

Career & Technical Education Two-Year Program Review Summary

2019/2020

You are receiving the attached information as part of the District's obligation per California Education Code 78016, requiring a vocational/occupational program to be reviewed every two years (see attached Chapter VI-Article VIII-Page 1 full description).

Architecture, Civil, Engineering Design Drafting, and CAD (ACEDD/CAD)

1. Purpose of Program

The purpose of the ACEDD/CAD Department has not had any significant shifts or other recent changes due to the serviced employment market and related business sector. The last several years have seen an exit of several long-term faculty members and new full-time instructors. We are planning unique and creative ideas for the near future. Those most closely related to the "direction" of the Program include several fine-tuning courses and certificate/degree offerings to align with the local Industry's needs and coordinate with nearby university offerings. Such efforts are ongoing.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

Fluctuations have occurred in our student population, with our enrollment numbers skewing slightly away from Mechanical Drafting; however, such changes are not uncommon. We will carefully examine data and progress through the end of the 2019-2020 academic year. Upon review of available data, we will consider appropriate adjustments. It is possible that our current efforts to better advertise our Program to potential students, including outreach to younger populations (High School students) and undeclared students at Rio Hondo, may be useful in addressing the minor "decline."

Our most recent analysis of labor market data does not indicate any cause of such effects, as noted in our student population fluctuations. In 2019, there were over 12,000 job openings in ACEDD occupations. Employment projections show a 2 – 5% growth over the next five years. ACEDD occupations wages start between \$16.62 - \$25.94 per hour. Most ACEDD jobs require skills and trade training. Therefore, graduates entering with an associate degree and industry credentials are more marketable.

Construction Crafts Technology, top code 095200, Manufacturing and Industrial Technology, top code 095600, Geographic Information Systems, top code 022060

| Soc | Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|---|---------------|--------|-------------|----------|-----------------------------------|-----------------|---------------------|
| 173022 | Civil Engineering Technicians | 1,020 | 4.9% | \$21.48 | \$44,670 | Associate's degree | None | None |
| 471011 | First-Line Sup/Mgrs of Construction Trades and Extraction Workers | 8,680 | 5.8% | \$25.94 | \$53,950 | High school diploma or equivalent | ≥5 years | None |
| | Total | 9,700 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

Drafting Technology, top code 095300

| Soc | Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|-------------------------------------|---------------|--------|-------------|----------|-----------------------|-----------------|---------------------|
| 173011 | Architectural and Civil Drafters | 1,900 | 5.6% | \$16.62 | \$43,420 | Associate's degree | None | None |
| 173012 | Electrical and Electronics Drafters | 490 | 5.4% | \$20.60 | \$42,840 | Associate's degree | None | None |
| 173013 | Mechanical Drafters | 530 | 2.1% | \$18.39 | \$38,250 | Associate's degree | None | None |
| | Total | 3,110 | | | | | | |

Table 3 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|---------------------|------------|-----------------------|--|
| Drafting Technology | 93 | 34 | 36% |
| Architecture | No records | No records | No records* |
| Engineering Design | No records | No records | No records* |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design, (Chancellors)

4. Enrollments

Architecture: 6 courses offered in Fall 2020, enrollment is between 9-15 students, no waitlist.

Civil: 2 courses offered in Fall 2020, enrollment is between 24-19 students, one class is waitlisted.

Engineering Tech: 8 courses offered in Fall 2020, enrollment is between 10-24 students, one class is waitlisted.

Extra information on concentrators

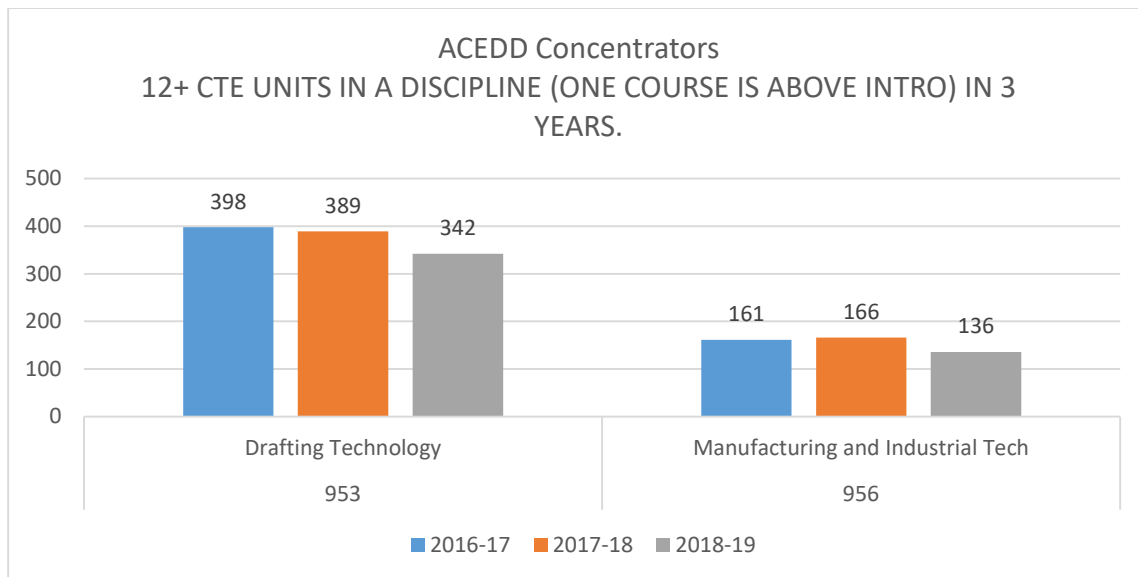
SOC Code Construction Crafts concentrators increased from 2016 to 2017, (193 students, 9%). Then experienced a slight decline in 2018, (-35 students, -1%).

Drafting technology concentrators decreased from 2016 to 2017, (-9 students, -2%). Then experienced a larger decline in 2018, (-47 students, -12%).

Manufacturing and Industrial technologies increased slightly from 2017 to 2017 (5 students, 3%). Then it dropped significantly in 2018 (-30 students, -18%).

Geographic Information Systems increased slightly from 2016 to 2017 (11 students, 8%). Then it dropped significantly in 2018 (-17, -11%).

Overall ACEDD increased from 2016 to 2017, (200 students, 7%). Then experienced a decline in 2018, (-129, -4%).



5. External Issues

No external issues have been experienced that significantly affect the primary role and responsibility of the department. Any recent issues can be explained with the relative “newness” of the faculty and will be worked through as time allows for improved familiarity with the required processes and procedures for smooth department operation.

6. Review and Comments

The District's reviewing committee found that the ACEDD program exceeds labor market standards in open positions and projected growth. The program is unique, especially in architecture and civil drafting. Finally, ACEDD sufficiently demonstrates effectiveness as measured by the employment and completion success of its students.

Comments

As is typical in the history of the ACEDD/CAD program, our students are taught the direct skills needed to be immediately useful in entry-level positions. Other than the gradual inclusion of up-to-date software and related knowledge, there have been no significant shifts in the expectations of the local Industry and, therefore, no need nor desire for changes in the Program.

We maintain a high level of success in the effectiveness of our students. Through constant communication from the local Industry as employers request us to provide them with potential employees for their open positions. Many of these employers know our Program, including specific classes/coursework, which draws them directly to us. Several of such employers (or their representatives) are former students with direct knowledge of our curriculum's high quality.

Among our department instructors and support staff, continuing education and professional development are encouraged and achieved. Such training is accomplished via conferences and seminars related to the software taught in our department (AutoCAD, MicroStation, SolidWorks, etc.) and the ever-evolving nature of industry practices and legal codes described to our curriculum (Building and related construction Codes).

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Animation

1. Purpose of Program

The Animation Department Entertainment Art students work in a collaborative environment on project based assignments that revolve around creativity and innovation. Students are taught the skills they will need in order to create amazing artwork using the latest digital tools. The curriculum centers on the current production techniques used in designing the visual components found in games, apps, feature films and the web. From the fundamentals of 2D visual development through the pipeline for creating a finished 3D piece, students are guided by industry professionals. Entertainment Art students finish their training with portfolios full of captivating digital environments, vehicles and props.

Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 3,390 job openings in Animation occupations. Employment projections show a 2.6% growth over the next five years. Animation entry level wages start at \$19.33 per hour. According to the most recent labor market statistics, most Animation jobs require a Bachelor’s degree.

