

Tri-Valley  
Regional Occupational  
Program



2009 - 2010  
Annual Course Review



# Tri-Valley Regional Occupational Program 2009 - 2010 Course Review Data

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## TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM ANNUAL COURSE REVIEW DEFINITIONS

COURSE TITLE	As approved by the California Department of Education or updated to reflect current labor market trends.
CDE ASSIGNED COURSE NUMBER	Number assigned by the California Department of Education upon approval.
CBEDS NUMBER	California Basic Education Data Systems.
COURSE APPROVED HOURS	Maximum hours certified by the California Department of Education.
COURSE OFFERED SINCE	Year of certification by the California Department of Education.
JOB TITLES	Related job titles defined by industry standards.
REVENUE LIMIT PER ADA	Revenue received per unit of ADA according to the Proposition 98 formulas.
TOTAL PROGRAM COST	Costs for salaries, benefits, classroom supplies, and travel and conference.
ADA GENERATED	How much Average Daily Attendance (ADA) was generated by the course over the school year.
ADA REVENUE	How much revenue was earned, computed by multiplying the ADA earned by the Revenue Limit per ADA.
COST PER ADA	Computed by dividing the Total Program Cost by the ADA Generated. Does not include administrative/operational costs.
BREAK EVEN ADA	Computed by dividing the Total Program Cost by the Revenue Limit per ADA.
+ - ADA	The increase or decrease of ADA as compared to the Break Even ADA.
+ - ADA REVENUE	The dollar amount associated with the increase or decrease of ADA as compared to the Break Even ADA.
MINIMUM ADA GOAL	Total ADA for a 5 hour per week class should be a minimum 7.5 ADA.
+ - ADA GOAL	Indicates +/- ADA goal.
LOCATION	Sites where courses are taught.
SCHEDULE	Indicates the schedule of the courses being taught.
INSTRUCTOR	Identifies the teachers for the course.
YEARS TEACHING	Indicates how many years teachers have been teaching.

SCHOOL	Identifies school locations where courses are offered..
SECTION/SCHEDULE	Indicates section numbers and class times
TOTAL ENROLLED	Indicates how many students were enrolled over the period of the class.
HIGH SCHOOL / ADULT	Indicates how many high school and adults students were enrolled.
COMPLETERS / LEAVERS	Indicates how many students completed the course and how many students completed less than 20 hours of class work.
COMPLETION RATE	Indicates the completion rate for students.
ADVISORY COMMITTEE SUMMARY	Summarizes feedback from industry Advisory Board members.
PLACEMENT DATA	The percentage of students reporting that they are: <ul style="list-style-type: none"> <li>● employed directly related to their training</li> <li>● employed in a non-related field</li> <li>● continuing their education</li> <li>● in the military</li> <li>● unemployed</li> </ul>
LABOR MARKET TRENDS	Indicates the current and emerging state of the industry workforce. Includes average hourly wages, supply and demand, and employment level projections. Assess whether or not employers have difficulties recruiting and employing skilled workers.
UNNECESSARY DUPLICATION	Indicates if course is duplicated locally without a valid reason for duplication (ex. Does not serve enough students to fully meet labor market need).
DOES THIS COURSE HAVE AN ARTICULATION AGREEMENT? IS THE COURSE UC 'a-g' APPROVED?	Indicates whether or not the course provides for college credit and whether or not the course is approved for UC a-g credit.
STATUS	Includes decision-making criteria to evaluate the viability of the course.
ACTION	Includes decision-making criteria for determining whether the course will be retained, modified, reduced or dropped.



## TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM COURSE REVIEW DECISION-MAKING CRITERIA

- **Student Interest**

Initial registrations. Class will begin with a minimum of 25 students.

- **Attendance (ADA)**

Attendance based on 22 students in class every day. Total ADA standard for a 5 hour/week class is at least 7.5 ADA/year (formula used is total class hours x 22 students/525 hours)

Minimum ADA Goal Standard

Periods per day	Annual Class Hours	ADA Based on 22 Students	Community Classroom (CC)	Cooperative Vocational Education (CVE)
1	180	7.54	1.89	5.02
2	360	15.08	3.77	
1	70 (TM)	2.93		1.76-2.34
2	140 (TM)	5.87		3.52-4.68
3	210 (TM)	8.80		5.28-7.02

(TM) = Trimester hours

- **Completion Rate**

Number of completers divided by total enrolled in the course. Standard is 70%

- **Placement Rate in a related field**

Number of responding students who are employed in a related field divided by Number of responders

Length of Course	High School Standard	Adult Standard
Course less than 3 years old	15%	40%
Course 3 years old or more	25%	50%

- ♦ Consideration given to post-secondary education
- ♦ Consideration given to labor market trends
- ♦ Consideration given to placement trend over previous years and cost effectiveness

- **Program Cost Effectiveness**

Not to exceed growth revenue limit

- **Availability of Classroom Facility**

Is an appropriate classroom available?

Are there plans for modernization, new construction and/or equipment upgrades?

- **Staff Availability**

Ability to recruit and maintain qualified employees

- **Advisory Committee Recommendations**

Equipment

Ability to meet curriculum requirements and industry standards

*COURSE REVIEW DECISION-MAKING CRITERIA CONTINUED*

- **Labor Market**  
Validated labor market employment needs level. Standard is stable or growth
- **Accessibility**  
Class is accessible to all students within the service delivery area. Schedule and location is conducive to attendance by high school students from each of the local schools
- **Inclusion in at least one Career Pathway**  
Class is part of sequence of courses that lead to a career.
- **Relevance to Tri-Valley Regional Occupational Program Mission, Vision and Objectives**  
Aligns with mission, goals, and objectives

# ROP Administrative Recommendations

## STATUS:

- **Continue** Meets all or all but one criteria established by the ROP for continuance.
- **Watch** Meets all but two criteria.
- **Probation** Does not meet 3 or more criteria
  - course review implemented
  - records review
    - attendance
    - financial
    - placement
  - teacher/counselor involvement
  - business/industry involvement
- **Inactive** Course not currently offered.

## ACTION:

- **Continue** Course continues with no major changes.
- **Modify** Change location, time and/or curriculum, etc.  
Comments included.
- **Reduce** Reduce the number of sections or time resulting from
  - probationary status previous year, no improvement
  - staff availability
  - loss of classroom facility
  - change in industry/labor market needs
  - loss of work based learning sites
  - change in legal requirements
  - Other
- **Drop** Discontinuance of program resulting from
  - probationary status previous year, no improvement
  - staff availability
  - loss of classroom facility
  - change in industry/labor market needs
  - loss of work based learning sites
  - change in legal requirements
  - Other

## Tri-Valley ROP COURSE REVIEW SUMMARY 2009-2010

PROGRAM by Industry Sector	STATUS/ACTION	DECISION-MAKING CRITERIA
<b>Arts, Media and Entertainment</b>		
Animation and Motion Graphics I & II	continue/continue	
Computer Applications/Multimedia	probation/drop	Student interest, attendance (ADA), program cost effectiveness
Multimedia I & II	continue/continue	
Television Production	probation/modify	Student interest, attendance (ADA), placement rate, program cost effectiveness
Video Game Art and Design	continue/continue	
Visual Communications I & II	continue/continue	
<b>Education, Child Development and Family Services</b>		
Developmental Psychology of Children I & II	watch/modify	Student interest, attendance (ADA), placement rate
<b>Energy and Utilities</b>		
Alternative & Renewable Energy	probation/modify	Student interest, attendance (ADA), placement rate, program cost effectiveness
Environmental Science/AP Environmental Science	probation/continue	Student interest, attendance (ADA), placement rate, program cost effectiveness
Water Pollution Control	watch/continue	Student interest – low for high school students/high for adults, attendance (ADA), placement rate – need better follow-up data
<b>Finance and Business</b>		
Business Careers	continue/continue	
Career-Clerical Employability	continue/continue	
Economics of Business Ownership	continue/continue	
Entrepreneurship	probation/continue	Student interest, attendance (ADA), placement rate
<b>Health Science and Medical Technology</b>		
Health & Society	continue/continue	
Medical Occupations	continue/continue	
Nursing Careers	continue/continue	
Sports Medicine/Athletic Trainer	probation/continue	Student interest, attendance (ADA), placement rate, advisory committee
<b>Information Technology</b>		
Web Page Design 1 & 2	probation/drop	Student interest, attendance (ADA), placement rate
<b>Marketing Sales and Service</b>		
Cosmetology/Manicuring	continue/continue	
Marketing	continue/continue	
Sports & Entertainment Marketing/Intro S&EM	continue/continue	
<b>Public Services</b>		
Criminal Justice	continue/continue	
Criminal Justice/Crime Scene Investigation	watch/continue	Attendance (ADA), placement rate, <i>probation last year but showed improvement</i>
<b>Transportation</b>		
Auto Collision Repair and Refinishing I & II	watch/modify	Placement rate, program cost effectiveness, <i>Other: paint booth construction</i>
Auto Machinist	probation/modify	Student interest, attendance (ADA), program cost effectiveness
Auto Specialist	probation/modify	Attendance (ADA), placement rate, program cost effectiveness
Small Engines/Motorcycle Technology	probation/drop	Student interest, attendance (ADA), placement rate





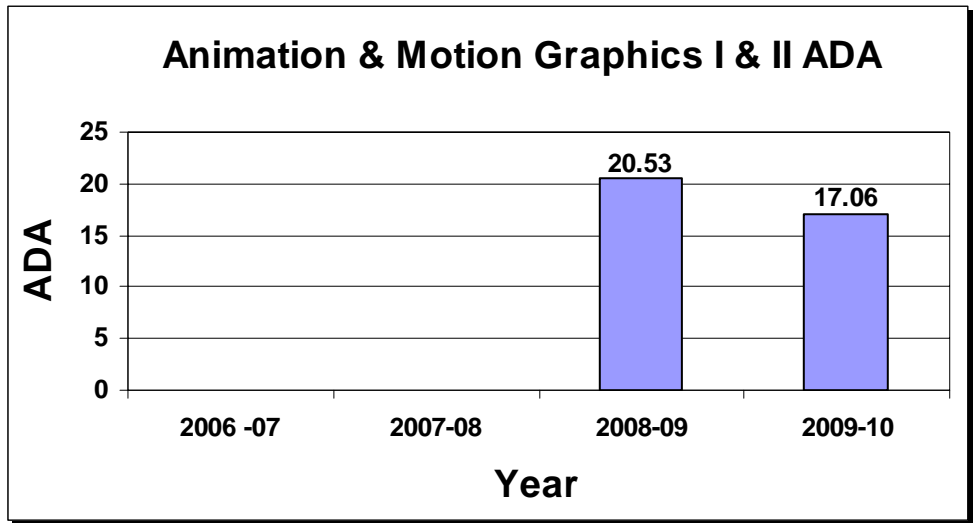
**Arts, Media and Entertainment  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - ANIMATION AND MOTION GRAPHICS I and II</b> <b>COURSE CODE – R24130 / R34130</b>			<b>CDE ASSIGNED COURSE - 5804 / 6471</b>	
<b>CBEDS - 5711</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> <b>360</b>	<b>COURSE OFFERED SINCE 2008 / 2009</b>	
<b>COURSE DESCRIPTION –</b> <b>ANIMATION AND MOTION GRAPHICS I</b> Explore the art and science of visual motion with the 11 principles of animation. Students follow the professional animation project pipeline method moving from organizing their concepts in storyboards to refining their ideas through animatics to final polished animations. Design projects for such media as the Internet, DVD, TV, Film, iPod, Cell Phones and other mobile devices. Study the use of animation in other fields such as scientific molecular models and mechanical simulations. <b>ANIMATION AND MOTION GRAPHICS II</b> This course is for students wishing to pursue a career in the area of Animation, Motion Graphics or Visual Effects. Students will work on advanced long-term projects refining and applying their skills. Students will act as peer mentors to students in Animation and Motion Graphics 1. Students will work on professional projects for local businesses. They will collaborate across the ROP Media Arts Department with other level II students in the Multi-Media and Visual Communications classes to form complete media teams. Students will complete the class with a portfolio of both personal and professional projects suitable for acceptance into post-secondary schools and job placement.			<b>JOB TITLES –</b>  Art Director Art Producer Multi-media artists and Animators Technical Director/Manager	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$27,568	17.06	\$50,446	15.08
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,616	9.32	7.74	\$22,879	1.98

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
SHAPIRO, BRETT	3	Dublin HS	10022 & 20022	8:00AM - 10:01AM 08/25/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 26</b>	<b>HIGH SCHOOL - 26</b>	<b>COMPLETERS – 26</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0</b> <b>(UNDER 20 HOURS)</b>	<b>100%</b>



Note: Animation and Motion Graphics II was added to extend options for students in 2009-2010.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Animation and Motion Graphics I & II**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees than they previously had with much more inter-activity and must be "jack of all trades". Companies want to make the project cheaper to produce and are now connecting with clients through the internet rather than doing big shows. The video/gaming industry is very strong and still hiring animators.  
 Curriculum: Advanced training college programs have a 98% placement after graduation. Committee approved the motion to support continuing the ROP courses in the Media Arts pathway.  
 Equipment: Suggested that ROP equipment have bar codes installed on every piece of equipment so check in and check out is more efficient. A program can be purchased online which comes along with a scanning gun.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009 -2010: \$32.85 /hr  
 Employment is projected to grow about as fast as the average. Competition for jobs is expected to be keen for both salaried and freelance jobs in all specialties because the number of people with creative ability and an interest in this career is expected to continue to exceed the number of available openings. Employment of artists and related workers is expected to grow 12 percent through 2018, about as fast as the average for all occupations. An increasing reliance on artists to create digital or multimedia artwork will drive growth. Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies. The demand for animators is also increasing in alternative areas such as scientific research and design services. Some lower priority animation has been off-shored, negatively affecting employment of animators. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:**

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – consideration given to postsecondary education  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

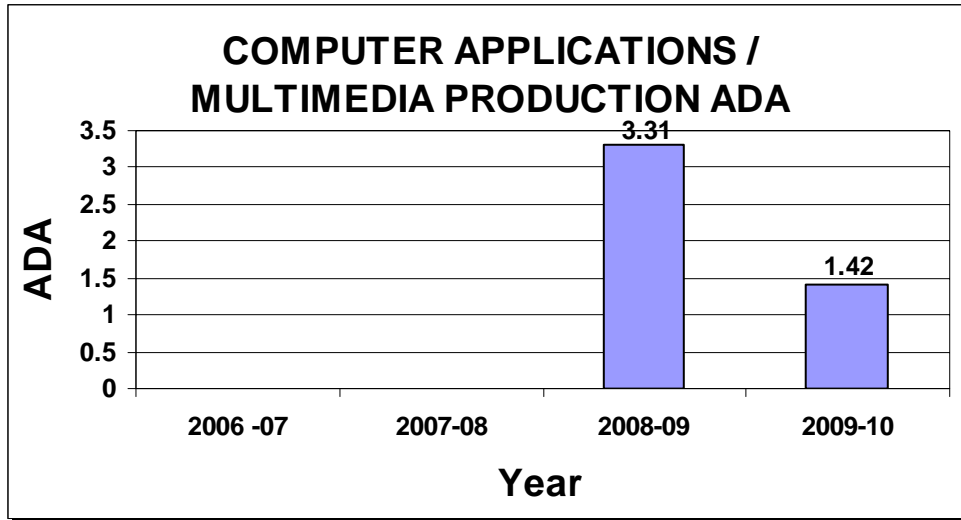
Comments: UC application to be submitted for Animation and Motion Graphics I for 2011-2012.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - COMPUTER APPLICATIONS/MULTI-MEDIA PRODUCTION COURSE – R24118</b>			<b>CDE ASSIGNED COURSE # 5805</b>	
<b>CBEDS 5730</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180</b>	<b>COURSE OFFERED SINCE 2008</b>	
<b>COURSE DESCRIPTION – COMPUTER APPLICATIONS/MULTI-MEDIA PRODUCTION</b> Learn the organizational and technical skills needed for various careers in multimedia such as video, television, and computer applications. Participate in writing, speaking, and critiquing student projects. Projects involve writing, producing, camera operation and computer editing through the creation of the school-site video bulletin.			<b>JOB TITLES –</b> News writer Reporter Editor Set Decorator Audio Technician Video Operator Production Assistant	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$14,677	1.42	\$4,199	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$10,336	4.96	-3.54	-\$10,478	-6.12

<b>TEACHER</b>	<b>YRS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION</b>	<b>SCHEDULE</b>
EASON, MITCH	5	Valley HS	30115	8:55AM – 9:50AM 08/25/09 to 06/10/10

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 10</b>	<b>HIGH SCHOOL - 10</b>	<b>COMPLETERS – 10</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0 (UNDER 20 HOURS)</b>	<b>100%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM**  
**2009 – 2010 Course Review Data – Computer Applications & Multimedia Production**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees than they previously had with much more inter-activity and must be "jack of all trades". Companies want to make the project cheaper to produce and are now connecting with clients through the internet rather than doing big shows.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	100%	0%	0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010:\$32.58/hr

Employment of artists and related workers is expected to grow 12 percent through 2018, about as fast as the average for all occupations. An increasing reliance on artists to create digital or multimedia artwork will drive growth. Demand for illustrators who work on a computer will increase as media companies use more detailed images and backgrounds in their designs. Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies. Competition for jobs as artists and related workers will be keen because there are more qualified candidates than available jobs. Employers in all industries should be able to choose from among the most qualified candidates. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** *(areas of concern are marked below)*

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** *(other factors that impact this action are marked below)*

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

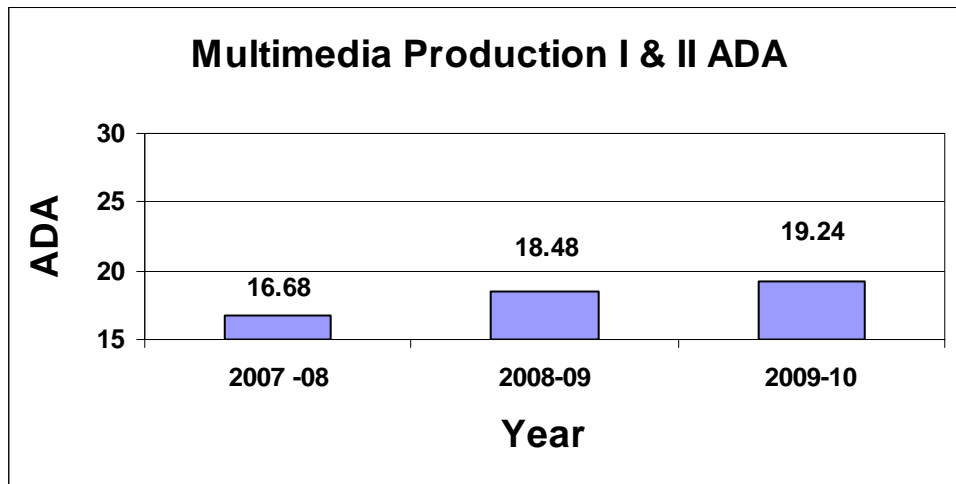
Comments: Course was dropped for the 2010-2011 school year.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - MULTIMEDIA I / MULTIMEDIA II COURSE – R2413 2 / R24135</b>		<b>CDE ASSIGNED COURSE # 5805 / 5806</b>		
<b>CBEDS 5730</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180</b>	<b>COURSE OFFERED SINCE 2005 / 2008</b>	
<b>COURSE DESCRIPTION –</b> <b>MULTI-MEDIA I</b> - Learn the organizational and technical skills needed for various careers in multimedia such as video, television, and computer graphics. Participate in writing, speaking, and critiquing student projects. Projects involve writing, producing, camera operation and computer editing through the creation of the school-site video bulletin. Develop media to be included in your media portfolio and for presentation in the class-run media festival, a major focus of the program. NOTE: Students may concurrently enroll in Multimedia I and Multimedia II. <b>MULTI-MEDIA II</b> – For intermediate and advanced media creators who have a basic knowledge of how to operate a video camera, create visual graphics, and design media presentations. Participate in group creative projects for delivery to the school and outside media organizations. Utilize the World Wide Web to deliver content. Projects include advanced work on the school-site video bulletin as well as provide media segments for the Dublin Unified School District show titled "Dublin Life."			<b>JOB TITLES –</b> News writer Reporter Editor Set Decorator Producer, Television Announcer, Television Audio Technician Video Operator Video Recording Engineer Production Assistant Editor, Film	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$32,756	19.24	\$56,893	14.99
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,703	11.08	8.16	\$24,136	4.25

