

**Program Review: FPIP Request**

*Fall, 2015*

**West Los Angeles College**

**Program Review: FPIP Application Materials**

**2015-2016**

**Academic Affairs Area**

**AH - Dental Hygiene**

***01. Department Purpose***

**Purpose**

The purpose of the Dental Hygiene Discipline is to provide a quality education and skill sets to a variety of students who desire to pursue careers in the dental field. Allied health faculty educate all students to uphold high ethical standards that prepares them for future employment. The department leads student to success by providing them with information sessions, program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The division seeks continued growth in degree completion program offerings and student success outcomes.

In addition to the Dental Hygiene program, a Dental Assisting program has been started to provide a pathway for HS and the general college population an alternative option in the dental field. This pathway will most likely lead to dental office administration, dental hygiene or dentistry. The program is currently being offered in collaboration with USC Government Partnership programs and their recruitment of local High School students

**Purpose Alignment**

The dental hygiene and dental assisting programs accept students who meet the pre-requisites for the program and demonstrate college readiness. Though rigorous, the programs prepare student to be professional and competent in their field of study. This includes students who do not have prior experience in the dental or medical field. Therefore, it aligns with the WLAC's Mission in that West Los Angeles College provides a transformative educational experience. The department faculty attend professional development courses annually and strive to provide each student with quality instruction by advising and meeting with students regularly to assess their progress and encourage excellence. Starting the fall semester of 2016, the WLAC dental hygiene program will enroll the first class leading to a Bachelors of Science in Dental Hygiene, as one of the two degree programs in Dental Hygiene approved by Governor Brown in the State of California to offer a 4 year degree in a community college setting. The faculty are dedicated to student success; our success rate is evident in our 100% pass rate in National and State Board Examination results in dental hygiene. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

***04. Enrollment Trends***

**Enrollment Trends**

It appears that enrollment trends in dental hygiene have dropped slightly from 2010-2014. However, since 2014, the enrollment in the program has increased from 25 to 30 students being accepted during the Fall semesters, as it was in the past. The drop was possibly due to the budget crisis in the past that is still apparent in the reporting. There will likely be an increase in next years data due to the acceptance of students returning to 30 students per year opposed to 25. The drop numbers for dental hygiene are consistent with the college wide enrollment trends and with the division as a whole.

**Section Count Trends**

As an accredited program by the Commission on Dental Accreditation and being a cohort program, the section count has been consistent since the last program review. However, there has been an increase in section count in allied health division but an overall college sections decrease. The average class size trends is consistent with the college total.

## 05. Students and Student Success

### Degree/Cert. Trends

For the graduating Class of 2015, 17 diplomas were awarded to our graduated students; two students completed the program requirements during the Summer 2015 are not counted in the totals. Out of the 21 students in the Class of 2015, all 21 passed their Dental Hygiene National Board Exam, and only 1 student failed the Western Regional Board Practicum Examination. One student is still completing her requirements for the program and will hopefully complete in fall 2015.

The dental hygiene program accepted 30 students during the Fall Semester 2014, and therefore, we are predicting an increase in the numbers of degrees awarded in the program for 2016.

In Addition, we also re-instated the Pharmacy Tech AS and certificate program in Fall 2015, so those degrees and certificates will also be awarded in 2016.

The Dental Assisting courses have been approved by LAOCRC and the college district. However, the degree and certificate approval is still at the state chancellors office for the last 8 months, pending approval. We hope to be able to retroactively offer the degree and certificates to students who complete the program.

### Demographic Trends

The dental hygiene field continues to be dominated by female Caucasian in the range of 25-34 years of age. However, the program has had a slight increase in the number of African American and Hispanic and male students enrolling. We need to continue to recruit these underrepresented groups to align better with the college demographics. I believe we will see a more consistent alignment with the college demographics in the coming year. The Allied Health programs over all is consistent with the college demographics.

### Equity Gaps

The equity gap in successful course completion rates was 7% in 2014 for dental hygiene program, compared to the college overall (21.7%), which is very low and consistent with the data from previous years. Although it is inconsistent with the overall college rates, we attribute the low gap rate to being a cohort program where students study and learn together, and encourage one another. The program holds information workshops and application workshops twice a year to inform the potential students about the program and what they can expect from the profession. Orientations are held prior to starting the program to prepare student for the two year program.

### Success Comparisons

The Allied Health Division has a successful course completion rates have not changed much over time. The Dental Hygiene program having the highest success rate in the division. We attribute the success in retention and completion to cohorts of students, offering information and orientation workshops, tutoring hours, class officers, program advisers and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills). In comparison to the college retention and success rate, the allied health division far exceeds the college rates. The success of students in the division is attributed to faculty dedication to student success. These rates are consistent with other cohort programs in the college.

The overall college success rate totals have not changed much over time

### Success Trends

## Program Review: FPIP Request

Fall, 2015

The Allied Health Division and Dental Hygiene Program has a retention rate of 89-98% and success rate of 83-96%. These rates are higher than that of the college total. We attribute the success in retention to the orientations provided to the future students, offering department tutoring hours, team leaders, program advisers and remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; in addition, campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements is constant to assist in keeping them on track to successfully complete the program. The class of 2015 achieved a 100% pass rate on their National Board exam and 98% on the Practical Board Examination. This is attributed to the collaboration of faculty to calibrate on pedagogy in the discipline. The UCLA School of Dentistry continues to offer the practicum exam to our students (a clinical environment that is well known to our students) which also contributes to their success.

### 06. Staffing Trends

#### Reassigned/ Release Time

2 of the 4 regular faculty have been reassigned from their positions. Carmen Dones has been reassigned to develop the four year bachelor degree program in Dental Hygiene Program for the next 5 years. Carlos Sermeño has been re-assigned as Dental Hygiene Program Director (0.5) and Allied Health Division Chair (0.5) a 1.0 assignment.

#### Staffing Levels

Staffing levels in regards to regular faculty are in urgent need to improve continuity in teaching and department support. Adjunct faculty are great but their presence in campus is minimal. With the program needing help with our external accreditation (due in February 2017) and other reports, additional regular faculty will be helpful in supporting the projects. We only have two regular faculty in dental hygiene that are consistently teaching and taking on leadership roles on campus and in the department. The Chair and Director is supportive of all of the programs in Allied Health but highly impacted with the administrative reports and documents that are required for the division. Most of the FT faculty work beyond the 18 standard hour teaching load and the 32.5 required hours. The department continues to grow in programs and offerings for our students, developing industry recognized certificates so that they can obtain employment in a dental facility while in school. These projects are lengthy time consuming but advantageous to student success in employment, and ultimately the college for being recognized as pioneers in the industry.

We are also in need of a Admin Intern to assist with analyzing transcripts, data collecting and reporting for the new bachelor program and completion pathway.

#### Staffing Trends

The data trends are consistent with the number of adjunct faculty remaining the same as of the previous program review. On the other hand, there was a reduction on the number of regular faculty. However, the FT:PT faculty ratio continues to be low In Dental Hygiene; there are currently 16 adjunct faculty and 3 regular faculty; one regular faculty has 1.0 release time as the DH program director (.5) and the Chair of the Allied Health Division (.5). Another faculty has been reassigned to work strictly on the bachelor program. Therefore, there are currently only two regular faculty members teaching in the DH program and the rest are adjunct. With the new AS Dental Assistant program started during the Fall 2015, we are in need of hiring two faculty: one faculty to cover the position left by the current Program Director and Allied Health Division Chair, and the second one to teach across disciplines in dental hygiene and dental assisting. With the Dental Hygiene program having 8 external clinics to attend; 4 Veteran Affairs dental facilities, MEND non-profit dental facility, Kids Community Dental Clinic, UCLA School of Dentistry, and UCLA-Venice Dental Clinic, the student's schedule must provide equal opportunities in each of the clinics sites. The two faculty hired will work with the Dental Assistant program to schedule the students in the same clinics. With the new bachelor program coming on board, the department will be in need of a dedicated person to analyze requirements for the degree and completion program and assist with data collection and reporting.

### 11. Departmental Engagement

#### Community Connections

## Program Review: FPIP Request

Fall, 2015

The dental assisting program is offered to High School students in collaboration with USC Government partnership programs. They are considering a Pharm Tech program for HS students as well. We created a partnership with Charles Drew University as a pathway for our allied health students to transfer into a bachelor program in health professions. We are working with JVS to establish a CNA/HHA day program. We attended the Cash for College event by the LA Chamber of Commerce to present our allied health programs.

### Interdepartmental Collaboration

The program works with other students across disciplines in allied health; CNA, Medical Assisting, Pharmacy Tech, EMT/Paramedic, Dental Assisting, Healthcare Core classes. Many of our adjunct faculty also teach across disciplines.

## 19. CTE Programs

### Advisory Board Membership

Dental Hygiene, Dental Assistant and Dental Hygiene Alternative Practice Advisory Board Members: Gary Green, DDS Periodontist, UCLA Faculty and Private Practice Dental Office Joanne Peterson- WLAC Foundation Paulo Camargo, DDS, MS, MBA, FACD-Diplomate, American Board of Periodontology, Professor and Chair, Periodontics Tarrson Family Endowed Chair in Periodontics, Associate Dean of Clinical Dental Sciences- UCLA School of Dentistry Julie Morrill, RDH, BS- Hu-Friedy Clinical Education Manager z Pacific Territory Steve Okamoto, DDS- Private Practice Dental Office Erica Johnson, RDH- President Ventura Dental Hygienist Society- Sigma Phi Alpha Board Member Sandro Tomita-DDS- Private Practice Dental Office Chris Nucho, RDH, BS - Private Practice Dental Office, Lecturer UCLA Sara Anderson, RDH, Private Practice Dental Office Phyllis Martina, RDH, BS, MBA Senior Academic Relations Manager -Colgate Oral Pharmaceuticals, Inc Ara Aguiar, RDH, MBA-WLAC DH Faculty, Dean CTE and Curriculum Lisa Kamibayashi RDH, MS -WLAC DH Faculty Joy Ogami-Avila, RDH, MS -WLAC DH Faculty Carlos Sermeno, RDH, BS -WLAC DH Faculty Ronald Mito, Ronald S. Mito, DDS, FDS RCSEd-Professor of Clinical Dentistry and Associate Dean, Academic Programs and Personnel- UCLA School of Dentistry Fran Leonard, MA- West Los Angeles College Faculty, Chairperson, Language Arts Yervant Boghos-WLAC Faculty- Medical Assistant Program Amanda De La Vega-RDH, BS, New WLAC DH Faculty, Alison Corwin, RDH, BS - Private Practice Dental Office, Gary, Dental Assistant, MEND Clinic.

### Advisory Board Outcomes

Glitch in last question (saying not saved).

We discussed and changed our Program Learning outcomes, voted on a Dean for the Bachelor Program, enhanced course curriculum, able to implement state licensing exam at UCLA, discussed changing the way we ask exit questions for graduates, discussed the possibility of having the dental assisting students attend the VA facilities, UCLA and MEND for practicum, and having the student learn the Ceric machine at the VA.

### Assess CTE Student Learning Outcomes

Three months after graduation, 85% of the dental hygiene students are working in dental private practices and doing very well.

### CTE Accreditation Recommendations

We are slated for a site visit in 2017 from the Commission on Dental Accreditation. At the last accreditation visit, there weren't any recommendations made. We were only given suggestions to reduce the number of 1 unit classes by combining the lecture and lab classes and to improve the faculty profile form we were using.

### Employer Satisfaction Survey

Employer surveys in the past reveal that they are satisfied with the program and that students were well prepared. Unfortunately, surveys are rarely returned and we are in need of assistance in developing a better method of surveying employers.

### Labor Market Demand

According to LMI data, there will be 1,060 annual average job openings in dental hygiene for 2012-2022, and 1, 640 in dental assisting. According to O-Net, both of these occupations have a bright outlook.

### Licensure Exam Performance

With regards to dental hygiene, the national board was passed at 100% on the first attempt. The regional practical exam was 90% on 1st attempt and 95% by the 2nd attempt. In regards to the State Jurisprudence exam, the results for passing are not publicized. However at this time, 90% of students are licensed and they can only be licensed after passing the State jurisprudence exam.

## **AH - Pharmacy Technician**

### ***01. Department Purpose***

#### **Purpose**

Our program is dedicated to offering the optimum education through our pharmacy technician basic certificate, pharmacy technician advanced certificate, and A.S. degree in pharmacy technology. The pharmacy technician basic certificate option is designed to prepare students to work in retail pharmacy settings. The advanced certificate option is designed to prepare the students to work in all pharmacy settings. The A.S degree was created to give the students the opportunity to explore more classes by taking the basic AA classes in addition of finishing both the basic certification and advanced program.

#### **Purpose Alignment**

The college mission is "Community colleges serve adults of all ages, meeting the needs of a society where "lifelong learning" is the rule and multiple careers and continual retraining are the norm" (LACCD web page). Our Pharmacy Technician Program has the same purpose as the college mission. The program has been designed to help educate all adults who wish to pursue a new career. We accept all students regardless of their educational background.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

Based off of the current enrollment trends and the economic situation in California as well as the new Health Care Reform, we expect to see a steady increase of students wishing to train for a new career.

#### **Section Count Trends**

In Fall 2015, additional sections were added to meet the course needs of the pharmacy technician program. Our program enrollment has increased significantly. In addition to the following courses: Math calculation class, Body system I, Body system II, Pharmacy Operations, In-patient Services, and Sterile products, we added the AS degree in pharmacy technology. Moreover, our pharmacy technician students are required to have hands-on experience in one of our affiliate pharmacies.

### ***05. Students and Student Success***

#### **Degree/Cert. Trends**

We offer two certificates and an A.S. Degree in Pharmacy Technology. Our division encourage Certificate and Degree completion by offering the optimum education to our students in order to accelerate their careers as successful, and well trained pharmacy technicians.

#### **Demographic Trends**

The pharmacy field tends to attract more females than males because of the flexible hours the field offers. We saw this trend continue in the program. By looking at the age distribution, we can make the assumption that our program is attracting students that already finished with a first degree/certification or students that are looking for a different career. African American students make up the majority of the class population which is representative of the demographics associated with college.

#### **Equity Gaps**

N/A. We will provide this data by the end of the program in Summer 2015

#### **Success Comparisons**

N/A. We started the Pharmacy Technician Program under Allied Health Division in Fall 2015

#### **Success Trends**

N/A. Our pharmacy technician students are in the middle of the first semester.

### ***06. Staffing Trends***

#### **Reassigned/ Release Time**

N/A

#### **Staffing Levels**

## Program Review: FPIP Request

Fall, 2015

---

Yes,

Ms. Christine Tannious has a BS degree in Biology, Master's in Health Administration, and Certificate in Alcohol and Drugs with 15 years of retail experience, and one year of hospital experience.

Ms. Pamela Moore has a BS degree in Biology, and 12 years of retail and hospital experience

### Staffing Trends

Based off of the data and current economy we expect to see a steady increase in student population and demand for the services they offer.

