
<th>Student Completions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>2011-12</td>
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</tbody>
</table>
4. For Liberal Arts and Sciences & Workforce Education clusters, what system has the cluster implemented to ensure that departments are offering all courses required for degrees and certificates listed in the college catalog? The Office of Institutional Effectiveness, Deans, and Department Chairs evaluate course offerings and enrollment trends.

5. For Workforce Education cluster, what system has the cluster implemented to ensure that the state requirement for two year review of vocational programs is satisfied, including maintenance and posting of community advisory minutes? The cluster works with each CTE discipline to ensure annual advisory meetings are conducted and meet minimum standards as described in the Advisory Meeting Handbook. Proposals for Perkins funds require official advisory meeting minutes. Currently, advisory meeting minutes are not posted.

6. For Liberal Arts and Sciences & Workforce Education clusters, how does the cluster evaluate the continued efficacy of its programs offered to students? Describe the system the cluster has implemented to evaluate whether or not viability review is necessary to pursue program modification or discontinuance. The cluster relies on the program viability process and two year program review.

7. For Student Services, describe trends revealed by ongoing point-of-service surveys implemented in your cluster. Explain how the trends derived from the surveys has been incorporated into your cluster planning so that the college is meeting expected standards.

8. Review the provided student demographics and success rates. What efforts have been made to ensure that cluster programs and services are available to students? The cluster uses Annual Updates and Program Review, and student survey to identify strategies to address gaps on services available to students. For example, the last two years it was evident that completions were declining and various effort to increase certificate petitions was implemented in collaboration with the Liberal Arts and Sciences and Student Services Clusters.

9. How has your cluster coordinated efforts with programs within your cluster? The cluster promotes collective efforts across disciplines, programs and services to meet the needs of students and leverage resources. For example, the recent LAH3C grant funded project is designed to support health occupation related programs in preparing students for the industry. Departments involved include Nursing, Chemical Dependency, Child, Family and Education Studies, Respiratory Therapy, Health Information Technology, Emergency Medical Technician, Life Sciences, and Fire Technology. The recent efforts with the Career Pathway Trust Grant will bring together many disciplines to align curriculum and develop common practices for dual enrollment, credit by exam, concurrent enrollment and articulation in efforts to ensure high school graduates are better prepared for college level work in respective disciplines.

10. How has your cluster coordinated efforts with programs in other clusters? The Workforce and LAS cluster collaborate regularly all instructional components, all CTE programs have a transfer, degree, and/or certificate requirement which requires courses across LAS. The cluster work directly with the counseling department in ensuring CTE
students have access to accurate information regarding programs of study. For example, a dedicated counselor for health science programs has proven to be effective in evaluation of student prerequisites, graduation requirements, in the health science programs (Nursing, Respiratory Therapy). The cluster plans and implements CTE focused activities (Choose Your Pathway, CTE Awareness Month, Earth Day, Health Expo..) with the LAS and Student Services Cluster to ensure full participation and comprehensive services to current and potential students.

11. How has your cluster used the new administrative portal and/or other technological means to inform the campus community about ongoing service activities and improvements? Be sure to identify the posting of general schedules for regularly occurring maintenance. The cluster posts events and activities on the new college kiosk, and mass email distribution to all campus faculty, staff and student accounts, as appropriate. More recently, the cluster has utilized the services of the college Public Information Officer to ensure visibility and awareness of college activities, events, and student milestones, beyond the campus community.

Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.

1. Based on your review of the data online, what specific efforts have been conducted by your departments/units to address equity gaps?
   Departments have limited data regarding contributions specific to equity gaps.

2. How has cluster leadership/management supported specific efforts undertaken by programs in the cluster to address equity gaps?
   The cluster works with instructional programs and student clubs to support projects and activities which promote participation of nontraditional students such as females in science, single parents, and participation of non traditional student populations in various disciplines such as Automotive Technology, Architecture, Journalism, Respiratory Therapy, Engineering, and others. In addition the cluster supports the events and projects such as promoting young women in engineering.
   
   The CalWorks program is designed to provide support for students attending the college in efforts to become gainfully employed. CalWORKs offers participants case management, work readiness, and work study opportunities within the college environment and local businesses.