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE	
EASON, MITCH	5	Dublin HS	10023 & 10025	10:07AM - 11:02AM	08/25/09 to 06/10/10
EASON, MITCH	5	Dublin HS	10024 & 10027	11:08AM - 12:03PM	08/25/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED – 71</b>	<b>HIGH SCHOOL – 71</b>	<b>COMPLETERS – 71</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0 (UNDER 20 HOURS)</b>	<b>100%</b>



Note: Multimedia II was added in 2008-2009 to extend options for students.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Multimedia I / Multimedia II**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees with much more inter-activity and must be "jack of all trades". Companies want to make the project cheaper to produce and are now connecting with clients through the internet rather than doing big shows. There is new technology which is exciting, shooting entire films with a still camera.  
Curriculum: Committee approved the motion to support continuing the ROP courses in the Media Arts pathway.  
Equipment: Suggested that ROP equipment have bar codes installed on every piece of equipment so check in and check out is more efficient. A program can be purchased online which comes along with a scanning gun.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	10.0%	90.0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010:\$32.58/hr

Employment of artists and related workers is expected to grow 12 percent through 2018, about as fast as the average for all occupations. An increasing reliance on artists to create digital or multimedia artwork will drive growth. Demand for illustrators who work on a computer will increase as media companies use more detailed images and backgrounds in their designs. Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies. Competition for jobs as artists and related workers will be keen because there are more qualified candidates than available jobs. Employers in all industries should be able to choose from among the most qualified candidates. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – *placement in related field is poor, however those continuing in education is high.*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

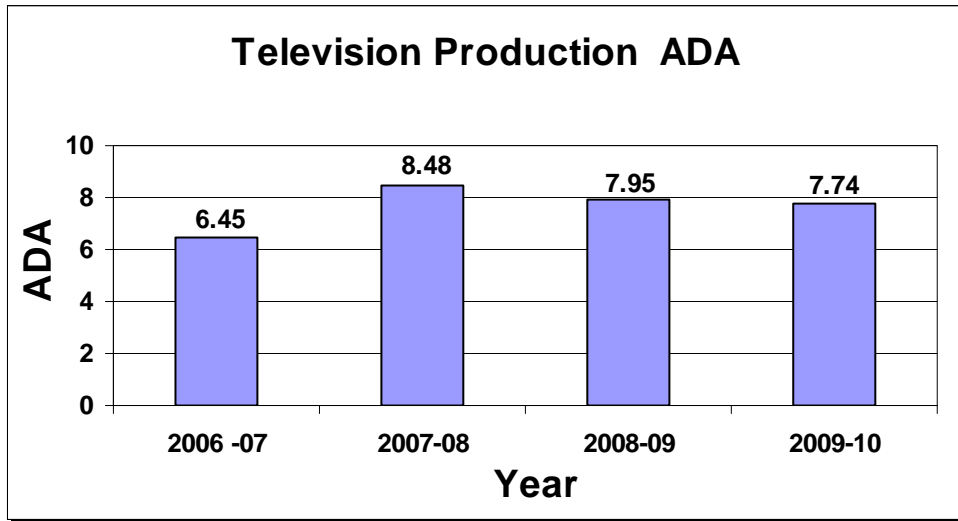
Comments: Student interest is strong, and a third section was added for 2010-2011. Concern that increase in sections may limit enrollment in associated pathway courses. Regional enrollment is not being utilized due to course duplication.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - TELEVISION PRODUCTION</b> <b>COURSE CODE – R24134</b>			<b>CDE ASSIGNED COURSE # 1428</b>	
<b>CBEDS 5745</b>		<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 360	<b>COURSE OFFERED SINCE</b> 1991
<b>COURSE DESCRIPTION –</b> <b>TELEVISION PRODUCTION</b> Learn about the exciting industry of television production through our learn-by-doing approach. Units include camera operations, audio/video recordings, directing, writing, acting, set design, sound/lighting design and editing. Learn all phases of broadcasting—announcing, performing and writing—through video applications and access to a working TV studio. Discover why video is used: to inform, to teach, to share common concerns, to entertain, and to effect change. Understand the legal restraints concerning copyright, taping and responsible reporting.			<b>JOB TITLES –</b> Television Production Specialist Producer, Television Announcer, Television Audio Technician Production Assistant Editor, Film	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$35,349	7.74	\$22,887	15.08
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$4,567	11.95	-4.21	\$-12,462	-7.34

<b>TEACHER</b>	<b>YRS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION</b>	<b>SCHEDULE</b>
EASON, MITCH	5	Dublin HS	10029	12:44PM - 2:40PM 08/25/09 to 06/10/10

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 14</b>	<b>HIGH SCHOOL – 14</b>	<b>COMPLETERS – 14</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS –0 (UNDER 20 HOURS)</b>	<b>100%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Television Production**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees with much more inter-activity and must be "jack of all trades". Companies want to make the project cheaper to produce and are now connecting with clients through the internet rather than doing big shows. There is new technology which is exciting, shooting entire films with a still camera.  
 Curriculum: Committee approved the motion to support continuing the ROP courses in the Media Arts pathway.  
 Equipment: Suggested that ROP equipment have bar codes installed on every piece of equipment so check in and check out is more efficient. A program can be purchased online which comes along with a scanning gun.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$31.86 /hr

Keen competition for jobs is expected due to the large number of people who wish to enter the broadcasting and motion picture industries, in which many camera operators and editors are employed. Employment of camera operators and editors is expected to grow 11 percent over the 2008–18 decade, which is as fast as the average for all occupations through 2018. As the motion picture industry expands, demand for camera operators and editors will expand also. Camera operators will be needed to film made-for-Internet broadcasts, such as music videos, digital movies, sports features, and general entertainment programming. Television, video, and motion picture camera operators and editors can expect keen competition for job openings because of the large number of people who wish to enter the broadcasting and motion picture industries, in which many of these workers are employed. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

Supply and Demand

- Growth  
 Stable  
 Declining

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: Chabot College Course: MCOM 39 - Special Projects in TV  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  2<sup>nd</sup> year

**Decision-making criteria:** (areas of concern are marked below)

- Student interest – course duplication at member district has developed  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – *placement in related field is poor, however those continuing in education is high.*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility – *see comments below*  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

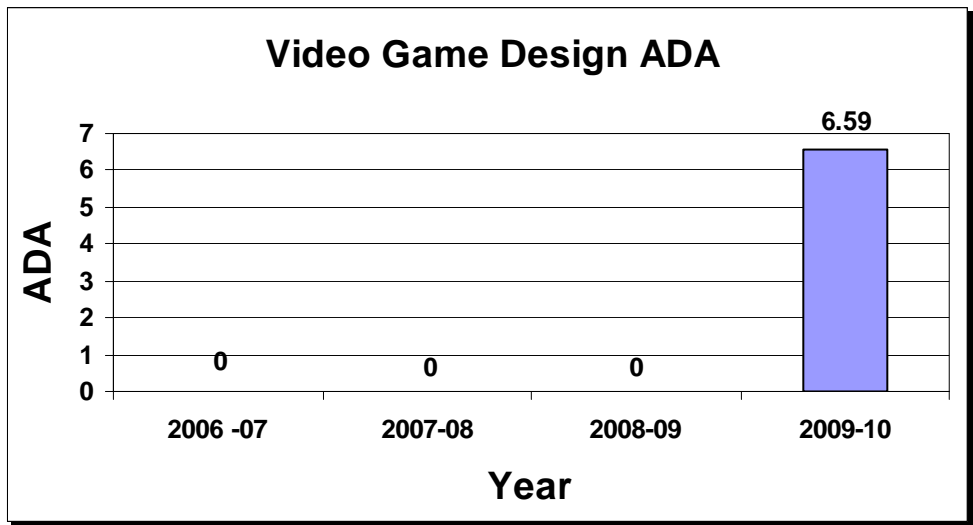
Comments: Limited size of facilities (classroom and TV 30 studio) limits ADA potential. Prop 1D grant awarded to build a new facility to accommodate students and instructors. Project completion date was expected for next year, but completion date has been extended.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - VIDEO GAME ART AND DESIGN</b> <b>COURSE CODE – R12345</b>			<b>CDE COURSE APPROVAL #</b>	
<b>CBEDS 5752</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 180	<b>COURSE OFFERED SINCE 2009</b>	
<b>COURSE DESCRIPTION –</b> <b>VIDEO GAME ART AND DESIGN</b> In this class, students get hands-on experience designing, drawing, animating, and programming their own video games. Students will explore the creative aspects of game design, its history and place in our society, its potential as both a creative and communications medium, and how to make it a career. Students learn the foundation of character development, environmental design, plot building, and game play through 2D games. Drawing, movement, sound, and programming are covered in the process of creating simple games both individually and as teams. Second semester introduces more advanced concepts including artificial intelligence, multi-user game design, game engines, and 3D game design. Students will develop a portfolio of their work to use in seeking internships, or to gain admission into port-secondary game design programs.			<b>JOB TITLES –</b> <b>Game Developer</b>	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$14,678	6.59	\$19,487	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,227	4.96	1.63	\$4,809	-0.95

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
SHAPIRO, BRETT	2	Dublin HS	10042	2:45PM - 3:40PM 08/25/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 29</b>	<b>HIGH SCHOOL - 29</b> <b>ADULT - 0</b>	<b>COMPLETERS – 29</b> <b>LEAVERS – 0</b> <b>(UNDER 20 HOURS)</b>	<b>COMPLETION RATE</b>  100%



*Note: First year for this course 2009-2010.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Video Game Art and Design**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. The video/gaming industry is very strong and still hiring animators. World-wide, video games are the highest grossing media.  
 Curriculum: Committee approved the motion to support continuing the ROP courses in the Media Arts pathway.  
 Equipment: No equipment needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<b>New course 2009</b>	0%	0%	0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$32.85/hr

Employment of graphic designers is expected to grow 13 percent, as fast as the average for all occupations from 2008 to 2018, as demand for graphic design continues to increase from advertisers and computer design firms. Moreover, graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media—Web sites, mobile phones, and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed. *(Occupational Outlook Handbook 2010 – 2011)*

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** *(areas of concern are marked below)*

- Student interest  
 Attendance (ADA) *(just slightly under target)*  
 Completion rate  
 Placement rate in a related field – *no data, new course 2009-2010*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** *(other factors that impact this action are marked below)*

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

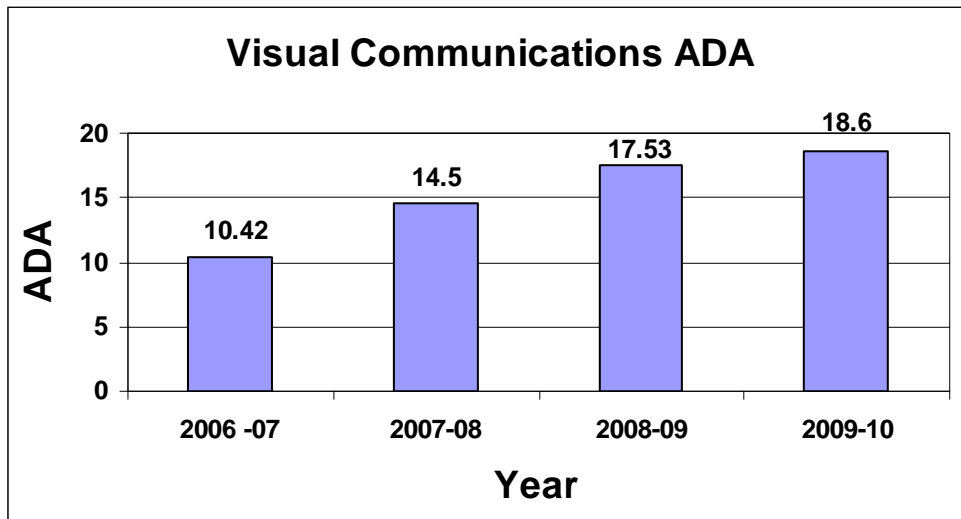
Comments: Media Arts labor market strong. Only course offered after school hours. Strong student interest with 41 students enrolled in 2010-2011.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - VISUAL COMMUNICATIONS I / VISUAL COMMUNICATIONS II</b> <b>COURSE CODE – R24129 / R25129 / R34129 / R24131</b>		<b>CDE COURSE APPROVAL # 3949 / 6472</b>		
<b>CBEDS 5751</b>	<b>COURSE</b> Classroom/CC/CVE <b>APPROVED HRS</b> 360	<b>COURSE OFFERED</b> <b>SINCE 1984 / 2009</b>		
<p><b>COURSE DESCRIPTION –</b>  <b>VISUAL COMMUNICATIONS I</b> - Fulfills U.C. "f" requirement            Visual Communications (Print Graphics) offers both a theoretical and applied academic foundation to graphic art and traditional art. This comprehensive program emphasizes the fundamentals of the elements of art and design. The ability to plan and create original works of art will be developed through research, analysis, and critique. Students will express their original creativity visually and develop and showcase their ability to communicate ideas through visual arts communications. Students will have the opportunity to design and produce projects for clients using computer graphic design software. A portfolio will be generated that can be used to demonstrate their abilities for college entrance or employment</p> <p><b>VISUAL COMMUNICATIONS II</b> - This course is for students who want to pursue a career in the area of Graphic Design. Students will work on long-term projects advancing and applying their skills, such as professional projects for local businesses. They will collaborate across the ROP Media Arts Department with other level-two students in the Multi-Media and Animation programs to form complete media teams. Create a personal portfolio of work presentable for acceptance into post-secondary schools as well as job placement as a working professional in the field.</p>		<p><b>JOB TITLES –</b>            Desktop Publishing            Printing            Advertising</p>		
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$34,215	18.6	\$55,000	15.08
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,840	11.57	7.03	\$20,785	3.52

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
SHAPIRO, BRETT	2	Dublin HS	10052 & 20052	12:44PM - 2:40PM 08/25/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
TOTAL ENROLLED - 32	HIGH SCHOOL - 32 ADULT - 0	COMPLETERS – 31 LEAVERS – 1 (UNDER 20 HOURS)	COMPLETION RATE  93.2%



*Note: Visual Communications II was added to extend options for students in 2009-2010.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM**  
**2009 – 2010 Course Review Data – Visual Communications I / Visual Communications II**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees than they previously had with much more inter-activity and must be "jack of all trades". Companies want to make the project cheaper to produce and are now connecting with clients through the internet rather than doing big shows.  
 Curriculum: Advanced training college programs have a 98% placement after graduation. Committee approved the motion to support continuing the ROP courses in the Media Arts pathway.  
 Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	85.7%	14.3%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$32.85/hr

Employment of graphic designers is expected to grow 13 percent, as fast as the average for all occupations from 2008 to 2018, as demand for graphic design continues to increase from advertisers and computer design firms. Moreover, graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media—Web sites, mobile phones, and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: VCOM56 – Digital Design  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – *placement in related field is poor, however those continuing in education is high.*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: Media Arts labor market strong.



**Education, Child Development,  
and Family Services**

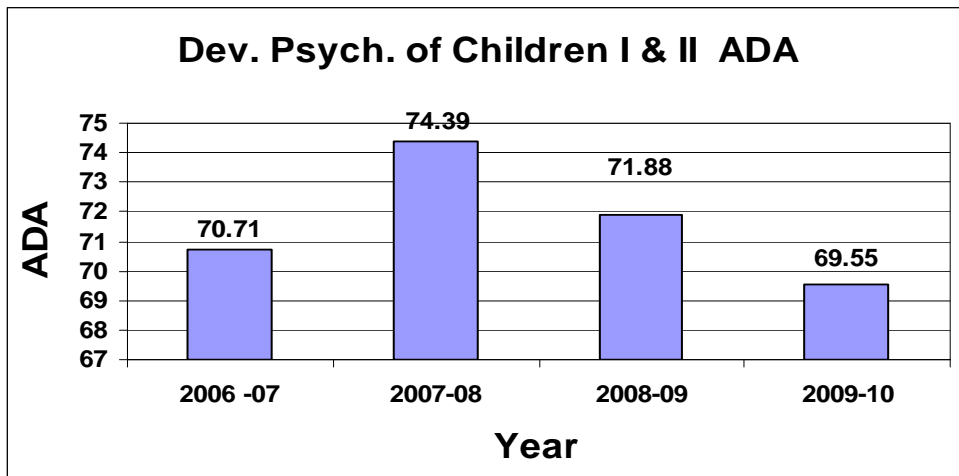
**Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - DEVELOPMENTAL PSYCHOLOGY OF CHILDREN I &amp; II</b>		<b>CDE ASSIGNED COURSE # 1434</b>		
<b>COURSE CODE – R24120 / R24121 / R25120 / R25121 / R24119</b>				
<b>CBEDS 4401</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b>	<b>COURSE OFFERED SINCE 1997</b>	
	<b>154/206/386</b>			
<b>COURSE DESCRIPTION –</b>		<b>JOB TITLES –</b>		
<p><b>DEVELOPMENTAL PSYCHOLOGY OF CHILDREN I</b> - This course provides a comprehensive introduction to child development, education, care, and guidance. Students will explore the major child development theorists and their contributions to child development. Classroom instruction is combined with internships at local elementary schools, preschools, or daycares. Students apply knowledge and skills learned to provide conscientious care to children and to facilitate learning activities at their community placements. Upon completion of the program students may apply for entry level child care positions. Cooperative vocational education opportunities.</p> <p><b>DEVELOPMENTAL PSYCHOLOGY OF CHILDREN II</b> - An advanced class in child development and education. Students increase their knowledge, experience, and job skills for careers with children. Advanced projects further develop skills in observation of children and programs; communicating with children, staff, and parents; planning age-appropriate curriculum; and understanding the history, philosophies, and legal aspects of child care. <b>This course meets the elective requirement for U.C. and C.S.U.</b></p>		<p>School Teacher Early Childhood Program Director Child Psychologists</p>		
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$193,369	69.55	\$205,659	85.56
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,780	65.39	4.16	\$12,290	-16.01
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
SCANLON, DAWN	10	Granada HS	50008 & 50012	10:45AM – 11:55AM	08/24/09	to 11/20/09
SCANLON, DAWN	10	Granada HS	50008 & 50012	9:20AM – 11:55AM	11/30/09	to 06/10/10
INMAN, JANICE	1	Livermore HS	50009 & 50013	12:35PM – 1:45PM	08/24/09	to 11/20/09
INMAN, JANICE	1	Livermore HS	50009 & 50013	12:35PM – 3:05PM	11/30/09	to 06/10/10
SCANLON, DAWN	10	Granada HS	30020 & 30021	12:35PM – 1:45PM	08/24/09	to 11/20/09
SCANLON, DAWN	10	Granada HS	30020 & 30021	12:35PM – 3:05PM	11/30/09	to 06/10/10
GALLETTI, SHAY	13	Foothill HS	50007 & 50011	10:14AM - 12:16PM	08/26/09	to 06/12/10
GALLETTI, SHAY	13	Amador HS	50006 & 50010	1:11PM - 3:09PM	08/26/09	to 06/12/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 116</b>	<b>HIGH SCHOOL - 116</b>	<b>COMPLETERS – 101</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 15 (UNDER 20 HOURS)</b>	<b>87 %</b>



*Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to Trimester (TM) 70-minute periods.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Developmental Psychology of Children I & II**

**ADVISORY COMMITTEE SUMMARY**

**Labor Market:** More people are opting to open family child care centers, due to the fact that many people have been laid off. At the same time, families have had to close family child care centers because of the economic hardships that their clients were experiencing. All agreed that the economy has definitely had an impact on education, child care, and preschool. Instructors asked members to complete a survey; results will be distributed at next meeting.