## 11. Departmental Engagement

### Community Connections

Our program is affiliated with CVS, Walgreen's, Skilled Nursing Pharmacy, Playa Compounding Pharmacy, and Long Beach Memorial Hospital. We also contacted Omnicare and the VA hospital for more locations.

### Interdepartmental Collaboration

Since the program started we been having faculty meetings at least three times a semester. During the entire semester each instructor reports all problems and issues to the program coordinator. The program coordinator reports these concerns to the chair of allied health.

Furthermore, our program is planning to conduct an advisory board meeting in which we discussed different techniques to improve the program.

## 19. CTE Programs

### Advisory Board Membership

**Program Review: FPIP Request**  
*Fall, 2015*

---

Carmen Dones, &#8203;Director

Carlos Sermeño RDHAP, BS

Dental Hygiene Program Director

&#8203;Allied Health Division Chair&#8203;

Janet Govea, CVS Regional Pharmacy Recruiter

Isaac Hanna, Pharmacy Owner

**Advisory Board Outcomes**

N/A. Our first Advisory Board Meeting will be held in February

**Assess CTE Student Learning Outcomes**

N/A

**CTE Accreditation Recommendations**

N/A. We will apply for accreditation in the near future

**Employer Satisfaction Survey**

N/A

**Labor Market Demand**

Our program shows a high enrollment rate. Moreover, many pharmacy employers have been contacting the program for students externs as well as immediate job openings.

**Licensure Exam Performance**

N/A.

---

## **AH -Medical Assisting**

### **01. Department Purpose**

#### **Purpose**

The purpose of the Allied Health Division is to provide quality education and skill sets to a variety of students who desire to pursue careers in the health care field. Allied health faculty educate all students to uphold high ethical standards that prepare them for future employment. The division leads student to success by providing them with program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The division seeks continued growth in degree completion program offerings and student success outcomes.

#### **Purpose Alignment**

Through quality instruction, the Allied Health division supports students in obtaining skills and knowledge needed to earn a certificate and/or degree, and prepares students for employment. Through student learning assessments, advisory board, division and discipline meetings, the Medical Assistant Discipline focuses on hand-on administrative skill sets, soft skills, and clinical tasks.

### **04. Enrollment Trends**

#### **Enrollment Trends**

Enrollment Trend in 2013 was 194 compared with 121 in 2014. There was 37 FTES Trend in 2013 compare with 21 in 2014. This reduction in enrollment is possibly due to the program being fully grant funded in 2013 and we worked with a work source center to recruit incumbent workers and other students for the program. It was successful and we have been able to sustain the program with over 30 students per cohort annually. However, many of the students today are not incumbent workers.

#### **Section Count Trends**

Section Count Trend in 2013 was 5 compare with 4 in 2014. There was 38.8 Average Class Size Trend in 2013 compare with 30.3 in 2014.

In 2013, 78 certificates of achievement (Clinical and Administrative) were obtained by students in the Medical Assisting program compare with 67 in 2014. However, there appears to be a problem with admissions and records being able to capture students who have completed the program and deserve an award. We have met with the VP of student services and staff from admissions and records to try to resolve the issue but as of today, the number of awarded certificates and degree does not represent the number of students who have completed the program.

### **05. Students and Student Success**

#### **Degree/Cert. Trends**

The Medical Assisting program gave 78 certificates of achievement in 2012-2013 compare with 2013-2014 where there is a huge discrepancy in the number of students who completed the program and the number of certificate awards granted. We believe that the students might have filled out the incorrect online petition and therefore were not granted the award. We suggest that there be more communication between the matriculation office and the cohort program chairs to identify why students are not being granted awards they have earned. The discipline brings a representative from matriculation to the classroom to discuss the degree and certificate options, and they use to fill out the petition forms in the classroom with the students. We found that practice to be more consistent in capturing the correct number if awards granted, a small price to pay for success. In my opinion, having the students in cohort programs fill out the paper work in hard copy with a representative from matriculation or train the faculty to do it themselves.

#### **Demographic Trends**

The demographic trends in Medical Assisting in 2014 indicates that it is still a predominantly female career path with an increase to 96% compare with 88% in 2013. 44% of females being in the 35 and over range compare with 51% in 2013. The gender demographics are consistent with the college distribution. However the age range in the college shows student in the 35 and over distribution being lower than that in the Medical Assisting program.

#### **Equity Gaps**



## Program Review: FPIP Request

Fall, 2015

The equity gap in Medical Assistant is 53% with African American students being at 47%. The college equity gap is 66%, again with African American students being in the lower % of course completion. Medical Assistant program is consistent with the college equity gap. Students in the Medical Assisting program have to take pre-requisite courses to enter into the program. They are, for the most part, very serious about their goals. Most of the students are career minded and are focused on either moving forward with their education or finding employment after the program. However, the discipline has identified a weakness in math skills with the students. We are currently working with learning skills instructor to provide tutoring to students to enhance their math skills.

### Success Comparisons

Though the Medical Assistant program successful completion rate has dropped slightly from the previous year, from 91 to 89%, It is higher than the overall college success rate. We attribute our success rate to having a coordinator for the allied health division who assists students with completing their program application and state exam paper work and a Full time faculty member who devotes time to student success by meeting regularly with students to inform them of their progress. We also work with the the learning center to provide students assistance with math, English and computer skills.

### Success Trends

The Allied Health Division has a retention rate of 87-100% in all of the programs. The Medical Assisting program has a 89% successful course completion rate. We attribute the success in retention to offering department tutoring hours and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements.

## 06. Staffing Trends

### Reassigned/ Release Time

The division is currently working on a bachelor degree program the dental hygiene. Therefore, Carmen Dones, immediate past chair of allied health and director of dental hygiene has been reassigned 1.0 to implement the program. The assignment might last 5 years or more. Hence, we need more full time faculty to replace her.

### Staffing Levels

No, staffing levels are not adequate (see last question). The program needs an office aide to assist faculty with administration of the program (collecting data, answering phones, filing, inventory...).

### Staffing Trends

In the Medical Assisting program, there is one full time faculty member who is now on B3 Tenure Track. There are four part time faculty members in the discipline. The Medical Assisting program require applications for admittance into the program which in

## 11. Departmental Engagement

### Community Connections

Relationships with several private clinics in the community have been established and job fairs are held each semester for the students in an effort to assist them with employment. We hope to make more connections with hospitals this year and gain more a

### Interdepartmental Collaboration

The Medical Assisting students participate in the poster session and providing educational and Preventive Information to the students on campus.

MA students are collaborating with the Dental Hygiene Students by taking patient Vital Signs before dental screening and during the Health Fair which was held on the campus.

Students go to science classes to discuss the allied health program and will participate in the Great Smoke Out on campus again this year to provide smoking cessation assistance to the student body.

## 19. CTE Programs

### Advisory Board Membership

## Program Review: FPIP Request

Fall, 2015

---

Carlos Sermeño WLAC Chair of Allied Health  
Todd Legassick UCLA Instructor  
Maria Warner WECK Associate Director of Education Program  
Yervant Boghos WLAC FT Instructor Medical Assisting  
Juan Carlos Castillo WLAC Instructor  
Lisa Mitchell WERCK Implementation Coordinator  
Esther B. Dueñas Director, Volunteer Services Good Samaritan Hospital  
Dr. Vachick Shahnazarian MD Private Practice  
Sabrina Sarkisian Manager in a Private MD Practice.

### Advisory Board Outcomes

The major outcome of the advisory board meetings is the collaboration with the community and industry, and the feedback they have given us for enhancing the program. They informed us of the need for soft skills and we have in turn added this to our curriculum.

### Assess CTE Student Learning Outcomes

It is unfortunate that we lack the resources to be able to reach graduates and employers to gather the data needed to identify success of the program. We need an office assistant to help gather the data.

### CTE Accreditation Recommendations

Medical Assisting Program will be accredited in the future.

### Employer Satisfaction Survey

We have been receiving positive feedback from the employers via telephone calls, and they refer their colleagues to the college for employment needs.

### Labor Market Demand

Medical Assistants are one of the fastest growing occupations in California. Employment growth is expected because of the increase in the number of group practices, clinics, and other healthcare facilities that need greater numbers of support personnel, particularly the Medical Assistant who can handle both administrative and clinical duties.

In California, jobs for Medical Assistants are expected to increase by 23.2% , or 18,900 jobs by 2022.

In California, an average of 1,890 new job openings per year is expected for Medical Assistants, plus and additional 1,560 job openings due to net replacement needs, resulting in a total of 3,450 job openings.

Sources: FDD/IMID Projections of Employment by Occupation

### Licensure Exam Performance

Of the Medical Assisting students who participated in the State Certification Exam, 100% have passed the test.

---

## **Applied Technology**

### ***01. Department Purpose***

#### **Purpose**

West LA College is the only approved FAA Part 147 Aviation Maintenance Technician School within LACCD. The purpose of this discipline/program/service is to serve our communities and the aerospace industry's to meet their demand for well-trained, certificated aircraft maintenance technician. The college offers an Aviation Maintenance Technician Airframe and Powerplant (A&P) Associate Degree, as well as Airframe and Powerplant Maintenance Technician Certificate. Upon completion of the program, student will be issue a certificate authorizing him/her to be qualify to take the FAA written, knowledge (oral), and skill (practical) examinations for Federal Aviation Administration (FAA) certification.

#### **Purpose Alignment**

College Mission: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. Applied Technology Division, Aviation Maintenance Training Program align with West's mission to prepare students for careers and obtain certificates and degrees that are recognized in the industry and external certifying agencies (FAA).

### ***04. Enrollment Trends***

#### **Enrollment Trends**

Aviation Program enrollment trends are continue to increase; however, due to the Federal Aviation Regulation placed by the FAA the average class size is limited to 1:25 faculty to student ratio due to safety related mandate. Our current (Fall 2015) Aviation class size is at an average of 30 students per class. To maintain current class size we have been able to use our Instructional Aide/Tool Room staff employee to assists in labs as well as modified the lecture and labs scheduling to fulfill legal fitness.

Aviation Program in dire need on the following improvement in order to fulfill the state mandated initiative for student success and to facilitate student enrollment growth as follow:

¿ Allocate Summer classes for all three current co-hort Aviation Program to abridge lengthy time for the aviation program as compare to other private and public institutions. National standard for the same FAA approved program average length is 18 months versus 36 months at West LA College. As the result of the lengthy time for our students to complete the program their employment opportunity becomes less favorable.

¿ Due to overwhelming demand for this program and lack of classes (section count) availability to LACCD and West LA College students our current waiting list to admit into the aviation program is one and one-half year waiting period. West LA College Aviation Program has been continuously turning away students seeking to enroll into the program based on data collection. In order to fulfill state mandate for student success initiative and community and industry need we are requesting to restore aviation day program in addition to year round (Fall, Spring & Summer) class.

#### **Section Count Trends**

The Federal Aviation Administration mandates that the class size may not exceed 25 students per instructor without a lab assistant with an Airframe and Powerplant (A&P) License per the Federal Aviation Regulation.

Academic year fall 2014 average class s

### ***05. Students and Student Success***

#### **Degree/Cert. Trends**

The number of certificates and degrees is stable. Current retention rate in Aviation Department is at an average of 98.4% for the last (5) academic years. The success rate has maintaining at 96.8% for since Fall 2012. Aviation advisor conduct pre-intervi

#### **Demographic Trends**

The diversity of our gender demographic trend for the aviation program is consistently increasing. Aviation faculties actively engage in recruitment of female student for the program and the result has yielded year over year incremental increases of female students for the program. The trend is as follow: Fall 2011 at 5%, Fall 2012 at 6%, Fall 2013 at 7% and Fall 2014 at 9%.

## Program Review: FPIP Request

Fall, 2015

### Equity Gaps

The main contributing factors are the implementation and the continue usage of best practice such as, incorporate an oral examination into all hands-on skill laboratory shop projects, incorporate an oral presentation component (PowerPoint) into classroom lecture curriculum as well as limited multiple-choice/true or false examination. These components will enhance student in-depth learning.

Aviation Department continue to adopt aerospace industry Quality Driven Management (QDM) Philosophy to enhance program student success.

Aviation Department has implement and continue the usage of the ¿ABLE¿ continual improvement process to ensure student success as it adopted from the industry.

Assess ¿ looking for opportunities to improve student success.

Build ¿ try to understand the failure & build a solution for the root cause of the failure.

Launch ¿ an acceptable solution with the buy-in from the faculty.

Evaluate ¿ reviewing the FAA Public Norms Online Reports to confirm success.

### Success Comparisons

Applied Technology Division successful rate and retention is well above the college average with the following: Aviation success rate is at 97% and with a retention rate of 93%. The program success is credited for the continuous support from West Administrator(s) as well as the continuous improvement plans for best practices put in place by the Aviation faculty members. In addition, faculties have monthly meetings to evaluate course and program achievement based on quarterly FAA test data. Areas identified by the standardized exams by the FAA online reports are discussed and curriculum/courses are modified to address the specific areas of need. Solicit for continual improvement ideas (brain storming session). Changes are implemented and re-evaluated at the end of the semester and then compared to next year certification exam results. The result has been improved certification rates for WLAC graduates.

Aviation Department continues to adopt aerospace industry Quality Driven Management (QDM) Philosophy to enhance program student success.

### Success Trends

Aviation: Current retention rate for Aviation Department Fall 2014 is at 97% and with an average of 98.4% retention rate for the last five academic years. The success rate for Fall 2014 was at 93%, currently the program has maintained a 96.8% success rate for last five academic years.

The Aviation Program success and its high retention rate resulted in high demand in the communities for enrollment, however there has been no additional section counts allocated to the program. As a result Aviation Department has been turning away students seeking enrollment. Lack of additional sections for the Aviation Program has led to a lack of fulfillment of the need for the community as well as the industry.

## 06. Staffing Trends

### Reassigned/ Release Time

Currently there is a release time assigned to Applied Technology Division, Aviation Department Chairperson. All Faculties are carrying a full load work block for both Fall and Spring semester.

Applied Technology Division, Aviation Department is currently under staffed with administrative personnel to handle its day to day operation as well as maintaining the aviation facility during non-instructional hours. With lack of Aviation Department administrative personnel to handle its daily operation it has hinder student the ability to obtain program information as well as aviation career planning pathway.

### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

Despite the program is currently maintaining all the FAA requirements as outlined per the FAR as well as the needs to the college? Applied Technology Division, Aviation Department is currently under staffed with administrative personnel to handle its day to day operation as well as maintaining the aviation facility during non-instructional hours. With lack of Aviation Department administrative personnel to handle its daily operation it has hinder student the ability to obtain program information as well as aviation career planning pathway. Applied Technology Division, Aviation Department needs additional 2 full time faculties to maintain quality instruction and to ensure student learning success.