Animation top code 0614.40

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|-----------------------------------|---------------|--------|-------------|----------|-----------------------|-----------------|---------------------|
| 271014 | Multi-Media Artists and Animators | 3,390 | 2.60% | \$19.33 | \$40,210 | Bachelor's Degree | None | None |

Table 1 (California Employment Development Department) and (O Net)

2. Employment in the field of study

Employed students found with earnings in any quarter in the year following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|-----------|-----------|-----------------------|--|
| Animation | 11 | 5 | 45% |

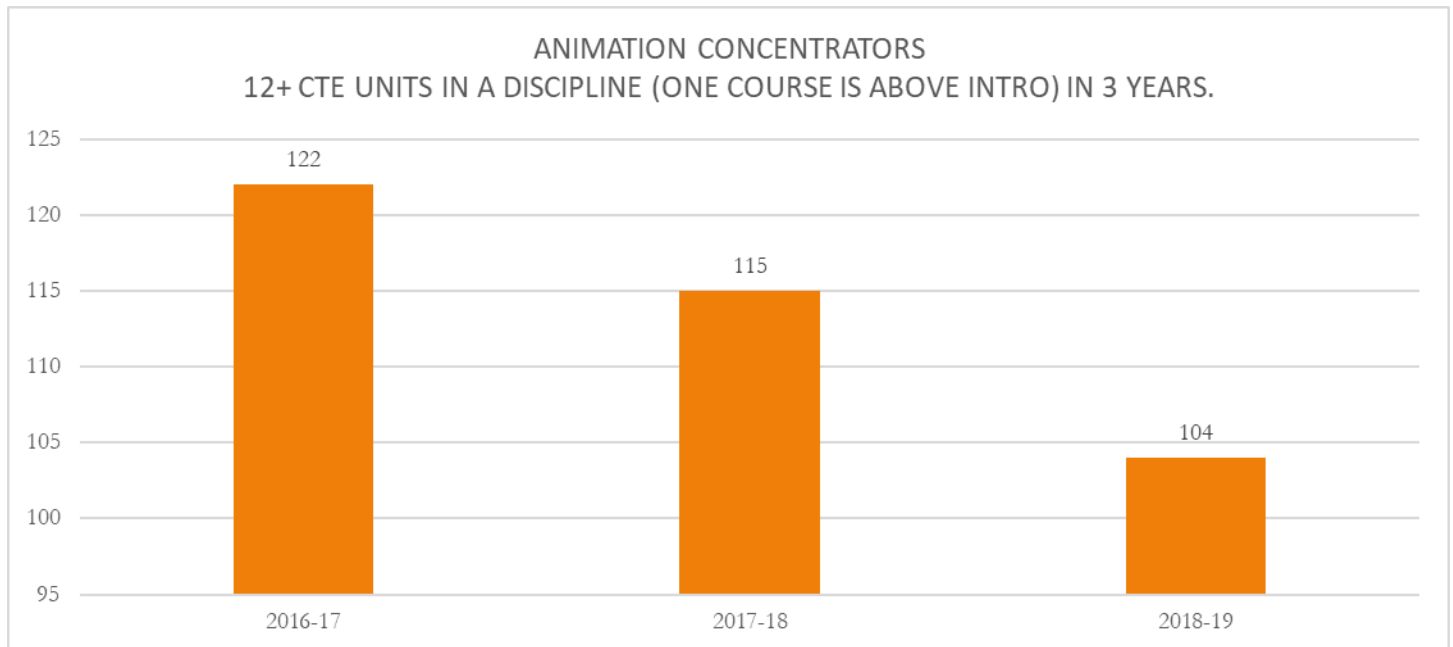
3. Enrollments

The Animation program's FTES and Fill Rate have dropped slightly in 2018 - 2019. The Fill Rate for Spring 2019 was 80.2% however the program is comparable with the Arts and Cultural programs. The Animation Program is using Social Media as its primary source of marketing and will strive to improve Fill Rate moving forward through this strategy. In addition, Faculty will begin a more aggressive outreach to counselors at area high schools.

Fall 2020 we had 5 courses offered, enrollment is between 7-16 students, two waitlists.

Extra information on concentrators

Animation concentrators decreased from 2016 to 2017, (7 students, 6%) and decreased in 2018, (11 students, 10%).



4. External Issues

No external issues have been experienced that significantly affect the primary role and responsibility of the department.

Review and Comments

The District's reviewing committee found that the Animation program meets labor market standards in open positions and projected growth. This program is a unique offering in the area, as there are limited accredited animation programs for prospective students. Finally, the Animation program sufficiently demonstrates effectiveness as measured by the employment and completion of students.

Comments

The animation courses success rates are in line with the colleges, except for the new Design courses ANIM 134 and ANIM 135 (as well ART 170). The ANIM 134 and 135 are new courses and are being taught for the first time, the assignments are being evaluated and adjusted for student success and maximum rigor. The ART 170 course is currently going to be offered in the Spring 2020 and will be overhauled to produce a more engaging set of assignments to produce a better percentage of student success.

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Business Administration

1. Purpose of Program

The purpose of this program is to prepare students for a business career at the managerial level. A general core of knowledge aims to equip students with sound foundations upon which they may develop management and supervision abilities through advanced student and job experience.

The mission of the Rio Hondo College Department of Business Management is to provide current and future managers and their organizations the knowledge, skills, and tools they need to improve business performance, adapt to a changing workplace, and prosper in a competitive and complex business world.

Vision: The vision of the college, as being an exemplary institution meeting the needs of its changing population, is in harmony with the activities of the business administration program. We offer all program courses online. We have also begun offering 8-week versions of program courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses. Through this process, we have sought to maintain the quality and integrity of our offerings.

Mission: With our college emphasis on lifelong learning, challenge, innovation, and quality, the business administration program has been working toward that end with a variety of offerings, delivery methods, computer aided instruction, and extensive use of job-based learning experiences. The skills and knowledge gained from the business administration program is life-long and provides the basis for professional and career success. Our program has continued to expand into the job based educational experiences with professional partnering, and internships.

Goals: Out of the many goals of Rio Hondo College, the most relevant to the business administration program is the college emphasis on quality instruction. Our effort in the management department extends far beyond the campus or classroom. Our faculty is active advisors in both international clubs and well-known national business organizations. Through their tutoring and guidance these organizations have received local and national recognition. Constant upgrading of our professional skills through conferences and presentations at professional activities has helped us to bring the most current information and skills from the business community to the classroom.

The curriculum of this program has been recently updated to reflect some modest changes including: the updating of the textbook, entering and exiting skill requirements, and student options for business writing and business computer skills.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

The courses in our **business administration program** are tailored to help the students develop an understanding of business practices and to develop the tools necessary to grow in becoming a global business professional. Still, there is room for program improvement, especially with respect to success rates and full faculty SLO compliance. The process of self-evaluation has brought to our attention the need for improving our current class delivery methods and the need to continue to write new curriculum which enables us to keep our students on the cutting-edge of the business industry.

According to this data, the **business administration program** is doing very well with respect to FTE generation. Our commonly offered courses are averaging thirty-five to fifty students. Overall, we will continue to offer more sections of classes, expand curriculum across disciplines, create a unique identity for certain courses, hire more part-time instructors, and identify and acquire additional funding. More importantly, we believe that collaboration between and among disciplines is necessary to make this work in our **business administration program**. The biggest challenge moving forward will be finding a way to hire one or two full-time faculty members to replace those instructors who have retired or will retire at the end of this school year. One of these faculty members is in the process of being approved.

Growth in online educational opportunities presents the most cost effective way to deliver many of our course offering to a diverse population. With approval of many of our program classes for online delivery, this program is poised to grow as we reach additional populations of students. To date, all program classes are approved for online delivery.

When we have experienced any deficiencies with Perkins core indicator reports it has generally been by less than one percent. As our program has captured additional data from students participating in our programs, these deficiencies have all but been eliminated due to better statistical modeling.

The following is a list of program completers from the previous two academic years.

2017-2018

| | |
|--|-----|
| AA in Business Administration | 65 |
| AS in Business Administration for transfer (AST) | 151 |

2018-2019

| | |
|--|-----|
| AA in Business Administration | 68 |
| AS in Business Administration for transfer (AST) | 155 |

According to the Employment Development Department, **2016-2026 employment projections**, there will be significant job growth in the following areas that pertain to this program.

- Management Consulting Services +29%
- Management of Companies + 2%
- Professional and Business Services +10%
- Advertising, Public Relations, and Related Services + 1%

In 2019, there were roughly 71,320 job openings in Business Administration occupations. Employment projections show from 1% to 5.7% growth over the next five years. Business Administration occupations report high entry-level wages, between \$16.21 and \$30.69 per hour. However, many of these occupations require a bachelor's degree and experience.