3. Based on your review of the PRSEs, what initiatives will the cluster support and prioritize to address equity gaps in the future?
   The cluster will support efforts to support supplemental instruction, improved completion rates, and efforts to increase participation of non-traditional populations in CTE programs of study.
Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

1. The college strives to reach non-traditional students. What specific efforts have been conducted by your departments/units to promote student access?
   The cluster evaluates annual Core Indicator reports which addresses non-traditional participation in all CTE programs. Perkins funding supports CTE programs with special populations/non-traditional participation with academic support (tutoring) and access to equipment and technology. The cluster supports discipline specific activities that support recruitment, and retention for non-traditional populations. The CalWorks program supports non-traditional students in CTE and LAS programs of study.

2. How has cluster leadership/management supported these specific efforts undertaken by programs in the cluster to promote student access?
   The cluster leadership and management team continuously advocate for a stronger full time faculty presence at the South Gate Educational Center. Increasing access and completion by ensuring comprehensive programs of study are available to students and supported with both full time classified and certificated staff.

3. What efforts have been made to improve your cluster’s presence in the community?
   a. What efforts have been made to engage the community or other educational institutions to improve the preparation of all entering students?
      The cluster has a strong presence in the community and represents all instructional and support services. More recently the California Community College Chancellor’s Office and the California Department of Education have implemented efforts to align CTE curriculum across the K-12 and community college system. The LACCD developed a consortium of the 9 colleges to develop policy and best practices related to articulation and dual enrollment efforts for CTE programs of study, ELAC is the lead institution in the district-wide effort. This effort has further developed by the established relationships with local feeder high schools. Moreover, in conjunction with several specially funded initiatives the cluster has fostered a strong presence with local high school and middle school partners over the last 10 years, offering career exploration experiences. These efforts are designed to help incoming students learn of the variety of CTE programs offered by the college, academic preparation requirements for CTE programs, and the college support services available to all students. Bootcamp, career day, outside events, specialized marketing, presentations and open forums are also used to prepare students.

   b. How does the cluster measure its success in sustaining community-centered access, participation, and preparation that improves the college’s presence in the community?
      The cluster has strong relationships with various community based organizations, K-12, and local business and industry which promotes our visibility and presence. A measure of success in sustaining community-centered access and participation is due primarily to increased student enrollments. A measure of successful preparation is by the number of certificate/degree completions and transfers. Success in gainful employment is difficult as the cluster has no mechanism for tracking employment data at this time. The cluster recognizes the need to continuously inform the community of the various workforce preparation programs study offered by the cluster.
4. Based on your review of the PRSEs, what initiatives will the cluster support and prioritize to ensure access in the future?

The cluster will continue to support CTE pathway alignment, career exploration, and collaborative activities with K-12 partners in efforts to inform and promote ELAC as a leader in workforce preparation and CTE programs of study leading to high wage employment and transfer to 4-year institutions.
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

1. Based on TracDat, the following programs are housed in your departments/units and have the following level of SLO/SSO/AUO activity.

(LAC to provide list)

2. What has the cluster done to promote the authentic assessment of SLOs, SSOs, and/or AUOs, and the creation of a cycle of continuous quality improvement?

The cluster works closely with the Learning Assessment Coordinator to provide departments with tools needed to ensure cycle of continuous quality improvement. The cluster works closely with the Learning Assessment Committee, Coordinator, and Facilitators, and department chairs to provide tools and support.

3. Please provide a detailed plan and timeline outlining what steps the cluster will undertake to ensure that there is a cycle of continuous quality improvement for programs that have yet to reach sustainability.

The most recent data demonstrates programs have not made appropriate progress in the assessment cycle. The Workforce and LAS cluster are working collaboratively to develop a mechanism to track data collection and participation by full time faculty. In addition, the Professional Development Coordinator and Learning Assessment Coordinator are developing a plan to offer regularly scheduled workshops/trainings to assist all faculty in the SLO assessment cycle.

4. How has the cluster incorporated data-driven decision-making into planning?

The cluster uses data in the allocation of resources and in the development of grant funded initiatives. The annual allocation of Perkins funds is based on student participation, workforce trends, and student success and demographic data elements. The cluster assists department in the development of new certificates and degrees which require the use of labor market information to identify a labor demand.

5. Describe any additional assessment that is needed to drive your cluster’s decision-making process. What requests, if any, for evaluation have been made to OIE?

