

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

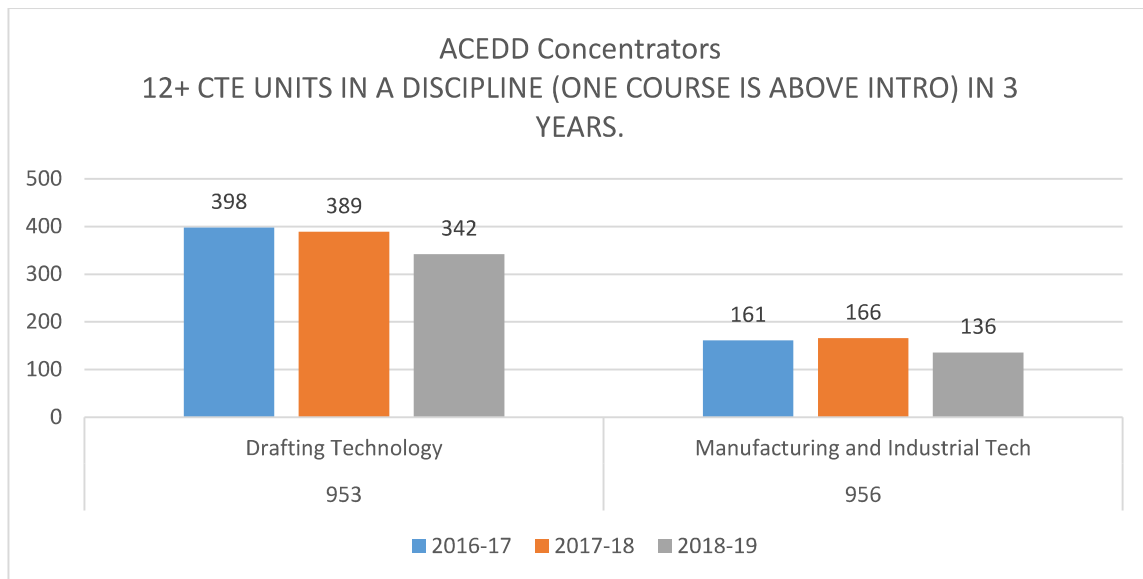
SOC Code Construction Crafts concentrators increased from 2016 to 2017, (193 students, 9%). Then experienced a slight decline in 2018, (-35 students, -1%).