Business Administration top code 0505.00

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|--|---------------|--------|-------------|----------|-----------------------------------|-----------------|-----------------------------------|
| 113011 | Administrative Services Managers | 4,040 | 3.3% | \$26.54 | \$55,210 | Bachelor's Degree | ≥5 years | None |
| 111011 | Chief Executives | 3,180 | 1.0% | | | Bachelor's Degree | ≥5 years | None |
| 119021 | Construction Managers | 5,790 | 5.7% | \$30.69 | \$63,840 | Bachelor's degree | None | Moderate-term on-the-job training |
| 131051 | Cost Estimators | 3,670 | 4.0% | \$16.21 | \$33,720 | Bachelor's degree | None | Moderate-term on-the-job training |
| 111021 | General and Operations Managers | 27,280 | 2.8% | | | Bachelor's degree | ≥5 years | None |
| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
| 113051 | Industrial Production Managers | 1,730 | 1.9% | \$30.09 | \$62,580 | Bachelor's degree | ≥5 years | None |
| 131111 | Management Analysts | 15,730 | 4.3% | \$25.71 | \$53,480 | Bachelor's degree | <5 years | None |
| 112022 | Sales Managers | 7,970 | 1.7% | | | Bachelor's degree | <5 years | None |
| 119151 | Social and Community Service Managers | 0 | | \$20.37 | \$42,370 | Bachelor's degree | <5 years | None |
| 113071 | Transportation, Storage, and Distribution Managers | 1,930 | 3.5% | \$27.66 | \$57,530 | High school diploma or equivalent | ≥5 years | None |
| | Total | 71,320 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter in the year following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|-------------------------|-----------|-----------------------|--|
| Business Administration | 216 | 48 | 22% |

4. Enrollments

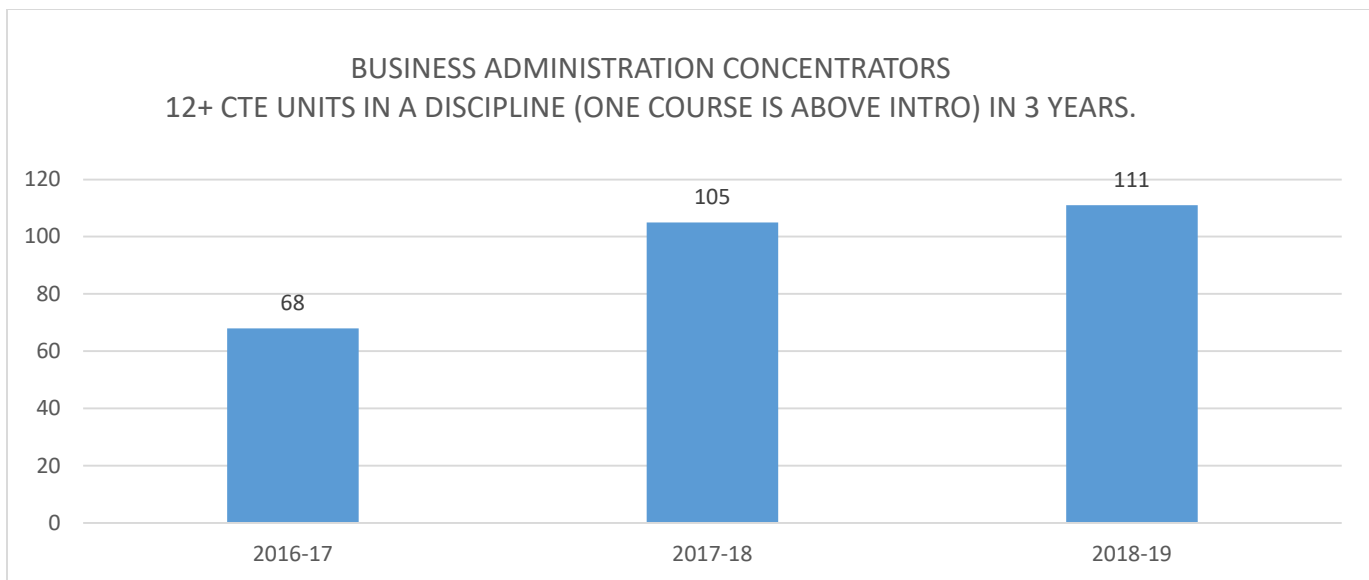
Fall 2020 includes 9 Acct sections, enrollment up to 45 students, 5 waitlists.

7 Business sections, enrollment 29-45, 2 waitlists.

11 CIT sections, enrollment 6-35, 3 waitlists.

Extra information on concentrators

Business Administration concentrators increased from 2016 to 2017, (37 students, 54%) and increased another 6% in 2018, (6 students).



5. External Issues

Because most of our programs don't require special licensing, this has not generally been an issue for our division. Moving additional classes to the online format has helped with enrollment as more students are now able to participate in our programs due to better course availability.

Funding from the school district to improve our facilities remains the largest area of concern for our departmental programs. Our business building is in need of many improvements, from technology to infrastructure. We hope this might get addressed soon.

6. Review and Comments

The District's reviewing committee found that the Animation program meets labor market standards in open positions and projected growth. This program is a unique offering in the area, as there are limited accredited animation programs for prospective students. Finally, the Animation program sufficiently demonstrates effectiveness as measured by the employment and completion of students.

Comments

Our faculty members attend industry conferences to stay current with the latest trends and information in the area of business management and marketing. Many faculty members serve on state-wide or local advisory committees with industry partners to forge collaborative relationships and to expand career pathways for our students. Our faculty has attended the following conferences:

- CCC Online Education Conference
- Marketing Educator Association Annual Conference
- Google Teach Tech Conference
- HR Innovations Conference

Most faculty spend time staying current with business trends by reading trade publications and serving on advisory boards of local of local trade organizations. For many years, our faculty has served on the WAFC (Western Association of Food Chains) California Advisory Board. This group correlates the educational needs of our students with the grocery industry employers that service Southern California. Currently, our division dean now serves on this board as well. Most recent accomplishments for this program include a new program brochure and a one-minute, student-involved, promotional video.

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Business Marketing

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Vision: The vision of the college, as being an exemplary institution meeting the needs of its changing population, is in harmony with the activities of the business marketing program. We offer all program courses online. We have also begun offering 8-week versions of program courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses. Through this process, we have sought to maintain the quality and integrity of our offerings.

Mission: With our college emphasis on lifelong learning, challenge, innovation, and quality, the business marketing program has been working toward that end with a variety of offerings, delivery methods, computer aided instruction, and extensive use of job-based learning experiences. The skills and knowledge gained from the business marketing program is life-long and provides the basis for professional and career success. Our program has continued to expand into the job based educational experiences with professional partnering, and internships.

Goals: Out of the many goals of Rio Hondo College, the most relevant to the business marketing program is the college emphasis on quality instruction. Our effort in the management department extends far beyond the campus or classroom. Our faculty are active advisors in both international clubs and well known national business organizations. Through their tutoring and guidance these organizations have received local and national recognition. Constant upgrading of our professional skills through conferences and presentations at professional activities has helped us to bring the most current information and skills from the business community to the classroom.

The curriculum of this program has been recently updated to reflect some modest changes including: the updating of the textbook, entering and exiting skill requirements, and student options for business writing and business computer skills.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

The courses in our business marketing program are tailored to help the students develop an understanding of business practices and to develop the tools necessary to grow in becoming a global business professional. Still, there is room for program improvement, especially with respect to success rates and full faculty SLO compliance. The process of self-evaluation has brought to our attention the need for improving our current class delivery methods and the need to continue to write new curriculum which enables us to keep our students on the cutting-edge of the business industry.

According to this data, the business marketing program is doing very well with respect to FTE generation. Our commonly offered courses are averaging thirty-five to fifty students. Overall, we will continue to offer more sections of classes, expand curriculum across disciplines, create a unique identity for certain courses, hire more part-time instructors, and identify and acquire additional funding. More importantly, we believe that collaboration between and among disciplines is necessary to make this work in our business marketing program. The biggest challenge moving forward will be finding a way to hire one or two full-time faculty members to replace those instructors who have retired or will retire at the end of this school year. One of these faculty members is in the process of being approved.

Growth in online educational opportunities presents the most cost-effective way to deliver many of our course offering to a diverse population. With approval of many of our program classes for online delivery, this program is poised to grow as we reach additional populations of students. To date, all program classes are approved for online delivery.

When we have experienced any deficiencies with Perkins core indicator reports it has generally been by less than one percent. As our program has captured additional data from students participating in our programs, these deficiencies have all but been eliminated due to better statistical modeling.

The following is a list of program completers from the previous two academic years.

2017-2018

| | |
|--|---|
| AS in Business Marketing | 5 |
| Certificate of Achievement in Business Marketing | 3 |

2018-2019

| | |
|--|---|
| AS in Business Marketing | 1 |
| Certificate of Achievement in Business Marketing | 1 |

According to the Employment Development Department, 2016-2026 employment projections, there will be significant job growth in the following areas that pertain to this program.

- Management Consulting Services +29%
- Retail Trade + 6%
- Professional and Business Services +10%
- Advertising, Public Relations, and Related Services + 1%

There appears to be strong demand for those with a business marketing background.

In 2019, there were roughly 76,210 job openings in Business Marketing occupations. Employment projections show that Business Marketing occupations are in a slight decline from -3.71% to .04%. Business Marketing occupations in retail report wages slightly below the living wage. Purchasing agents and sales reps earn higher entry-level wages, between \$15 and \$19 an hour. Most Business Marketing occupations do not require a degree.