**Curriculum:** Course description content discussion included suggestions, such as use the term “care and education” instead of just “care,” use child care in place of “day care”. Donated books—*Theories of Child Development, How to Talk so Children Will Listen*—have positively supported 2nd year student training.

**Equipment:** No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	7.3%	5.58%	87.3%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$24.39 /hr

Child care workers are expected to experience job growth that is about as fast as the average for all occupations. Job prospects will be good because of the many workers who leave the occupation and need to be replaced. Employment of child care workers is projected to increase by 11 percent between 2008 and 2018, which is about as fast as the average for all occupations. An increasing emphasis on early childhood education programs will increase demand for these workers. Child care workers often work alongside preschool teachers as assistants. Therefore, increased demand for formal preschool programs will create growth for child care workers. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  DPCI: School: Las Positas CC Course: ECD-64 Play Mats/Envir  
DPCI: School: Las Positas CC Course: ECD-95/96 Work Exp  
DPCII: School: Las Positas CC Course: ECD-50 Princ. & Practices

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? DPCI: YES  NO  DPCII: YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest (some sections were under enrolled <25)  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – continuing education is strong  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

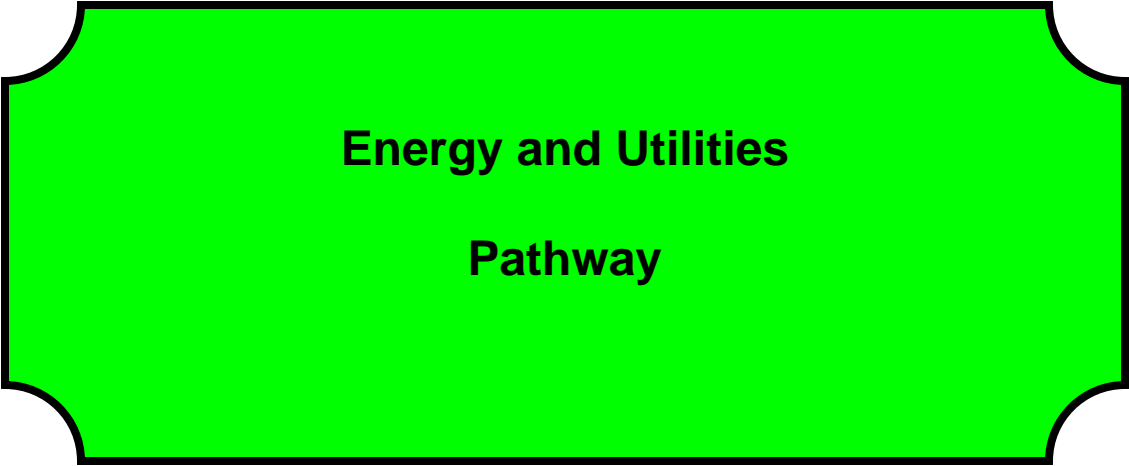
Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs – education field strongly effected by budget/economy  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

**Comments:** Although an additional five trimester section was added for 2009-2010 due to high student interest, actual enrollment/ADA was down significantly from the prior year. The additional section added in 2009-2010 was reduced for the 2010-2011 school year. Modification to program is recommended.





**Energy and Utilities  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

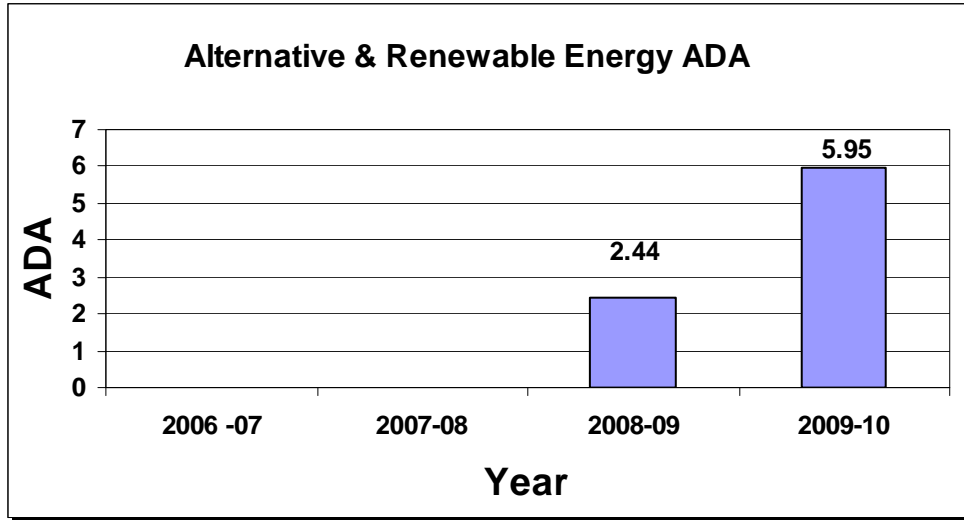
<b>COURSE TITLE - ALTERNATIVE AND RENEWABLE ENERGY</b> <b>COURSE CODE – R24122 / R25122</b>		<b>CDE ASSIGNED COURSE 5801</b>
<b>CBEDS 5691</b>	<b>COURSE</b> Classroom/CC/CVE <b>APPROVED HRS</b> 180	<b>COURSE OFFERED</b> <b>SINCE 2008</b>

<b>COURSE DESCRIPTION –</b> <b>ALTERNATIVE / RENEWABLE ENERGY</b> Alternative/Renewable Energy will provide students with the opportunity to explore the uses, efficiencies, and future social, economic and environmental implications of developing energy resources other than those based on fossil fuel. Students will explore the controversies of our human impact on this planet with our fuel demands, as well as the possible solutions to our energy needs. Students will learn about biofuels, hydrogen fuel cells, geothermal heat transfer, wind energy, and solar as a source of both heat and electric power. Field trips and student led projects will provide real world application of our studies. Students will gain a broad understanding of energy efficiencies and cost-benefit analysis of resource use as well as a sound practical application of general energy principles. Career exploration in the growing field of alternative energy will be emphasized.	<b>JOB TITLES –</b> Environmental Science and Specialists Conservation Scientists Environmental Science and Protection Technician Engineers, All others Environmental Engineering Technicians Line Workers Solar Panel Installer Lab Technician
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<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$18,286	5.95	\$17,594	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$3,073	6.18	-0.23	\$-691	-1.59

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
PALMER, SARAH	23	Dublin H.S.	40116	11:08AM – 12:03PM	01/26/10	to 06/10/10
PALMER, SARAH	23	Dublin H.S.	10115	11:08AM - 12:03PM	08/25/09	to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 20</b>	<b>HIGH SCHOOL - 20</b>	<b>COMPLETERS – 20</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – (UNDER 20 HOURS)</b> 0	<b>100%</b>



Note: 08-09 was a two trimester course, 09-10 the course became a one year course.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Alternative and Renewable Energy**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: PG&E will be hiring in the future as 43% of their work force is retirement age. Smart Grid modernizing is in progress at PG&E and a need for a dozen people to work on technology, 30-50 on the architecture and then another 300-400 engineers to design it into the network and then they can turn the technician and craft people loose to install it.  
Curriculum: Revised Alternative and Renewable Energy course outline was approved with addition of algebra prerequisite and recommendation of one previous science lab class.  
Equipment: No immediate equipment needs.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009 -2010: \$32.21/hr

Employment of science technicians is projected to grow about as fast as the average for all occupations, although employment change will vary by specialty. Job opportunities are expected to be best for graduates of applied science technology programs who are well trained on equipment used in laboratories or production facilities. Overall employment of science technicians is expected to grow by 12 percent during the 2008–18 decade, about as fast as the average for all occupations. Employment of environmental science and protection technicians is expected to grow much faster than average, at a rate of 29 percent; these workers will be needed to help regulate waste products; to collect air, water, and soil samples for measuring levels of pollutants; to monitor compliance with environmental regulations; and to clean up contaminated sites. Most of this growth is expected to be in firms that assist other companies in environmental monitoring, management, and regulatory compliance. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
Does this course receive UC a-g credit? YES  NO  Approved starting 2010-2011 school year.

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:**

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – related job placement low, however students continuing education is high  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

See UC approval above. Continue to work with LPC so that the college offers courses to sequence to

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other – see comments

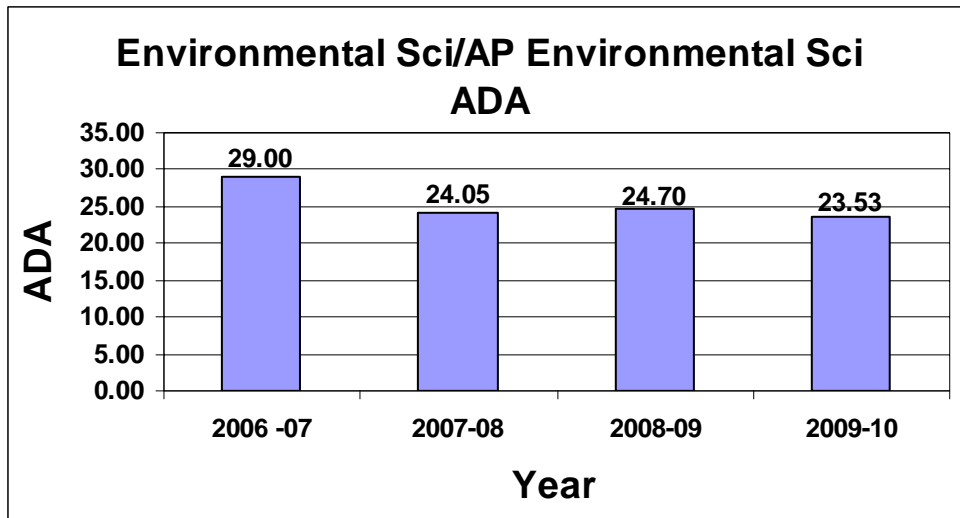
Comments: 2008-2009 recommended action was to move to new school site in 2009-2010 resulting in considerable ADA improvement. With the addition of UC approval 10-11 and connection to engineering pathway, program should continue improvement.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - ENVIRONMENTAL SCIENCE / AP ENVIRONMENTAL SCIENCE</b>		<b>CDE ASSIGNED COURSE # 035-96</b>		
<b>COURSE CODE – R24150 / R24151</b>				
<b>CBEDS 5691</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 360</b>	<b>COURSE OFFERED SINCE 1995</b>	
<b>COURSE DESCRIPTION – ENVIRONMENTAL SCIENCE -</b> Fulfills a-g: “g” requirement-Lab Science Gain the knowledge and skills to understand cause and management of environmental problems. Learn basic laboratory and field techniques including specimen sampling and processing, site monitoring, documentation, inspection and emergency response. Become familiar with the Geographic Information Systems (GIS). Incorporate academic rigor with practical application by exploring the links between environment, politics, and economics. Gain a broad awareness of environmental science and technological career opportunities through involvement with local environmental businesses, educational research institutes, and national labs. Successful students will lay the foundations for further environmental studies or continued preparation for technical environmental areas. <b>This course meets the lab science requirement for U.C. and C.S.U.</b>		<b>JOB TITLES –</b> Environmental Science and Protection Technician Environmental Engineers Environmental Engineering Technicians Conservation Scientists Environmental Scientists and Specialists		
<b>AP ENVIRONMENTAL SCIENCE</b> Fulfills a-g: “d” requirement-Lab Science Advanced Placement Environmental Science students enrich their learning potential with job shadowing, internships, and career mentoring, in addition to the core requirements outlined above for Environmental Science. Units designed to provide students with an academic experience parallel to that of the college level, while promoting critical thinking skills involved in independent research studies. All Advanced Placement students are expected to take the Advanced Placement Environmental Science Exam.				
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$74,896	23.53	\$69,578	30.16
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$3,183	25.33	-1.80	\$-5,318	-6.63

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
PALMER, SARAH	22	Dublin HS	10104 & 10105	12:44PM - 2:40PM 08/25/09 to 06/10/10
PALMER, SARAH	22	Foothill HS	10103 & 10106	8:12AM - 10:09AM 08/25/09 to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
TOTAL ENROLLED - 38	HIGH SCHOOL – 38	COMPLETERS – 35	COMPLETION RATE
	ADULT - 0	LEAVERS – 3 (UNDER 20 HOURS)	92%



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM**  
**2009 – 2010 Course Review Data – Environmental Science / AP Environmental Science**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: PG&E will be hiring in the future as 43% of their work force is retirement age. Smart Grid modernizing is in progress at PG&E and a need for a dozen people to work on technology, 30-50 on the architecture and then another 300-400 engineers to design it into the network and then they can turn the technician and craft people loose to install it.  
 Curriculum: No changes requested.  
 Equipment: No immediate equipment needs.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	4.3%	4.3%	91.3%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$28.95/hr

Employment of science technicians is projected to grow about as fast as the average for all occupations, although employment change will vary by specialty. Job opportunities are expected to be best for graduates of applied science technology programs who are well trained on equipment used in laboratories or production facilities. Employment of environmental science and protection technicians is expected to grow much faster than average, at a rate of 29 percent; these workers will be needed to help regulate waste products; to collect air, water, and soil samples for measuring levels of pollutants; to monitor compliance with environmental regulations; and to clean up contaminated sites. Most of this growth is expected to be in firms that assist other companies in environmental monitoring, management, and regulatory compliance. As the instrumentation and techniques used in industrial research, development, and production become increasingly more complex, employers will seek individuals with highly developed technical skills. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  Watch last year.

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – placement is low in a related field, but continuing education is high.  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

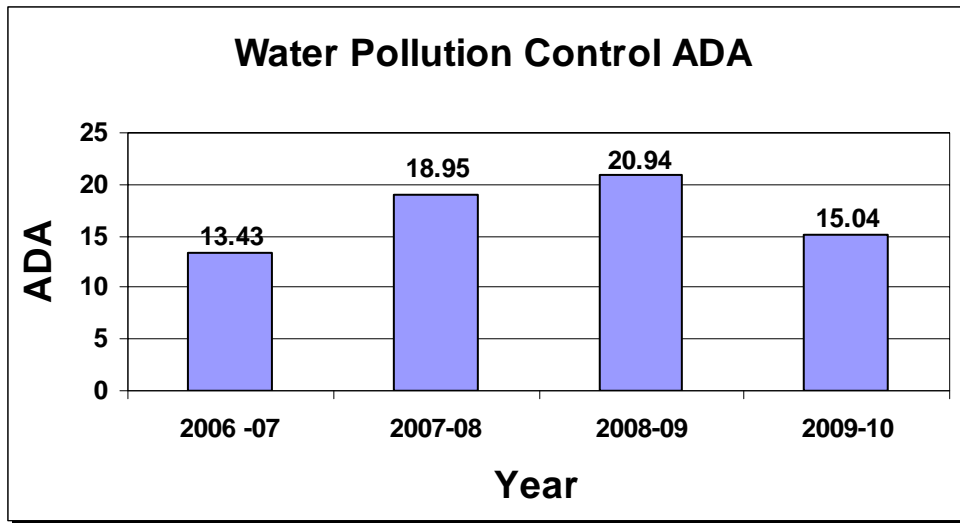
Comments: Action is Continue due to significant increase in enrollment for the 2010-2011 school year due to second year at new site.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - WATER POLLUTION CONTROL</b> <b>COURSE CODE – R24108</b>			<b>CDE COURSE ASSIGNED # 3948</b>	
<b>CBEDS : 5692</b>		<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 180/429/0	<b>COURSE OFFERED SINCE 1977</b>
<b>COURSE DESCRIPTION –</b> <b>WATER POLLUTION CONTROL</b> Prepare to operate and maintain the wastewater treatment plant under direction of plant personnel. Learn to tend machinery and equipment connected with biological treatment processes; read and interpret charts, flowmeters, and gauges; collect samples; perform process tests; and related duties. Completion of this course prepares students for certification as wastewater treatment plant operators and entry-level employment. Program is helpful for students who wish to enter maintenance, laboratory, collection system, or water distribution work. <b><i>Must attend pre-enrollment orientation.</i></b>			<b>JOB TITLES –</b> Boiler Operators Gas-compressor Operators Power Plant Operators Power Reactor Operators Stationary Engineers Turbine Operators Chemical Plant Operators	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$15,215	19.29	\$57,041	22.62
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$789	5.15	14.14	\$41,825	-3.33

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
BUSCH, RAY, STOOPS, DAVID	3/1	WWT Plant	10058	5:00PM - 8:00PM 09/08/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 33</b>	HIGH SCHOOL - 4 ADULT - 29	COMPLETERS – 33 LEAVERS – 0 (UNDER 20 HOURS)	<b>COMPLETION RATE</b>  100%



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Water Pollution Control**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: 100 students recently applied for 30 positions in the ROP Water Pollution Control program. Among this year's ROP WWT class are many people who have lost their jobs. Some districts are cutting more experienced workers, but entry level still needed.

Curriculum: Recommend adding skimming, peak power and utilities segments. Once students pass state exam, they have two years to gain 2,080 hours of work experience. Water and wastewater are considered separate careers but are very similar. Recommend developing a water course.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<b>Data not available</b>	%	%	%	%	%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$25.36/hr

Water and wastewater treatment plant and system operator jobs are expected to grow much faster than the average for all occupations. Job opportunities should be excellent for qualified workers. Employment of water and liquid waste treatment plant and system operators is expected to grow by 20 percent between 2008 and 2018, which is much faster than the average for all occupations. A growing population and the increasingly suburban geography of the United States are expected to boost demand for water and wastewater-treatment services. As new plants are constructed to meet this demand, new water and wastewater treatment plant and system operator jobs will arise. Job opportunities should be excellent, both because of the expected much faster than average employment growth and because the retirement of the baby-boomer generation will require that many operators be replaced. Further, the number of applicants for these jobs is normally low, primarily because of the physically demanding and unappealing nature of some of the work. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest (at the high school level—strong adult interest)  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – no data available – 0 responses to follow-up survey  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**


Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: Long-term labor market is there but currently limited due to economy. Continues to be strong student interest for adults. Placement sites growing. Need to improve follow-up data collection.