### Staffing Trends

The FTEF has remained stable for the past 3 years with the hiring of one full-time faculty replacement due to previous retirement. However, currently we have one full time Aviation faculty member on medical leave at a 50% reduced assignment for the past over 5 years and just recently returns to as 50% active status. Due to the past patterns of this instructor medical leave of absent and his current 50% status it has caused detrimental fallout for the aviation program consistency and planning. In order to maintain and to facilitate the growth of 6% FTSE, Applied Technology Division, Aviation Department needs additional 2 full time faculties to maintain quality instruction and to ensure student learning success.

## 11. Departmental Engagement

### Community Connections

Aviation Department is still actively engaged with pay internship with FedEx Express Aircraft Maintenance Division at LAX Airport Facility. In addition, FedEx is also interviewing and offering job position ¿Maintenance Training Program (MTP)¿ for our aviation program graduates. FedEx is also continue to offer training to our Aviation Program students hands on training for the AMC Skills Competitor last several years.

Aviation Department faculty and students attended local high school Career Day Fair and open house for high school students. We also invited industry expert for lecture and seminar.

Eaton Aerospace conducted a career fair at our aviation facility.

Hawaiian Airlines and Airborne Maintenance & Engineering Services planning a on site visit and employment interview for our upcoming graduates at West LA college.

### Interdepartmental Collaboration

Aviation program is engaging with Student Services regarding academic counseling to expand transferring pathway to 4 years universities. The Aviation program is currently exploring transfer opportunities for BS degrees in Aviation Administration/Management Program with CSULA through our TMC Office.

## 19. CTE Programs

### Advisory Board Membership

## Program Review: FPIP Request

Fall, 2015

---

Mark Collins - Manager Aircraft Maintenance, FedEx Express

Office: (310) 568-7871

Mobile: (310) 629-8433

Henry Habash - Regional Manager, Certified Aviation Services

Mobile: (310) 988-8866

Irina Boudreau - Title: HR Manager; Organization: Eaton Corporation

Office: (818) 409-1594

James W. Pearson, Jr. - Title: Group Supervisor, Flight Technicians Services, Organization: Jet Propulsion Laboratory (JPL)

Office: (818) 354-6447

Kim Davidson - Title: Owner; Organization - Kim Davidson Aviation Inc. (310) 391-6293

Brian Davidson - Title: Chief Inspector; Organization - Kim Davidson Aviation Inc. (310) 591-9299

Rick Nelson - Title: Instructor; organization - Westchester High School

Scott Crane - Title: Regional Manger; Organization - UPS

### Advisory Board Outcomes

The Aviation program proposed the following expenditures to enhance student education training to mirror the ever-changing technologies in the aerospace industry. Based on the Advisory Committee's recommendations, the Aviation program needs to maintain industry standard equipment and training in avionics and composite technologies. The outdated equipment and training aids currently in use must be replaced with the latest industry standard equipment. Aviation Program needs to purchase new test equipment and updated training aid to assure students have the ability to practice and become familiar with the equipment currently used in the industry. We are currently in the process acting on these suggestions from the board. Advisory Board recommended continuing to participate in annual AMC Maintenance Skills Competition to enhance student as well as for aviation faculty learning new technology and technique in the aerospace industry.

### Assess CTE Student Learning Outcomes

We are continuing to capture accurate method of collecting data post graduation. Currently our data shows our student graduates are employed with FedEx, CAS, United Airlines and American Airlines.

### CTE Accreditation Recommendations

We have completed all aviation courses SLO assessment, and Aviation program maintaining FAA standard. In addition, no discrepancy was noted during our annual FAA Inspection audit.

### Employer Satisfaction Survey

Data is still being collected on continues bases. At this moment we have positive feedback from FedEx of our former graduated which are current employed as aircraft maintenance technician with FedEx.

### Labor Market Demand

Labor market data is used regularly and discussed at advisory board and division meetings. Data aggregated from the Department of Labor.

### Licensure Exam Performance

Aviation student performance on the FAA certification examinations are above the nation norm. Approximately 30% of our graduates completed the FAA certification process within 60 days after receiving their certificate at West LA College.

---

## Program Review: FPIP Request

Fall, 2015

### **CEMA**

#### **01. Department Purpose**

##### **Purpose**

DEPARTMENT PURPOSE

Cinema Entertainment and Media Arts (CEMA) is a new division created in spring 2015 by the president in an effort born from an interest to combine common energies or realign synergies among disciplinary areas on campus. The new division has the following subject areas: Broadcasting, Cinema, Dance, Film Production, Media Arts and Theater.

The purpose of CEMA is to bring together programs and disciplines that can support each other in pursuing improvements in student success and pathways to degrees and careers.

Currently the division offers one 2-year 27 unit Certificate of Achievement in Film/TV Production Crafts and has applied for an AA degree in Theater Arts.

The division is working on degrees and one-year Certificates of Achievement for Cinema, Film Production and Media Arts to prepare students for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities.

##### **Purpose Alignment**

PURPOSE ALIGNMENT

In alignment with the College's vision and mission, the division strives to educate and prepare students for success through quality instruction and supportive services.

The Film/TV Production Crafts Certificate graduates students who are building successful careers and encouraging others to complete their education. Building on this model, the division will establish a variety of professional programs to enrich the students with the knowledge and skills to earn certificates and degrees, to transfer, to build careers and to pursue life-long learning.

#### **04. Enrollment Trends**

##### **Enrollment Trends**

ENROLLMENT TRENDS

The trends in enrollment for the division show a strong correlation between section counts and enrollment which is no surprise, but with all of the disciplines except Film Production not having course sequencing leading to certificates, degrees or transfer the enrollment is affected. Broadcasting, Cinema, Theater and Dance have offered between 1 to 6 classes each, but since they haven't been aligned with a degree or certificate the enrollment has largely been sporadic.

The implications for the division are significant, however there have been changes that should increase the enrollment. Theater added a full time faculty in fall 2014 who developed a play that sold-out each night and has also created an AA degree. Dance added a full time faculty in fall 2015 and is creating curriculum and offering classes and performances that will attract more students. Film Production is creating one-year Certificate of Achievements in various crafts to support the industry's needs for a diverse workforce.

##### **Section Count Trends**

SECTION COUNT TRENDS

Section counts for Broadcasting, Dance and Film Production have remained the same for the past two years. Cinema and Theater have decreased almost 50%. With the new division realignment and the 6% growth target implemented this year, the goal is to offer courses in sequence leading to outcomes such as a performance or project while developing certificates.

**05. Students and Student Success**

**Degree/Cert. Trends**

DEGREE/CERTIFICATE TRENDS

The only discipline in CEEMA currently offering a certificate is Film Production -- a 2-year 27 unit Certificate of Achievement in Film/TV Production Crafts. We have applied for an AA degree in Theater Arts.

The number of certificates awarded in Film Production according to the data, has declined since 2012. One of the factors we believe is that when the graduation office switched to online, it was harder for us to track applications. In addition, when the film and television industry began to see an increase in employment, many of our students took advantage of the short-term hiring. We are in touch with them and most are planning on completing the certificate.

The division is working on degrees and one-year Certificates of Achievement for Cinema, Film Production and Media Arts to prepare students for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities to encourage completion.

**Demographic Trends**

DEMOGRAPHIC TRENDS

The demographic trends for enrollment for the division are: Female 46%, Male 54%; Age 19 and under 13%, 20-24 35%, 25-34 23% 35+ 19%; Ethnicity African/American 45%, American Indian 0%, Asian/Pac Islander 5%, Hispanic/Latino 32%, Caucasian 15%, Unknown 2%.

These combined trends for the division show a fairly equal distribution of gender, age and ethnicity. However when looking at each division there are areas that have large margins and we are exploring ways to narrow the gaps. For example in Film Production the enrollment for females is 23% and dance 19% males. This of course reflects the nature of the disciplines, however in Film Production the employers are looking to add more females, therefore we are stepping up our recruitment to female populations.

**Equity Gaps**

EQUITY GAPS

The division equity gap is 21 and the college is 21.3

**Success Comparisons**

SUCCESS COMPARISONS

The division successful course completion rates are 75% to 78% over time which is higher than the college average of 62% to 64%. The division average is higher due to Film Production's success rate of between 79% to 93%. Cinema, Dance and Theater are averaging between 51% to 84% with most years in the low 70s/60s. Many factors contribute to this -- no course sequencing, sections not offered consistently, but most importantly we need to have better communication with the counselors and the students. Now that the division has added two full time faculty in Theater and Dance, we should see higher success rates in the future. We will be attending the counselors' regular meetings quarterly and we are working as a division now with meetings to discuss ways to improve.

**Success Trends**



## Program Review: FPIP Request

Fall, 2015

### SUCCESS TRENDS

The retention rates for the division are excellent – 90% for classroom and online, and 85% for Jumpstart.

The success rates are satisfactory, but need improvement. Classroom = 78%, Online = 62% and Jumpstart = 75%. When reviewing each di

### 06. Staffing Trends

#### Reassigned/ Release Time

##### REASSIGNED/RELEASE TIME

There is no release or reassigned time for the chair or any faculty in the division.

#### Staffing Levels

##### STAFFING LEVELS

The staffing levels are now fulfilling the purpose of Dance and Theater Arts. However Media Arts needs a full time faculty in order to fulfill the college goals of all classes leading to a certificate or degree. Media Arts is one of the fastest growing employment sectors in Los Angeles. Total creative industry employment in Los Angeles County in 2016 will rise to about 316,600 jobs, a 4.2% increase (12,600 jobs) from 2011. This represents a significant improvement over the previous five-year period during which employment dropped by 46,000 jobs (13.2%). Excluding manufacturing, employment in Los Angeles County's creative industries is projected to grow by 12,675 jobs, or 5.6% by 2016.

Digital media is expected to grow the fastest between 2011 and 2015 with employment rising by 11.3%. Considering the strong demand for video games, smart phones and tablet computers there is good reason to expect a healthy rate of growth over the next five years.

While we have a few classes in multi-media, we need to develop a Certificate of Achievement in Media Arts and a degree to respond to the employer's request for trained workers.

Theater, Dance, Cinema and Film Production all need a technician to support the classes, productions and activities

#### Staffing Trends

##### STAFFING TRENDS

The prior president of the college had a vision for West to provide a strong performing arts component and therefore instituted two new faculty hires, one in Theater in 2014 and one in Dance in 2015. The Dance department had been requesting a full time instructor to benefit the students, program and college and to establish a TMC in dance so the addition of a full time faculty will help to meet these goals. Theater did not have a program and was only a selection of classes, and now an AA degree has been created and submitted for approval and courses are becoming sequenced to performances and transfer outcomes.

The total division FTEF were 5.81, down from 7.34 in fall 2013. There were 2 regular full time faculty (Film Production) and 2.24 adjunct. In fall 2014 the new full time theater faculty was added after the semester started as the recruitment didn't start until mid-summer.

The decline in adjunct instructors appears to be directly related to the decreased numbers of sections offered and the implications have been that students are not served due to courses not offered in sequence or often enough to satisfy their certificate, degree and transfer needs.

### 11. Departmental Engagement

#### Community Connections

## Program Review: FPIP Request

Fall, 2015

### COMMUNITY CONNECTIONS

Our division has outstanding community connections and support especially through Film Production's vast list of supporters who have helped us establish new connections.

Film/TV Production has held open houses before each semester and reached out to high schools, community based organizations and businesses. They are well attended and have opened the doors for students and businesses who didn't know about the college. We have also attended many conferences and seminars to introduce the program to the community.

The Film Production faculty have established relationships with: Unions -- Local 33 Stagehands; Local 44 Affiliated Property Craftspersons; Local 80 Motion Picture Studio Grips; Local 600 International Cinematographers Guild; Local 695 Production Sound Technicians, Television Engineers; Local 700 Motion Picture Editors Guild; Local 705 Motion Picture Costumers; Local 706 Makeup Artists and Hair Stylists Guild; Local 728 Studio Electrical Lighting Technicians; Local 729 Motion Picture Set Painters and Sign Writers; Local 800 Art Directors Guild &#8208;&#8208; Art Directors, Graphic Artists, Illustrators, Matte Artists, Model Makers, Scenic Artists, Set Designers & Title Artists

Studios/Networks/Production Companies

ABC Television; CBS Television; DreamWorks SKG; FOX Television; HBO; NBC/Universal; Paramount Pictures; Sony Pictures; Walt Disney and Warner Bros.

In addition our LA HI-TECH grant has provided us with an expanded list of employers, high schools and community connections.

LA HI-TECH OVERVIEW:

In response to the California Career Pathway Trust (AB 86) application, an innovative consortium was developed between K-12 institutions, community colleges, community partners, and the Information and Communication Technology (ICT) industry to create a vibrant ecosystem to grow and sustain a technically skilled, entrepreneurial, and competitive workforce that contributes to the economic growth of Los Angeles County. Currently, the ICT industry represents 7% of the regional economy and it is targeted to grow to 13% in the next decade<sup>1</sup>. With over 19,000 job openings in Los Angeles County per year, forty-four percent are considered middle-skill and require an associate degree, certificate, or some level of two-year postsecondary training. The Los Angeles High Impact Information Technology, Entertainment-Entrepreneurship, and Communications Hub (LA HI-TECH) representing approximately 3,600 high school and community college- enrolled students and over 56%<sup>2</sup> of ICT majors in our respective community colleges (of which a percentage transfer), the consortium is poised to play a major role in addressing the growth of skilled labor demand with the assistance of high school partners and skills guidance from local and regional business partners. LA HI-TECH will employ high-impact skill development practices that include contextualized learning, work-based learning strategies, coding academies, regional hack-a-thon competitions and digital badging.

LA HI-TECH is a strategic interdisciplinary alliance between K-12 institutions, community colleges, community leaders and public agencies, and the Information and Communication Technology (ICT) Industry that exists to prepare secondary and postsecondary

### Interdepartmental Collaboration

INTERDEPARTMENTAL COLLABORATION

Our division has had meetings as a group as well as individual meetings with departments and one-on-one with the chair. These meetings started in August 2015 as we just became a new division. Previous six years were division meetings once a year and department meetings in Film Production at the end of each semester as well as on-going as needs dictated and monthly in facilities committee meetings.

We are working on creating an AA Degree in Film Studies which will incorporate Cinema, Media Arts, Film Production and related classes in accounting, marketing and legal.

## 19. CTE Programs

### Advisory Board Membership

## Program Review: FPIP Request

Fall, 2015

### ADVISORY BOARD MEMBERSHIP

Gerald Alcantar\_\_20th Century Fox, retired;  
Paul Martin \_\_ Sony Pictures  
Mike Miller\_\_ International Alliance of Theatrical & Stage Employees;  
Thom Davis\_\_Vice President IATSE;  
Robert Greenfield\_\_VP Property Warner Bros.;  
Bruce Doering\_\_Local 600 Cinematographers Guild;  
Scott Budnick\_\_ Producer and anti-recidivism advocate;  
Alan Rowe\_\_ Safety and Training Local 728 Set Lighting;  
Kent Jorgensen\_\_ Safety and Training Local 80 Grip;  
Mike Uva\_\_Local 80 Grip;  
Geary McLeod\_\_Director  
Kevin Considine \_\_WLAC Film Production Faculty;  
Laura Peterson \_\_WLAC Film Production Faculty;  
Laura Guichard\_\_WLAC Film Production Faculty  
Betty Goldberg\_\_WLAC Film Production Faculty

### Advisory Board Outcomes

#### ADVISORY BOARD OUTCOMES

The major outcomes of the advisory meetings are to hire a full time Media Arts faculty to meet the demands of the digital media employers; to hire 2 classified support to provide students with the support they need and safety. One to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success. One to organize, track, repair, check&#8208;in/check&#8208;out equipment and supplies before/after class; and to update equipment to train students on the equipment they will encounter on the jobs.