Business Marketing top code 0509.00

| Soc | Occupational Title | <u>2019</u> Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|--|----------------------|--------|-------------|----------|-----------------------------------|-----------------|-----------------------------------|
| 131023 | Purchasing Agents, Except Wholesale, Retail, and Farm Products | 220 | -3.7% | \$19.20 | \$39,940 | Postsecondary non-degree award | None | Moderate-term on-the-job training |
| 412031 | Retail Salespersons | 57,910 | -2.0% | \$11.40 | \$23,870 | No formal educational credential | None | Short-term on-the-job training |
| 414012 | Sales Rep, Wholesale and Manuf, Except Technical and Scientific Products | 16,470 | 0.4% | \$15.18 | \$31,590 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 419041 | Telemarketers | 1,610 | -2.7% | \$11.59 | \$24,100 | No formal educational credential | None | Short-term on-the-job training |
| 131022 | Wholesale and Retail Buyers, Except Farm Products | 0 | 0.0% | \$19.20 | \$39,940 | No data | No data | No data |
| | Total | 76,210 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter in the year following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|--------------------|-----------|-----------------------|--|
| Business Marketing | | No records | No records |

4. Enrollments

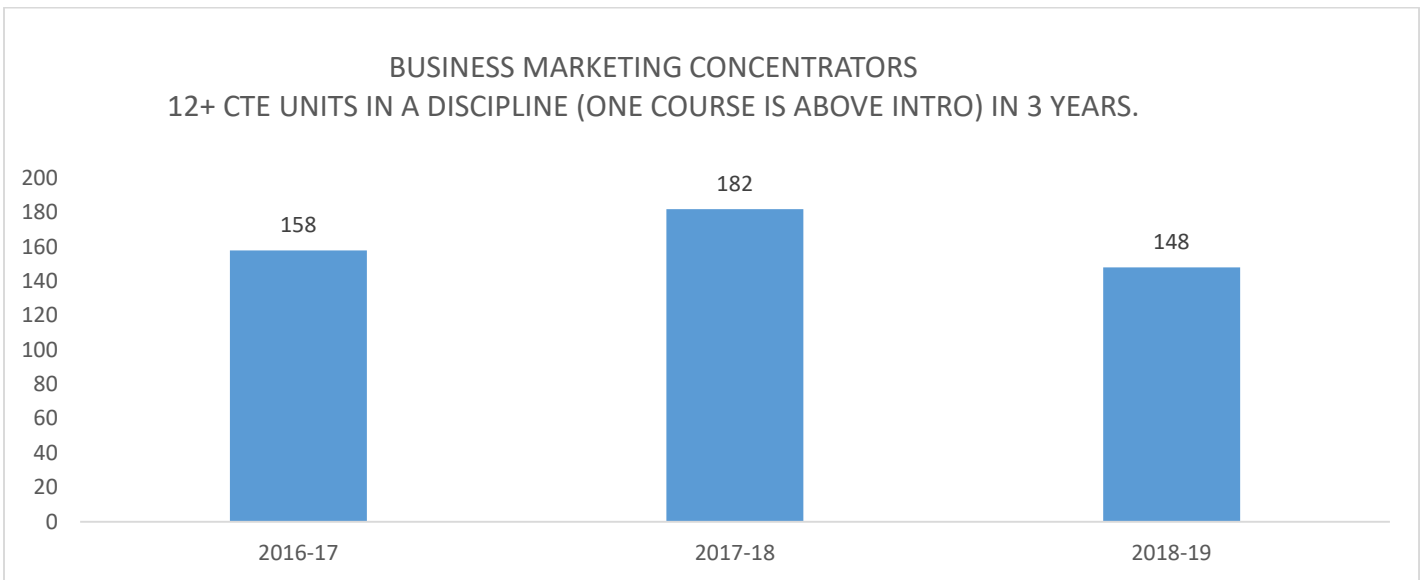
Fall 2020, 7 Business sections, enrollment 29-45, 2 waitlists.

Fall 2020, 10 Management sections, enrollment 22-45, 2 waitlists.

Fall 2020, 4 Marketing sections, enrollment 10-43, 1 waitlist.

Extra information on concentrators

Business Marketing concentrators increased from 2016 to 2017, (24 students, 15%). Then decreased in 2018, (34 students, 19%).



5. External Issues

Because most of our programs don't require special licensing, this has not generally been an issue for our division. Moving additional classes to the online format has helped with enrollment as more students are now able to participate in our programs due to better course availability.

Funding from the school district to improve our facilities remains the largest area of concern for our departmental programs. Our business building is in need of many improvements, from technology to infrastructure. We hope this might get addressed soon.

6. Review and Comments

The District's reviewing committee found that the Business Marketing program labor market standards in open positions shows a significant amount of jobs, however projected growth is low. This program is a unique offering in the area, as there are limited accredited marketing programs for students. Finally, the Marketing program can improve in enrollments and completions.

Comments

Our faculty members attend industry conferences to stay current with the latest trends and information in the area of business management and marketing. Many faculty members serve on state-wide or local advisory committees with industry partners to forge collaborative relationships and to expand career pathways for our students. Our faculty has attended the following conferences:

- CCC Online Education Conference
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Most faculty spend time staying current with business trends by reading trade publications and serving on advisory boards of local of local trade organizations. For many years, our faculty has served on the WAFC (Western Association of Food Chains) California Advisory Board. This group correlates the educational needs of our students with the grocery industry employers that service Southern California. Currently, our division dean now serves on this board as well. Most recent accomplishments for this program include a new program brochure and a one-minute, student-involved, promotional video.

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Electronics and Electrical Technology

1. Purpose of Program

This program is designed to prepare students and incumbent workers as Electronics Technicians. Training is in theory and practical skills. The program will provide the student the opportunity to acquire the knowledge and hands on skills that is demanded of modern Electronics Technicians. Upon completion of this program an individual will have the knowledge and skills necessary to gain entry-level employment in the applied electronics industry.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 160 job openings in Electronics and Electric Technology occupations. Employment projections show 0% growth over the next five years. Entry-level wages start at \$14.72 per hour. A high school diploma is required.

Electronics and Electrical Technology top code 0934.00

| Soc | Occupational Title | <u>2019</u> Openings | Growt h | Entry Level | Annual | Entry Level Education | Wor k Experience | On-the-Job Training |
|--------|---|----------------------|---------|-------------|----------|-----------------------------------|------------------|-----------------------------------|
| 492092 | Electric Motor, Power Tool, and Related Repairers | 160 | 0.0% | \$14.72 | \$30,610 | High school diploma or equivalent | <5 years | Moderate-term on-the-job training |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter in the year following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|-------------|-----------|-----------------------|--|
| Electronics | 9 | No records | No records |

4. Enrollments

5 Electronic courses, enrollment 7-23, no waitlists.

Extra information on concentrators

Electronics concentrators decreased from 2016 to 2017, (-16 students, -12%) and decreased in 2018, (-25 students, -21%).

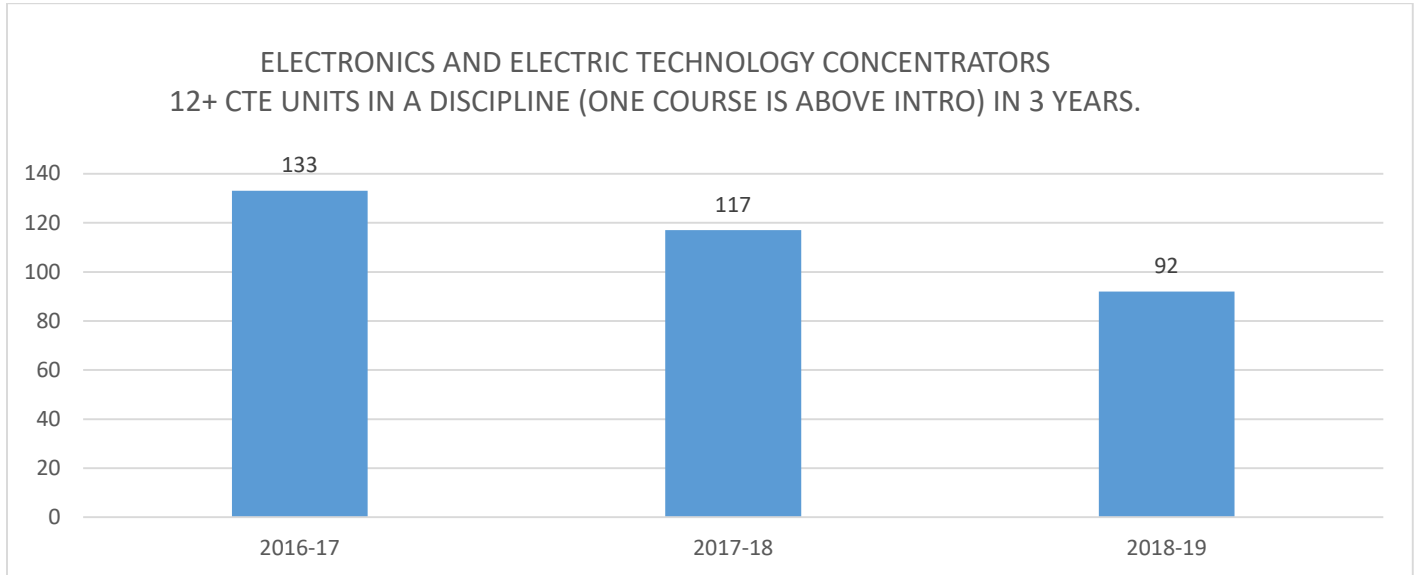


Table 2 (Chancellor's)

5. External Issues

No issues

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program does not meet labor market standards in open positions or projected growth. Program enrollment, completions and graduates employed in the field of study is low.