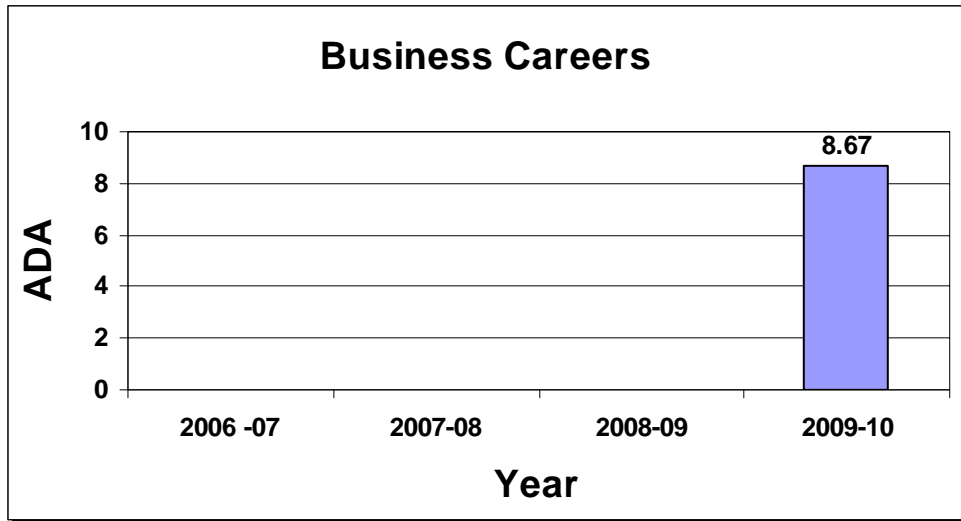
**Finance and Business  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - BUSINESS CAREERS</b> <b>COURSE CODE - R14106</b>			<b>CDE COURSE APPROVAL # 6473</b>	
<b>CBEDS 4602</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 360	<b>COURSE OFFERED SINCE 2009</b>	
<b>COURSE DESCRIPTION -</b> <b>BUSINESS CAREERS -</b> This course introduces students to the world of business and will explore the foundations of the economy, marketing, operations, entrepreneurship, management, global business, and finance. Students will gain knowledge and skills required for success in today's marketplace. Students may be part of DECA, a student organization the Develops Future Leaders in Marketing, Management and Entrepreneurship.			<b>JOB TITLES -</b>	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$21,926	8.67	\$25,637	9.38
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,529	7.41	1.26	\$3,711	-0.71
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
NELSON, DEBBIE	14	Granada HS	10005	9:20AM – 10:35AM 08/24/09 to 11/20/09
NELSON, DEBBIE	14	Granada HS	10006	9:20AM – 10:35AM 03/05/10 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 53</b>	<b>HIGH SCHOOL - 53</b>	<b>COMPLETERS - 53</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS - 0</b> <b>(UNDER 20 HOURS)</b>	<b>100%</b>



*Note: First year offered is 2009-2010.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Business Careers**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: Concern about high school emphasis on UC a-g classes. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<b>No Class 08-09</b>	0%	0%	0%	.0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$14.38/hr

Overall employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic, and the need to make one's product or service stand out in the crowd. In addition, as the influence of traditional advertising in newspapers, radio, and network television wanes, marketing professionals are being asked to develop new and different ways to advertise and promote products and services to better reach potential customers. Sales and marketing managers and their departments constitute some of the most important personnel in an organization and are less subject to downsizing or outsourcing than are other types of managers, except in the case of companies that are consolidating. Employment of these managers, therefore, will vary primarily on the basis of the growth or contraction in the industries that employ them. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field (no class for 2008-2009)  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

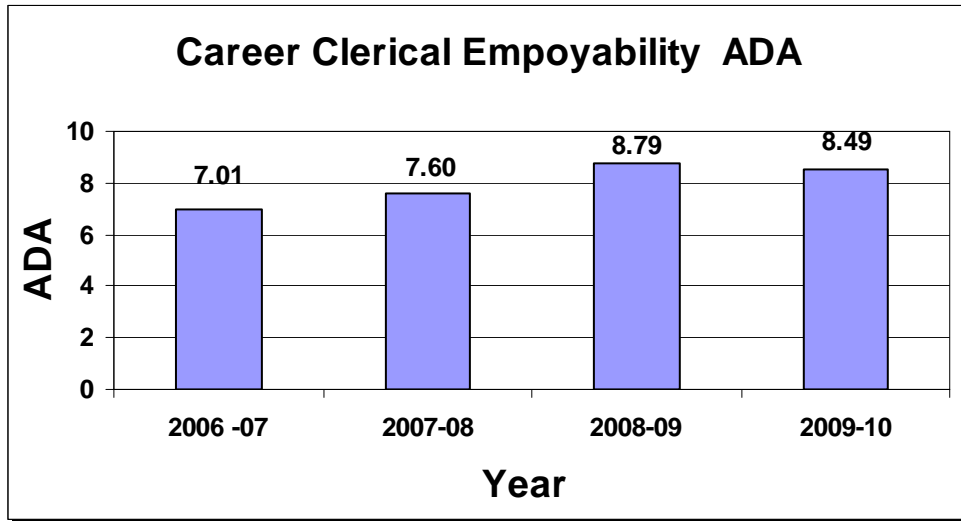
Comments: Need long-term planning with district, i.e. increase grade 11 enrollment and decrease grade 9-10 enrollment to meet purpose of ROP offering capstone courses. This course provides strong sequencing to ROP Marketing and Economics of Business Ownership courses.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - CAREER CLERICAL EMPLOYABILITY</b> <b>COURSE CODE – R24160</b>		<b>CDE ASSIGNED COURSE # 3733</b>		
<b>CBEDS 4698</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 180	<b>COURSE OFFERED SINCE 1999</b>	
<b>COURSE DESCRIPTION – CAREER CLERICAL EMPLOYABILITY</b> In this class students learn the general skills and knowledge necessary for employment including meeting employment performance standards, positive communication and resolving conflicts, job retention, and career advancement. They are provided information and guidance in personal assessment of preferences, abilities, aptitude and achievement, career planning, employment, literacy, labor market, awareness, cultural diversity, work ethics, job search and acquisition skills, critical thinking.			<b>JOB TITLES –</b>  The duties of office clerks can include a combination of bookkeeping, typing, office machine operation, and filing.	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$17,345	8.49	\$25,105	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,043	5.87	2.62	\$7,760	0.95

<b>TEACHER</b>	<b>YEARS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION/SCHEDULE</b>	
MCPAHON, KAREN	16	Horizon H.S.	30088	8:00AM - 8:45AM

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 47</b>	<b>HIGH SCHOOL - 47</b>	<b>COMPLETERS – 39</b>	<b>COMPLETION RATE</b>  83%
	<b>ADULT - 0</b>	<b>LEAVERS – 8 (UNDER 20 HOURS)</b>	



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Career Clerical Employability**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. BA is the minimum for entry level marketing positions. Technology industry is also requiring BA minimum and experience. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: Concern about high school emphasis on UC a-g classes. A parent commented that her student and friends would not be taking the Marketing class because it is not UC a-g approved. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<b>100.0%</b>	0%	52.2%	13.0%	8.7%	26.1%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: not determined/variable

Employment growth and high replacement needs in this large occupation are expected to result in numerous job openings for general office clerks. Prospects should be best for those with knowledge of basic computer applications and office machinery. Employment of general office clerks is expected to grow by 12 percent between 2008 and 2018, which is about as fast as the average for all occupations. The employment outlook for these workers will continue to be affected by the increasing use of technology, expanding office automation, and the consolidation of administrative support tasks. In addition to many full-time job openings for general office clerks, part-time and temporary positions are common. Prospects should be best for those who have knowledge of basic computer applications and office machinery—such as computers, fax machines, telephone systems, and scanners—and good writing and other communication skills. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  *Status is based solely on the 20% ROP funded portion of a PUSD program.*

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

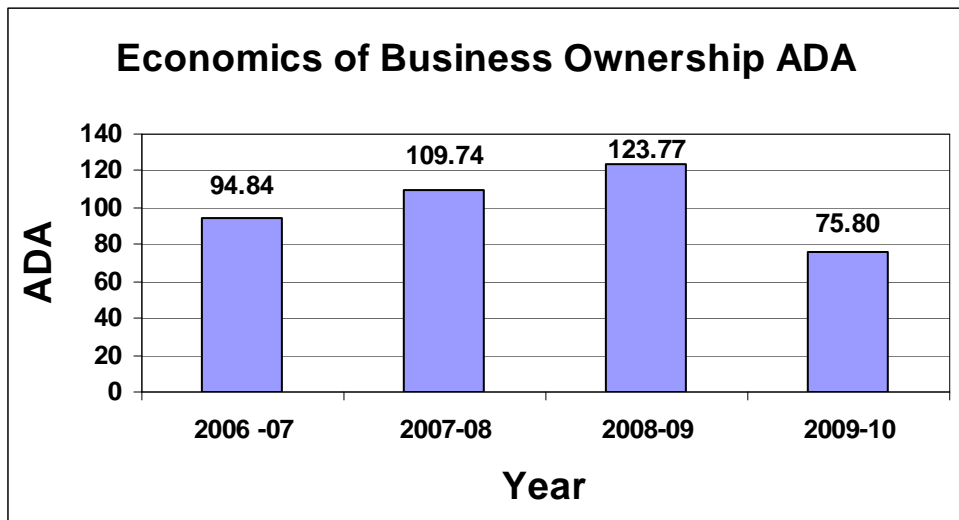
Comments: Provides exceptional opportunities for young parents to become productive, employed citizens. ROP course works in concert with PUSD program which is grant funded. Loss of grant funding would negatively affect ROP program.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - ECONOMICS OF BUSINESS OWNERSHIP</b>			<b>CDE ASSIGNED COURSE # 972</b>	
<b>COURSE CODE – R24115</b>				
<b>CBEDS 4121</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180/ 0/540</b>	<b>COURSE OFFERED SINCE 1990</b>	
<b>COURSE DESCRIPTION –</b> <b>ECONOMICS OF BUSINESS OWNERSHIP</b> Learn the process of starting and managing a business. Units of study include the risks and rewards of entrepreneurship, forms of business ownership, business marketing and promotion planning, market research, business operation and finances, risk management and more. Complete a business plan for a business idea of your choice. Additional focus placed on skill development such as written and oral presentations, interpersonal skills, leadership and management. Opportunities to demonstrate your knowledge is offered with participation in DECA competitive events throughout the year. <b>This course meets the elective requirement for U.C. and C.S.U.</b>			<b>JOB TITLES –</b> Management Service Sales Buyer and Purchasers Real Estate Sales Manufacturing Sales Representative	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$133,580	75.80	\$224,141	57.60
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,762	45.17	30.63	\$90,561	18.20
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
PONG, LISA	10	Dublin HS	30114	12:44PM - 1:39PM	08/25/09	to 06/10/10
NELSON, DEBBIE	14	Granada HS	10062	12:35PM - 1:45PM	08/24/09	to 03/05/10
MERLIN, DENISE	14	Livermore HS	10064	9:20AM – 10:35AM	08/24/09	to 03/05/10
RAAKER, TAMI	14	Foothill HS	30128	11:20AM - 12:16PM	08/25/09	to 06/11/10
ANDREWS, LAURIE	17	Amador HS	30129	11:34AM – 12:30 PM	08/25/09	to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 147</b>	<b>HIGH SCHOOL – 147</b>	<b>COMPLETERS – 144</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 3 (UNDER 20 HOURS)</b>	<b>98%</b>



*Note: For 09-10 there was a reduction of two sections, from seven to five. (07-08avg 18 ADA, 08-09avg 21 ADA, 09-10avg 15 ADA)*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Economics of Business Ownership**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: While this course is UC approved, there is concern about high school emphasis on UC a-g classes, which limits UC approved course sequencing options for students. A parent commented that her student and friends would not be taking the Marketing class because it is not UC a-g approved. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
99.1%	5.3%	0.9%	92.9%	0%	0.9%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$ 14.38 /hr

Employment of purchasing managers, buyers, and purchasing agents is expected to increase 7 percent through the year 2018. Job growth and opportunities, however, will differ among different occupations in this category. Employment of purchasing agents, except wholesale, retail, and farm products—the largest employment group in the industry—will experience faster than average growth as more companies demand a greater number of purchased goods and services. Little or no change in employment of wholesale and retail buyers, except farm products, is expected. In the retail industry, mergers and acquisitions have caused buying departments to consolidate. In addition, larger retail stores are eliminating local buying departments and creating a centralized buying department at their headquarters. Industry experience and knowledge of a technical field will be an advantage for those interested in working for a manufacturing or industrial company. Government agencies and larger companies usually require a master's degree in business or public administration for top-level purchasing positions. Most managers need experience in their respective field. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: BUSN 59 Leadership Act.

School: Las Positas College Course: BUSN 95 /96 Work Exp.

School: Las Positas College Course: BUSN 105-A Business Math

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (*areas of concern are marked below*)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – placement in related fields is low, however those continuing in education is high.  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs – business industry strongly effected by budget/economy  
 Loss of work-based learning sites – balanced by reduction in work site supervision costs  
 Change in legal requirements  
 Other

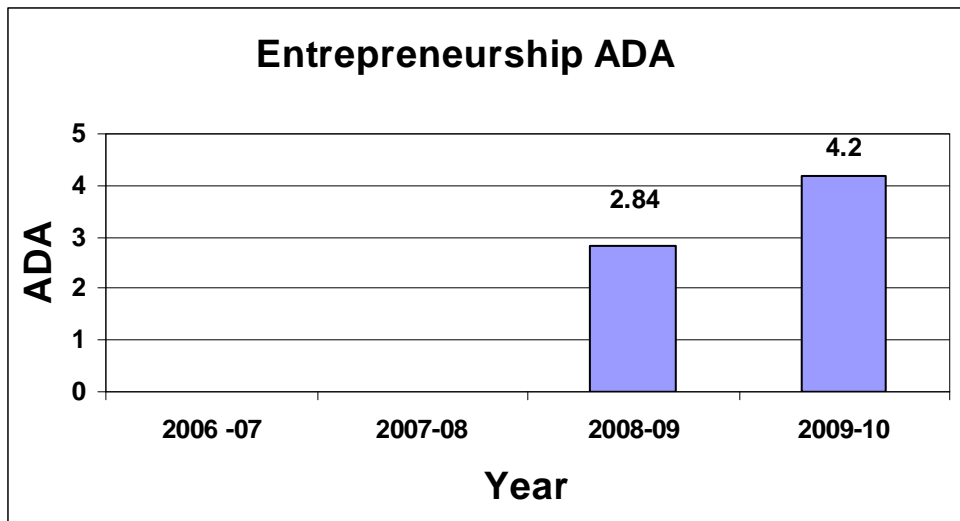
Comments: Work-based learning supervision costs were reduced, thus maintaining cost effectiveness. Invested in additional hours for staff to develop training sites. Some improvement is appearing in 2010-2011.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - ENTREPRENEURSHIP COURSE CODE – R24109</b>			<b>CDE ASSIGNED COURSE 5789</b>	
<b>CBEDS 4121</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 90 180</b>	<b>COURSE OFFERED SINCE 2008</b>	
<b>COURSE DESCRIPTION – ENTREPRENEURSHIP</b> Chances are that at one time or another, you will consider going into business for yourself. It can be a challenging, exciting and rewarding way to make a living! Starting your own business puts YOU in charge. Explore the world of entrepreneurship and business basics through activity and project-based learning. What are the risks and rewards of business ownership? How do you get started? Learn marketing, promotion, profitability and management strategies. Got the next business idea? Get started now! Develop a business plan for a business of your choice. Get ready for the real world of college and career success by enhancing your public speaking, presentation skills, and learning professionalism and building confidence. A great class to follow Marketing or Economics of Business Ownership!			<b>JOB TITLES –</b> Director, Merchandising Displays & Specialties Department Salesperson, Sign & Displays Manage Trainee Buyer, Assistant Sales Agent, Business Services Manager, Operations Market Research Analyst I	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$9,633	4.20	\$12,419	5.27
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,294	3.26	0.94	\$2,786	-1.07
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
MERLIN, DENISE	14	Livermore HS	30140	8:00AM – 9:10AM 03/08/10 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
TOTAL ENROLLED - 15	HIGH SCHOOL - 15 ADULT - 0	COMPLETERS – 14 LEAVERS – 1 (UNDER 20 HOURS)	COMPLETION RATE 93.3%



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data - Entrepreneurship**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: Concern about high school emphasis on UC a-g classes. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate 100%	Employed in Field 0%	Employed in Nonrelated Field 0%	Continuing in Education 100%	In Military 0%	Unemployed/Unavailable 0%
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**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$22.12/hr

Employment of merchandising managers, buyers, and purchasing agents is expected to increase 7 percent through the year 2018. Job growth and opportunities, however, will differ among different occupations in this category. Overall employment of merchandising managers, buyers, and purchasing agents is expected to increase 7 percent during the 2008-18 decade, which is as fast as the average for all occupations. Employment of purchasing agents, except wholesale, retail, and farm products—the largest employment group in the industry—will experience faster than average growth as more companies demand a greater number of purchased goods and services. Additionally, large companies are increasing the size of their purchasing departments to accommodate purchasing services contracts from smaller companies. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth
- Stable
- Declining

Supply and Demand

- Not Difficult
- Moderately Difficult
- Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  (*Probation last year but showed minor improvement*)

**Decision-making criteria: (last year Probation)**

- Student interest
- Enrollment, attendance (ADA)
- Completion rate
- Placement Rate – placement in related fields is poor, however those continuing in education is high.
- Labor Market
- Labor Market
- Program cost effectiveness
- Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria: (other factors that impact this action are marked below)**

- Probationary status previous year, no improvement
- Staff Availability
- Loss of classroom facility
- Change in industry/labor market needs
- Loss of work-based learning sites
- Change in legal requirements
- Other

Comments: This class was moved from Granada High to Livermore High in 2009-2010, so would still be considered a new course. Action is Continue due to some ADA growth after moving site location.



