

**LAMC Academic Senate
Viability Study and Report Spring 2017**

Consumer Education and Management Viability Data

Committee members:

Carole Akl, Chair Curriculum Committee
Veronica Allen, Faculty Education/Child Development
Carolyn Daly, Vice President Academic Senate
Esmeralda Montes, Librarian
Janice Silver, Chair Child and Family Studies

Background:

In 2014, the Professional Studies Department was reorganized resulting in the Family and Consumer Studies discipline being further subdivided between Child and Family Studies, Arts Media and Performance, Culinary Arts and Health/Kinesiology. (effective Fall 2015) The committee charged with the reorganization of the department identified the program of Consumer Education and Management for a viability study. The Academic Senate President brought the recommendation to the Academic Senate.

Committee Development:

The Academic Senate requested that a committee be formed under the guidance of Carolyn Daly, Vice President of the Academic Senate. The committee was developed to include Academic Senate leadership, curriculum leadership, CTE and non-CTE faculty.

Meetings Held:

Two full meetings were held: November 30th and February 16th. The first meeting included review of the program viability review process and the distribution of tasks for information gathering. The second meeting included the sharing of gathered information and the recommendation for discontinuance. Minutes of both meetings are attached.

Information and Analysis:

In accordance with the requirements for program viability review for discontinuance pursuant to Board Rule 6803.10, the following reports were generated:

Curriculum Review and Status

At the time of the study, there were two programs in the catalog under Consumer Education and Management: a Certificate of Achievement and an Associate in Arts Degree.

ASSOCIATE IN ARTS – Consumer Education and Management

Program Learning Outcomes – upon completion, students will be able to:

Demonstrate knowledge, skills, and practices required for management of human, economic, and nutritional resources in the family, workplace, and community

Analyze consumer buying practices that promote effective utilization of resources

Evaluate the impact of design and technology and options

Required Courses	Units
CAOT 82 Microcomputer Software Survey in the Office	3
CIn Art 108 Restaurant Supervision & Training (Formerly Fam&CS109)	2
Fam&CS 21 Nutrition	3
Fam&CS 22 Nutrition & the Consumer (ARCHIVED)	3
Fam&CS 31 Marriage & Family Life	3
Fam&CS 70 Development of Community Projects	2
Fam&CS 91 Life Management	3
IntrDgn101 Professional Career Opportunities	2
IntrDgn102 Intro to Interior Design	3
IntrDgn105 Textiles	3
	Total 27
Recommended Courses	
Ch Dev 10 Health, Safety & Nutrition	3
CIn Art 105 Menu Planning (Formerly FSMgmt103)	2
Fam&CS 26 Modified Diets	3

CERTIFICATE OF ACHIEVEMENT – Consumer Education and Management

Program Learning Outcomes – upon completion, students will be able to:

Examine the major areas of study in the Family & Consumer Science program area

Assess factors involved in successful leadership skills and teamwork traits

Demonstrate design and implement living working environments to create beautiful spaces that impact how we interact adding a sense of style in the process

Required Courses	Units
CIn Art 105 Menu Planning (Formerly FSMgmt103)	2
CIn Art 108 Restaurant Supervision & Training (Formerly Fam&CS109)	2
Fam&CS 6 Challenges of Aging	3
Fam&CS 21 Nutrition	3
Fam&CS 22 Nutrition & the Consumer (ARCHIVED)	3
Fam&CS 70 Development of Community Projects	2
Fam&CS 91 Life Management	3
IntrDgn101 Professional Career Opportunities	2
IntrDgn102 Introduction to Interior Design	3
IntrDgn105 Textiles	3
	Total 26
Recommended Courses	
CAOT 82 Microcomputer Software Survey in the Office	3

Upon review of the required courses, it was discovered that one of the required courses on the AA and the Certificate (FAM &CS 22 Food, Nutrition & the Consumer) was archived in 2013, and another course (FAM &CS 21 Nutrition) is in process to be archived. FCS 70 and FCS 25 had not been offered for several years. All other courses are still being offered and have a high fill rate and good retention rate. They are all parts of other vibrant programs offered on campus.