The cluster is currently working with the OIE to evaluate data related to the SGEC enrollment patterns, FTES, FTEF, and curricular programming to meet student needs.
Section III. Cluster Plan

Complete Table A by:

a. Based on the data provided in the preceding questions, describe your cluster goals for the next six years and the programs involved.

b. Aligning the department/unit goals with the Educational, Facilities and Technology Master Plan objectives.

c. Reporting progress on stated goals

d. Stating the anticipated outcomes of the stated goals
<table>
<thead>
<tr>
<th>Cluster Goal</th>
<th>Programs Involved</th>
<th>Alignment with Educational Master Plan</th>
<th>Alignment with Tech Master Plan</th>
<th>Alignment with Facilities Master Plan</th>
<th>Progress to date</th>
<th>Anticipated Outcome of Cluster Goal</th>
<th>Additional Resources Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of goal</td>
<td>List of programs involved</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Description of an previous or ongoing activities</td>
<td>Description of anticipated improvements on measures</td>
<td>Description of resources required to accomplish cluster goals</td>
</tr>
<tr>
<td>Increase the current and potential CTE students awareness of campus wide support services</td>
<td>Instructional and support programs.</td>
<td>Goal 1: Ensure on-campus student engagement</td>
<td>Goal 1: Facilitate student-centered instruction th</td>
<td>None</td>
<td>Campus wide events and career exploration activities for potential students.</td>
<td>Increase Scorecard, Core Indicator, and college level student successs measures relevant to CTE POS.</td>
<td>Administrative Support</td>
</tr>
<tr>
<td>Identify and evaluate program level best practices that lead to student success.</td>
<td>Instructional and support programs.</td>
<td>Goal 1: Ensure adequate student support services</td>
<td>Goal 1: Facilitate student-centered instruction th</td>
<td>None</td>
<td>Evaluation of Annual Updates, Program Review, Scorecard, LaunchBoard, Core Indicators</td>
<td>Increase Scorecard, Core Indicator, and college level student successs measures relevant to CTE POS.</td>
<td>Administrative Support</td>
</tr>
<tr>
<td>Increase the number of state and nationally recognized credentials and improve program performance measures.</td>
<td>Instructional and support programs.</td>
<td>Goal 1: Enhance student employability by expand</td>
<td>Goal 1: Support students, faculty, and staff in th</td>
<td>None</td>
<td>Ongoing efforts to expand and increase completions of certificate and degree options in the area of CTE.</td>
<td>Increase Scorecard, Core Indicator and college level student successs measures relevant to CTE POS.</td>
<td>Administrative Support</td>
</tr>
<tr>
<td>Develop a college wide data driven professional development plan focused on faculty and staff needs.</td>
<td>Professional development</td>
<td>Goal 2: Increase the proportion of students who</td>
<td>Goal 1: Enhance institutional effectiveness and pr</td>
<td>None</td>
<td>Planning meetings scheduled.</td>
<td>Increase faculty engagement and participation in professional development activities.</td>
<td></td>
</tr>
<tr>
<td>Ensure community</td>
<td>Instructional and</td>
<td>Goal 3: Develop opportunities for students to exp</td>
<td>Goal 3: Expand access to higher education through</td>
<td>None</td>
<td>Ongoing collaborative projects with K-12,</td>
<td>Increased participation in</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Description</td>
<td>Office</td>
<td>Goal status</td>
<td>Business/industry and local community based organizations</td>
<td>Discipline specific advisories</td>
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<td>1.</td>
<td>Please describe what additional resources are required in order to meet your planning goals. The cluster is managing a large number of programs, services, and specially funded projects. The CCCCO recent initiatives in the area of Workforce Education, Economic Development, and Adult Education programs has placed increase pressure on the cluster to improve student success outcomes to CTE Programs of Study. The cluster needs administrative support to ensure the Workforce Education and Economic Development cluster is responsive to student needs.</td>
<td>Office of Workforce Education</td>
<td>In progress, Streamline resource requests relevant to CTE programs.</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Goal 3: Develop opportunities for students to expand their skill set.</td>
<td>None</td>
<td></td>
<td>None</td>
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<td>Goal 4: Develop methods to promote the use of discipline specific advisories.</td>
<td>None</td>
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<td>None</td>
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<tr>
<td>Goal 4: Implement an online planning and Program Review tool for relevant data/outcomes.</td>
<td>None</td>
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<td>None</td>
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</tbody>
</table>