In addition the board recommended that the students need a professional sound stage, shop, prop house and costume lab in order to learn in a real specialized and safe environment.

Of these outcomes we have submitted them in program review for three years and have included them again this year.

### Assess CTE Student Learning Outcomes

#### ASSESS CTE STUDENT LEARNING OUTCOMES

The student's attainment of intended learning outcomes and employment:

From Perkins Core Indicator Report which has data from 2012-2013 and only includes EDD data which does not account for self-employed or free-lance workers states that 67% of graduates were employed. Our data which is provided to us by the students shows 87% employed.

The completion rate for the division was 75% in fall 2014, however the completion rate for Film Production was 86%.

### Employer Satisfaction Survey

#### EMPLOYER SATISFACTION SURVEY

The most significant indicator of employer satisfaction is the request to hire more of our students. One employer has developed a data base just for Hollywood CPR graduates so they can get the first call when there is a new job opening on a crew.

### Labor Market Demand

## Program Review: FPIP Request

Fall, 2015

### LABOR MARKET DEMAND

Employment in L.A. County's motion picture and sound recording sector grew 5.3% to 126,400 jobs in April 2015, up 6,400 jobs from the same month last year according to figures from that state Employment Development Department. The growth in entertainment jobs was noteworthy because the category outpaced all private sector (non-farm) job growth in L.A. County, which rose 2.2% last month.

Increases in lower-wage reality-TV shows and new-media jobs as companies such as Yahoo, Google and YouTube invest in entertainment. California's film incentive enacted in 2009 and increased in July 2015 also has lured more lower-budget feature films to L.A. County and brought back television shows from Louisiana and Florida.

"We're seeing other kinds of motion picture and sound recording taking place locally with Google, YouTube and other online activities that may be fueling the increase in production activity and the number of jobs," said Robert Kleinhenz, chief economist for LAEDC.

From LA Times November 1, 2015

Hollywood is not just having a banner year at the box office – the backlot is booming too.

California's decision last year to offer more generous tax incentives for film and TV production is being credited for a sharp uptick in location shoots across Los Angeles.

The local industry is also getting a push from Hollywood newcomers including Amazon, Netflix and Hulu as they muscle their way into show business with a flood of original programming.

One barometer: There were 2,057 shooting days for scripted television shows filmed on location in the Los Angeles region for the three months that ended Sept. 30, a 54% increase from the same period last year, according to FilmL.A. Inc.

Caterers, lumberyards, equipment vendors and other businesses servicing L.A.'s bedrock film and TV industry say they are hiring more workers, expanding offices and buying new equipment in response to the groundswell of local production. Unions representing crew members say they are operating at or near full employment and are adding new members to meet the demand.

"We're absolutely slammed here," said Robert Lamkin, whose Chef Robért catering company specializes in feeding the film industry. "We've never been this busy in California in the 17 years since we opened."

Seven of his eight food trucks are working out of Los Angeles. That's a reversal from a few years ago, when the bulk of Lamkin's truck fleet was in Detroit, Chicago, Boston, New Orleans and other cities where film crews decamped to take advantage of film tax breaks.

Now Lamkin is turning down offers to work in other states because he has more than enough business in Southern California, where he and his staff feed hundreds of crew members on HBO's "Westworld" and other new shows and movies sprouting across the Southland.

## Computer Science

### **01. Department Purpose**

#### **Purpose**

The Computer Science and Application division has four primary goals.

The first is to prepare students majoring in computer science information technology for transfer to four-year universities.

Second, deliver Information Technology oriented vocational training and prepare students for technology careers.

Third, support Paralegal and office technology students learning word processing and office automation technology.

Forth, offer computer literacy courses for students to fulfill general education requirement. These goals are supported by the division by offering degrees, certifications, and certificates.

#### **Purpose Alignment**

## Program Review: FPIP Request

Fall, 2015

There is an exact one-to-one correlation between the Computer Science and Application division primary goals and the college's mission statement. The college mission statement: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The Computer Science and Application division uses advanced technology and industry skilled instructors to prepare students for transfer and technology careers. The division also helps students build basic computer skills and update existing skills through continued learning.

### 04. Enrollment Trends

#### Enrollment Trends

CSIT

Our total enrollment and FTES decreased 7% from year 2013 to 2014 using fall semester's data, but the enrollment of spring semester has increased by implementing the following strategies:

Starting Spring 2015, for CSIT introductory level courses like CS901, 902, 933, 934, 965, 972, 980 and 982, we have taken more students like 50 or 60 students per section than the regular cap. We want to open the door to students who are pursuing CS transfer or IT career path. This has also balanced the average class size of lower enrollment in advanced courses which requires pre-requisites.

We still expect the enrollment to grow, the growth can be attributed to the following:

1. The job demand for skilled Computer Information Technology employees as the economy improves.
2. New Federal program launched to retrain returning veterans.
3. The division has developed and proposed new courses and new certificate in the area of mobile development, virtualization and cloud computing.
4. The division has developed and proposed new non-credit courses and certificates in the area of Robotics and Network Security.

CAOT-Legal Secretary certificate program

The enrollment and FTES has decreased due to some students have class schedule conflict between Paralegal and CAOT Legal secretary classes, the division has decided to move some on-campus classes to be on-line and hybrid in order to accommodate students in Paralegal and Legal secretary track.

#### Section Count Trends

## Program Review: FPIP Request

Fall, 2015

CSIT

---

Section counts have increased by 1 section from fall 13 to fall 14 and average class size has increased from 32 to 33. Starting Spring 2015, for CSIT introductory level courses like CS901, 902, 933, 934, 965, 972, 980 and 982, we have taken more students like 50 or 60 per section than the regular cap, the regular cap for on-line and hybrid is 40. We want to open the door to students who are pursuing transfer or CSIT career path. This has also balanced the average class size of advanced classes which require pre-requisites.

We expect sections to grow, the growth can be attributed to the following:

1. The job demand for skilled Computer Information Technology employees as the economy improves.
2. New Federal program launched to retrain returning veterans.
3. The division has developed and proposed new courses and new certificate in the area of mobile development, virtualization and cloud computing.
4. The division has developed and proposed new non-credit courses and certificate.

CAOT-Legal Secretary

Section counts are about the same as previous years, the class size has been maintained with 34 students per section.

We expect the section number and class size to grow, according to the Bureau of Labor Statistics, the job outlook is excellent for legal secretaries. Secretaries and Administrative Assistants, which also enroll in our program, are projected to have job opportunities 12% faster than average. The Legal Secretary's growth category is 17% faster.

---

### ***05. Students and Student Success***

<b>Degree/Cert. Trends</b>
----------------------------

## Program Review: FPIP Request

Fall, 2015

---

The number of degrees and certificates awarded has been growing as new vocational degrees and certificates were in place in 2010. The certificates awarded in 2014-2015 have decreased with combined 65 degree/certificate compared to year 2013-2014 with 91 awarded.

The program with the most degree/certificate awardees is Computer Network and Security Management, there are 35 certificates; Legal secretary certificate has 7 students completed the program; 14 students graduated from web and database certificate program; and 11 students from Computer Science Information Technology.

There is a surge of students who are pursuing either a career change to IT fields or to modernize their skills for the the high demand IT job market. These students are focused on getting knowledge and skills in order to quickly join the IT labor force or improve their attractiveness to employers and less likely to pursue associates degrees/certificates or transfer status. We do not see significant number of students completing degree or certificate in Computer Science, as in the case with vocational training, since most of students in this track are pursuing transfer to a four-year University.

The division has been working diligently to help students succeed in completing degree & certificate by doing the following:

- 1) Update the course outline and programs to better align with industry's standards.
- 2) Provide complete, comprehensive and useful information on the division web site including the required and elective course list of degrees and certificates, road map, course sequence, assigned faculty advisor for each degree/certificate program, faculty contact and availability.
- 3) Provide course advice, career path consultation and orientation on regular basis by the division chair & the faculty, for year 2014-2015, more than 100 students have benefited from this counseling service.
- 4) Provide tutoring service to computer science and vocational students.
- 5) At the end of semester, prepare students in vocational program to take industry certification exam.
- 6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs

### Demographic Trends

## Program Review: FPIP Request

Fall, 2015

---

### CSIT

For gender distribution, we have 33% female students and 67% male students; for age group, we have 35% under age 24, 33% age 25-34 and 33% age 35 and over; for ethnic group, 34% African American and 36% Latino. More than 64% of our students are working adults, they have to take care work, family and pursuing transfer or technology career path.

There is a surge of students holding bachelors or associates degrees in other disciplines who are pursuing either a career change to IT fields or to update their skills for the job market. Another large group of students are re-training due to job loss. These students are older age 35 and older, part-time students, they are mature, and motivated. Many of these older students are returning veterans. Typically this group focuses on getting current and in-demand skills in order to quickly rejoin the labor force or improve their attractiveness to employers. Such students are less likely to pursue associates degrees or transfer status.

### CAOT-Legal secretary

On the other way around, for gender distribution, CAOT has 90% female and 10% male students; for age group, we have 40% age 25-24 and 48% 35 and over. There is a surge of students holding bachelors or associates degrees in other disciplines who are pursuing a career change, another group of students are re-training due to job loss. These students are older age 35 and older, part-time students, they are mature, and motivated. Some of these older students are returning veterans. Typically this group focuses on getting current and in-demand skills in order to quickly rejoin the labor force or improve their attractiveness to employers. Such students are less likely to pursue associates degrees or transfer status.

## Equity Gaps



## Program Review: FPIP Request

Fall, 2015

---

The overall success rate of our CS901 course (GE elective, 10 Sections) is 53%, CAOT program is 83% and CSIT programs is 67% compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is that students often cannot afford required course materials, for example, purchasing Cengage text bundle cost \$150.

Some of the strategies to improve success rates we are planning to implement are as follows: The division will be offering "CS901 orientation" on the weekend before semester starts, Windows 7 and file management will be covered. Have it be very hands on in the good old Microsoft "tell, show, do" format, plus the following:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher's text or software. It should cover the file management, Windows basics, Technology career, Internet security, etc. The first-three-week material will be developed by CS901 faculty during the Winter session and posted on CS\_ETUDES course shell that instructors can copy to their course shell.

2. Request free-three-week software access with the publisher while students waiting for the financial aid.

3. Enhance tutoring service and instructor's office hour. For the CSIT Programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence. The division has been working very hard to help students succeed in completing degree & certificate by doing the following:

- 1) Provide complete, comprehensive and useful information on the division web site including the required and elective course list of degrees and certificates, road map, course sequence, assigned faculty advisor for each degree/certificate program.

- 2) Provide course advice, career path consultation and orientation on regular basis by the division chair and faculty advisor.

- 3) Provide tutoring service to computer science and vocational students.

- 4) Track each student as they progress through the program.

- 5) At the end of semester, prepare students in vocational program to take industry certification exam.

### Success Comparisons

## Program Review: FPIP Request

Fall, 2015

---

The overall success rate for the division is 69%, the break-down and explanation are the following: The average success rate for CSIT courses is 56% in Fall 14 and CAOT Legal Secretary is 83% compared to college-wide rate of 63%.

One of the contributing factors for low success rate in CS 901 is the lack of funding sources to access required course material like Cengage Bundled textbook. However the success rate of CS901 classes has improved from 48% in Fall13 to 53% in Fall 14.

CSIT 67%-Learning Computer Science Topics are tough enough for on campus classes. And if the students do not use the resources that we are providing, then it only makes it harder for them to learn. We have tutors who are on-campus and online, but the number of students taking help of tutors is low. Instructors have recorded classes using CCCconfer, but we see that just a few students watch the video lectures.

The success rate CAOT program is 83% -We collaborated with the Paralegal Program in order to facilitate student success in the required courses for our Legal Secretary Certificate. Students in Legal Secretary are mature and motivated pursuing their career goals.

Some of the strategies to improve success rates we have been implementing are as follows:

The division will be offering a free 3-4 hour basic computer boot camp on using computers on the weekend before semester starts, Windows 7 and file management will be covered plus the following:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher's text or software. It should cover the file management, Windows basics, Technology career, Internet security etc.
2. Request free-three-week software access with the publisher while students waiting for the financial aid.
3. Enhance tutoring service and instructor's office hour. For CSIT programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence.

### Success Trends

## Program Review: FPIP Request

Fall, 2015

CSIT

Overall retention rates for Computer Science dept. for on-campus from Fall 13 to Fall 14 have increased 5 % . Hybrid rates for Fall 14 are at 80% and online rates have increased from 66% to 77%. Success rates for on-campus from Fall13 to Fall 14 has decreased 2% . Hybrid rates from 61 to 59% from Fall 13 to Fall 14 ; online rose from 44% in Fall 13 to 53% in Fall 15. Success rates in CS901 including ACT have been below the division average rate, the division is holding meetings with all CS901 instructors to discuss ways to improve success rates of CS901. Online instructions continued to be challenge as we explore ways to provide better online experiences.

One challenge in particular is how to get students to take advantage of resources made available. For example, online students are often reluctant or unable to visit the campus to access class orientations, tutoring services, on-campus labs, and/or instructor office hours. Student participation and utilization of these services is often disappointing.

The division's response to this dilemma is a "frame of reference." Meaning if the student can't get to the resource, then get the resource to the student. Several instructors have already started to embrace this philosophy.

1) Online instructors will explore more ways to use CC Confer to reach students where they are. Student can attend or participate with minimum effort or inconvenience via CC Confer. Weekly lectures, demonstrations or chat sessions via CC Confer has already shown to be feasible.

2) With the continue implementation of NetLAB online students can get access to their lab environment without every having to visit the campus, if they choose not to. This is analogous to bringing the lab to the student. The Division Vice-Chair will be talking to division instructors to explore how their labs can be deliver via NetLAB. The number of CSIT courses and curriculum now supported by NetLAB means that practically every CSIT course currently offered by the division can be hosted in this environment.

CAOT-Legal secretary program

Overall retention rates for CAOT has been steady maintaining 85% and the success rate has increased and has maintained 83%, this program has formed a cohort with students motivated to complete the requirement and to earn the certificate of achievement in legal secretary. These students are mature and motivated to work hard to achieve their career goals.

### 06. Staffing Trends

#### Reassigned/ Release Time

Anna Chiang-division chair- released time is 0.4 to

1. Assume the responsibility of chairing the division of Computer Science and Application.
2. Manage five CE computer laboratories (CE101, 103, 104, 105A and CE225).
3. Chairing Advisory Committee.
4. VTEA manager
5. Provide course advice and career path consultation to college students and community members.