Course	Term	Sections	Enrollment	Enrollment Limit	Fill Rate	Retention
CAOT 082	Fall 2013	1	40	40	100.0%	80.0%
	Spring 2014	1	37	40	92.5%	89.2%
	Fall 2014	1	29	40	72.5%	86.2%
	Spring 2015	1	18	40	45.0%	77.8%
	Fall 2015	1	31	40	77.5%	74.2%
	Spring 2016	1	25	40	62.5%	92.0%
CLN ART 105 (FSMGMT 103)	Spring 2015	1	67	50	134.0%	98.5%
	Spring 2016	1	60	50	120.0%	98.3%
FAM &CS 006	Spring 2014	1	23	50	46.0%	60.9%
	Spring 2016	1	20	40	50.0%	65.0%
FAM &CS 021	Fall 2013	4	189	190	99.5%	89.9%
	Winter 2014	1	48	50	96.0%	89.6%
	Spring 2014	3	151	160	94.4%	90.1%
	Summer 2014	1	38	50	76.0%	94.7%
	Fall 2014	4	167	190	87.9%	85.6%
	Winter 2015	1	45	50	90.0%	93.3%
	Spring 2015	4	167	190	87.9%	83.8%
	Summer 2015	1	41	50	82.0%	95.1%
	Fall 2015	4	166	190	87.4%	78.3%
	Winter 2016	1	25	40	62.5%	96.0%
	Spring 2016	3	143	155	92.3%	81.8%
	Summer 2016	1	28	50	56.0%	100.0%
FAM &CS 022	Not offered					
FAM &CS 025	Not offered					
FAM &CS 031	Fall 2013	1	46	50	92.0%	95.7%
	Spring 2014	1	33	50	66.0%	75.8%
	Fall 2014	1	38	50	76.0%	84.2%
	Fall 2015	1	22	40	55.0%	95.5%
FAM &CS 070	Not offered					
FAM &CS 091	Fall 2013	1	30	40	75.0%	100.0%
	Fall 2014	1	25	40	62.5%	88.0%
	Fall 2015	1	20	40	50.0%	95.0%
FAM &CS 109	Fall 2013	1	60	50	120.0%	95.0%
	Spring 2014	1	36	55	65.5%	80.6%
FSMGMT 103	Spring 2014	1	66	60	110.0%	95.5%

INTRDGN 101	Fall 2013	1	17	20	85.0%	82.4%
INTRDGN 102	Fall 2013	1	18	20	90.0%	100.0%
	Spring 2014	1	30	32	93.8%	76.7%
	Spring 2015	1	31	32	96.9%	74.2%
	Spring 2016	1	23	26	88.5%	91.3%
INTRDGN 105	Fall 2014	1	26	40	65.0%	69.2%

Measures of Student Demand:

No AA in Consumer Education & Management has been awarded since 1997-98, at which time only two AA degrees were awarded. No Certificate has been awarded since 2001, at which time only one was awarded. See chart below.

California Community Colleges Chancellor's Office Program Awards Summary Report

	1993-94	1994-95	1996-97	1997-98	1998-99	2000-01
Associate of Arts (A.A.) degree		1	1	2		
Certificate requiring 30 to < 60 semester units	1	3	4	9	4	1
TOTAL: Family and Consumer Sciences, General-130100	1	4	5	11	4	1

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

- Based on the data from the College's Office of Institutional Effectiveness, the number of CEM awards, both certificates and AA degree, over the last sixteen years is negligible (four AA degrees since 1994 and twenty-one certificates since 1993). The College has not awarded any certificates or degrees in CEM since 2001.
- For the past three years, the College has not offered key CEM courses: (FCS 022 & FCS 070 required) (FCS 025 recommended).
- The data also indicates that while the fill and retention rates for other courses in CEM have been strong over the last three years, those high numbers can be attributed to the fact that several of the College's other certificates and awards require those courses.

Projected Impact on Current Programs and Students:

An email was sent out to the Department Chairs listed below and whose disciplines were listed as part of the required or recommended courses for the Consumer Education and Management AA and Certificate of Achievement. The email asked

whether the discontinuance of the Consumer Education and Management program has any impact on their respective departments.