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%

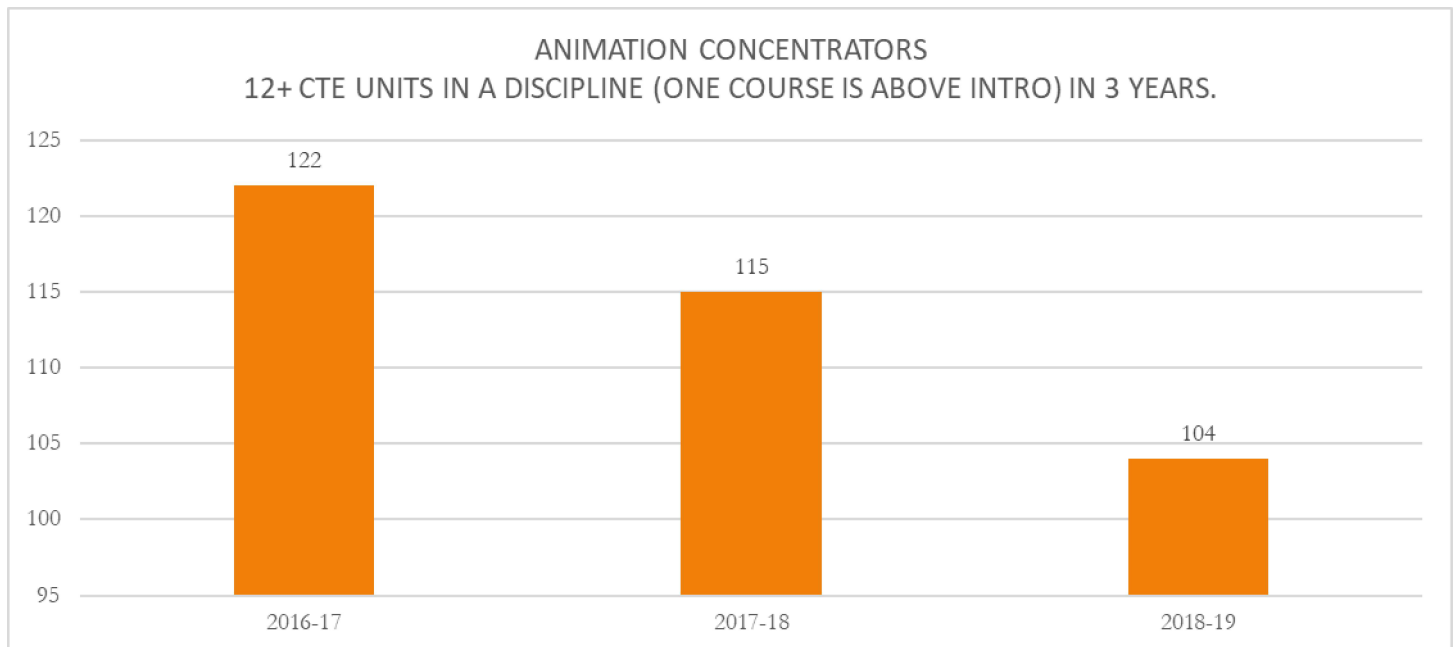
3. Enrollments

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						

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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

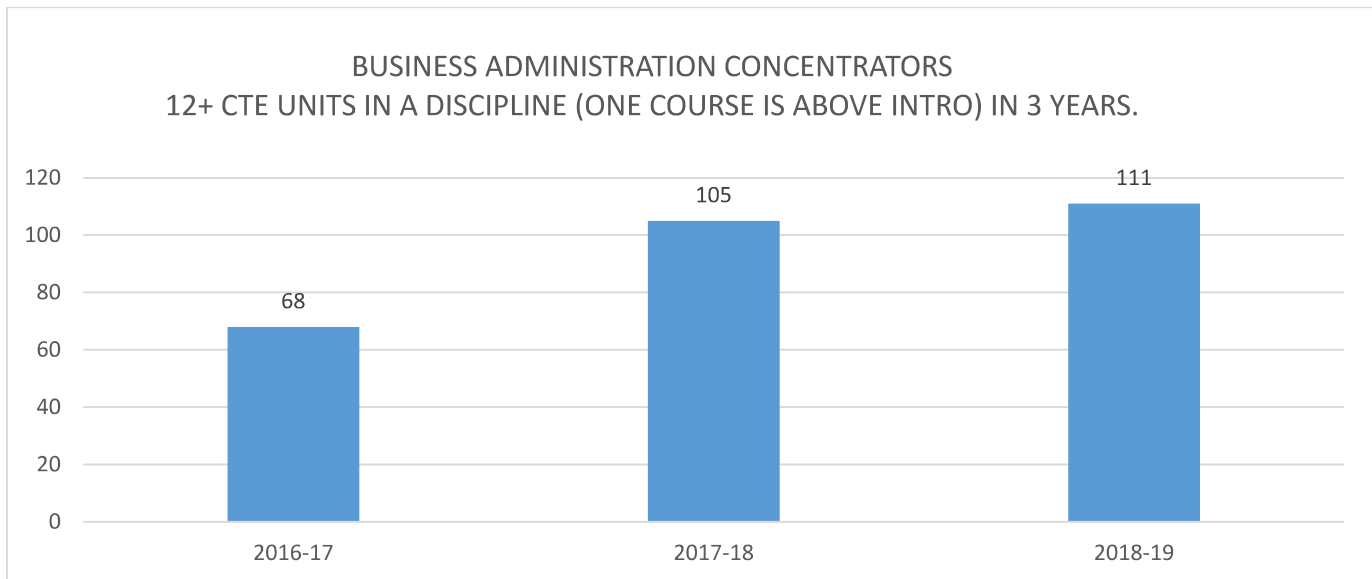
Fall 2020 includes 9 Acct sections, enrollment up to 45 students, 5 waitlists.

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.