**Health Science and Medical  
Technology**

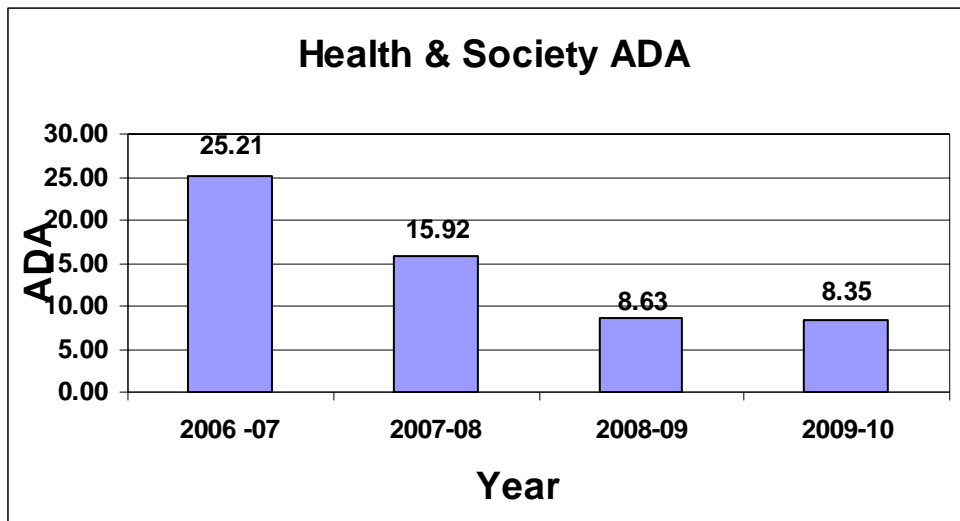
**Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - HEALTH &amp; SOCIETY COURSE CODE – R24158</b>		<b>CDE ASSIGNED COURSE # 970</b>		
<b>CBEDS 4226</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180</b>	<b>COURSE OFFERED SINCE 1999</b>	
<b>COURSE DESCRIPTION –</b>  <b>HEALTH &amp; SOCIETY</b> Critically examine physiological, psychological, ethical, social, and public health issues and develop a process to attain optimal well-being throughout their lives. Study the impact that individual health choices have upon the whole society. Units include diseases and disorders, infection control, substance use and abuse, mental health, sexuality education, HIV and AIDS, nutrition and physical fitness, and injury prevention with certification in first aid and CPR. Career preparation activities include career exploration, portfolio development, job-shadowing, peer education, service-based learning and community service. Develop a personal career and educational plan that relates to their career choice, requirements within the industry, and the rapidly changing opportunities in health-related careers.			<b>JOB TITLES –</b>  Blood Donor Assessment Diet Clerk	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$20,060	8.35	\$24,691	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,402	6.78	1.57	\$4,631	0.81

<b>TEACHER</b>	<b>YRS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION</b>	<b>SCHEDULE</b>
GULLICK, LINDA	27	Foothill HS	11511	1:52PM - 2:48PM 08/25/09 to 06/11/10

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 28</b>	<b>HIGH SCHOOL - 28</b>	<b>COMPLETERS – 28</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0 (UNDER 20 HOURS)</b>	<b>100 %</b>



*Note: Reduced from two sections to one section in 2008 – 2009.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Health and Society**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: See Labor Market Information below.  
Curriculum: Continue with Bioscience Academy.  
Equipment: No special needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<i>Data not available</i>	%	%	%	%	%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: not determined

Faster than average employment growth is expected; additional opportunities will arise from the need to replace workers who leave the occupation. Individuals with a well-rounded breadth of knowledge in more than one health and safety specialty will have the best job prospects. Employment of occupational health and safety technicians is expected to increase 14 percent during the 2008-18 decade, faster than the average for all occupations. More technicians will be needed to cope with technological advances in safety equipment and threats, changing regulations, and increasing public expectations. In addition to job openings from growth, job openings will arise from the need to replace workers who transfer to other occupations, retire, or leave for other reasons. Health and safety technicians with a wide breadth of knowledge in more than one area of health and safety along with general business functions will have the best prospects. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: HLTH 55 Intro Health Care  
Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – no data available – 0 responses to follow-up survey  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: This course is a component of the Pleasanton Unified School District Bio-Science Academy. Need to improve follow-up data collection.

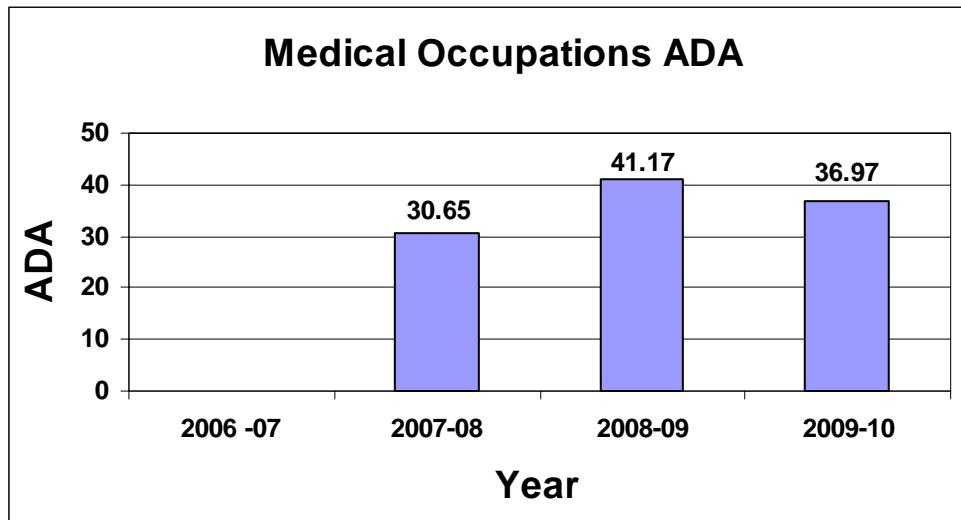
**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - MEDICAL OCCUPATIONS</b> <b>COURSE CODE – R24116</b>		<b>CDE ASSIGNED COURSE # 969</b>		
<b>CBEDS 4242</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 158/150/0	<b>COURSE OFFERED SINCE 1989</b>	
<b>COURSE DESCRIPTION –</b> <b>MEDICAL OCCUPATIONS</b> provides introduction and exploration into the medical field. Students are instructed with a focus on career areas such as medical assisting, emergency medicine, sports medicine, veterinary medicine, dental assisting/hygienist, geriatric assistant, pharmacy technician, physical therapy, surgical technician and nursing. After completion of the course, students are eligible to take the California certification exam for Medical Assistants and become a California Certified Medical Assistant—Administrative (CCMA-A). Students are placed in clinical internships at local medical facilities with teacher approval. <i>Work site facility health requirements include CPR, complete immunization records and TB clearance. Clinical internships require that students provide their own transportation. Student uniform required (navy blue polo and navy blue scrub pants/slacks). Identification badge and lanyard provided by Tri-Valley ROP. Note: Spring orientation is required to become enrolled in the program.</i>			<b>JOB TITLES –</b> Admitting Clerks Pharmacy Medical Records Dental Assistants	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$73,321	36.97	\$109,320	37.29
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,983	24.80	12.17	\$36,000	-0.32

Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
ERCEG, LAURIE	12	Granada HS	10055	9:20AM - 10:35AM	08/24/09	to 11/20/10
ERCEG, LAURIE	12	Granada HS	10055	9:20AM - 11:55AM	11/30/09	to 06/10/10
ERCEG, LAURIE	12	Granada HS	10056	1:05PM - 3:05PM	08/24/09	to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 57</b>	<b>HIGH SCHOOL - 57</b>	<b>COMPLETERS – 57</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0</b> (UNDER 20 HOURS)	<b>100%</b>



Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to Trimester (TM) 70-minute periods

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Medical Occupations**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Not a great year for hiring nursing assistant grads. Recent group of twenty-seven college program graduates; however, only six were hired. At local hospital had over 25 applicants for the six positions. Prospective employees must have a minimum of 30 words per minute keyboarding along with having good communication and customer service skills. At the moment a higher level of candidates than usual applying probably due of the economy. Local hospital often will hire medical assistants that are doing externship for them.  
 Curriculum: CTE standards are being incorporated into existing lesson plans.  
 Equipment: Instructor provided a handout which showed what type of equipment or books she needs, including seven PDR's that are needed quite badly.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$14.29/hr

Employment of medical records and health information technicians is expected to increase by 20 percent, much faster than the average for all occupations through 2018. Employment growth will result from the increase in the number of medical tests, treatments, and procedures that will be performed. As the population continues to age, the occurrence of health-related problems will increase. In addition, with the increasing use of electronic health records, more technicians will be needed to complete the new responsibilities associated with electronic data management. Job prospects should be very good. In addition to job growth, numerous openings will result from the need to replace medical record and health information technicians who retire or leave the occupation permanently. Technicians that demonstrate a strong understanding of technology and computer software will be in particularly high demand. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: Health 55 Intro to Health Care  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA) (*just slightly under target*)  
 Completion rate  
 Placement rate in a related field – *placement in related field is poor, however those continuing in education is high.*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

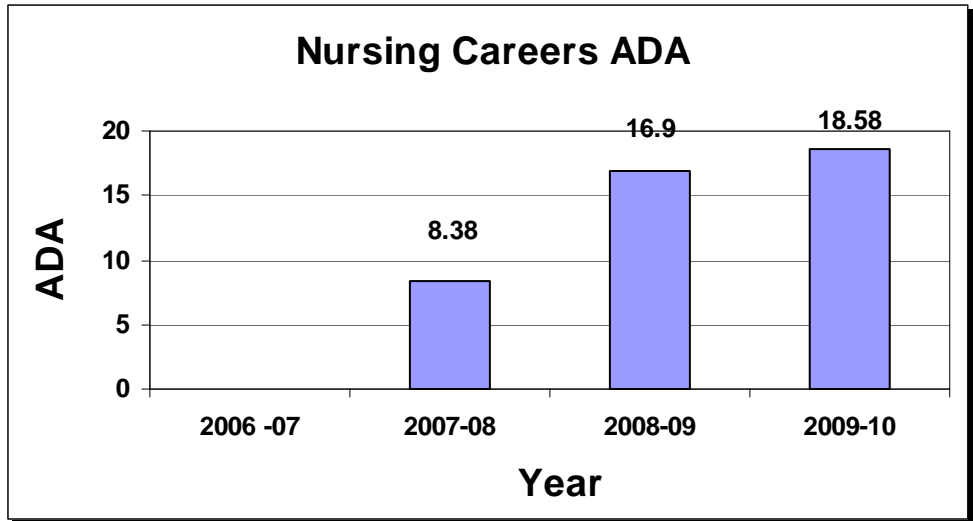
Comments: Continues to have strong student interest. Labor market is there once economy improves.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - NURSING CAREERS</b> <b>COURSE CODE – R14555</b>			<b>CDE ASSIGNED COURSE # 1183</b>	
<b>CBEDS 4280</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> <b>154/154/0</b>	<b>COURSE OFFERED SINCE 2007</b>	
<b>COURSE DESCRIPTION –</b> <b>NURSING CAREERS</b> Prepare for a career in the field of Nursing where overall job opportunities are expected to be excellent. Units include medical terminology, anatomy and basic patient care. Learn about the various nursing specialties while studying the care of patients and the role nurses provide in a variety of healthcare settings. Activities include placements in clinical internships at local hospitals, clinics and physician offices with teacher approval. <i>Work site facility health requirements include CPR and TB clearance for clinical internships. Clinical internships require that students provide their own transportation. <b>Note: Spring orientation is required.</b></i> College Credit by Exam at Chabot College–CSU transferable elective			<b>JOB TITLES –</b> Psychiatric Aides Homemaker-home health Aides Child Care Attendants companions Occupational therapy Aides physical Therapy Aides	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$33,700	18.58	\$54,941	18.85
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,814	11.40	7.18	\$21,241	-0.27
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

<b>TEACHER</b>	<b>YRS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION</b>	<b>SCHEDULE</b>
MCNEIL, NANCY	1	Foothill HS	10060	12:51PM - 2:48PM 08/25/09 to 06/11/10

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 30</b>	<b>HIGH SCHOOL - 30</b>	<b>COMPLETERS – 28</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 2 (UNDER 20 HOURS)</b>	<b>93.3%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Nursing Careers**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Admitting department always in need of employees, with salaries ranging from \$16 – 20 an hour. At local hospital, they had over 25 applicants for six positions. Difficulty finding charge nurse who would need to work the PM shift Monday through Friday. Most people want to work three 12's or four 10's not every night. Another trend, insurance companies are not authorizing non-essential procedures.

Curriculum: Local hospital department manager has done a competency based orientation for years which has evolved as the roles change and is willing to share what she has with Nursing Careers instructor.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$27.69/hr

Overall job opportunities for registered nurses are expected to be excellent, but may vary by employment and geographic setting. Some employers report difficulty in attracting and retaining an adequate number of RNs. Employment of RNs is expected to grow much faster than the average and, because the occupation is very large, 581,500 new jobs will result, among the largest number of new jobs for any occupation. Additionally, hundreds of thousands of job openings will result from the need to replace experienced nurses who leave the occupation. Employment of registered nurses is expected to grow by 22 percent from 2008 to 2018, much faster than the average for all occupations. Growth will be driven by technological advances in patient care, which permit a greater number of health problems to be treated, and by an increasing emphasis on preventive care. In addition, the number of older people, who are much more likely than younger people to need nursing care, is projected to grow rapidly. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Chabot Course: HLTH 70A: Heartsaver CPR & AED

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA) (just slightly under target)  
 Completion rate  
 Placement rate in a related field – placement in related field is poor, however those continuing in education is high.  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

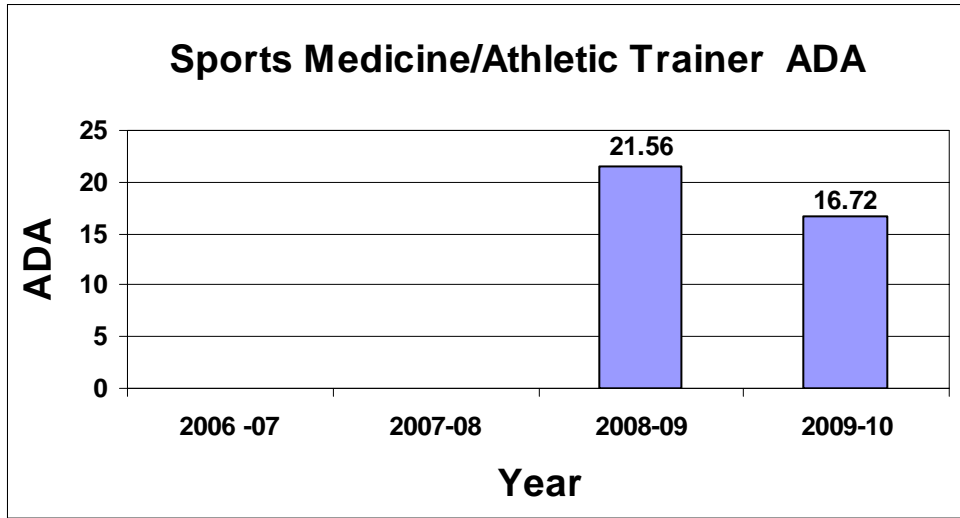
Comments: Continues to have strong student interest. Labor is there once economy improves.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - SPORTS MEDICINE/ATHLETIC TRAINER</b> <b>COURSE CODE – R24152</b>			<b>CDE ASSIGNED COURSE 5803</b>	
<b>CBEDS 4267</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180/360</b>	<b>COURSE OFFERED SINCE 2008</b>	
<b>COURSE DESCRIPTION –</b> <b>SPORTS MEDICINE/ATHLETIC TRAINER</b> Sports medicine/athletic training is an exciting, growing field with employment opportunities in athletic training, sports medicine, and physical therapy aide. Units include anatomy and physiology, medical terminology, Kinesiology ( <i>interrelationship of the physiological processes and anatomy of the human body with respect to movement</i> ), classification, assessment and prevention of injuries, modalities and procedures, rehabilitation, nutrition, pharmacology, safety factors related to sports medicine and training room procedures. Additional supervised work-based learning is required outside of the classroom. <i>Work site facility health requirements include CPR and TB clearance for clinical internships.</i>			<b>JOB TITLES –</b> Athletic Trainers Fitness Trainers Coaches Physical Therapist Aides	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$33,350	16.72	\$49,441	16.97
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,995	11.28	5.44	\$16,091	-0.25
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE
LOPEZ, AMY	1	Dublin HS	30113	9:01AM – 10:01AM 08/25/09 to 06/10/10
HASENPFLUG, DIANA	1	Amador HS	30110	2:13PM - 3:09PM 08/25/09 to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
TOTAL ENROLLED - 44	HIGH SCHOOL - 44	COMPLETERS – 44	COMPLETION RATE
	ADULT - 0	LEAVERS – 0 (UNDER 20 HOURS)	100%



*Note: The required additional community classroom hours were reduced for 09-10.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Sports Medicine/Athletic Trainer**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: No new information at this time.  
 Curriculum: Course was approved for UC a-g elective credit for science-biological for the 09-10 school year. Anatomy and Physiology books were ordered and received.  
 Equipment: No additional needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	0%	0%	100%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$24.33/hr

Employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs. Job growth will be concentrated in the healthcare industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide new jobs, as these establishments grow and continue to need additional athletic trainers to provide support for their clients. Growth in positions with sports teams will be somewhat slower, however, as most professional sports clubs and colleges and universities already have complete athletic training staffs. Job prospects should be good for athletic trainers in the healthcare industry and in high schools. Because of relatively low turnover, the settings with the best job prospects will be the ones that are expected to have the most job growth, primarily positions in the healthcare and fitness and recreational sports centers industries. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:**

- Student interest  
 Attendance (ADA) (*just slightly under target*)  
 Completion rate  
 Placement rate in a related field – continuing education is strong due to industry demands.  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations – teachers are unable to attend advisory meetings due to professional athletic trainer commitments. Must find time for employer advisory meetings.

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other:

Comments: A third section was added for 2010-2011 due to student and district interest. The long term goal was to have a program in each member district for 2011-2012 by moving a section into the third district. Budget constraints may make this impossible.