Comments

Commendations on re-establishing and growing the Electronics program from its 2004 hiatus and modernizing it to include state-of-the-art courses in alternative energy. Commendations on working closely with other faculty members across the state and in the field (i.e. partnership with TESLA) to update and develop curriculum. Commendations on creating a degree and certificates in alternative energy. Commendations on increased student participation and success in the program.

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Graphic Design

1. Purpose of Program

The primary mission for the Graphic Design program is for our students to earn an Associate of Arts or Associate of Science degree and/or a Certificate of Achievement and/or to prepare students for upper division study at a four-year college, university or art institution and/or enter the Graphic Design profession. Secondary objectives include skill development and portfolio preparation for vocational programs and the opportunity to become a creative professional. Finally, we are committed to providing the extended community with accessible life-long learning opportunities within the Graphic Design program and other programs on campus.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

Enrollment trends such as FTES, fill rates, sections offered, and efficiency (FTES/FTEF)

The graphic design program's fill rates were at an all-time high of 97.3% for the last available data in Spring 2019. As we continue our outreach efforts and continue to offer sections in new time slots this should increase even more. FTES/FTEF efficiency is rising and at its highest level in Spring 2019 of 483.6 approaching the 525.2 goal. We regularly offered 1 section for each of our 10 regularly scheduled courses up to the Spring of 2019 for a total of 10 sections. In the Fall of 2019 we are offering 13 sections of 9 courses. Student achievement outcomes such as course success and retention and course success and retention by modality particularly as it concerns distance education. Student retention rates are averaging at approx. 85%. We attribute this to the flexibility of our program in accommodating students with challenges such as transportation, child and elder care, work commitments and other obstacles to finishing a course of study. These challenges in our underserved district continue to create obstacles to some students' ability to complete a course of study. We have worked diligently to provide students with extra materials (enhanced Canvas access complete with accessible video tutorials) available from off campus and additional resources (iMacs in the District Computer lab funded by outside grants).

Student success rates are averaging at approx. 75%. We attribute this to the flexibility of our program in accommodating students with challenges such as transportation, child and elder care, work commitments and other obstacles to finishing a course of study. These challenges in our underserved district continue to create obstacles to some students' ability to complete a course of study. We have worked diligently to provide students with extra materials (enhanced Canvas access complete with accessible video tutorials) available from off campus and additional resources (iMacs in the District Computer lab funded by outside grants).

Awards Note: The campus-based data source does not include the 2018-2019 term when we saw a sharp increase in awards particularly our Certificates of Achievement. We expect this trend to continue as more students are entering and completing our 2 Associates degrees and our 7 Certificates of Achievement.

We noted that 12 awards from the obsolete Commercial Art program were also not included in the data report. We have a number of students who started the program in the catalog year when these Commercial Art AS degrees were available and currently still have some pursuing these legacy awards.

In 2019, there were 9,640 job openings in Graphic Art Design occupations. Employment projections show up to 2.6% growth over the next five years. Entry-level wages are between \$15.94 and \$25.60. A bachelor’s degree is preferred.

Graphic Art and Design top code 1030.00

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|--|---------------|--------|-------------|----------|----------------------------------|-----------------|-------------------------------|
| 271011 | Art Directors | 2,100 | 0.5% | \$25.60 | \$53,240 | Bachelor's degree | ≥5 years | None |
| 271019 | Artists and Related Workers, All Other | 110 | 0.0% | \$18.17 | \$37,790 | No formal educational credential | None | Long-term on-the-job training |
| 271024 | Graphic Designers | 4,040 | 0.8% | \$15.94 | \$33,150 | Bachelor's degree | None | None |
| 271014 | Multi-Media Artists and Animators | 3,390 | 2.6% | \$19.33 | \$40,210 | Bachelor's degree | None | None |
| | Total | 9,640 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

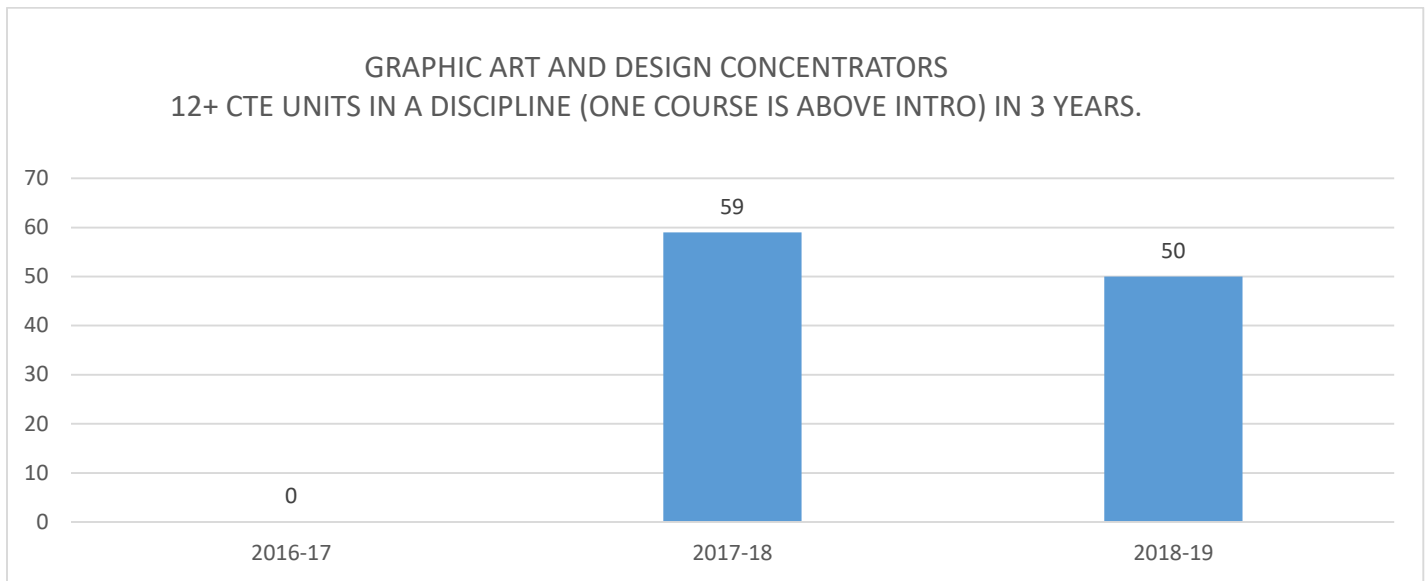
Employed students found with earnings in any quarter in the year following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|---------------|-----------|-----------------------|--|
| Graphic Desig | 30 | No records | No records |

4. Enrollments

5 Electronic courses, enrollment 7-23, no waitlists.

Graphic Art and Design concentrators decreased slightly from 2017 to 2018, (-9 students, -15%).



5. External Issues

At present there are no licensure requirements.

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program meets labor market standards in open positions. However, projected growth is soft, and we should watch it over the next couple of years. Program concentrators have fluctuated and completions and employment in the field meets the standard. Advisory meeting attendance is high.

Comments

The program has obtained supplemental resources through Perkins and Strong Workforce Grants. Although this in an enormous help in growing the program, we continue to rely on the District Budget to fund our consumable and facility needs. Ultimately, we need to be able on the District Budget to fund the entire program as this is a more consistent and reliable resource. Full time faculty work extra hard at pursuing alternate funding resources and this time and effort would not have to be expended if the District Budget fully met the program’s needs. The IT department is placing an undue strain on the program’s faculty as the IT department are not responsive to the maintenance and upgrades needed for the technology requirements of the program. Faculty is arriving early and working late to perform the duties that are normally the purview of the IT area. We require So far we have received the cooperation of the Arts Division Dean and the CTE Division Dean in these matters. We

continue to work to find the material and human resources needed to market and grow enrollment. To do this we need continued resource and marketing assistance and support from the administration and campus departments and services.

Career & Technical Education Two-Year Program Review Summary

2019/2020

You are receiving the attached information as part of the District's obligation per California Education Code 78016, requiring a vocational/occupational program to be reviewed every two years (see attached Chapter VI-Article VIII-Page 1 full description).