- Vilma Bernal (Business and Law Department/Computer Applications Office Technologies)
- Louis Eguaras (Professional Studies/Culinary Arts)
- Leslie Milke (Health & Kinesiology Department/Family and Consumer Studies)
- Deborah Paulsen (Arts, Media & Performance/Interior Design)
- Janice Silver (Child and Family Studies/Family and Consumer Studies)

All five Department Chairs stated that they have no objections to the discontinuance, and that they either don't believe it will have an impact or don't see any negative impact on their department from the discontinuance of the CE&M program. (See attachment)

Measures of Demand in Service Area

Measures of labor-market demand and/or program transferability

Labor Market Information (LMI) for the program of CEM was obtained from Mark Hobbs, and reviewed by the viability committee in order to determine workforce needs of the CEM certificate and degree. The LMI research revealed that a specific category directly related to Consumer Education and Marketing does not exist. The closest LMI category that was identified by Mark Hobbs, was "Community and Social Services", which although demonstrated a high labor market demand, does not reflect the program preparation provided by CEM. Therefore, the viability committee has determined that at this time, there is not a workforce need for the CEM certificate and degree. (See attached for related data)

Relation of the Program to the College's Mission:

The Consumer Education and Management Certificate does not align with the Los Angeles Mission College Mission Statement bullet point number two. "Ensuring that students successfully transfer to four-year institutions, find meaningful employment,.."
Based on the required courses to attain the Consumer Education and Management Certificate, the certificate cannot realistically be achieved within two years. Student success and transfer rate are affected by the lack of classes offered to achieve the certificate within two years. Two required classes are archived, and several have not been offered for many years.

Relationship of the Program to the College's Educational Master Plan

The *Consumer Education and Management Certificate* does not meet the 2010-2015 Educational Master Plan on the above Action and Items. The College has not ensured the "recruitment, retention and success," or "facilitate completion of degree, transfer,

and certificate requirements for the Certificate” nor has it ensured “that students have a clear and viable transfer pathway.”

The College is unable to “increase the percentage of students earning certificates” and or “increase the percentage of students transferring to universities” due to the lack of classes offered to address the completion of the certificate.

Recommendation:

The information gathered shows that the program lacks viability due to the inaccessibility to required courses for program completion, lack of demand at the college level, and lack of labor market demand. It is therefore the recommendation of the viability review committee that the program of Consumer Education and Management be discontinued effective Fall 2017.

Appendices

Minutes from Meetings:

November 30th:

- Carolyn Daly reviewed the Program Viability Process and distributed a handout with the steps required.
- A report of the Consumer Education and Management Program completions and course offerings was reviewed and discussed.
- Committee members agreed to collect the following information
 - Carolyn Daly – a report from the Office of Institutional Research with enrollments, fill rates and retention numbers for the courses included in the certificate and degree
 - Janice Silver – the report on reorganization of Professional Studies Department and Family and Consumer Studies discipline.
 - Carole Akl – a survey of department chairs to determine impact of discontinuation of the CEM certificate and degree and determine if the courses that are part of these programs are requirements for other programs or should be archived
 - Veronica Allen – Labor Market Information to determine workforce needs of this CEM certificate and degree
 - Esmeralda Montes – the LAMC mission statement and Educational Master Plan pertaining to CEM certificate and degree

February 16, 2017

- Each committee member presented the outcomes of the information gathering:
 - Carole Akl – survey of department chairs yielded consensus that the discontinuation of the CEM program would have no negative impact on their departments. A review of coursework showed that one of the required courses, FCS22 had been archived making the completion of the program impossible. One other course, FCS21 will be archived as it becomes Nutrition 21 in the department of Health and Kinesiology.
 - Carolyn Daly – distributed the information from the Office of Institutional Effectiveness: No certificates or degrees in these programs has been awarded since 2001. Prior to that there is record of four AA degrees and 22 certificates ever being awarded.
 - Veronica Allen – Labor market research from Mark Hobbs revealed the inability to find a direct category related to Consumer Education and Marketing. The closest category was “Community and Social Services”, which although demonstrated a high labor market demand, does not reflect the program preparation provided by CEM.
 - Esmeralda Montes -- LAMC Mission statement includes “ensuring that students successfully transfer to four-year institutions, find meaningful employment, and improve their basic skills. Based on class offerings, completions are not possible within

a reasonable length of time. The Educational Master Plan which promotes recruitment, retention and success as well as completions and transfer pathways is not reflected in the CEM program.

- Janice Silver – reviewed the reorganization of Professional Studies including Family and Consumer Studies, and the process by which the programs had been assigned to departments most aligned with the program needs.

- It was unanimously agreed that discontinuation of the program would be recommended. Each committee member will summarize their findings and submit the summaries, as well as all back up materials to Janice Silver by Thursday February 23. Jan will coordinate the materials into a final report and distribute it to committee members for input. If all can be completed to Monday February 27th, it will be submitted to Leslie Milke for inclusion on the March 2nd Academic Senate agenda.

Enrollment, Fill Rates and Retention:

Attached is a spreadsheet showing the enrollments, fill rates and retention numbers for the courses included in the CEM degree. Three of the courses were not offered in the past 3 years (FCS 022, FCS 025 and FCS 070).