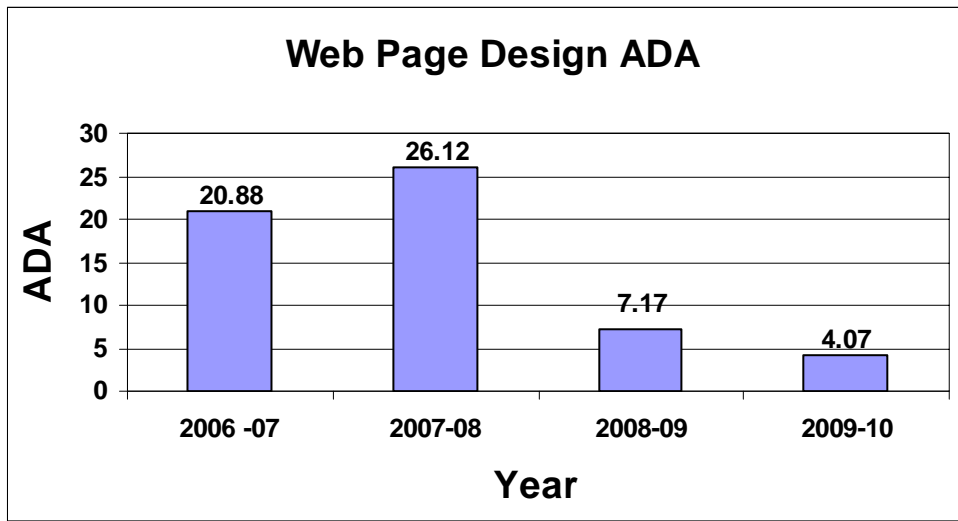
**Information Technology  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - WEB PAGE DESIGN 1 and 2</b>		<b>CDE ASSIGNED COURSE# 4134</b>		
<b>COURSE CODE – R24139 / R24140</b>		<b>COURSE Classroom/CC/CVE</b>		<b>COURSE OFFERED</b>
<b>CBEDS 5712</b>	<b>APPROVED HRS</b>	<b>180</b>	<b>SINCE 2001</b>	
<b>COURSE DESCRIPTION –</b>			<b>JOB TITLES –</b>	
<p><b>WEB DESIGN 1</b> Visual communications on the Internet. A hands-on in depth exploration of the unique blend of computer technology and art required for the successful development of Internet web sites. Students use and develop content for their own web-based course management system as well as developing personal web sites. This hands-on exploration of web technology is one component of a two-part series which can be taken in any order. *NOTE: Earn 3 units of college credit by successfully completing the two trimester series.</p> <p><b>WEB PAGE DESIGN 2</b> Advanced Multimedia, Animation and CSS. Students develop and deploy multimedia content on in-class and public web servers. Students learn to take advantage of the rapidly expanding use of the Internet for multimedia as well as portable web-enabled devices. This hands-on exploration of web technology is one component of a two-part series which can be taken in any order. *NOTE: Earn 3 units of college credit by successfully completing the two trimester series</p>			Web Page Designer	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$12,262	4.07	\$12,035	5.86
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$3,013	4.15	-0.08	\$-227	-1.79

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE	
AYOTTE, JANE	1	Granada HS	50001	12:35PM – 1:45PM	11/30/09 to 03/05/10
AYOTTE, JANE	1	Granada HS	50002	8:00AM – 9:10AM	03/08/10 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 34</b>	<b>HIGH SCHOOL - 34</b>	<b>COMPLETERS – 34</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0</b> <b>(UNDER 20 HOURS)</b>	<b>100%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Web Page Design**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: For Media Arts and Entertainment hiring was slowly starting to come back, there are jobs to be found but you must work at it. Industry is morphing into something that it was not before but is now intertwining with the web. Companies are expecting much more from employees than they previously had with much more inter-activity and must be "jack of all trades".  
Curriculum: No changes at this time.  
Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<i>Data not available</i>	%	%	%	%	%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$18.14/hr

Employment is expected to grow much faster than average, and job prospects should be excellent. Demand for Web Administrators and Web Developers will be strong. More of these workers will be needed to accommodate the increasing amount of data sent over the Internet, as well as the growing number of Internet users. In addition, as the number of services provided over the Internet expands, Web administrators and developers will continue to see employment increases. Job openings in these occupations will be the result of strong employment growth, as well as the need to replace workers who transfer to other occupations or leave the labor force. Growth in the occupation may be tempered somewhat by offshore outsourcing, as firms transfer work to countries with lower-prevailing wages and highly skilled work forces. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: VCOM 55  
Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – no data available – 0 responses to follow-up survey  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

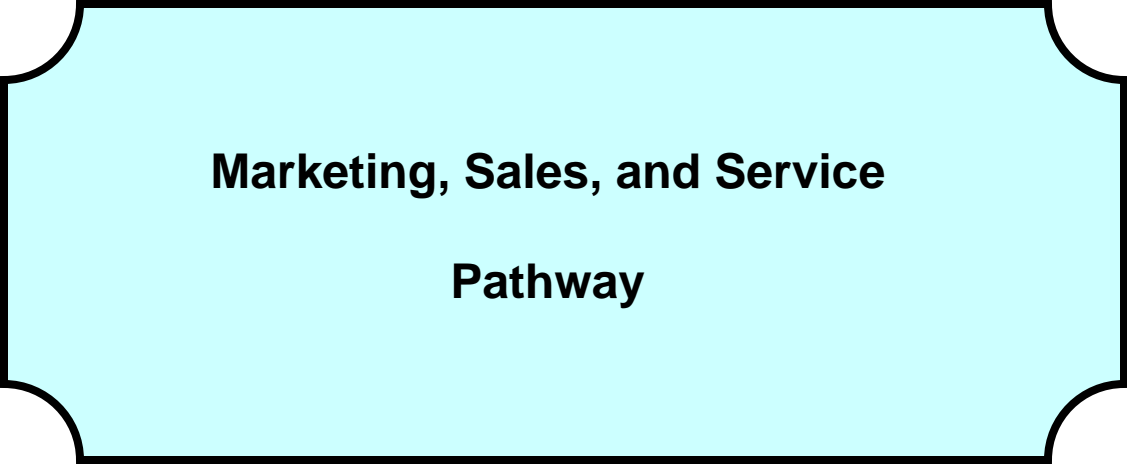
Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: The course was discontinued effective 2010-2011.





**Marketing, Sales, and Service  
Pathway**

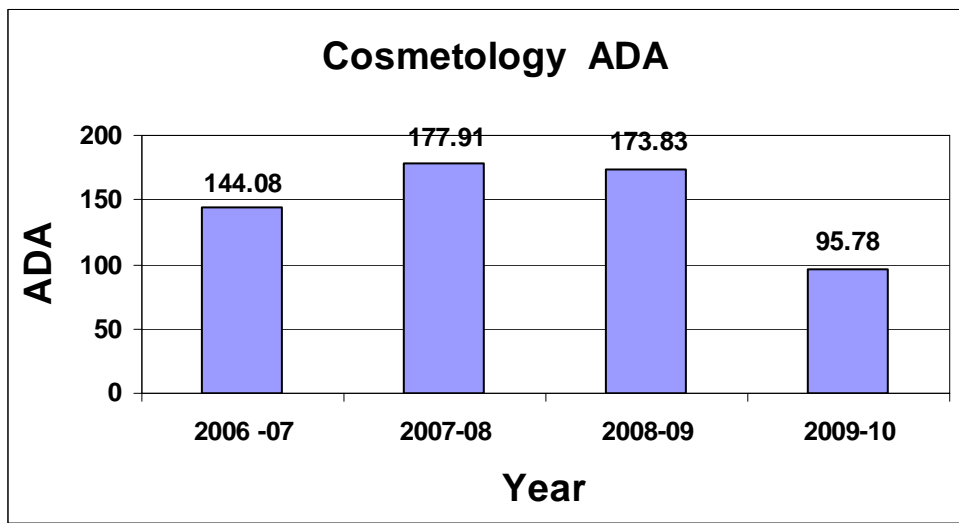
**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - COSMETOLOGY / MANICURING</b> <b>COURSE CODE – C24130</b>		<b>CDE ASSIGNED COURSE # 17/004/77</b>
<b>CBEDS 5812</b>	<b>COURSE</b> Classroom/CC/CVE APPROVED HRS 1600	<b>COURSE OFFERED</b> SINCE 1977
<b>COURSE DESCRIPTION –</b>  <b>COSMETOLOGY / MANICURING</b> Learn the care and beautification of the hair, complexion, and hands. Units include giving shampoos, rinses and scalp treatments, hair styling, setting, cutting, tinting, bleaching and permanent waving and manicuring. Understand the anatomy of beauty culture with an emphasis on customer relations. Instruction is designed to qualify pupils for the California State licensing examination for Cosmetology. * Tri-Valley ROP offers this class through Dublin Beauty College, a private institution. Equipment fees and uniform are required. Saturday class attendance is required. * <i>NOTE: A student must be 17 years of age to take the California State examination and be licensed.</i>		<b>JOB TITLES –</b>  Cosmetologist Make-up Specialist Wig Specialist Salon and Health Club Managers Beauty Supply Distribution Manicurist

REVENUE LIMIT PER ADA	TOTAL PROGRAM COST	ADA GENERATED	ADA REVENUE	MIN ADA GOAL
\$2,957	\$108,967	95.78	\$283,221	60.34 (40 students)
COST PER ADA	BREAK EVEN ADA	+ - ADA	+ - ADA REVENUE	+ - ADA GOAL
\$1,138	36.85	58.93	\$174,255	35.44

TEACHER	YEARS TEACHING	SCHOOL	SECTION/SCHEDULE
Dublin Beauty College staff	varied	Dublin Beauty College	10054/51005 3.5 hrs per day/ 8 hrs Saturday

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 85</b>	<b>HIGH SCHOOL - 63</b>	<b>COMPLETERS – 84</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 22</b>	<b>LEAVERS – 1</b> (UNDER 20 HOURS)	<b>99%</b>



*Note: State required reduction of adult percentage of enrollees.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Cosmetology / Manicuring**

**ADVISORY COMMITTEE SUMMARY**

No information at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100.0%	0%	0%	100.0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$12.14 /hr

Overall employment of barbers, cosmetologists, and other personal appearance workers is projected to grow much faster than the average for all occupations. Opportunities for entry-level workers should be favorable, while job candidates at high-end establishments will face keen competition. Personal appearance workers will grow by 20 percent from 2008 to 2018, which is much faster than the average for all occupations. Employment of hairdressers, hairstylists, and cosmetologists will increase by about 20 percent, much faster than average. This growth will primarily come from an increasing population, which will lead to greater demand for basic hair services. Additionally, the demand for hair coloring and other advanced hair treatments has increased in recent years, particularly among baby boomers and young people. This trend is expected to continue, leading to a favorable outlook for hairdressers, hairstylists, and cosmetologists. Continued growth in the number full-service spas and nail salons will also generate numerous job openings for manicurists, pedicurists, and skin care specialists. Job opportunities generally should be good, particularly for licensed personal appearance workers seeking entry-level positions. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO   
 Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field (related job placement low, however students continuing education is high)  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this section are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

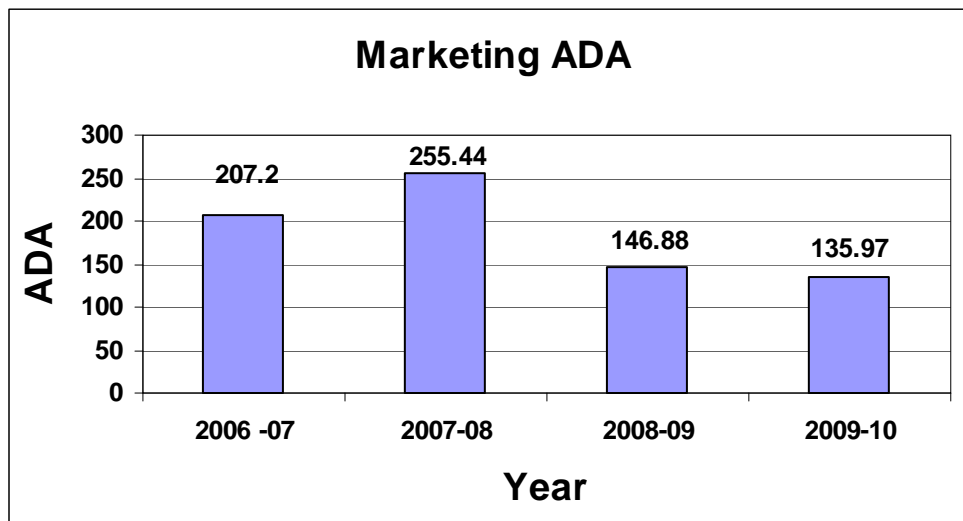
Comments: Strong student interest continues. Adult services discontinued in 2010-2011. Graduating high school students who need to complete hours will no longer be funded by ROP except for special circumstances through current year of attendance. Labor market continues to be strong but struggling in the difficult economy.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - MARKETING COURSE CODE – R14107</b>		<b>CDE ASSIGNED COURSE # 974</b>		
<b>CBEDS 4122</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 180/0/540</b>	<b>COURSE OFFERED SINCE 1997</b>	
<b>COURSE DESCRIPTION – MARKETING</b> Learn about the field of marketing and the different career possibilities in the industry. Units of study include marketing fundamentals and concepts, product development, selling, promotion, advertising, economics of business, profit and loss and basic business philosophies. Complete a career portfolio to prepare for entry into the job market with a competitive edge. Receive training in proper completion of resumes, applications, cover letters and references in addition to interviewing techniques and skills. <i>A job is required for additional units. Students must provide their own transportation.</i> Additional focus is placed on developing skills such as oral presentations, leadership, social and professional skills. Demonstrate your knowledge with participation in DECA competitive events throughout the year.			<b>JOB TITLES –</b> Management Service Sales Buyer and Purchasers Real Estate Sales Manufacturing Sales Representative	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$247,592	135.97	\$402,063	105.02
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,821	83.73	52.24	\$154,471	30.95
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
PONG, LISA	10	Dublin HS	30092	10:07AM - 11:02AM	08/25/09	to 06/10/10
PONG, LISA	10	Dublin HS	30103	11:08AM - 12:03PM	08/25/09	to 06/10/10
MERLIN, DENISE	14	Livermore HS	10028	8:00AM – 9:10AM	08/24/09	to 03/05/10
NELSON, DEBBIE	14	Granada HS	10041	10:45AM – 11:55AM	08/24/09	to 03/05/10
NELSON, DEBBIE	14	Granada HS	10040	9:20AM - 10:35AM	11/30/09	to 03/05/10
NELSON, DEBBIE	14	Granada HS	10040	10:45AM – 11:55AM	03/08/10	to 06/10/10
ANDREWS, LAURIE	17	Amador HS	10003	1:11PM - 2:07PM	08/25/09	to 06/11/10
MERLIN, DENISE	14	Amador HS	10008	11:34AM – 12:30PM	08/25/09	to 06/11/10
RAAKER, TAMI	14	Foothill HS	30111	9:13AM - 10:09AM	08/25/09	to 06/11/10
RAAKER, TAMI	14	Foothill HS	30112	10:14AM - 11:15AM	08/25/09	to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 277</b>	<b>HIGH SCHOOL - 277</b>	<b>COMPLETERS – 273</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 4 (UNDER 20 HOURS)</b>	<b>98.6%</b>



*Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to Trimester (TM) 70-minute periods and program was reduced by one section. (avg 25 ADA 07-08, avg 16 ADA 08-09, avg 15 ADA 09-10)*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data - Marketing**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. BA is the minimum for entry level marketing positions. Technology industry is also requiring BA minimum and experience. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: Concern about high school emphasis on UC a-g classes. A parent commented that her student and friends would not be taking the Marketing class because it is not UC a-g approved. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100.0%	4.1%	1.0%	93.9%	1.0%	0.0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$14.38/hr

Overall employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic, and the need to make one's product or service stand out in the crowd. In addition, as the influence of traditional advertising in newspapers, radio, and network television wanes, marketing professionals are being asked to develop new and different ways to advertise and promote products and services to better reach potential customers. Sales and marketing managers and their departments constitute some of the most important personnel in an organization and are less subject to downsizing or outsourcing than are other types of managers, except in the case of companies that are consolidating. Employment of these managers, therefore, will vary primarily on the basis of the growth or contraction in the industries that employ them. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: BUSN -59 Leadership  
 School: Las Positas College Course: BUSN -95 /96 Work Exp.

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (*areas of concern are marked below*)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – placement in related field is low, however those continuing in education is high.  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs – business industry strongly effected by budget/economy  
 Loss of work-based learning sites – balanced by reduction in work site supervision costs  
 Change in legal requirements  
 Other

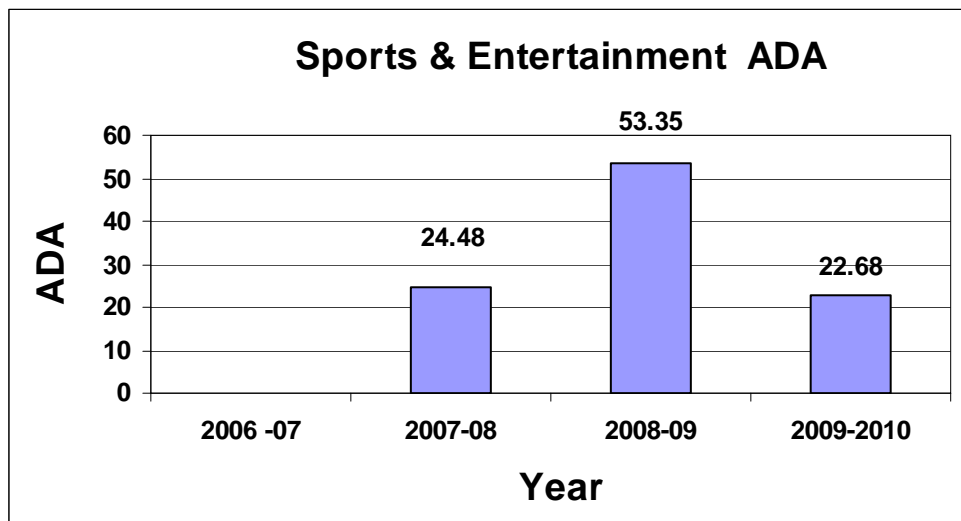
Comments: Work-based learning supervision costs were reduced, thus maintaining cost effectiveness. Invested in additional hours for staff to develop training sites. Some improvement is appearing in 2010-2011.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - SPORTS &amp; ENTERTAINMENT MARKETING / INTRODUCTION TO SPORTS AND ENTERTAINMENT MARKETING</b> <b>COURSE CODE – R14108 / R24141</b>			<b>CDE ASSIGNED COURSE 5417</b>	
<b>CBEDS 4198/4107</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> 180      360	<b>COURSE OFFERED SINCE 2007</b>	
<b>COURSE DESCRIPTION –</b> <b>SPORTS &amp; ENTERTAINMENT MARKETING</b> Learn what it takes to start a career in sports and entertainment marketing. Understand and develop sports and entertainment marketing concepts, leadership through DECA, and elements of professional and amateur sports. Units include sports and entertainment career preparation, professional, college and amateur sports products, sports and entertainment promotions, how to market sports and entertainment, sports and entertainment marketing research, professional sales presentation, and DECA leadership. Opportunity for internships with professional sports and entertainment organizations. <i>A job is required for additional units. Students must provide their own transportation.</i> Additional focus is placed on developing skills such as oral presentations, leadership, social and professional skills. Demonstrate your knowledge with participation in DECA competitive events throughout the year.			<b>JOB TITLES –</b> Supervisor/Manager – Retail Sales Supervisor/Manager of Non-Retail Sales Counter and Rental Clerks Retail Salespersons Advertising Sales Agents General & Operations Managers Advertising and Promotion Managers Sales Managers Public Relations Managers Administrative Services Managers Agents & Business Managers of Artists/Performers Wholesale and Retail Buyers Purchasing Agents Cost Estimators	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$39,639	22.68	\$67,065	17.83
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,748	13.41	9.27	\$27,426	4.85
<i>Note: Minimum ADA Goal includes Community Classroom or Cooperative Vocational Education FTE.</i>				

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE	
MERLIN, DENISE	14	Livermore HS	50004	9:20AM – 10:35AM	3/05/09 to 6/11/09
ANDREWS, LAURIE	17	Amador HS	10001	2:13PM – 3:09PM	08/25/09 to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 42</b>	<b>HIGH SCHOOL - 42</b>	<b>COMPLETERS – 39</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 3</b> (UNDER 20 HOURS)	<b>92.9%</b>



*Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to Trimester (TM) 70-minute periods. In 2008 – 2009, 2 yearlong + 2 TM course were offered. In 2009-2010 offerings were reduced to 1 yearlong + 1 TM.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM**

**2009 – 2010 Course Review Data**

**Sports and Entertainment Marketing / Introduction to Sports and Entertainment and Marketing**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Safeway manager said new employees are from different industries with MBA's and Masters. BA is the minimum for entry level marketing positions. Technology industry is also requiring BA minimum and experience. Business partners all commented that people are jumping industries due to the economy and lack of jobs. New hires are taking pay cuts, but the most important question applicants ask is about benefits. Skill set is also priority, such as in sales and service background.

Curriculum: Concern about high school emphasis on UC a-g classes. A parent commented that her student and friends would not be taking the Marketing class because it is not UC a-g approved. Recommend lobbying for increasing graduation credits at the schools and getting CTE its own requirement.

Equipment: No needs at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	4.5%	0%	95.5%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$14.38/hr

Employment of public relations specialists is expected to grow 24 percent from 2008 to 2018, much faster than the average for all occupations. The need for good public relations in an increasingly competitive and global business environment should spur demand for these workers, especially those with specialized knowledge or international experience. The recent emergence of social media in the public relations is expected to increase job growth as well. Many public relations firms are expanding their use of these tools, and specialists with skills in them will be needed.