Marcus Butler-released time is 0.2

1. Co-chairing Technology Committee.
2. Design, Manage and Maintain CS Netlab data center.
3. Collaborating and sharing NetLab resources with local high schools (Culver High) and LACCD sister colleges. (Pierce College).

#### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

---

CSIT

Currently, there are only 2 full time faculty members teaching three Network & Security degree/certificate programs. Although, Anna Chiang is a full-time faculty member; 0.4 reassigned time to assume chair responsibility lowers the full-time faculty count to 1.6. The majority of Computer Application classes are taught by adjunct faculty members. The division wishes to increase the student to full-time faculty ratio.

The CSIT is requesting an additional networking instructor who can support the expansion of the various programs. In particular, this instructor would help to develop new classes and curriculum for the Cisco Network Academy, Linux, Network Security, and VMware IT Academy.

Specifically, the following curriculum expansion is needed and will require at least 1-2 full time faculty.

- 1) Cisco Networking Academy-plan to add four new courses
- 2) Expand the Cisco Academy to support the new Cisco security course, like Network Security:
- 3) Establish the Palo Alto Network Academy-create a dedicated Firewall course based on Palo Alto Network technology
- 4) Linux: The division needs a full-time instructor to support this direction
- 5) VMware IT Academy: Cloud service provider course based on Amazon and Microsoft

CAOT

CAOT full time faculty Clyde Titus has retired leaving the CAOT program without full time faculty, the division will need a full time faculty to lead our legal secretary program and to better commit student engagement and student success.

There is currently, no full time faculty serving the needs of the CAOT students. The CAOT area is staffed by adjunct faculty, a full-time instructor will provide consistent mentoring, training and guidance which will increase the number of certificates. Also, this will ensure that students have the appropriate technology skills to function in the legal environment. To keep current with the

### Staffing Trends

## Program Review: FPIP Request

Fall, 2015

CSIT

FTEF has been ranged between 8 and 10 for the past five years. The CSIT is requesting an additional networking instructor who can support the expansion of the various programs. In particular, this instructor would help to develop new classes and curriculum for the Cisco Network Academy, Linux, Network Security, and VMware IT Academy.

Currently, there are only 1.5 full-time instructors available to teach courses related to these training programs. The division chair currently teaches two of the courses and the division vice-chair teaches the remainder of these courses. The chair and vice-chair, due on-going college and division level responsibilities, cannot take on the additional responsibilities of expanding these programs.

An additional consideration is that the CSIT Division is vulnerable in the sense that so few instructors are teaching the majority of these classes. The division needs to have additional expertise in these areas in the event one or more of these instructors leaves the division or retires. Adjuncts cannot be expected to contribute the level of commitment needed for program development and implementation.

Specifically, the following curriculum expansion is needed and will require at least 1-2 full time faculty.

- 1) Cisco Networking Academy-plan to add four new courses
- 2) Expand the Cisco Academy to support the new Cisco security course, like Network Security.
- 3) Establish the Palo Alto Network Academy-create a dedicated Firewall course based on Palo Alto Network technology
- 4) Linux: The division needs a full-time instructor to support this direction
- 5) VMware IT Academy: Cloud service provider course based on Amazon and Microsoft

CAOT

~~CAOT full time faculty Clyde Titus has retired leaving the CAOT program without full time faculty. the division will need a full time~~

### **11. Departmental Engagement**

#### **Community Connections**

## Program Review: FPIP Request

Fall, 2015

---

The division has reached out the following high schools, colleges, local organizations and businesses:

- 1) Offering CS902 at local charter school called "Academy of Science & Engineering" in Fall 2015.
- 2) Supporting Pierce College's CISCO CCNA security program by sharing our Netlab virtualization technology resources.
- 3) Supporting Culver High School CISCO IT Essentials by sharing our NetLab lab resources.
- 4) The division has established an internship program with the City of Los Angeles. This internship program allows students to acquire real world industry experience. The internship is with the Department of Transportation, Information Systems Division. The students get a chance to work with real IT professionals on advanced computer systems in the field of ASP.NET programming, SQL Server, and Oracle databases. This year 4 students were placed in this internship program
- 5) The division has also established an internship program with a local corporation. This corporation offers summer internship positions at their headquarters location in El Segundo. The internships are designed to give students the opportunity to work in scientific, technical, or administrative areas of the company. Recently two WLAC students were hired as Interns in the information Technology Department.
- 6) The division has also established connections with the following organization as Academic Alliance member, the benefits are that instructors and students can access numerous technology resources and course material at no cost or low cost. Microsoft Academic Alliance CISCO Networking Academic Alliance, Oracle Database Academic Alliance, Computer Technology Industry Association CompTIA A+, Network+, Security+ Linux+, Apple University Alliance, VMware IT Academy alliance.
- 7) The division chair responds to inquires from local community regarding CS programs by offering course advice and career path consultation, dozens of community members have benefited from this service on yearly basis.

### Interdepartmental Collaboration

## Program Review: FPIP Request

Fall, 2015

---

The division has been or will be working the following interdepartmental collaboration:

- 1) The division is working with Business department to propose a new certificate of achievement called "E-commerce Web Technology" which will allow students in web design & development track to work together with students in Business department.
- 2) The division will be working with Aviation department to develop a curriculum called "Unmanned Aerial System" to fulfill Base 11 grant project.  
This program prepares students for careers as operators and/or coordinators of Unmanned Aerial Vehicles (UAV), also known as "drones".
- 3) The division has incorporated with Paralegal program to offer the certificate of achievement in "Legal Secretary Certificate", it was approved by the State Chancellor since year 2009. This program supports paralegal students to learn word processing and the most up-to-date office automation technology.
- 4) Our web design certificate will allow students to take one course from the areas of Digital Art or Multimedia, this provides flexibility for students who want to combine computer technology and art skills in the digital era.
- 5) The division provides a number of shared computing resources for the various instructional programs, the division houses six computer classrooms. The division is the primary user of these computer facilities, the other department like, Allied Health, Pharmacy, Accounting, and Tech Fair are the secondary users.
- 6) Our faculty Ken Taira and Manish Patel have held numerous workshops for college faculty & staff through Tech Fair.

---

### 19. CTE Programs

#### Advisory Board Membership

Brent Knox-training manager, CISCO  
Selwyn Hollins-Manager, dept. of transportation, City of Los Angeles  
Wayne Jones-web developer  
Eva Bitar-City of Los Angeles  
Milan Samplewala-faculty, LA City College  
Munir Samplewala-faculty, LA City College  
Ashok Patil-faculty-Computer Science, WLAC  
Kabwy Chanda-Network Specialist-Los Angeles Valley College  
Steve Gonsoski-Programmer Analyst-LACCD  
Michael Stamper-Information Service Manager, Washington State Univ.  
Larry Wong-Senior Linux engineer  
Bill Williams-IT Manager  
Kent Taira-network consultant  
Manish Patel-Web database architect P  
Patricia Morris-legal secretary  
Mimi Wong: legal secretary  
Marcus Butler: faculty-CISCO, Microsoft, and VMware, WLAC  
Clyde Titus: Office application, WLAC  
nna Chiang: operating system, A+, Network+, Security+, WLAC  
Yuen Yuen-Software Engineer, Northrop Grumman  
Anna Hernando-Student representative

#### Advisory Board Outcomes

## Program Review: FPIP Request

Fall, 2015

CSIT

1) Ruby on Rails was presented to the Advisory Board. The board agreed that this cutting edge web technology should be taught at WLAC. As a result Manish Patel taught Ruby on Rails Summer 2015 as BootCamp. Ruby on rails is the fastest growing web development platform today. There is a huge demand for Ruby on Rails developers from many corporations.

Major sites built with Ruby on Rails: Twitter, Shopify, Groupon, Bloomberg, Airbnb, Hulu and SoundCloud. Ruby on Rails allows students to create complete web application fast and easy. This 6 week Saturday BootCamp got student started and put them on track to developing sophisticated web applications that are tied to a database backend. This will increase their ability to get highly skilled jobs in the Web and Database fields. Additionally CS 958 now included a Ruby on Rails Capstone project.

2) Another outcome is that the committee has agreed that the CSIT Division is vulnerable in the sense that so few instructors are teaching the major degree & certificate track of "Network and Security". The division needs to have additional expertise in these areas. Adjuncts cannot be expected to contribute the level of commitment needed for program development and implementation. Specifically, the following curriculum expansion is needed:

The advisory committee has also advised to add new courses for wireless, VOIP, Unified communication system, CISCO security courses, establishing Palo Alto network academy, Palo Alto is the leading provider of firewall technology.

3) The committee has advised the division to establish a formal Linux Academy, the Linux network operating system is consuming large OS market share and consider the *zgo to z* solution for many Fortune 500 corporations. The division must address this obvious trend and industry demand, the advisory committee has suggested that the division needs a full-time instructor to support this direction.

CAOT

There is currently, no full time faculty serving the needs of the CAOT students. The CAOT area is staffed by adjunct faculty, a full-time instructor will provide consistent mentoring, training and guidance which will increase the number of certificates. Also, this will ensure that students have the appropriate technology skills to function in the legal environment. To keep current with the industry standards, stability in our instruction is paramount to student success. The committee has advised to hire a consistent

**Assess CTE Student Learning Outcomes**



## Program Review: FPIP Request

Fall, 2015

Degree and Certificate awarded and Industry Certification Outcomes Two additional students have interned at the City of Los Angeles this year. We are looking to expand this program to include more students from WLAC. Most government agencies have gone through massive downsizing and are unable to hire full time workers. The internship program benefits both the City and WLAC students. The City can fill some gaps in their workforce and WLAC students receive real-world experience in the IT field. These students have obtained both the "Web Support and Database Administration" and the "Business Application & Database Management" certificates. It has been very difficult to track or reach students after program completion to determine employment success. Based on our recently conducted student survey, over 70% of students in our vocational programs are not working in the IT field. Currently, our most viable measurements are degree & certification completion and industry certification exam passing. Between Sept 2013 to August 2014, there are 9 students passing CompTIA Security+ certification exam and have become computer security certified; there are 6 students passed A+ and Network+ certification exam; there are 12 students passing CISCO CCNA. This IT certification make our students extremely marketable for the IT job market. There are 95 college certificate of achievement awarded during 2013-2014 including 38 on Network Security; 25 on Web & Database, 5 on Computer Science and 17 CAOT-Legal Secretary. The division has established an internship program with Aerospace Corporation, two students were hired as Interns in the information Technology Department. Quotes from the director of Information Technology Dept. "The Aerospace Corporation has hired two interns that were members of the West Los Angeles College (WLAC) Computer Science Information Technology (CSIT) program. The Aerospace Corporation has provided independent technical and scientific research, development, and advisory services to national security space programs since 1960. The interns were integrated into the Technical Computing department where the focus is on supporting Unix and Linux systems. They were quickly assigned project tasks, which included system provisioning, security patching and installing configuration management systems. The management system was used to manage and monitor launch vehicles. They played valuable roles in the deployment and support of mission critical systems. The WLAC CSIT program is preparing students with the tools needed to succeed in corporate technology environments. The WLAC interns were able to blend in and contribute in some areas and in others, were able to quickly learn what was needed to be independent. 3) Our Microsoft and Oracle database program director has established an internship relationship with City of Los Angeles, having this internship program benefits the students and makes WLAC more competitive when students are choosing a college to attend. Quoted from the City of Los Angeles, Department of Transportation: "The WLAC CSIT internship program is tremendous assets to the City of Los Angeles, many of the students who have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have been prompted into the IT department at their current organization. I would like to emphasize my gratitude for this internship program, due to the fact that the City now has very limited resources in acquiring talented IT employees".

### CTE Accreditation Recommendations

Our program is not subject to approval/accreditation by specialized state, regional, or national accrediting agencies. Therefore this is not applicable to our program.

### Employer Satisfaction Survey

## Program Review: FPIP Request

Fall, 2015

---

The division has been identifying employers that have students in our programs to expand the employer survey. The following are from two internship programs.

1) Quotes from director of technical computing infrastructure with a large Corporation:

Internships have been a great resource for Aerospace companies in the south bay. The Computer Science Information Technology department has the programs that prepare students for real world job situations. Students that excel in Security, Linux, Virtualization and Cisco courses have been able to get internships and employment due to their preparation at West Los Angeles College (WLAC). Recently, an Aerospace company hired an Intern for the summer, MS. Stephanie Daley. MS Daley performed so well that she received extended hours and is now working part-time while she continues coursework towards her college degree. This type of success can be attributed to the technical courses taught at WLAC. These courses are closely aligned with the technology being used throughout major companies across America.

2) The City of Los Angeles, Department of Transportation is one of the participants in our advisory panel. The division has a long standing internship relationship with this employer. Currently 3 interns are applying for position. The WLAC interns are able to blend-in and contribute in some areas and in others, were able to quickly learn what was needed to be independent. These student will be providing Web application programming and database management support for the Business Solutions group. This division is responsible for creating internal and public facing web/database applications. The interns will also helped in programming tasks, application workflow testing, and GIS data-set creation. The prior interns brought a skill set that allowed them to integrate immediately into the group of seasoned IT professionals. This has allowed BSG to deploy a number of applications on time.

### Labor Market Demand

## Program Review: FPIP Request

Fall, 2015

---

CSIT

With companies scrambling to build mobile apps, there's a gold rush on for developers willing to retool their technical skills and adopt a new design mind-set. As market demand surges for apps to run on iOS, Android and whatever operating system will power the next wave of smart devices, companies are facing a dearth of mobile development talent. For IT professionals with programming skills, that gap represents a fresh opportunity to embark on a career makeover.

To put the demand in perspective, consider that Apple racked up \$1.78 billion in app sales in 2010, and global mobile app sales are forecast to hit \$4 billion this year, according to market researcher IHS. Just who is developing all of those apps? In its recent "America's Tech Talent Crunch" study, IT job site Dice.com found that job postings for Android developers soared 302% in the first quarter of this year compared to the first quarter of 2010; ads for iPhone-related positions rose 220% in the same time frame.

Elnance.com, a website for freelancers, reports comparable demand: In the first quarter of 2011, there were 4,500 mobile developer jobs posted on the site -- an increase of 101% over the number of similar job postings in the same quarter last year.

While there are ample pools of Web and Java development talent, professionals with expertise building native apps for Apple's iPhone or iPad, or for the BlackBerry or any of the newer Android devices, are in short supply because of the relative newness of those platforms.

Quick Facts: Software Developers 2012 Median Pay \$93,350 per year \$44.88 per hour

According to EMS (Economic Modeling Specialist Inc., the fastest growing occupations in the area of Computer Information Technology up to 2020 are the following:

- 1) Information Security Analysts 40.2%
- 2) Web developer 31.6 %
- 3) Computer System Analysts 27%
- 4) Computer User Support Specialist 25.2%
- 5) Computer Network Architects 23.6%
- 6) Network and Computer System Administrators 17%

### Licensure Exam Performance

Not Applicable to CSIT or CAOT programs.