Below is a table summarizing all of the CEM awards from Mission since 1993-94. We have not had any since 2001.

California Community Colleges Chancellor's Office

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Labor Market Research

Regional Labor Market Assessment, Los Angeles County

Community & Social Services

Labor Market Demand

Exhibit 18 displays the labor market demand for occupations in the community and social services group, including employment estimates, five-year projected growth, as well as demand for replacement workers. Replacement estimates include retirements and general separations, but not turnover within the occupation. As such, job openings, a combination of replacements and new job growth, is a good measure of demand for workers.¹⁰

Social and human service assistant is the largest occupation with the most projected job openings, followed by community health worker.

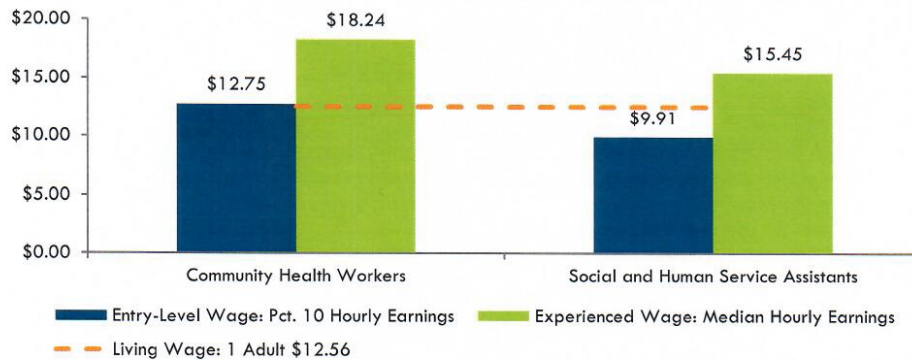
Exhibit 18: Five-Year Projections for Community & Social Services

SOC	Occupation	2015 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
21-1093	Social and Human Service Assistants	16,323	3,659	22%	366	1,098
21-1094	Community Health Workers	1,924	421	22%	43	127
	Total	18,246	4,081	22%	409	1,225

Wages

In Los Angeles County, the living wage for one adult is \$12.56 per hour.¹¹ Exhibit 19 compares the entry-level and experienced wages of community and social services occupations to the region's living wage. As shown below, both occupations included in this group earn experienced wages higher than the living wage for one adult, but only community health workers receive an entry-level wage comparable to the living wage.

Exhibit 19: Comparison of Entry-Level & Experienced Wages with Living Wages for Community & Social Services Occupations



¹⁰ Demand data provided by Economic Modeling Specialists, Intl. (EMSI), 2016.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed.

¹¹ MIT Living Wage Calculator. livingwage.mit.edu

Typical Education and Training

Community and social services occupations that met the requirement for inclusion in this report are presented in Exhibit 20, along with their typical entry-level educational requirement, typical on-the-job training requirement and percentage of workers in the field who hold a community college award or have completed some postsecondary courses, but no award. The two occupations in this group typically require a high school diploma or equivalent, yet at least 31% of current workers have a community college award or postsecondary coursework.

Exhibit 20: Education and Training Requirements for Community & Social Services Occupations

SOC	Occupations	Typical Entry-Level Education	Typical On-The-Job Training	% of Community College Award Holders or Some Postsecondary Coursework
21-1093	Social and Human Service Assistants	HS Diploma / equivalent	Short-term on-the-job training	40%
21-1094	Community Health Workers	HS Diploma / equivalent	Short-term on-the-job training	31%

Education Supply and Capacity

For the occupations in community and social services, the following are community college and other postsecondary programs that were identified as training students to meet workforce needs. (See Appendix A for selection methodology.)

Exhibit 21 displays the annual average number of awards (certificates and associate degrees) conferred by local community colleges and private educational institutions. In addition, this exhibit displays the annual average community college student headcount by program area. Alcohol and controlled substances programs had the most students among community and social services programs, as well as the most associate degrees and total community college awards.

Some students find employment in their field of study before completing a certificate or award. These students are called skills builders. On average, skills builders in the community and social services group achieved a wage gain of 26% within two years of exiting the community college system. Appendix B provides detailed data for skills builders by program area.