Opportunities should be best for college graduates who combine a degree in journalism, public relations, or another communications-related field with a public relations internship or other related work experience. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth
- Stable
- Declining

Supply and Demand

- Not Difficult
- Moderately Difficult
- Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:**

- Student interest
- Attendance (ADA)
- Completion rate
- Placement rate in a related field – placement in related field is low, however those continuing in education is high.
- Labor Market
- Labor Market
- Program cost effectiveness
- Advisory committee recommendations

**ACTION**

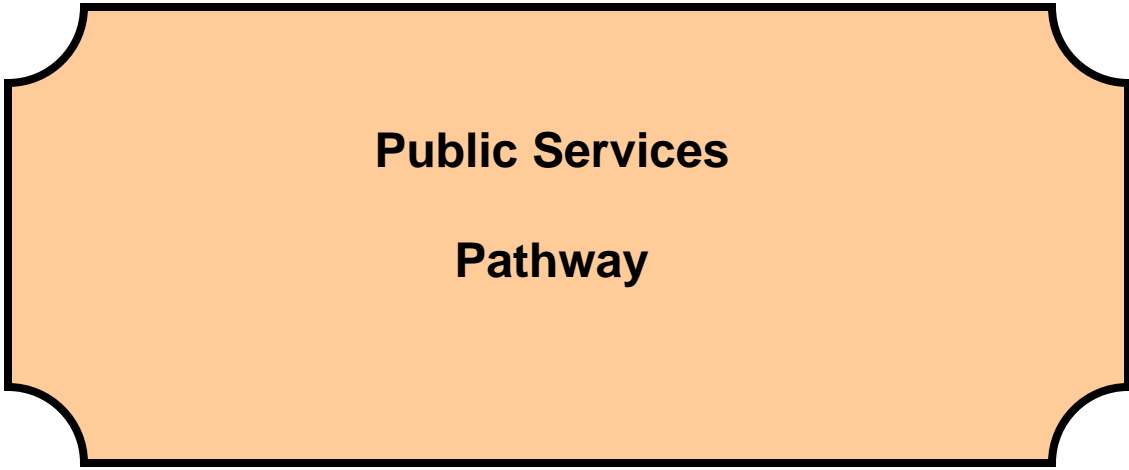
Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement
- Staff Availability
- Loss of classroom facility
- Change in industry/labor market needs
- Loss of work-based learning sites
- Change in legal requirements
- Other

Comments: Reduced sections and decrease in cost of CVE supervision due to reduction in available work-based learning sites keeps the program cost effective.



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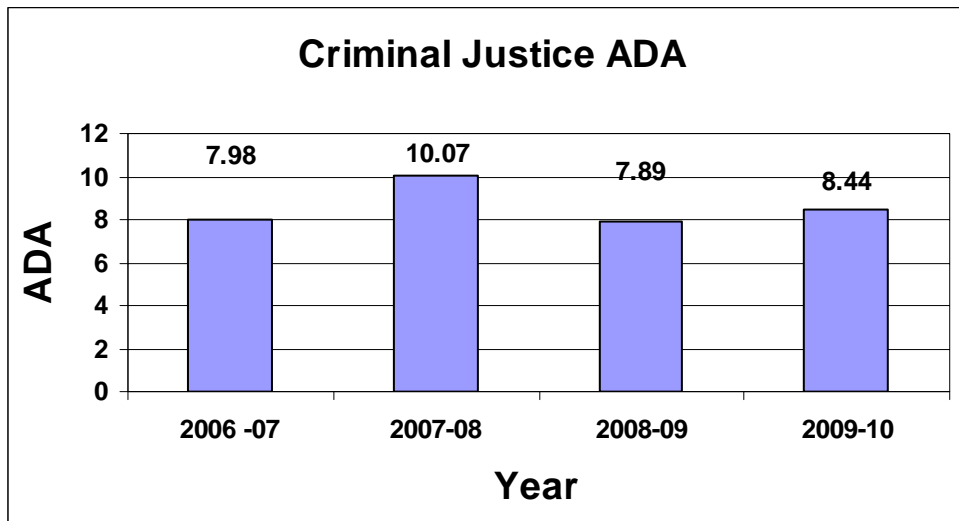
**Public Services  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - CRIMINAL JUSTICE</b> <b>COURSE CODE – R24154</b>			<b>CDE ASSIGNED COURSE # 1433</b>	
<b>CBEDS 5844</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE</b> <b>180</b>	<b>COURSE OFFERED SINCE 1999</b>	
<b>COURSE DESCRIPTION –</b> <b>CRIMINAL JUSTICE</b> Learn about career opportunities in law enforcement. Understand the background, duties, necessary skills, and the day-to-day responsibilities of a peace officer. Information will be provided concerning other career opportunities in law enforcement, such as Cadet Programs, Law Enforcement Technicians, Community Service Officers, and Dispatchers. <b>PLEASE NOTE:</b> <i>There will be no physical or weapon training activities in this class.</i>			<b>JOB TITLES –</b> Community Service Officer Police Officer - Identification & Records Parking Enforcement Officer Complaint & Evaluation Officer Undercover Operator - Retail Trades Investigator Sheriff's Deputy Investigation Officer	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$13,513	8.44	\$24,957	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$1,601	4.57	3.87	\$11,444	0.90

<b>TEACHER</b>	<b>YRS TEACHING</b>	<b>SCHOOL</b>	<b>SECTION</b>	<b>SCHEDULE</b>	
GILL, FLOYD	10	Dublin HS	10121	1:45PM - 2:40PM	08/25/08 to 06/10/09

<b>UNDUPLICATED ENROLLMENT DATA</b>			
<b>TOTAL ENROLLED - 36</b>	<b>HIGH SCHOOL - 36</b>	<b>COMPLETERS – 35</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 1</b> <b>(UNDER 20 HOURS)</b>	<b>97.2%</b>



*Note: The 08-09 decline in ADA is a result of a reduction of sections due to creating a combination course of Criminal Justice and Crime Scene Investigation program in two of three member districts.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Criminal Justice**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Three years ago there were 15,000 openings in law enforcement and only 9,000 applicants. The jobs are still there but agencies have no money to hire entry level personnel. Local police department representative shared they recruit laterals and also hire new recruits. Not sent many people to the academy lately due to many talented laterals applying for the openings. There are several companies offering \$125,000 a year tax free for security work in Afghanistan or Iraq. Academy graduates are experiencing same difficulties getting a job after graduating. There is a little more work and hiring in criminology.

Curriculum: Instructor made curriculum changes: casting was reduced to two hours and report writing hours were increased as previously recommended by committee. Textbook is wearing out. Looking into replacement to match college text to coincide with articulation agreement. New report writing class elective is being developed at Granada High for juniors and seniors with a focus on technical writing.

Equipment: Batteries for cameras are needed in abundance.

**PLACEMENT DATA (2007 – 2008)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100.0%	0%	0%	100.00%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$ 40.28 /hr

Job opportunities in most local police departments will be favorable for qualified individuals, whereas competition is expected for jobs in State and Federal agencies. Employment of police and detectives is expected to grow 10 percent over the 2008–18 decade, about as fast as the average for all occupations. Population growth is the main source of demand for police services. Overall opportunities in local police departments will be favorable for individuals who meet the psychological, personal, and physical qualifications. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for Federal jobs and private-sector security jobs. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: AJ-50 Intro to Admin. Justice

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (*areas of concern are marked below*)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – continuing education is required and is strong  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

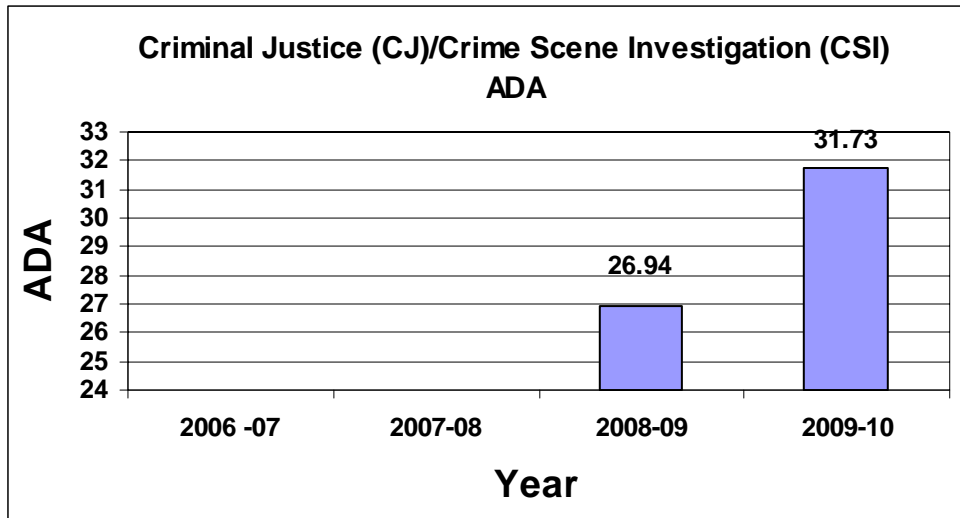
Comments:

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - CRIMINAL JUSTICE/CRIME SCENE INVESTIGATION</b> <b>COURSE CODE – R24148 / R25148</b>			<b>CDE ASSIGNED COURSE # 6052</b>	
<b>CBEDS 5844</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 210</b>	<b>COURSE OFFERED SINCE 2008</b>	
<b>COURSE DESCRIPTION –</b> <b>CRIMINAL JUSTICE/CRIME SCENE INVESTIGATION</b> This course of instruction will provide students with a strong overview of Law Enforcement as a career. The student will obtain a general understanding of the Criminal Justice System and the many career opportunities available, including but not limited to Police Officer, Lawyers, and Correctional Personnel. They will gain an understanding of the importance of evidence for Crime Scene Investigation and how evidence is used in the Criminal Justice System. Both objectives will be tied together using mock crime scenes for evidence gathering and analysis, mock trials, and other practical exercises. An emphasis is placed on presenting information in a clear, concise manner, both verbally and in writing. By becoming proficient in the skills taught in this course, students will have the ability to both decide if Law Enforcement is the career for them and help them obtain employment.			<b>JOB TITLES –</b> Police Officer Police Detective Laboratory Technologist Investigator	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$76,170	31.73	\$93,826	32.68
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,401	25.76	5.97	\$17,655	-0.95

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
LANG, DAVE	10	Livermore HS	50029	9:20AM - 10:35AM	08/24/09	to 06/10/10
LANG, DAVE	10	Livermore HS	50030	10:45AM – 11:55AM	08/24/09	to 06/10/10
LANG, DAVE	10	Foothill HS	10009	12:51PM - 1:47PM	08/25/09	to 06/11/10
LANG, DAVE	10	Amador HS	50035	2:13PM - 3:09PM	08/25/09	to 06/11/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 103</b>	<b>HIGH SCHOOL - 103</b>	<b>COMPLETERS – 88</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 15</b> <b>(UNDER 20 HOURS)</b>	<b>85%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM**  
**2009 – 2010 Course Review Data – Criminal Justice / Crime Scene Investigation**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Three years ago there were 15,000 openings in law enforcement and only 9,000 applicants. The jobs are still there but agencies have no money to hire entry level personnel. Local police department representative shared they recruit laterals and also hire new recruits. Not sent many people to the academy lately due to many talented laterals applying for the openings. There are several companies offering \$125,000 a year tax free for security work in Afghanistan or Iraq. Academy graduates are experiencing same difficulties getting a job after graduating. There is a little more work and hiring in criminology.

Curriculum: No changes at this time.

Equipment: New cameras have been purchased but batteries are needed in abundance.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100.0%	0%	0%	100.0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$ 33.45/hr

Job opportunities in most local police departments will be favorable for qualified individuals, whereas competition is expected for jobs in State and Federal agencies. Employment of police and detectives is expected to grow 10 percent over the 2008–18 decade, about as fast as the average for all occupations. Population growth is the main source of demand for police services. Overall opportunities in local police departments will be favorable for individuals who meet the psychological, personal, and physical qualifications. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for Federal jobs and private-sector security jobs. Jobs for forensic science technicians are expected to increase by 20 percent, which is much faster than average. Employment growth in State and local government should be driven by the increasing application of forensic science techniques, such as DNA analysis, to examine, solve, and prevent crime. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: AJ-50 Intro Admin. Justice  
 Course: AJ 61: Evidence

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  (*Probation last year but showed improvement*) Probation

**Decision-making criteria:** (*areas of concern are marked below*)

- Student interest  
 Attendance (ADA) (*just slightly under target*)  
 Completion rate  
 Placement rate in a related field – continuing education is required and is strong  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

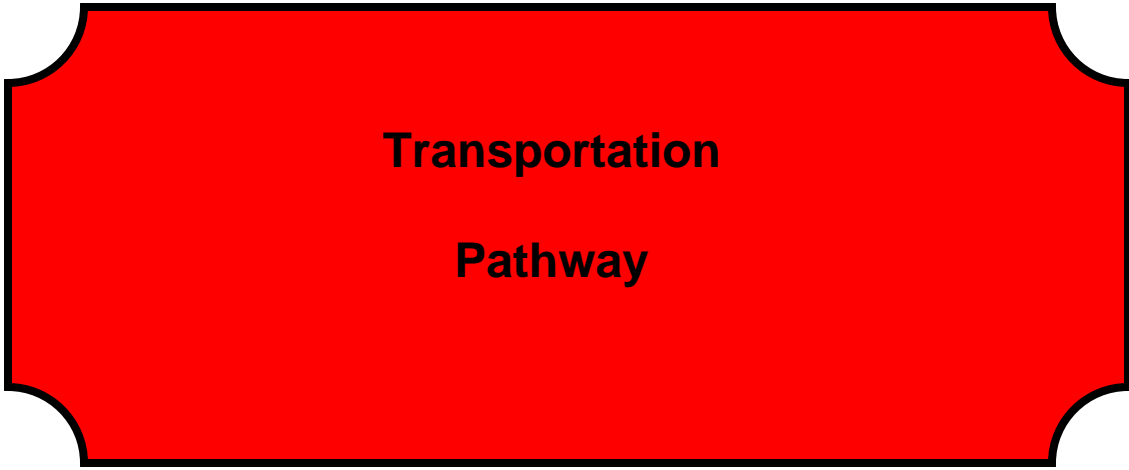
Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: One section was reduced for the 2009-2010 school year. Enrollment per section increased resulting in improved cost effectiveness.



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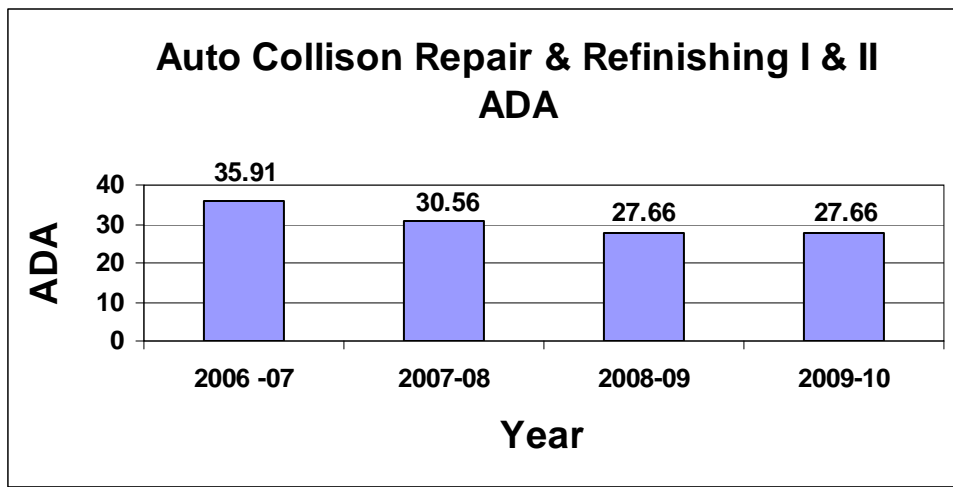
**Transportation  
Pathway**

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - AUTO COLLISION REPAIR AND REFINISHING I &amp; II</b> <b>COURSE CODE – R24142 / R24143 / R24125 / R25143</b>		<b>CDE ASSIGNED COURSE # 1431</b>		
<b>CBEDS 5654</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 360</b>	<b>COURSE OFFERED SINCE 1977</b>	
<b>COURSE DESCRIPTION –</b> <b>AUTO COLLISION REPAIR AND REFINISHING I</b> - Examine the field of auto collision repair and refinishing. Learn to straighten and repair auto frames, rebuild and repaint auto bodies, straighten metal, weld (oxyacetylene, plasma gun and mig), replace panels, apply paint to new parts, and detail cars. Identify auto body damage and the relationship to cost estimation.  <b>AUTO COLLISION REPAIR AND REFINISHING II</b> - Study advanced topics and projects in auto collision repair, refinishing and color matching for industry. Acquire proficiencies in computerized estimating, shop management, team leadership, and business principles. <i>Prerequisite: Auto Collision Repair and Refinishing I</i>			<b>JOB TITLES –</b>  Automotive and Diesel Mechanics Automotive Repair Service Estimators Painters Body Customizer	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>Min ADA Goal</b>
\$2,957	\$68,834	27.66	\$81,791	32.68
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA Goal</b>
\$2,489	23.28	4.38	\$12,957	-5.02

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE	
VASQUEZ, DEL	23	Livermore H.S.	21 & 22	9:20AM - 10:35AM	08/24/09 to 06/10/10
VASQUEZ, DEL	23	Livermore H.S.	31 & 32	10:45AM - 11:55AM	08/24/09 to 06/10/10
VASQUEZ, DEL	23	Livermore H.S.	41 & 42	1:05PM - 3:05PM	08/24/09 to 06/10/10

ENROLLMENT DATA (Unduplicated)			
<b>TOTAL ENROLLED - 76</b>	<b>HIGH SCHOOL - 76</b>	<b>COMPLETERS – 76</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0 (UNDER 20 HOURS)</b>	<b>100%</b>



*Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to 70-minute periods.  
ADA graph shows stability but is really growth due to reduction of a section.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Auto Collision Repair and Refinishing**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: See Labor Market Information below.

Curriculum: Manual written service orders are becoming a thing of the past so basic typing and computer skills are now necessary. Suggest using SP2.org to train students on safety as done in local industry. Suggest time cards and uniforms/lab coats. Safety, job etiquette, and positive attitude are requirement for employment and apprentice programs.

Equipment: Local automotive dealership will be moving facility and not moving body shop. Will contact ROP for donations at that time.

**PLACEMENT DATA (2008–2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<b>100.0 %</b>	0%	0%	100.00%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$25.05 /hr

Employment is projected to see little or no change. Job opportunities will be excellent for people with formal training in automotive body repair and refinishing as older workers retire and need to be replaced; those without any training or experience will face competition. Employment of automotive body repairers is expected to grow by 1 percent over the 2008-18 decade. The number of vehicles on the road is expected to continue increasing over the next decade. This will lead to overall growth in the demand for collision repair services. The increasing role of technology in vehicles also will mean new opportunities for workers with expertise or training in repairing particular makes and models of cars or working with specific materials. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth
- Stable
- Declining

Supply and Demand

- Not Difficult
- Moderately Difficult
- Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (areas of concern are marked below)

- Student interest
- Attendance (ADA)
- Completion rate
- Placement rate in a related field (*related job placement low, however students continuing education is high*)
- Labor Market
- Program cost effectiveness
- Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement
- Staff Availability
- Loss of classroom facility
- Change in industry/labor market needs
- Loss of work-based learning sites
- Change in legal requirements
- Other – Prop 1D awarded to fund a new water base paint booth.