International Business

1. Purpose of Program

International Business Management prepares students and incumbent workers for a career in global management and organizational skills. Course work equips graduates with the necessary skills to enter management-level positions in international trade.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019 there were 36,770 jobs for executives, managers, and clerks. Employment projections for executives, managers, and planning clerks show a slight increase in growth, 1%-2.4%.

International trade occupations include marketing, business administrators, managers, and supervisors. Job titles fall into many different categories, for example, freight/transportation, finance/business, sales, and marketing, to name a few. California State data categorizes International Trade occupations as chief executives or managers. The Center of Excellence organizes international trade under production, planning, and expediting clerks.

A quick online search for international trade positions returned 261 job titles in Los Angeles County. In a review of 30 randomly selected openings, qualifications include:

- Two or more years' experience for small to medium-size business and five or more years for government positions
- SAP, Cargowise One, and NVOCC/Freight Forwarding industry certifications
- Spanish, or Mandarin
- Tariff policy
- Finances including POs and BOLs
- Fifteen employers did not include an educational requirement, 10 required a bachelor's degree, and five government positions required a master's degree.

International Trade top code 0508.00

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|---|---------------|--------|-------------|----------|-----------------------------------|-----------------|-----------------------------------|
| 111011 | Chief Executives | 3,180 | 1.0% | | | Bachelor's Degree | ≥5 years | None |
| 111021 | General and Operations Managers | 27,280 | 2.8% | | | Bachelor's degree | ≥5 years | None |
| 435061 | Production, Planning, and Expediting Clerks | 6,310 | 2.4% | \$14.59 | \$30,340 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| | Total | 36,770 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|------------------------|-----------|-----------------------|--|
| International Business | 1 | No records* | No records* |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design,

4. Enrollments

In Fall 2020 we offered:

- 7 Business courses, enrollment 29-45, 2 waitlists.

Extra information on concentrators

International Business concentrators increased from 2016 to 2017, (24 students, 15%). Then decreased in 2018, (34 students, 19%).

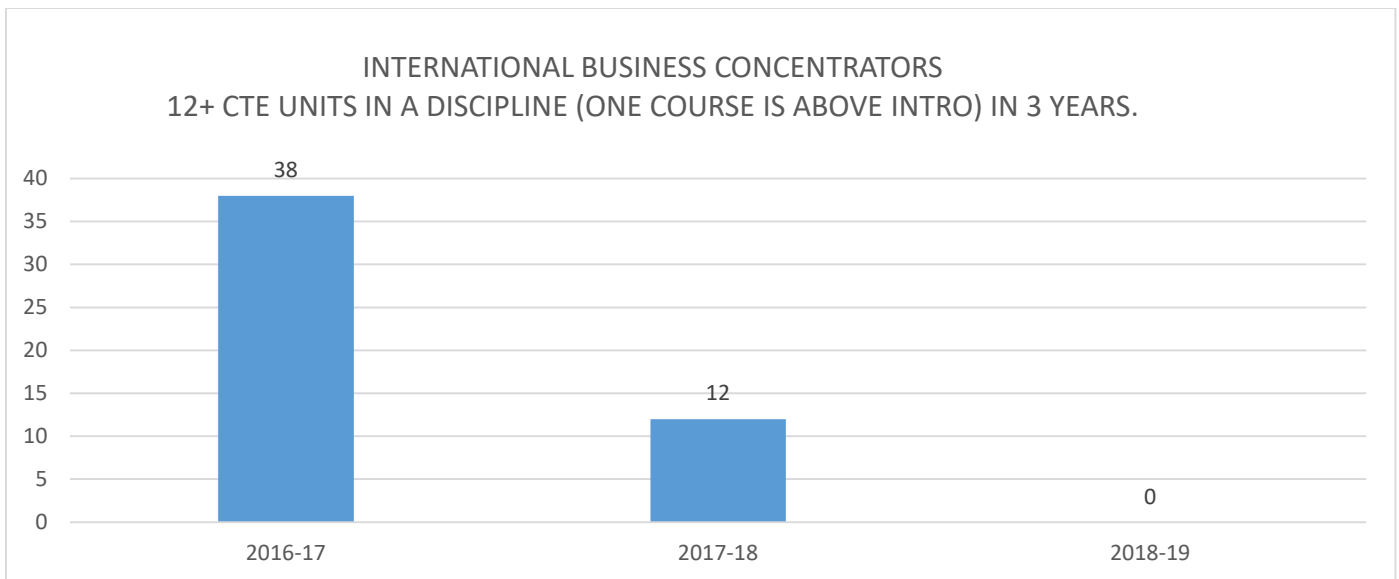


Table 2 (Chancellor's)

5. External Issues

No issues

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program meets labor market standards in open positions. However projected growth is soft, and we should watch it over the next couple of years. Program concentrators have steadily declined and completions and employment in the field is low. The number of employers who attended the previous advisory meeting is low.

Comments

The international business program is doing very well with respect to FTE generation. Our commonly offered courses are averaging thirty-five to fifty students. Overall, we will continue to offer more sections of classes, expand curriculum across disciplines, create a unique identity for certain courses, hire more part-time instructors, and identify and acquire additional funding. More importantly, we believe that collaboration between and among disciplines is necessary to make this work in our international business program. The biggest challenge moving forward will be finding a way to hire one or two full-time faculty members to replace those instructors who have retired or will retire at the end of this school year. One of these faculty members is in the process of being approved.

Career & Technical Education Two-Year Program Review Summary

2019/2020

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Logistics Management

1. Purpose of Program

The Logistics Management program prepares students as logistics planners, transportation analysts, inventory planners, and purchasing analysts. Course work allows the student to develop organizational skills, leading to advancement in operations management, transportation, purchasing, materials management, leading to a career in logistics management.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 16,290 job openings in Logistics and Material Transportation occupations. Employment projections show 1.5%-3.5% growth over the next five years. Entry-level wages start between \$12.52-\$30.09 per hour. Logistics and Material Transportation occupations host many opportunities for high school and Bachelor degree graduates.

Logistics and Material Transportation top code 0510.00

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|---------------|--|---------------|--------|-------------|----------|-----------------------------------|-----------------|---------------------|
| 113051 | Industrial Production Managers | 1,730 | 1.9% | \$30.09 | \$62,580 | Bachelor's degree | ≥5 years | None |
| 131081 | Logisticians | 2,410 | 2.8% | \$24.71 | \$51,390 | Bachelor's degree | None | None |
| 113071 | Transportation, Storage, and Distribution Managers | 1,930 | 3.5% | \$27.66 | \$57,530 | High school diploma or equivalent | None | None |
| | Total | 16,290 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|-----------|-----------|-----------------------|--|
| Logistics | 12 | 12 | 100% |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design,

4. Enrollments

In Fall 2020 we offered:

2 Logistics courses, enrollment up to 26 students, no waitlists.

Extra information on concentrators

Logistics concentrators increased from 2016 to 2017, (2 students, 10%) and 2018, (19 students, 83%).

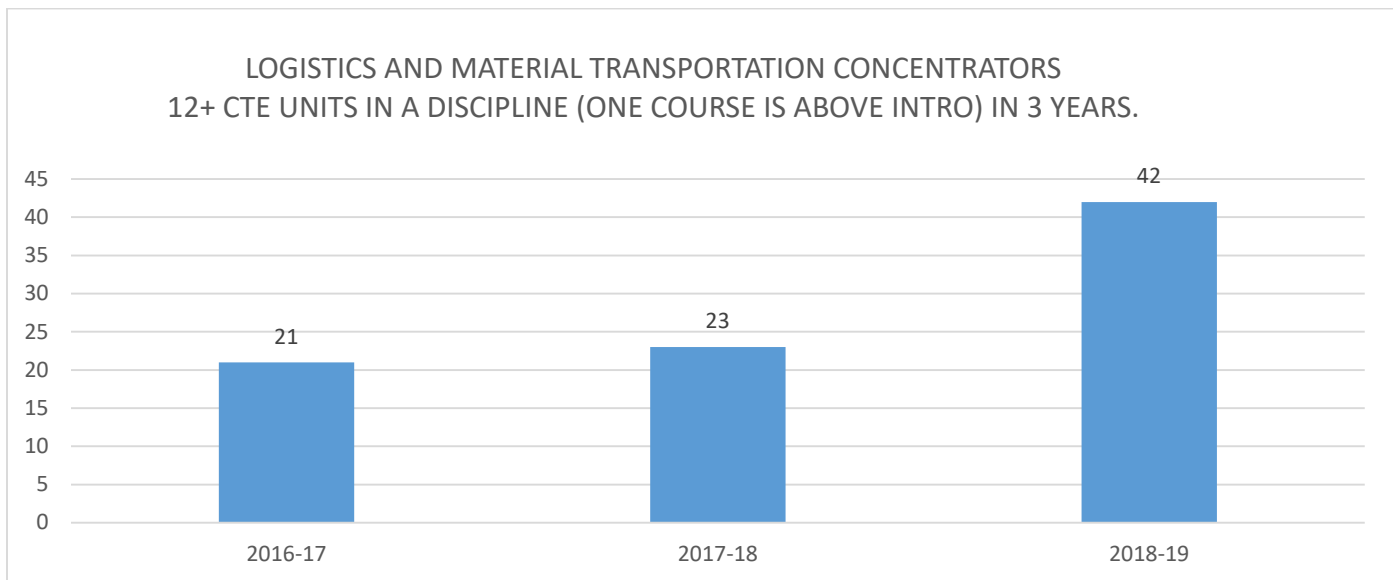


Table 2 (Chancellor's)

5. External Issues

No issues

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program meets labor market standards in open positions and projected growth. Program concentrators have increased in the last three years, and completions remain steady. Graduates employed in the field of study is high. The number of employers who attended the previous advisory meeting is low.