---

## **CS - Business, Other**

### ***01. Department Purpose***

#### **Purpose**

To provide access to learning environments that fosters innovation and promotes a can-do-attitude. We develop future leaders and entrepreneurs in the areas of Business Administration, Accounting, Finance, Marketing, Real Estate, Law, Paralegal and Management. Our programs focus on preparing and empowering students to continue their education through transfer to four-year College or to obtain employment in all areas related to business and legal studies

#### **Purpose Alignment**

The Business Division's stated purpose aligns with the college mission statement in that it prepares students for transfer to a four year college, or to be qualified for employment in the workforce. The Business Division is open to all who can benefit from a variety of Business programs, certificates, and or degrees.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

The enrollment trends appear consistent. A district partnership with a third-party company that specializes in foreign study trips, has just allowed us to start offering our students to take courses overseas, gaining international experience, broadening their horizons, developing strategic vision, learning about other cultures and strengthening their international business network. Students will also learn about the culture, visit companies and experience different ways people work overseas. We are in the process of creating new innovative courses and certificates to empower our students, and better qualify them for current industries' needs, such as 'Social Media Marketing', 'Negotiations', 'International Negotiations' and 'Mobile Applications Development for Business Students'.

#### **Section Count Trends**

The Business area has a 6.57% overall increase in enrollment trends. The majority of this increase is attributable to student increases in both classroom and online courses. The sectional year over year percentage increases for each of the aforementioned areas are classroom (4.89%) and online (16.35%). For continued growth online and to increase the percentage growth attributable to on ground courses, the Business area needs more class offerings and more flexibility in what is offered.

### ***05. Students and Student Success***

#### **Degree/Cert. Trends**

The number of degrees and certificates has remained relatively consistent within the Business area. Over the last several years, we have seen slight increases and/or decreases in various programs. One exception of note is within the Accounting area, relative to 2014-2015 vs. 2011-2012, in which there was a statistical fourfold increase. As a department we desire to increase the overall numerical number of degrees and certificates in all areas and seek full support of this endeavor.

#### **Demographic Trends**

The business area delivers several modes of instruction; face-to-face in the classroom, ACT, Hybrid, Jumpstart and Online. A significant amount of the students in the business department are online (53.85%) students. In comparison to the college enrollment data, it differs slightly in that most college students at WLAC are classroom students.

#### **Equity Gaps**

The Business equity gap has been consistent over the years but with the addition of five (5) new departmental faculty, we will more actively decrease this gap and improve student success rates overall. African American and Hispanic students score lowest in terms of departmental course success. Though demographic success rates are in line with that as the college as whole, the division seeks both opportunities and financial support for departmental specific tutoring opportunities that will assist in the identification of and assisting of students who are struggling in our courses.

#### **Success Comparisons**

The Business area successful course completion rate is slightly below (58%) that of the college as a whole (63%). With the addition of five (5) new full-time faculty, the division will aggressively address the work of increasing student success rates. The requested addition of departmental area specific tutoring funding (especially in Accounting) will positively contribute to increased departmental student success rates.

#### **Success Trends**

**Program Review: FPIP Request**

*Fall, 2015*

The Business area has various degrees and certificates and has an overall student retention rate of 80%. This retention rate is on par with that of the overall college at 82%.

**06. Staffing Trends**

**Reassigned/ Release Time**

Chairman of the division has 0.8 release time. No other release time is authorized. Need additional release time to complete the objective of the division.

**Staffing Levels**

Need additional faculty in media, technology, negotiations and studies of growth and retention.

**Staffing Trends**

The Business area, as of the latest data period Fall 2014, had a 9.73 FTEF with 7.93 being adjunct and hourly and a 1.80 regular. As of Fall 2015, this area of weakness has been significantly positively addressed with the hiring of five (5) new full-time faculty within the Business area. Thus, the FTEF attributable to regular faculty within our area will at minimum be a 6.80 now.

**11. Departmental Engagement**

**Community Connections**

The division is active with outreach coordination and has a good relationship with the WLAC outreach coordinator. We are planning to offer non-credit course at some feeder schools with classes being offered on those campuses as well as at West. We are active in our local business community as well and are finalizing our 1st Advisory Committee Meeting for the end of November 2015. We are in need of an additional full-time faculty member to help coordinate these efforts.

**Interdepartmental Collaboration**

The division has had collaboration with counseling CAOT department and transfer to facilitate smooth transitions into certificate and degree programs. We have placed an advisory in all of our (COR) class offerings to be sure students have the equivalent of English 28 to increase student success and retention.

**19. CTE Programs**

**Advisory Board Membership**

This is in the final planning stages.

**Advisory Board Outcomes**

N/A

**Assess CTE Student Learning Outcomes**

N/A

**CTE Accreditation Recommendations**

N/A

**Employer Satisfaction Survey**

N/A

**Labor Market Demand**

The labor market has remained constant and demand for graduates in the Business area are exceptional. More technology is being required and the division has expanded our online and hybrid offerings. Synchronous classes are being experimented with in some of our Business courses.

**Licensure Exam Performance**

N/A

## **CS - Travel & Hospitality**

### ***01. Department Purpose***

#### **Purpose**

The mission of the WLAC Hospitality program/discipline is to collaborate with strategic partners to meet the needs of the industry and community by preparing individuals to become successful professionals in a dynamic, multicultural, domestic, and international job market, and to provide transferability to bachelors programs at four-year colleges and universities.

The purpose of the WLAC Travel program/discipline is to train students for careers in travel-tourism by providing them with industry recognized certificates representing current and relevant skills that are immediately applicable to a variety of management and entrepreneurial positions in multiple industry segments.

#### **Purpose Alignment**

"West Los Angeles College provides a transformative educational experience." West's Travel & Hospitality programs provide students an opportunity to transform both their lives and their industries. Our graduates work in various segments of these industries with many in high profile and influential positions. West is one of the few remaining travel programs on the west coast, and the only in Los Angeles county. In fact, the travel program's reputation in the industry is known and recognized nationally. West's Hospitality program has grown rapidly since it was approved in 2007. As the only such program in the LACCD, there are numerous opportunities for expansion and connections to local industry.

"West fosters a diverse learning community dedicated to student success." West's Travel & Hospitality programs reflect the diversity of the college overall, and in many ways mirror the demographics of these industries. In addition, since these industries require understanding and sensitivity of cultural and diversity issues of all types, all courses are taught with an awareness of those issues. Respect for diverse cultures, individuals, and experiences is celebrated and incorporated in every class.

"Through quality instruction and supportive services, the College develops leaders who encourage excellence in others." Both Travel & Hospitality programs are fortunate to include faculty members who are active in their industries. Graduates have become entrepreneurs or managers at their place of employment, and many speak very highly of their experience at West.

"A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning." West's Travel & Hospitality programs provide students with skills to find employment in these industries, while also providing continuing education for working professionals seeking to grow in their careers.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

## Program Review: FPIP Request

Fall, 2015

---

Hospitality's growth has been consistent and impressive, with enrollment increasing from 54 in fall 2010 (one course section) to 78 in fall 2014 (two course sections). FTES increased from 6 in fall 2010 to 7 in fall 2014. Every hospitality class fills to the maximum in advance, and more students must request approval from the instructor to add beyond the maximum.

### Hospitality

2010: Enrollment 54; FTES 6 (1 section offered)

2011: Enrollment 82; FTES 8 (2 sections offered)

2012: Enrollment 33; FTES 4 (1 section offered)

2013: Enrollment 89; FTES 8 (2 sections offered)

2014: Enrollment 78; FTES 7 (2 sections offered)

Over the last two years, travel has experienced a sharp decline in both enrollment and FTES due to a reduction in the number of course sections offered. Travel's enrollment has gone from 224 in fall 2010 (five course sections) to 71 in fall 2014 (two course sections). FTES decreased from 25 in fall 2010 to 7 in fall 2014. Because of this, travel courses are in high demand and fill up well before the start of the semester. Interest in the program is significant, and the low offering of courses is holding back existing students while driving others to competing travel programs (i.e., Orange Coast College and Los Medanos College).

### Travel

2010: Enrollment 224; FTES 25 (5 sections offered)

2011: Enrollment 208; FTES 21 (5 sections offered)

2012: Enrollment 252; FTES 25 (6 sections offered)

2013: Enrollment 150; FTES 16 (4 sections offered)

### Section Count Trends

## Program Review: FPIP Request

Fall, 2015

---

Travel's course section count has been reduced significantly over the last five years, primarily due to the budget cuts and the retirement of the only regular full-time faculty member in June 2013. This position was not replaced. As such, the course sections have been reduced from five in fall 2010 to two in fall 2014. By contrast, the average class size has remained relatively consistent over those five years, with 34.0 average students in 2010 to 35.5 in 2014. This does not indicate shrinking demand and is a positive sign for travel classes.

2010: 5 sections, 34.0 average class size

2011: 5 sections, 35.8 average class size

2012: 6 sections, 38.5 average class size

2013: 4 sections, 40.3 average class size

2014: 2 sections, 35.5 average class size

Hospitality is growing steadily despite course section counts remaining relatively flat. No more than two Hospitality course sections are offered in any given semester. Due to the minimal class section offerings, hospitality's average class sizes are volatile, however they are consistently above the college average.

2010: 1 section, 54.0 average class size

2011: 2 sections, 41.0 average class size

2012: 1 section, 33.0 average class size

2013: 2 sections, 44.5 average class size

2014: 2 sections, 39.0 average class size

---

The data for course section counts is especially troubling as it is increasingly difficult for students to complete certificates and

### ***05. Students and Student Success***

#### **Degree/Cert. Trends**



## Program Review: FPIP Request

Fall, 2015

The trends for the awarding of degrees and certificates over the five year period has remained relatively flat, if not slightly decreasing.

There are two primary reasons to explain these numbers and the overall trend. The first is that not enough courses are offered each semester. Currently, each program offers two courses per semester. At that rate, the minimum time required to complete a degree is three years. And that doesn't take into consideration that in scheduling, some courses are offered more regularly, and not all 12 courses are unique. Students are not able to earn certificates and degrees in a timely manner and this affects interest in the program (registration and marketing), course evaluation and SLO assessments, and also relevancy of the courses. Courses are almost obsolete by the time they are scheduled to be offered again.

The second explanation is that students are currently being held up due to outdated degree requirements. For example, the current catalog (which we recognize is being updated) lists Hospitality 345 as one of the requirements for a very popular certificate. This course was archived in 2008 and should have never been listed in the catalog as a required course. Many students cannot complete this certificate because they are missing that single class. Hospitality 311 has not been offered in at least three years. This course is a requirement for the degree and two certificates. While these are just a couple examples, there are others. The discipline has recently recommended substitute courses in other disciplines to temporarily accommodate these students and help them earn their degree and/or certificate.

Once again, these issues underscore the need for a full-time faculty ADVOCATE to monitor and recommend course schedules, degree and certificate requirements, and student progress in the programs. Adjunct faculty who teach one or two classes do not have the information or the perspective to look at the programs in this kind of detail and make recommendations for the benefit of the programs and students.

Despite these challenges, faculty do what they can to help students earn degrees and certificates. As was discussed earlier, individual adjunct faculty are trying to gather a list of courses students have completed in order to encourage certificate and degree applications for those who meet the requirements. In 2012-2013, the Travel discipline awarded no degrees and one certificate. During spring 2014, one adjunct faculty member distributed an informal survey to follow up with students who qualify for certificates and degrees. As a result, the discipline awarded three A.A. degrees and four Certificates of Achievement. Additionally, a division-level database of courses completed by students is being developed to encourage certificate and degree applications every semester.

### Demographic Trends

Both disciplines have higher than normal female populations, and this has remained consistent from 2010-2014. While this is disproportionate compared to the college's overall gender distribution, it is not disturbing since the program's distribution follows the industry's trend. Both industries are weighed heavily on the female side.

Travel's age group distribution is heavy on the older category, with 61% of students age 35 and over. This too follows the industry trend that travel tends to attract older, more educated and experienced individuals who have more discretionary income and the time/ability to travel themselves. With only 3% in the 19 and under age category, there is significant opportunity to market and establish partnerships with feeder high schools. Hospitality also trends to the older side, with 49% of students in the 35 and older category.

Two ethnic groups are noticeably different in these disciplines than the overall college ethnic group distribution. Travel attracts 44% African American/black students and 27% Hispanic/Latino (while the college percentages are 34% and 43% respectively). Hospitality's ethnic group distribution is also significantly different from the college as a whole with 49% African American/black students and only 21% Hispanic/Latino.

### Equity Gaps

## Program Review: FPIP Request

Fall, 2015

Travel & Hospitality's equity gaps vary from year to year, and there is no obvious trend to explain the differences, including mode of delivery (classroom vs. online), course rotation (the same classes are not offered every year), or ethnicity of students. Travel's equity gap is consistently higher than the college average, ranging from a low of 1.4 to a high of 23.9. Hospitality's equity gap has been below the college average three of the last five years, ranging from 1.6 below to 24.7 above the college average.

At the present time, there are no strategies to address these equity gaps. The disciplines need to understand more about what these numbers mean. What are the practical things an instructor can do in their section to close the gap? And how, when the discipline's classes are offered only online, can an instructor address the equity gap? In a classroom section, an instructor could visually identify the ethnicity of the students to monitor progress throughout the semester. However when course sections are online and class rosters do not include ethnicity of the students, an instructor may not be able to do anything to identify a group to consider any changes.

If the disciplines had a full-time faculty position, this person could work with the distance learning dean/ committee, the student success committee, and/or the dean of teaching and learning to discuss these numbers and identify strategies to close the gap. This is another reason why it is vitally important that the Travel & Hospitality disciplines hire a full-time faculty position to manage these administrative functions for the future success of all students.

### Success Comparisons

Comparing the average success rate of Travel against the college's rate is relatively close. As described earlier, a sharp drop in student success occurred in fall 2013 when travel was 15% below the college average. Reasons for this were described earlier, including misinformation about retention and student success. We expect this was a one-year drop, and the problem should be corrected for subsequent semesters.

2010: Travel success = 61%; college success = 62%

2011: Travel success = 66%; college success = 63%

2012: Travel success = 66%; college success = 63%

2013: Travel success = 48%; college success = 62%

2014: Travel success = 61%; college success = 63%

Hospitality's success rate is consistently higher than the college average. Over the last five years, the range is 3%-13% above the college success rate.