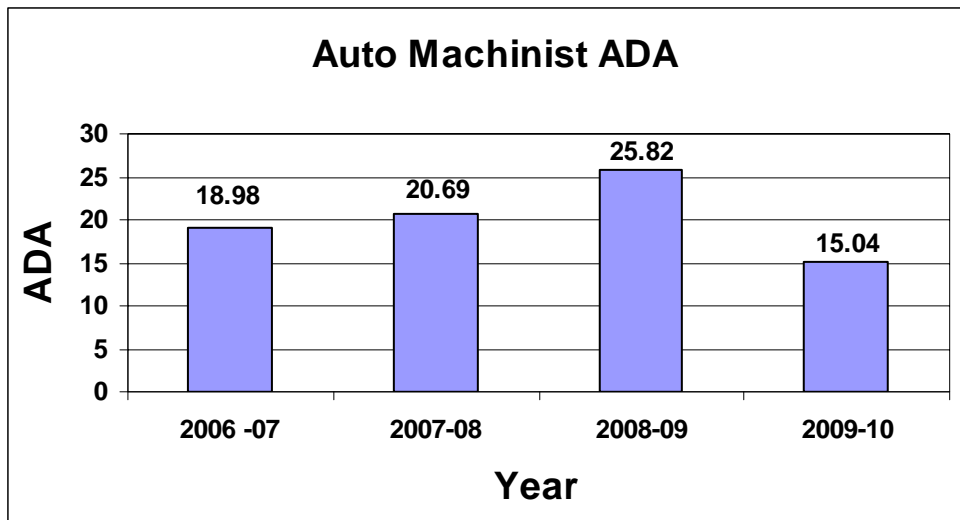
**COMMENTS:** Classes were reduced for the 2010-2011 school year in preparation for Prop 1D construction.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - AUTO MACHINIST COURSE – R24124</b>			<b>CDE ASSIGNED COURSE # 1430</b>	
<b>CBEDS 5682</b>	<b>COURSE APPROVED HRS</b>	<b>Classroom/CC/CVE 360</b>	<b>COURSE OFFERED SINCE 1983</b>	
<b>COURSE DESCRIPTION –</b> <b>AUTO MACHINIST</b> - Learn the industrial processes used in the construction of today's modern automobiles. Understand the operation, care and repair of the automobile. Units include components of the car, automobile design, power train, wheels and tires, brakes, and general car care and maintenance. Machine work is taught on a V-8 engine through a complete rebuild, including boring and valve grinding, and includes a test-run in class. All parts and materials for rebuilding the engine are provided. Academic and occupational competencies are related through applied mathematics, written communication, and principles of technology. Recommendation: Completion of Small Engines/Motorcycle Technology			<b>JOB TITLES –</b> Diesel Mechanic Automotive Technician	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>Min ADA Goal</b>
\$2,957	\$57,590	15.04	\$44,473	30.16
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA Goal</b>
\$3,829	19.48	-4.44	\$-13,177	-15.12

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
SPRAGGE, MIKE	4	Dublin HS	10020	8:00AM - 10:01AM	08/25/09	to 06/10/10
SPRAGGE, MIKE	4	Dublin HS	10021	12:44PM - 2:40PM	08/25/09	to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 23</b>	<b>HIGH SCHOOL - 23</b>	<b>COMPLETERS – 20</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 3 (UNDER 20 HOURS)</b>	<b>74%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Auto Machinist**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Heavy duty mechanics more popular than light automotive. Hybrid/Electric cars are becoming very popular due to the younger generation promoting green technology. Dealerships will not be paid for warranty work that is not done by a certified technician.

Curriculum: Technicians use computerized systems and require diagnosing problems using automotive software programs. Manual written service orders are becoming a thing of the past, so basic typing and computer skills are now necessary. More employers are now requiring that technicians have an ASE (Automotive Service Excellence) or NATEF (National Automotive Technicians Education Foundation) Certificate. The typical Technician has about 40 hours of training each year during employment. Suggest time cards and uniforms/lab coats. Safety, job etiquette, and positive attitude are requirements for employment and apprentice programs.

Equipment: Local dealership is interested in helping. Need to continue discussion.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100%	20.0%	0%	80.0%	0%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$18.95 /hr

The number of jobs for automotive service technicians and mechanics is projected to grow slower than the average for all occupations, although many job openings will arise as experienced technicians retire. Opportunities should be good for those who complete postsecondary automotive training programs, as some employers report difficulty finding workers with the right skills; those without formal automotive training are likely to face competition for entry-level jobs. Employment of automotive service technicians and mechanics is expected to increase by 5 percent between 2008 and 2018, slower than the average for all occupations. Workers with expertise in certain makes or models of vehicles, or with an advanced understanding of certain systems, such as hybrid-fuel technology, will be in demand. Job opportunities are expected to be very good for those who complete postsecondary automotive training programs and who earn ASE certification.

*(Occupational Outlook Handbook 2010 – 2011)*

Employment Level

- Growth  
 Stable – slow growth but increase in retirees  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: Auto 55 Auto Service  
 School: Chabot College Course: Automotive Technology 70

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  (Watch status previous year)

**Decision-making criteria:** *(areas of concern are marked below)*

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** *(other factors that impact this action are marked below)*

- Probationary status previous year, no improvement  
 Staff Availability:  
 Loss of classroom facility *(lab space reduced in 2009-2010 school year)*  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other:

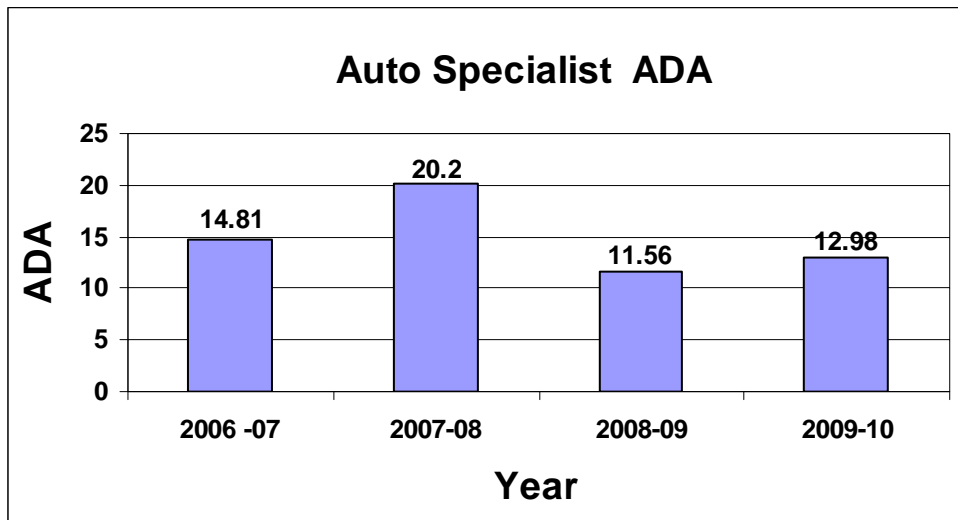
Comments: For the 2010-2011 school year, the two sections were cut back to one morning session. Considering consolidation of the two Automotive facilities into one. The class schedule time may need to be modified if there is a change in location of site.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - AUTO SPECIALIST</b> <b>COURSE CODE – R24105 / R24144 / R4145 / R24146</b>		<b>CDE ASSIGNED COURSE #: 1429</b>		
<b>CBEDS #: 5655</b>	<b>COURSE: Classroom/CC/CVE</b> <b>APPROVED HRS: 360</b>		<b>COURSE OFFERED SINCE: 1977</b>	
<b>COURSE DESCRIPTION –</b> <b>AUTO SPECIALIST</b> This course is an advanced class in automotive education. Learn automotive theory and shop practices used in the automotive industry. Students will learn automotive skills, safety, the use of service publications, and develop technical knowledge in all areas of the vehicle. Gain skills in tire repair and changing, high-speed tire balancing, brake and wheel bearing inspection measuring and repairing, and front and four-wheel alignment. Additional units include lubrication; cooling, electrical, and ignition systems. The topics covered in more depth are brakes, steering and suspension, electrical, maintenance, engine diagnostics and repair, and rear axle. Also learn about automatic transmissions, emission controls, and good business practices for the business owner, ASE test preparation and procedures, and the benefits of gaining ASE certifications. Students may work on their own or family automobile with approval of instructor.			<b>JOB TITLES –</b> Diesel Mechanic Automotive Technician Automotive Repair Parts Clerk Auto Mechanic Helper New Car Get-Ready Mechanic Automobile-Accessories Installer Lubrication Technician	
<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$40,077	12.98	\$38,382	17.60
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$3,088	13.55	-0.57	\$-1,695	-4.62

TEACHER	YRS TEACHING	SCHOOL	SECTION	SCHEDULE		
WOODWORTH, ED	4	Livermore HS	30022	8:00AM - 10:00AM	08/24/09	to 06/10/10
WOODWORTH, ED	4	Livermore HS	50022	8:00AM - 9:10AM	08/24/09	to 11/20/09
WOODWORTH, ED	4	Livermore HS	50024	8:00AM - 9:10AM	11/30/09	to 03/05/10
WOODWORTH, ED	4	Livermore HS	50026	8:00AM - 9:10AM	03/08/09	to 06/10/10
WOODWORTH, ED	4	Livermore HS	50023	9:20AM - 10:35AM	08/24/09	to 11/20/09
WOODWORTH, ED	4	Livermore HS	50025	9:20AM - 10:35AM	11/30/09	to 03/05/10
WOODWORTH, ED	4	Livermore HS	50028	9:20AM - 10:35AM	03/08/09	to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED: 85</b>	<b>HIGH SCHOOL: 85</b>	<b>COMPLETERS: 79</b>	<b>COMPLETION RATE</b>
	<b>ADULT: 0</b>	<b>LEAVERS: 6</b> <b>(UNDER 20 HOURS)</b>	<b>93%</b>



*Note: In 2008 – 2009 LVJUSD offerings changed from 90-minute periods to Trimester (TM) 70-minute periods and no students outside the home district. 2009-2010 included traveling students.*

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data – Auto Specialist**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: Heavy duty mechanics more popular than light automotive. Hybrid/Electric cars are becoming very popular due to the younger generation promoting green technology. Dealerships will not be paid for warranty work that is not done by a certified technician.

Curriculum: Technicians use computerized systems and require diagnosing problems using automotive software programs. Manual written service orders are becoming a thing of the past, so basic typing and computer skills are now necessary. More employers are now requiring that technicians have an ASE (Automotive Service Excellence) or NATEF (National Automotive Technicians Education Foundation) Certificate. The typical Technician has about 40 hours of training each year during employment. Suggest time cards and uniforms/lab coats. Safety, job etiquette, and positive attitude are requirements for employment and apprentice programs.

Equipment: Local dealership is interested in helping. Need to continue discussion.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
100.0%	0%	1.11%	66.7%	22.2%	0%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$23.56 /hr

The number of jobs for automotive service technicians and mechanics is projected to grow slower than the average for all occupations, although many job openings will arise as experienced technicians retire. Opportunities should be good for those who complete postsecondary automotive training programs, as some employers report difficulty finding workers with the right skills; those without formal automotive training are likely to face competition for entry-level jobs. Employment of automotive service technicians and mechanics is expected to increase by 5 percent between 2008 and 2018, slower than the average for all occupations. Workers with expertise in certain makes or models of vehicles, or with an advanced understanding of certain systems, such as hybrid-fuel technology, will be in demand. Job opportunities are expected to be very good for those who complete postsecondary automotive training programs and who earn ASE certification. In addition to openings from growth, many job openings will be created by the need to replace retiring technicians.

(Occupational Outlook Handbook 2010 – 2011)

Employment Level

- Growth  
 Stable – slow growth but increase in retirees  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  at Granada NO  for other high schools  
 Does this course have an articulation agreement? YES  NO  School: Las Positas College Course: Auto 55 - Auto Service  
 Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO   
 Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation  (Watch status previous year)

**Decision-making criteria:** (areas of concern are marked below)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field (related job placement low, however students continuing education is high)  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (other factors that impact this action are marked below)

- Probationary status previous year, no improvement  
 Staff Availability  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: Program costs include enterprise dollars deposited. Suggest scheduling in pm for regional approach that may increase overall enrollment for 2011-2012.

**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data**

<b>COURSE TITLE - SMALL ENGINE/MOTORCYCLE TECHNOLOGY</b> <b>COURSE CODE – R24127</b>	<b>CDE ASSIGNED COURSE # 1182</b>
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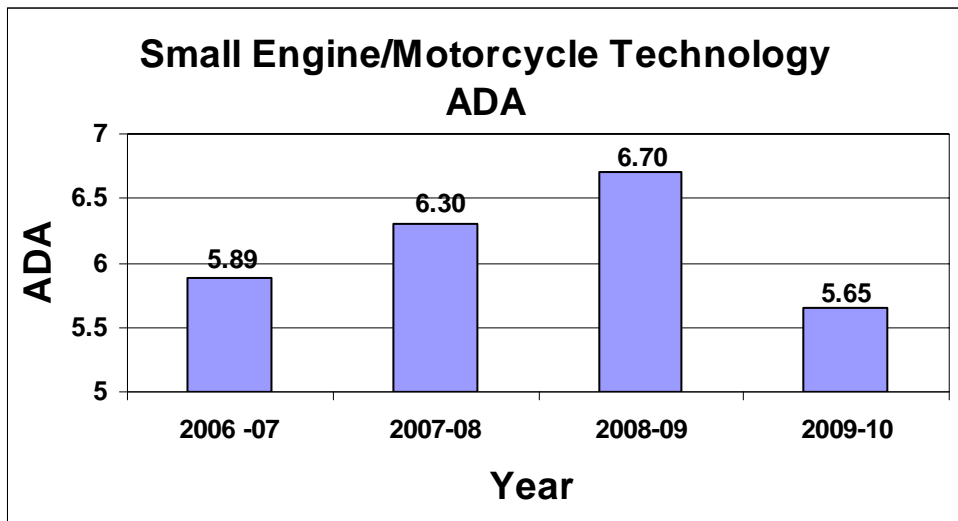
<b>CBEDS 5661</b>	<b>COURSE Classroom/CC/CVE</b> <b>APPROVED HRS 180</b>	<b>COURSE OFFERED SINCE 1988</b>
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<b>COURSE DESCRIPTION –</b> <b>SMALL ENGINE/MOTORCYCLE TECHNOLOGY</b> Learn all facets of motorcycle repair found in typical motorcycle dealership service departments. Understand how to dismantle and rebuild 2-cycle and 4-cycle engines, service electrical problems, and service and tune up all types of motorcycles. Units include factory recommended maintenance procedures, diagnosing and rebuilding engines, boring cylinders, honing, valve grinding, seat cutting and grinding, and diagnosing and repairing transmissions and clutches. Become competent in troubleshooting, repairing, and maintaining a variety of small engines. Two-stroke and four-stroke running engines are provided for the small engine lessons and motorcycle engines and two complete motorcycles are supplied for the motorcycle lessons. Engines are test-run in the shop.	<b>JOB TITLES –</b> Automotive Mechanic Motorcycle Mechanic Small Engines Mechanic
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<b>REVENUE LIMIT PER ADA</b>	<b>TOTAL PROGRAM COST</b>	<b>ADA GENERATED</b>	<b>ADA REVENUE</b>	<b>MIN ADA GOAL</b>
\$2,957	\$13,981	5.65	\$16,707	7.54
<b>COST PER ADA</b>	<b>BREAK EVEN ADA</b>	<b>+ - ADA</b>	<b>+ - ADA REVENUE</b>	<b>+ - ADA GOAL</b>
\$2,475	4.73	0.92	\$2,726	-1.89

TEACHER	YRS TEACHING	SCHOOL	SECTIONS	SCHEDULE
SPRAGGE, MIKE	4	Dublin HS	30102	10:07AM - 11:02AM 0//25/09 to 06/10/10

UNDUPLICATED ENROLLMENT DATA			
<b>TOTAL ENROLLED - 23</b>	<b>HIGH SCHOOL - 23</b>	<b>COMPLETERS – 23</b>	<b>COMPLETION RATE</b>
	<b>ADULT - 0</b>	<b>LEAVERS – 0</b> <b>(UNDER 20 HOURS)</b>	<b>100%</b>



**TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM  
2009 – 2010 Course Review Data - Small Engine/Motorcycle Repair**

**ADVISORY COMMITTEE SUMMARY**

Labor Market: See Labor Market Information below.

Curriculum: Manual written service orders are becoming a thing of the past, so basic typing and computer skills are now necessary. Suggest time cards and uniforms/lab coats. Safety, job etiquette, and positive attitude are requirement for employment and apprentice programs.

Equipment: No suggestions at this time.

**PLACEMENT DATA (2008 – 2009)**

Overall Placement Rate	Employed in Field	Employed in Nonrelated Field	Continuing in Education	In Military	Unemployed/Unavailable
<i>Data not available</i>	%	%	%	%	%

**LABOR MARKET INFORMATION**

Average starting salary 2009-2010: \$24.95/hr

Average employment growth is projected for small engine mechanics. Job prospects should be excellent for people who complete formal training programs. Employment of small engine mechanics is expected to grow by 7 percent between 2008 and 2018, about as fast as the average for all occupations. Growth will vary by the type of equipment these mechanics repair. The number of registered motorcycles has increased steadily in recent years, leading to corresponding greater demand for motorcycle repair services. This trend is expected to continue, leading to new opportunities for motorcycle mechanics. Most new jobs will continue to be in the motorcycle dealer industry, as service operations are an important aspect of business for many firms in this industry. By contrast, the number of additional motorboats in use has been limited in recent years. The retail boat industry, the primary employer of repair technicians, has consolidated, creating fewer new opportunities for mechanics. As such, motorboat mechanics are expected to grow by 6 percent, slower than the average for all occupations. (*Occupational Outlook Handbook 2010 – 2011*)

Employment Level

- Growth  
 Stable  
 Declining

Supply and Demand

- Not Difficult  
 Moderately Difficult  
 Very Difficult

**COURSE ARTICULATION/SEQUENCING**

Does this course unnecessarily duplicate other training courses in the area? YES  NO

Does this course have an articulation agreement? YES  NO  School: \_\_\_\_\_ Course: \_\_\_\_\_

Is this course part of a sequence? AB2448 YES  NO  Perkins YES  NO

Does this course receive UC a-g credit? YES  NO

**STATUS**

Continue  Watch  Probation

**Decision-making criteria:** (*areas of concern are marked below*)

- Student interest  
 Attendance (ADA)  
 Completion rate  
 Placement rate in a related field – *no data available – 0 responses to follow-up survey*  
 Labor Market  
 Program cost effectiveness  
 Advisory committee recommendations

**ACTION**

Continue  Modify  Reduce  Drop

**Decision-making criteria:** (*other factors that impact this action are marked below*)

- Probationary status previous year, no improvement  
 Staff Availability:  
 Loss of classroom facility  
 Change in industry/labor market needs  
 Loss of work-based learning sites  
 Change in legal requirements  
 Other

Comments: Considering consolidation of the two Automotive facilities into one. If the program shows a surge in enrollment and is not dropped, the class schedule time may need to be modified. Need to improve follow-up data collection.