Comments

Our program continues to have success in both graduating students with serviceable certificates and degrees and in getting student to transfer to four-year universities to pursue bachelor's degrees.

Funding for the California Community College system continues to be one of our largest challenges, especially at the district level. Most of our funding for program expansion comes from grant funding. Our district will need to make significant investments in our facilities in the future if we are to remain competitive with our local competition.

Career & Technical Education Two-Year Program Review Summary

2019/2020

You are receiving the attached information as part of the District's obligation per California Education Code 78016, requiring a vocational/occupational program to be reviewed every two years (see attached Chapter VI-Article VIII-Page 1 full description).

Licensed Vocational Nursing

1. Purpose of Program

The Licensed Vocational Nursing program is for the applicant with a valid California Vocational Nurse license. The Vocational Nurse who completes thirty additional units beyond the LVN curriculum qualifies to take the licensing examination as a Registered Nurse. This option does not lead to an Associate Nursing Degree.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 6,280 job openings in Licensed Vocational Nursing occupations. Employment projections show 3.3% growth over the next five years. Entry-level wages start at \$20.84 per hour. Entry-level jobs require a certificate.

Licensed Vocational Nurse top code 1230.20

| Soc | Occupational Title | 2019 Openings | Growt h | Entry Level | Annual | Entry Level Education | Wor k Expe rienc e | On-the-Job Training |
|--------|---|---------------|---------|-------------|----------|--------------------------------|--------------------|---------------------|
| 292061 | Licensed Practical and Licensed Vocational Nurses | 6,280 | 3.3% | \$20.84 | \$43,360 | Postsecondary non-degree award | None | None |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|---------|-----------|-----------------------|--|
| LVN | 39 | 31 | 79% |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design

4. Enrollments

16 courses, enrollment up to 10-40 students, no waitlists.

Extra information on concentrators

Licensed Vocational Nurse concentrators increased from 2016 to 2017, (2 students, 4%) and in 2018, (2 students, 3%).

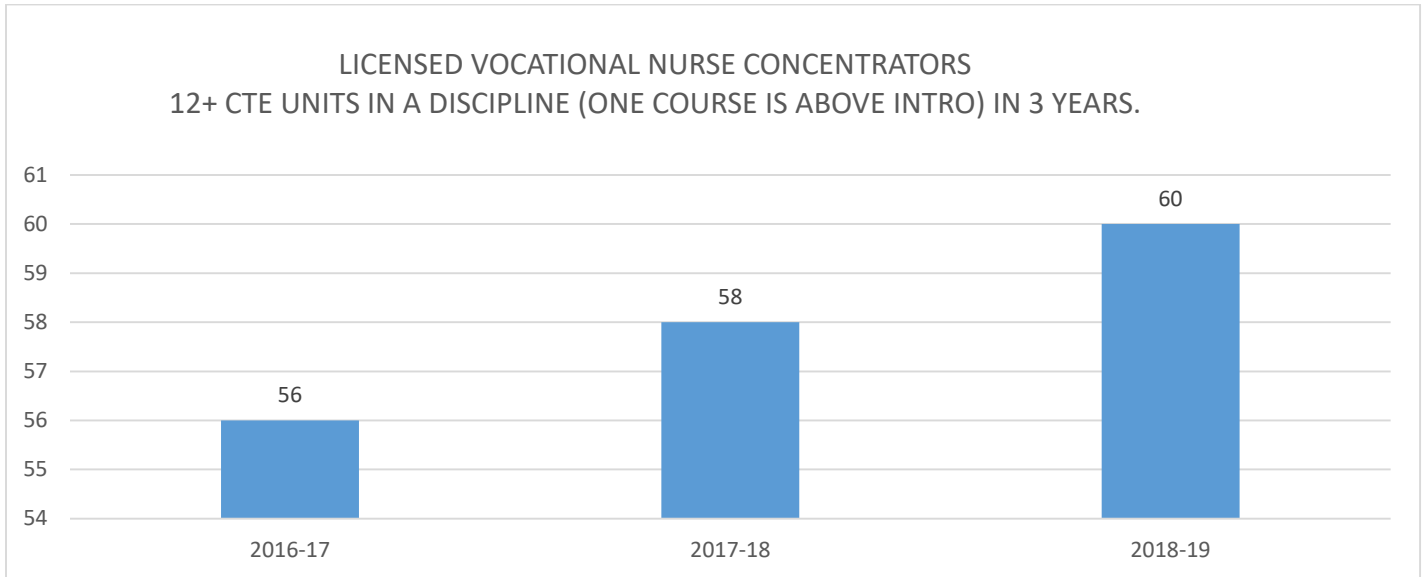


Table 2 (Chancellor's)

5. External Issues

The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) has made changes to the fee schedule for LVN applicants in January 2019. This has led to applicants delaying the process of applying for, taking the licensing exam, and paying for the license itself. The changes are increases. The total cost for an applicant to apply for, take the licensing exam and pay for the license is now \$700.00. (This is an increase of \$250.00) There have been no changes in the educational requirements for licensure by the California BVNPT.

There has been one legislative mandate related to the Licensed Vocational Nurse educational preparation. On a semester basis, schools now must report all clinical sites utilized with the clinical site address, contact information, and Business License number. There have been no legislative mandates or changes to the scope of practice for the LVN. As the shift in hiring trends for the LVN move more into Ambulatory Care, so will the need for the RHC program to partner with Ambulatory Care settings.

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program exceeds labor market standards in open positions and projected growth. Program concentrators are steady. Graduates employed in the field of study is high. The number of employers who attended the previous advisory meetings exceeds regulatory requirements.

Comments

The LVN program at Rio Hondo College meets a genuine need in the community for healthcare workers in long-term care, physician offices, home health care, and ambulatory care settings. The program continues to excel in preparing the LVN

graduate to pass the VN-NCLEX, to find positions as LVNs or pursue further nursing education, while decreasing the attrition rate for the program through the use of student support funded by grants. Faculty recognize the need to update the curriculum to reflect the nursing education trends and foster partnerships with new healthcare facilities to prepare the LVN program graduate better.

Recommendations:

The faculty recommends the following:

1. Continue to seek grant funding to provide supplemental support for the LVN student to promote increased retention and continue preparing to pass the VN-NCLEX.
2. Faculty continue to revise and update the curriculum to reflect the trends for Concept-Based Curriculums, prepare graduates to pass the VN-NCLEX, and be prepared to work in various entry-level ambulatory care long-term care settings.
3. Continue to seek a district-funded position of a "Clinical Liaison" to facilitate fostering relationships with current and new clinical partners for the LVN program (and all of the Health Science and Nursing programs)

Career & Technical Education Two-Year Program Review Summary

2019/2020

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Management and Supervision

1. Purpose of Program

This Management and Supervision program equips students with the foundation for a career in business management. Course work covers production, materials and handling, marketing, supervision, transportation, and operations.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 19,710 job openings in Management Development and Supervision occupations. Employment projections show 1.3% growth over the next five years. Entry-level wages start at \$18.19 per hour. First-line managers and office administrative jobs require a high school diploma and experience is preferred.

Management Development and Supervision top code 0506.30

| Soc | Occupational Title | 2019 Openings | Growt h | Entry Level | Annual | Entry Level Education | Wor k Expe rienc e | On-the-Job Training |
|--------|--|---------------|---------|-------------|----------|-----------------------------------|--------------------|---------------------|
| 431011 | First-Line Sup/Mgrs of Office and Administrative Support Workers | 19,710 | 1.3% | \$18.19 | \$37,830 | High school diploma or equivalent | <5 years | None |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|----------------------------|-----------|-----------------------|--|
| Management and Supervision | 63 | 25 | 40% |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design

4. Enrollments

2017-2018

| | |
|--|----|
| AA in Business Management and Supervision | 13 |
| Certificate of completion in Business Management and Supervision | 57 |

2018-2019

| | |
|--|----|
| AA in Business Management and Supervision | 13 |
| Certificate of completion in Business Management and Supervision | 8 |

Extra information on concentrators

Management Development and Supervision concentrators decreased from 2016 to 2017, (-45 students, -27%) and increased in 2018, (8 students, 6%).