2010: Hospitality success = 65%; college success = 62%

2011: Hospitality success = 68%; college success = 63%

2012: Hospitality success = 73%; college success = 63%

2013: Hospitality success = 75%; college success = 62%

### Success Trends

**Program Review: FPIP Request**

*Fall, 2015*

In travel, student retention has steadily decreased over the last five years. While historically, Travel's retention was well consistent or above the college average, the trend has now dipped significantly below the college average of 82% (travel is at 65% in 2014). We expect there are two reasons for this. The first is the trend to push more and more class sections to online where there is less engagement and participation. The second reason is that over the last ten years, Travel has attracted fewer and fewer young college students and has instead started enrolling more professionals seeking continuing education and a foundation for career changing. Prior to fall 2013, Travel's success rate had averaged in the mid-60s with a range from 61%-70%. As was the case with retention, Travel experienced a sharp decline in fall 2013, largely due to the reasons discussed earlier. Fall 2013's average success rate was 47%.

2010: Retention = 84%; Success = 61%

2011: Retention = 94%; Success = 66%

2012: Retention = 84%; Success = 66%

2013: Retention = 74%; Success = 48%

2014: Retention = 65%; Success = 61%

By contrast, the retention rate for Hospitality has remained relatively consistent, ranging from 85%-90% over the last five years. Hospitality's success rate has been steadily increasing over the last five years.

2010: Retention = 89%; Success = 65%

2011: Retention = 87%; Success = 68%

2012: Retention = 85%; Success = 73%

2013: Retention = 89%; Success = 75%

2014: Retention = 90%; Success = 76%

**06. Staffing Trends**

**Reassigned/ Release Time**

None.

**Staffing Levels**

The current state of relying on adjunct volunteers to take on the administrative functions of the disciplines is not sustainable nor is it in the best interest of students or the college. The disciplines need to fill the full time instructor position that has been vacant and supplement instruction with adjuncts, rather than rely on adjuncts for everything in the program (teaching and administrative work).

**Staffing Trends**

## Program Review: FPIP Request

Fall, 2015

Travel & Hospitality's last remaining full-time instructor retired in June 2013. At this time there is no full time faculty in either discipline. This presents significant strain on the programs and has severe implications for students. For fall 2014, only two travel classes were scheduled. This increases the time required for students to complete certificates and degrees. At the rate courses have been offered, it takes students at least three years to earn degrees. In addition, since Travel 100 and Hospitality 100 are the foundation courses of their programs, they need to be offered at least once per year, if not every semester. Some new students in the programs do not have the foundation to be successful because Travel 100 and Hospitality 100 have not been regularly scheduled. For Hospitality, it currently takes students approximately five semesters (2.5 years) to earn the 18-unit Certificate of Achievement and nine semesters (4.5 years) to earn the A.A. degree.

Additionally, administrative work of the program is not getting done, or it relies on willing adjunct volunteers. This includes tasks like course updates and curriculum review, program review, advising students in the program, marketing the program, facilitating advisory board meetings, promoting the program to the industry and potential employers, and many other items and projects.

Travel & Hospitality (combined) FTEF Trend:

2010: 1.2

2011: 1.4

2012: 1.4

2013: 1.2

2014: 0.6

## 11. Departmental Engagement

### Community Connections

Both Travel & Hospitality disciplines have strong connections to their industry communities, and these partnerships are tapped at various times for the benefit of the programs and to enhance student learning. The Travel discipline has utilized connections with The Travel Institute, the American Society of Travel Agents (ASTA), the L.A. Times Travel Show, and others at several points in the last year to help the program. The Hospitality discipline has connections to UCLA Conference Services, the local chapter of Meeting Professionals International (MPI), the Los Angeles Tourism & Convention Board (LATCB), and a number of local hotels.

This program review identifies several goals and actions that will impact this area including creating and implementing a program marketing plan, incorporating working professionals into courses and career mentoring of students, and cultivating outside funding opportunities from local industry.

For example, ASTA and MPI offer a special student membership program, they host an annual trade show, and a monthly mini-trade show. WLAC is invited to exhibit at the monthly meetings as well as at the annual event to promote the hospitality program. MPI offers students many opportunities to hone their professional and interpersonal skills. Mattel Toys and Chevron are supportive of WLAC's Travel & Hospitality programs and have invited students to provide meeting and event planning services on a work study basis. LATCB believe our Travel & Hospitality programs can and should play a vital role in local industry growth; they want to see more A.A. degree and certificated students coming out of the programs. These educated and trained students will become the work force of the expanded hotel industry in Los Angeles. They want to see certified knowledge, skills, and abilities in such areas as hotel front office operations, guest services, housekeeping, food services, sales and marketing, and meetings, convention, and event management. In addition, the Culver City Cultural Affairs Commission--responsible for recommending, promoting, managing, and producing community civic events--want to partner with our programs and they believe students can play significant roles in all stages of planning, promoting, managing, and producing major hospitality events, including Fiesta La Ballona, Culver City public art events, historic preservation events, performing arts grants, concerts, and other special events.

### Interdepartmental Collaboration

## Program Review: FPIP Request

Fall, 2015

In an effort to provide students with alternatives to timely completion of certificates and degrees, the travel and hospitality adjunct faculty have recommended course substitutions in related business disciplines (business, marketing, management). This collaboration allows students to take business classes to substitute for Travel and/or Hospitality courses that are not being offered.

In the future, the travel and hospitality curriculum could work much more closely with other career studies programs to provide students with fundamentals while discipline specific courses are much more in depth and advanced level to build on the basic courses in other disciplines.

### 19. CTE Programs

#### Advisory Board Membership

Travel Discipline Advisory Board:

Ted Bradpiece, CEO, Two Bears Travel

Anthony Cheng, Chief Operating Officer, APF Travel, Inc./GoLatin Tours

Jason Coleman, President/Chief Visionary, Jason Coleman, Inc. (and WLAC adjunct instructor)

Dan Ilves, Vice President of Marketing, Travelstore, Inc.

Julie Johnson, CEO/Co-owner, Azzurro Travel

Bob Kern, President, PNR Travel/American Express

Barbara Lamel, Owner, Away to Travel

Michael Madison, President, Arbor Travel Associates, Inc.

Anastasia Mann, CEO, Corniche Group

Eric Maryanov, President, All Travel

Kate Bernier Morad, Manager--Training and Agent Development, Montrose Travel

Analia Rupar-Przebieda, CEO, Eureka Travel

Susan Tanzman, President, Martin's Travel & Tours

Hospitality Discipline Advisory Board:

#### Advisory Board Outcomes

## Program Review: FPIP Request

Fall, 2015

In 2014-2015, the Travel and Hospitality discipline advisory boards opted to not meet in person since the college had not acted on previous recommendations. In their opinion, there was no reason to meet if their input was not valued by the college. As a result, faculty conducted one on one calls with individual advisory board members to address individual concerns and reiterate the previous recommendations. Here is the data from the previous advisory board meeting(s) with recommendations from the members:

At the December 5, 2013 Travel Discipline Advisory Board meeting, a list of eight recommendations was presented to the acting chair/CTE dean. All eight recommendations have been incorporated into the new curriculum plan and are already complete or in the approval stages of ECD. In addition, members spent time creating a list of skill sets and providing input into the new travel curriculum.

Nabil Abu-Ghazaleh and Adrienne Foster attended the June 12, 2014 Travel Discipline Advisory Board meeting where attendees expressed concern about the direction of the program and lack of support from the college. In response to increased demand for travel agents and the lack of qualified candidates from the college, several large travel agencies in Los Angeles have been forced to start their own in-house travel schools to train potential employees. Advisory board members could not overstate enough that there is considerable demand for travel professionals, especially those properly trained and educated. Travel is an "evergreen" industry, and with the increasing employment gap resulting from older agents retiring, the need for new younger agents continues to grow. The advisory board crafted the following three recommendations for the college to address:

1. WLAC needs to hire a full-time faculty position in travel to replace the one that was lost in 2013. This position should include teaching, planning, marketing, and advocating for the discipline at the college.
2. WLAC needs to offer Travel 100 at least one semester per academic year, if not every semester.
3. WLAC needs to schedule enough travel classes so students can earn a certificate in one or two semesters and the A.A. degree in no more than four semesters (two academic years).

On January 17, 2014, the Hospitality Discipline Advisory Board spent a full day discussing many different aspects of the program. An updated mission statement for the discipline was developed to stress the importance of transfer to bachelor's programs in addition to developing job skills for employment. There was a discussion about the importance of coordinating eligible courses to transfer to four-year schools for further education. The board believes current courses are viable and relevant. Hotels would like

### Assess CTE Student Learning Outcomes

As part of the curriculum update, both Travel & Hospitality disciplines need to develop new program learning outcomes. In addition, a database of former students and regular alumni surveys need to be implemented to track employment and post-graduation successes of students. The database project is a work in progress, however a full-time faculty position needs to be hired to do some of this administrative work such as updating and tracking program learning outcomes.

### CTE Accreditation Recommendations

At the present time, the disciplines are not accredited. When a full-time faculty position is approved and hired, this should be a priority to implement for both disciplines.

### Employer Satisfaction Survey

The Travel discipline has not launched a formal employer survey. Our primary feedback has been at regular discipline advisory board meetings where participants provide verbal feedback in a focus group format.

No formal employee survey has been conducted in the Hospitality discipline. Informal surveys indicate broad industry support for the program. Employers want to engage and hire students from the program. However, they want them to have a few more skills, general knowledge, and be savvy regarding the industry and the jobs for which they are applying. The concepts of the skill-enhanced courses, the multicultural courses, and the student association are seen as ways to enhance students as well as to provide greater value to the employer.

### Labor Market Demand

## Program Review: FPIP Request

Fall, 2015

---

The demand for jobs in Travel & Hospitality is enormous. Unfortunately, west's programs are not able to meet the labor market demand since our scheduled section offerings are minimal and because students can't complete certificates and degrees in a timely manner. Here are a few examples of the demand and opportunity for both disciplines:

"Southern California's Hospitality and Tourism cluster is large, diverse, and critical to the economic vitality of the region. In addition to its large economic impact on the region, the cluster, comprising over 35,000 establishments in food, accommodation, entertainment, travel, events, and other related activities, employs nearly 800,000 workers in Southern California. This figure represents 10.2% of the total workforce in that region. Positions range from the entry-level through management, and include emerging occupations (such as hotel and restaurant "green" supply chain managers) and significant entrepreneurial activity."

According to the California Community College's Hospitality and Tourism Report prepared by the state chancellor's office, "Hospitality and Tourism must be considered one of the most--if not the most--important segments of the Southern California economy. It attracts billions of dollars to the region and employs nearly one in ten workers throughout Southern California--and perhaps most importantly, generates thousands of new openings annually all across the career ladder and for varied skill levels."

"According to Economic Modeling Specialists, Inc. data, the Hospitality and Tourism sector employs 793,259 workers in Southern California alone. Hospitality and Tourism is projected to grow at a higher rate in Southern California when compared to the Nation as a whole over the next three years (5.3% vs. 4.5%). The 5.3% growth rate is also significantly higher than the overall projected growth across all jobs in Southern California, which is a meager 2.6% over the next three years. Over the longer term, Hospitality and Tourism jobs are expected to outpace all jobs significantly, with a growth rate in the cluster of over 16%, compared to less than 11% for all jobs in the region through 2023."

HELP WANTED: LEISURE AGENCIES FACE STAFFING DILEMMA "With the U.S. economy improving and vacation travel on the rebound, leisure travel agencies are facing their toughest staffing challenges since before the recession. The travel industry has experienced a marked resurgence as an economic powerhouse. More jobs are being added for corporate and leisure agents, making people coming into the industry a hot commodity." <http://www.travelmarketreport.com/articles/Help-Wanted-Leisure-AgenciesFace-Staffing-Dilemma>

LACK OF TRAINING STYMIES SEARCH FOR SKILLED CORPORATE AGENTS "Corporate travel agencies are finding it more difficult than ever to find qualified agents given the dearth of training programs. Demand for new staff was traditionally met by hiring former agents returning to the business or newly minted travel school graduates. But neither of these groups has the up-to-date

### Licensure Exam Performance

Since the Travel & Hospitality disciplines are not accredited, there are no licensing or board exams at this time.

## Health / Kinesiology

### **01. Department Purpose**

#### **Purpose**

The Health and Kinesiology division at West Los Angeles College is committed to providing an exciting and informative educational experience for all of our students. The division supports and encourages all students to reach their educational goals.

The Health department provides up-to-date information in the areas of health, physical fitness, and nutrition. With increased knowledge, the department promotes a healthy and informed attitude towards lifelong healthy habits.

The Kinesiology department develops a deeper understanding and appreciation of all aspects of physical fitness. The Department enhances student growth and personal fulfillment through the study of physical fitness concepts and human movement. The Department examines physical fitness, nutrition and critical thinking as a guide to establishing healthy habits. Students are exposed to a wide variety of experiences through instruction in aquatics, sports, a variety of fitness activities and related topics. Students develop strength, agility, balance, improved conditioning and the flexibility required to safely execute a variety of exercises. By learning how to safely perform increasingly complex exercises students can appreciate diversity, teamwork and cooperation in the physical fitness setting. Students gain an understanding of, and appreciation for, the value of health and physical fitness with an emphasis on lifetime participation.

The Kinesiology department supports the Kinesiology Athletics department by offering specific skills and fitness training courses for the intercollegiate athletic teams. The Kinesiology Major courses are designed for the students who wish to pursue an AA degree in Physical Education.

#### **Purpose Alignment**

The Health and Kinesiology division focuses on the following to provide a transformative educational experience:

The Health department gives the students information needed to make healthy decisions for optimal health and disease prevention.

The Kinesiology, Kinesiology Athletics and Kinesiology Major departments cultivate a greater understanding of fitness through improved physical skills.

### **04. Enrollment Trends**

#### **Enrollment Trends**

Enrollment was 804 in F 2010 and 2,079 in F 2014. FTES were 87 in F 2010 and 280 in F 2014.

Health offered 17 sections in Fall 2010 and 22 sections in Fall 2014. The number of sections are increasing. Only 18% of the sections offered in Fall 2014 were taught by FT faculty. The department needs two additional full time instructors.

Kinesiology offered 25 sections in Fall 2010 and 22 in Fall 2014. Since the state has capped the number of activity courses that students can enroll in the number of sections offered are declining.

Kinesiology Athletics offered 11 sections in Fall 2010 and 11 sections in Fall 2014. No change in the number of sections offered but only 27% of the sections are being taught by FT faculty.

Kinesiology Major offered 1 section in Fall 2010 and 2 sections in Fall 2014. Additional FT faculty in Kinesiology Athletics can also teach Kinesiology Major courses.

#### **Section Count Trends**



## Program Review: FPIP Request

Fall, 2015

Health offered 17 sections in Fall 2010 (average class size was 44.2 students) and 22 sections in Fall 2014 (average class size was 38.9). The number of sections are increasing. Only 18% of the sections offered in Fall 2014 were taught by FT faculty. The department needs two additional full time instructors.

Kinesiology offered 25 sections in Fall 2010 (average class size is unknown) and 22 in Fall 2014 (average class size was 21.7). Since the state has capped the number of activity courses that students can enroll in the number of students and sections offered are declining.

Kinesiology Athletics offered 11 sections in Fall 2010 (average class size is unknown) and 11 sections in Fall 2014 (average class size was 41.6). No change in the number of sections offered but only 27% of the sections are being taught by FT faculty.