Exhibit 21: Average Annual Awards and Headcount for Community and Social Services Occupations

TOP06	TOP06 Title	2012-15 Average					Skill Builders Median Wage Gain %
		CC Associate Degrees	CC Certificates	Total CC Awards	Total Non-CC Awards	CC Headcount	
130100	Family and Consumer Sciences, General	1	0	1	-	1,041	-
130560	Parenting and Family Education	0	5	5	-	49	19.6%
130800	Family Studies	0	0	0	-	506	9.3%
130900	Gerontology	0	0	0	-	51	-
210400	Human Services	25	37	62	9	1,049	28.6%
210440	Alcohol and Controlled Substances	46	226	272	-	1,273	32.4%
	Total	72	269	340	9	3,969	26.4%

Relation to LAMC Mission Statement and Educational Master Plan

Program Viability Review Process

Consumer Education and Management Certificate

Los Angeles Mission College Mission Statement

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Encouraging students to become critical thinkers and lifelong learners;
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education;
- Providing services and programs that improve the life of its immediate community.

The *Consumer Education and Management Certificate* does not align with the Los Angeles Mission College Mission Statement bullet point number two. Based on the Required Courses to attain the *Consumer Education and Management Certificate*, the certificate cannot be realistically achieved within 2 years. Student success and transfer rate are affected by the lack of classes offered to achieve the certificate within 2 years. The classes listed below have limited class offerings for a two year range:

Family and Consumer

22 Nutrition and the Consumer – checked the catalog and could not find a class offered in fall or spring 2013 till present.

70 Development of Community Projects – (1) class offered in fall 2014 and spring 2013

Interior Design

101 Professional Career Opportunities – (1) class offered in fall 2013

2010-2015 Educational Master Plan

Goals and Action Items

1. THE COLLEGE WILL ENSURE STUDENT RECRUITMENT, RETENTION AND SUCCESS.

1.5. Improve transfer-students' success at four-year schools. (See also sec. 4.4)

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1.5.1. Identify, implement, and institutionalize best practices that promote success for transfer-students

2. EFFICIENTLY ALLOCATE RESOURCES TO PROVIDE QUALITY PROGRAMS AND COURSES THAT MEET STUDENT NEEDS.

2.3. Continue to analyze and adjust course scheduling practices.

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2.3.1. Align scheduling with the Strategic Enrollment Management goals

2.3.2. Evaluate alternative scheduling and delivery systems

2.3.4. Continue investigation into campus-wide use of two- and three-year planning grids that will facilitate completion of degree, transfer, and certificate requirements

2.3.5. Consider student access, retention, and success when establishing schedules

3. ASSESS AND MODIFY EDUCATIONAL PROGRAMS, DISCIPLINES, AND COURSES TO PROMOTE STUDENT LEARNING AND MAINTAIN APPROPRIATE ACADEMIC STANDARDS.

3.7. All transfer and CTE programs will examine current certificates and degrees to ensure that students have a clear and viable transfer pathway and that programs represent current approaches to disciplines and fields.

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3.7.1. Establish transfer degrees to comply with SB 1440

3.7.2. Review and assess all certificates for currency according to current industry standards and workplace needs

3.7.4. Create transfer-ready degrees to correspond to four-year schools' offerings

4. IMPROVE STUDENTS' SUCCESS IN EARNING CERTIFICATES AND DEGREES, CONTINUING THEIR EDUCATIONS, SEEKING EMPLOYMENT AND ATTAINING PERSONAL GOALS.

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4.2. Increase the percentage of students earning certificates.

4.2.1. Ensure that all advisory committees develop and represent industry partnerships such as internships, practicum placements, and mentoring programs

4.2.2. Review all current certificates and submit all certificates for state approval so that low-unit certificates appear on transcripts

4.2.3. Participate in regional initiatives that enhance certificate currency and relevance

4.2.5. Employ 2- and/or 3-year schedule cycles, and post the cycle used on department/discipline websites to assist students' and counselors' planning

4.4. Increase the percentage of students transferring to universities.

4.4.1. Plan to allocate sufficient staff, administrative and other resources to fully address SB

1440

4.4.2. Identify programs offering priority registration at universities (such as honors and transfer agreement programs) and promote them to qualified students

The *Consumer Education and Management Certificate* does not meet the 2010-2015 Educational Master Plan on the above Action and Items. The College has not ensured the "recruitment, retention and success," or "facilitate completion of degree, transfer, and certificate requirements for the Certificate" nor has it ensured "that students have a clear and viable transfer pathway."

The College is unable to "increase the percentage of students earning certificates" and or "increase the percentage of students transferring to universities" due to the lack of classes offered to address the completion of the certificate.