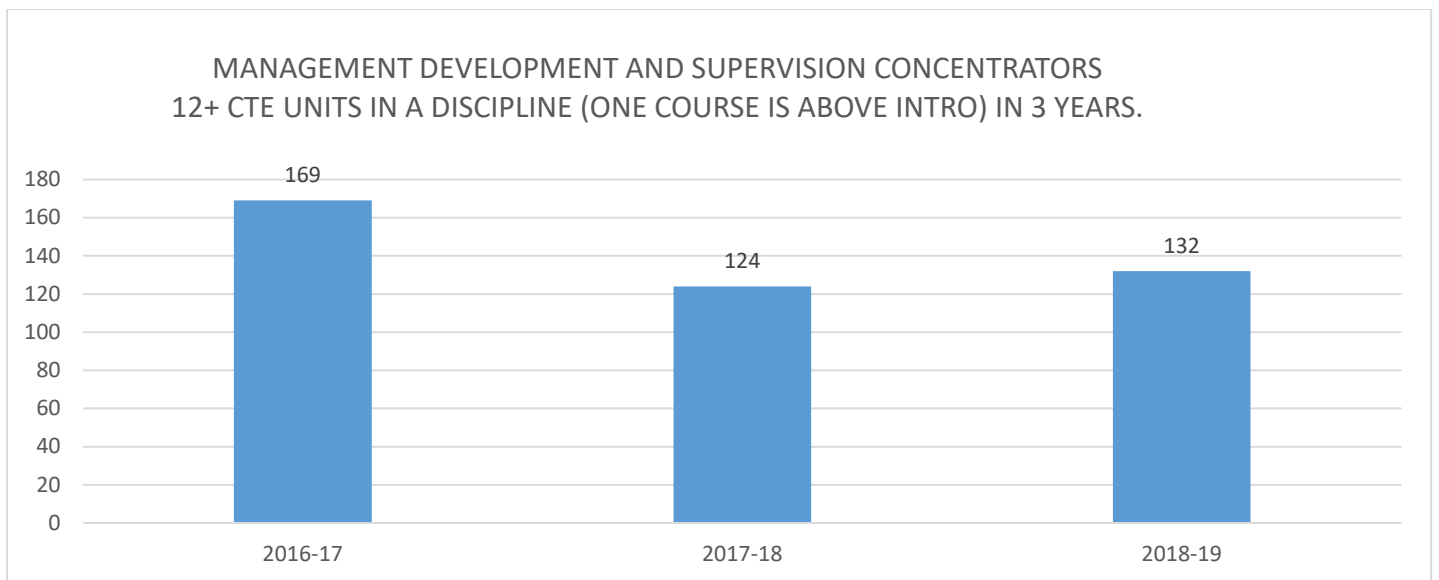


Table 2 (Chancellor's)

5. External Issues

No issues

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program meets labor market standards in open positions and projected growth. Program concentrators have fluctuated in the last three years, yet completions remain steady. Graduates employed in the field of study is high. The number of employers who attended the previous advisory meeting is low.

Comments

The Management and Supervision program continues to have success in both graduating students with serviceable certificates and degrees and in getting student to transfer to four-year universities to pursue bachelor's degrees.

Funding for the California Community College system continues to be one of our largest challenges, especially at the district level. Most of our funding for program expansion comes from grant funding. Our district will need to make significant investments in our facilities in the future if we are to remain competitive with our local competition.

Career & Technical Education Two-Year Program Review Summary

2019/2020

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Retail Management

1. Purpose of Program

The Retail Management certificate prepares students for fast-paced challenges that exist in the industry. Course work exposes students to the breadth and depth of retail management. The Western Association of Food Chains (WAFC) recognizes this program.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 128,640 job openings in Retail Store Operations and Management occupations. Employment projections fluctuate between -2% to 4.2% in growth over the next five years. Entry-level wages start at \$11.35 per hour. Most occupations in Retail Store Operations and Management do not require a formal education.

Retail Store Operations and Management top code 506.50

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|-------------------------------------|---------------|--------|-------------|----------|-----------------------------------|-----------------|--------------------------------|
| 412011 | Cashiers | 80,080 | -0.2% | \$11.35 | \$23,620 | No formal educational credential | None | Short-term on-the-job training |
| 419011 | Demonstrators and Product Promoters | 3,600 | 2.6% | \$12.39 | \$25,770 | No formal educational credential | None | Short-term on-the-job training |
| 533031 | Driver/Sales Workers | 4,620 | 0.5% | \$11.35 | \$23,620 | High school diploma or equivalent | None | Short-term on-the-job training |

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|---|---------------|--------|-------------|----------|-----------------------------------|-----------------|-----------------------------------|
| 411011 | First-Line Supervisors/Managers of Retail Sales Workers | 15,800 | -1.1% | \$13.80 | \$28,700 | High school diploma or equivalent | <5 years | None |
| 412031 | Retail Salespersons | 57,910 | -2.0% | \$11.51 | \$23,930 | No formal educational credential | None | Short-term on-the-job training |
| 413099 | Sales Representatives, Services, All Other | 21,270 | 4.2% | \$13.59 | \$28,270 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 435081 | Stock Clerks and Order Fillers | 33,660 | 1.3% | \$11.66 | \$24,240 | High school diploma or equivalent | None | Short-term on-the-job training |
| | Total | 128,640 | | | | | | |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|-------------------|-----------|-----------------------|--|
| Retail Management | 4 | No records | No records |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design,

4. Enrollments

2017-2018

Certificate of Achievement in Retail Management 4

2018-2019

Certificate of Achievement in Retail Management 2

5. External Issues

None

6. Review and Comments

A group of career and technical education faculty reviewed data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program meets labor market standards in open positions and projected growth.

Program enrollment, completions and graduates employed in the field of study is low. The number of employers who attended the last advisory meeting is low.

Comments

Retail management faculty attend industry conferences to stay current with the latest trends in retail. Faculty serve on industry committees, such as the Western Association of Food Chains, to expand students' career pathways. The program has a new brochure and student-involved promotional video.

Career & Technical Education Two-Year Program Review Summary

2019/2020

You are receiving the attached information as part of the District's obligation per California Education Code 78016, requiring a vocational/occupational program to be reviewed every two years (see attached Chapter VI-Article VIII-Page 1 full description).

Small Business Management

1. Purpose of Program

The small business management program attracts students who wish to own businesses. Areas of emphasis include management, marketing, and operations. Students learn to differentiate types of companies, including service, international, e-commerce, and business-to-business ventures.

2. Student Data & Labor Market Data

Discuss any significant changes in student and/or enrollment data. How have you addressed this? Labor market data supporting the program.

In 2019, there were 14,540 job openings in Small Business occupations. Employment projections show 3.8% growth over the next five years. Entry-level wages start at \$25.67 per hour. Entry-level manager jobs require a Bachelor degree and up to five years' experience.

Small Business and Entrepreneurship top code 0506.40

| Soc | Occupational Title | 2019 Openings | Growth | Entry Level | Annual | Entry Level Education | Work Experience | On-the-Job Training |
|--------|---------------------|---------------|--------|-------------|----------|-----------------------|-----------------|---------------------|
| 119199 | Managers, All Other | 14,540 | 3.8% | \$25.67 | \$53,580 | Bachelor's degree | <5 years | None |

Table 1 (California Employment Development Department) and (O Net)

3. Employment in the field of study

Employed students found with earnings in any quarter following the cohort year, in the Unemployed Insurance base wage file, are considered employed.

| Program | Graduates | Employed in the field | Percent of graduates employed in the field |
|---------------------------|-----------|-----------------------|--|
| Small Business Management | 15 | No records | No records |

*No data is showing in the strong workforce launchpad/cal pass source for architecture and engineering design

4. Enrollments

2017-2018

| | |
|---|----|
| AA in Small Business Management | 10 |
| Certificate of Achievement in Small Business Management | 13 |

2018-2019

| | |
|---|---|
| AA in Small Business Management | 5 |
| Certificate of Achievement in Small Business Management | 6 |

5. External Issues

The small business management program can improve student success rates and faculty SLO compliance. The self-evaluation process exposed the need to strengthen class delivery methods and update our curriculum to align with the industry demand.

6. Review and Comments

A group of career and technical education faculty reviewed this data to analyze how the program meets the following criteria (Ed code 78016):

- Labor market demand – number of jobs and project growth
- Demonstrated effectiveness – enrollments and completions
- Student Success – employment attainment
- Support for the program – the number of employers attending advisory committees

Reviewers found that the program exceeds labor market standards in open positions and meets projected growth standards. Program enrollment is low. Completions are steady. There is no data on employment at this time. The number of employers who attended the last advisory meeting is low.

Comments

To grow this program significant investments in facilities are necessary to remain competitive with our local competition.