Kinesiology Major offered 1 section in Fall 2010 (class size was 52) and 2 sections in Fall 2014 (average class size was 46.5). Additional FT faculty in Kinesiology Athletics can also teach Kinesiology Major courses.

### 05. Students and Student Success

#### Degree/Cert. Trends

The division needs to submit a degree name change from Physical Education to Kinesiology. Certificates should be investigated for Kinesiology and Kinesiology Athletics.

#### Demographic Trends

College total gender distribution: F 2010 54% Female, 46% Male; F 2014 49% Female, 51% Male

College total age distribution: 19< 37% F 2010, 37% F 2014.

College total age distribution: 20-24 35% F 2010, 38% F 2014

College total age distribution: 25-34 15% F 2010, 12% F 2014

College total age distribution: 35 > 13% F 2010, 13% F 2014

College total ethnic distribution: Af Am/Black F 2010 51% F 2014 44%

College total ethnic distribution: Hispanic/Latino F 2010 31%, F 2014 39%

Division gender, age and ethnic distributions match the college distributions.

No substantial changes noted, no implications for the division

#### Equity Gaps

College overall successful course completion rate was 62% in F 2010 and 63% in F 2014.

Health and Kinesiology division completion rate was 72% in F 2010 and 76% in F 2014.

Health department completion rate was 56% in F 2010 and 70% in F 2014.

There is an instructional inequity in Health. There are 20 adjuncts and 1 full time instructor. The Health department needs 2 additional full time instructors to operate effectively.

Kinesiology overall completion rate was 73% in F 2010 and 76% in F 2014.

Kinesiology Athletics completion rate was 93% in F 2010 and 90% in F 2014.

Kinesiology Major completion rate was 85% in F 2010 and 74% in F 2014.

#### Success Comparisons

## Program Review: FPIP Request

Fall, 2015

---

College overall successful course completion rate was 62% in F 2010 and 63% in F 2014.

Health and Kinesiology division completion rate was 72% in F 2010 and 76% in F 2014.

Health department completion rate was 56% in F 2010 and 70% in F 2014.

Kinesiology overall completion rate was 73% in F 2010 and 76% in F 2014.

Kinesiology Athletics completion rate was 93% in F 2010 and 90% in F 2014.

Kinesiology Major completion rate was 85% in F 2010 and 74% in F 2014.

The Health department success rate was lower than the college average in 2010 but with the addition of a full time instructor the success rates have improved and are now better than the college average. The Health department needs 2 additional full time instructors to operate effectively.

### Success Trends

College overall retention was 84% in F 2010 and 82% in F 2014. Overall success rate was 62% in F 2010 and 63% in F 2014.

Division overall retention was 89% in F 2010 and 88% in F 2014. Overall success rate was 72% in F 2010 and 76% in F 2014.

Health department retention was 88% in F 2010 and 88% in F 2014. Success rate was 56% in F 2010 and 70% in F 2014.

Only 18% of the Health classes offered are taught by full time faculty. The Health department needs two additional full time instructors to increase consistency in the department and to meet the state mandate that three fourths of the classes be taught by a FT instructor.

Kinesiology department retention rate was 87% in F 2010 and 87% in F 2014. Success rate was 73% in F 2010 and 76% in F 2014.

Kinesiology Athletics retention rate was 93% in F 2010 and 91% in F 2014. Success rate was 93% in F2010 and 90% in F 2014.

Kinesiology Major retention rate was 95% in F 2010 and 90% in F 2014. Success rate was 85% in F2010 and 74% in F 2014.

---

## 06. Staffing Trends

### Reassigned/ Release Time

Colleen Matsuhara 50% Head Women's Basketball Coach/50% Kinesiology instructor, ongoing

Marguet Miller 50% Head Football Coach/50% Kinesiology instructor, ongoing

Jane Witucki 40% Department Chair/60% Curriculum Chair, Department Chair election in 6/16, Curriculum assignment ends 6/16

### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

No.

Health offered 17 sections in Fall 2010 and 22 sections in Fall 2014. The number of sections are increasing. Only 18% of the sections offered in Fall 2014 were taught by FT faculty. With 20 adjuncts and 1 full time instructor the department is ineffective when trying to instigate changes. The department needs two additional full time instructors.

Kinesiology offered 25 sections in Fall 2010 and 22 in Fall 2014. Since the state has capped the number of activity courses that students can enroll in the number of sections offered are declining. Staffing level is adequate.

Kinesiology Athletics offered 11 sections in Fall 2010 and 11 sections in Fall 2014. No change in the number of sections offered but only 27% of the sections are being taught by FT faculty. Two additional head coaches should be hired. Additional FT faculty in Kinesiology Athletics can also teach Kinesiology Major courses which will strengthen the departments ability to issue degrees.

### Staffing Trends

In Fall 2010 Health had 3.53 FTEF, in Fall 2014 it was 4.60. Health is a required course for the AA degree. There is one full time health instructor, Melinda Smith, who established program and course learning outcomes for the department. Ms. Smith set up the assessments for the health classes in a way that the 20 adjunct instructors can easily follow. Because of her the department is up to date with all SLO assessments. Only 18% of the Health classes are taught by the full time instructor. The department cannot operate effectively with such a large PT to FT instructional inequity.

In Fall 2010 Kinesiology had 3.57 FTEF, down to 3.48 FTEF in Fall 2015. The Kinesiology department has one full time instructor; two additional full time instructors are each .5 head coach and .5 instructors, and the remaining full time instructor has a .4 release as department chair and .6 release as Curriculum Chair. The department is currently offering 22 sections with the equivalent of 2 full time instructors.

In Fall 2010 Kinesiology Athletics had .33 FTEF, which increased to .67 FTEF in Fall 2015. The intercollegiate head coaches are paid for by student services. The support classes, which increase flexibility, strength, balance, and endurance, also reduce injury and increase success in competition. The athletic program needs 2 additional head coaches for the program.

In Fall 2010 Kinesiology Major had .33 FTEF which increased to .53 in Fall 2014.

## 11. Departmental Engagement

### Community Connections

Nothing

### Interdepartmental Collaboration

The Kinesiology department works with the Athletic program by offering supportive classes for the Intercollegiate Sport teams.

## **Humanities / Fine Arts**

### **01. Department Purpose**

#### **Purpose**

The purpose of the Division of Humanities, Architecture, Visual Arts, Multimedia, Music, and Philosophy Division is to provide students with a comprehensive, academic education which contains the practical and modern, as well as the traditional views of human culture, illustrated by our numerous and various departments.

[ Multimedia Division prepares students to enter the creative and dynamic workforce of Arts, Entertainment & self-employed communities. The program offers diverse courses to meet the needs of mixed learning abilities and offer skill sets to be a video editor, graphic designer, web designer, user interface designer and job positions that require multimedia emphasis. We offer 2 departmental skill certificates and developing 2 certificates of achievements, an AS in Multimedia Entrepreneurship and an AA in Multimedia Arts degree. ]

#### **Purpose Alignment**

In order to provide a "transformative educational environment" for the college in our Division, students are encouraged to complete all class assignment projects - written, aural, and visual - to fulfill requirements for successful completion of requirements for degree transfer to accredited four-year institutions of higher learning. The areas of this Division are some of the subjects many students have not been exposed to, and are a journey of discovery and revelation.

[ The Multimedia Division mission for is to provide a transformative education experience. Our program opens doors to a diverse field of employment, from fortune 500 corporations to local small businesses. Students will also be equipped to become part of a growing field of entrepreneurs and the freelancer market. The multimedia program will ¿open doors¿ to real life opportunities. Students are exposed to ¿work based learning¿, helping them understand what they learn in the classroom are connected to the real world. ]

### **04. Enrollment Trends**

#### **Enrollment Trends**

## Program Review: FPIP Request

Fall, 2015

---

This appears to be, in historical progression, a period of reconsideration of the past, or rediscovery of facts and information and then reworking of neglected and forgotten subject matter, which is now leading into a renaissance, much like that of the 15th century.

MUSIC is in the midst of reconstructing a harmonic structure that had been literally destroyed by the fashionable atonalism in the 20th century, a system that is now passé. Simplicity of chordal progressions has replaced the lack of cadential harmony and today's student has started to create a new form and style. This now demands a new way of hearing.

The VISUAL ARTS are struggling with much the same type of problem drawing-wise, except this was created by the development of the camera and lack of need for representational art. This demands a new way of seeing. To reiterate, our Visual Arts students are at the beginning of a new era of education.

Old methods of teaching are not answering today's questions and problems because we are no longer living in the 19th century. Students are asking for an education to meet today's demands for usable knowledge. The traditional methods must be kept, however, because this is the foundation for the new that is to grow out of the good of the old.

### Section Count Trends

Basically the Division has been "holding our own" with slight fluctuations high and low.

[Based on the data for Multimedia, there is a slight increase in section count trends. The average classroom size has decreased slightly and the average classroom size for online has increased.]

### ***05. Students and Student Success***

### Degree/Cert. Trends

## Program Review: FPIP Request

Fall, 2015

There are continuing requests from students for full degrees in Music to be granted at West, but that can not be granted until Applied Music courses are allowed to be taught here at West. West's Music C-ID was provisionally granted in June awaiting several corrections to the document; which are now eady to be sent on to Sacramento to reach full compliance. This course is a requirement for a transfer degree, and itis offered at all of the other seven campuses of LACCD that have Music Departments. There are plans for more certificates to be developed for the art and music in addition to the several that are already in place for animation and recording arts, with the new chair for the division. Multimedia, in the Visual Arts section, has been developing and a certificate for presentation to the Curriculum Committee this semester.

[An increase of Skills Certificates for Multimedia was awarded in the last four years. Departmental skill certificates help student track their achievements toward a possible degree or certificate in multimedia. Once the students obtain a certificate or degree they are ¿setup for success¿ with the pathway toward their career choice]

### Demographic Trends

Our Division shall be reaching a diverse, but interested student body. We are teaching universals, which will and does reach all with open thought of all ages. Due to necessity, we have added new adjunct instructors who love their subject, and are equipped to impart that love to their students. Building upon those who are of the same bent, we are growing in student participation, particularly in the younger age bracket; and paralleling the college trend, the Hispanic/Latino enrollment the.

[Based on the data for Multimedia, there has been an increase of enrollment of the age groups between 20- 24 and 25-34. The enrollment for Hispanic/Latino has increased in the last year.]

### Equity Gaps

Effort is made to meet everystudent where each is currently able to comprehend. This is a process of individual growth, comprehension and acceptance commonly called subjective. Also, students in the arts do not necessarily grow at the same rate. Each must be regarded as an individual, since each person hears and sees differently and from a different perspective. And, then there is that elusive item called "TASTE." Students are asked to draw, paint, sculpt, sing, play, individually. Therefore each must be taught in the same individual manner. Otherwise, the end product is cookie cutter, much like endeavoring in order to have larger classes, to teach a speech class with three students giving a speech all at the same time. .

In the historical classes of Art, Music, Humanities and Philosophy, the observations are traditionally regarded as the subject matter is objective as opposes to subjective. Subject matter is more fact based and can be taught is a more traditional manner, not needing the intensive, individual attention.

[ Multimedia equity gap for Fall 2010 was smaller than overall college average. Multimedia equity gap for Fall 2011, Fall 2012, Fall 2013 and Fall 2014 was larger than overall college average. The multimedia strategy to close the equity gap is to expand the multimedia division, which will offer certificates and degrees in multimedia. We plan to establish several pathways for students to achieve a ¿complete educational package¿ for their career. ]

### Success Comparisons

## Program Review: FPIP Request

Fall, 2015

The Music Department is basically regarded of as being three distinct categories - 1. Musicological; 2. Performance; and 3. Theoretical. The Historical is the most conventional of this triumvirate as it deals with dates, periods of stylistics and statistics, and can be used as a component for degrees in any History Department. The Theoretical part is the technical side that deals with music writing, which includes the "grammar" of music. It is based upon the Physics of sound, pitch and dynamics, and is governed by the physics of sound. The third section, that of Performance is the public presentation of that which is called music in its 'heard' or 'read' state.

The Visual Arts Department also consists of several categories - 2 and 3 dimensional Drawing, painting in various media i.e. watercolor, oil, and/or acrylic; and Ceramics; Historical; and Multimedia which deals with the artistic side of computer art.

Philosophy is the study of traditional thought and how it regards these arts.

Humanities is an historical examination of general cultural society as well as specific aspects of world culture.

[Multimedia was below overall college average for Fall 2010, Fall 2011 and Fall 2012. Multimedia was above college average for Fall 2013 and Fall 2014. Multimedia have shown a steady improvement over the 5 year span due to expanded course offerings, additional faculty, offering a departmental skill certificate and the increasing demand of multimedia career opportunities.]

### Success Trends

We have done well.

[Based on the data, there has been a steady increase for Success Rates and a small decline for Retention rate.]

### 06. Staffing Trends

#### Reassigned/ Release Time

Alice Taylor - full time for Accreditation. It is anticipated that this will end in March after the visitation. She had originally indicated she would choose retirement at the conclusion, but has since changed her mind and would like to return to the class room/online full time next fall.

#### Staffing Levels

No. The current Division Chair was promised staff help, but this is now past the middle of the semester, with no one appearing, yet. By the time this report has finished, there remains hope that one will appear. Full-time faculty in music - band/theory - has been cut through a retirement of more than ten years ago, and not yet replaced, really needs to be rectified. The full-time Ceramic instructor retired more than five years ago and has also not been replaced. This Division needs faculty positions in all of the varying departments it contains.

### Staffing Trends

## Program Review: FPIP Request

Fall, 2015

---

MUSIC - First and foremost, Applied Music - private instrumental/vocal lessons, which are offered at all of the LACCD campuses, save at West, must be added to our curriculum to fulfill the requirements for a transferable degree in Music, and will be offered as an adjunct-taught course only. This appellation and Degree were hard-fought-for and should be acknowledged and allowed to be taught on this campus in compliance with the rest of the District. Students have repeatedly requested this course on our campus and it would certainly serve and benefit the students with the course's addition. This would allow interested students to graduate as a full music major thereby allowing them to enter a four year institution directly as a music student major.

A full time Music instructor should be hired to continue to guide the rapidly growing Recording Arts program. These classes would enable the successful student to enter the recording business upon completion of the course sequence. This combined position would include the Band director, and a modern theoretical, electronic music department, which is the most hired music positions in today's local, film industry.

A full time Multimedia instructor may be hired for the discipline, as Multimedia is a fast-growing and lucrative disciplines This can be seen in the explosive expansion of the "Silicon Beach" area surrounding Venice and West Los Angeles.

[From 2012 to 2014 Staffing trend has increased 150% for Multimedia due to expansion of classes for traditional and online students.]

---

### **11. Departmental Engagement**

#### **Community Connections**

There has been more out-reach to the community! Local merchants are becoming involved in Visual Arts. This Department has held a Faculty art exhibit for the first time since the college began, with local participants involved in the planning and execution of this event. This Division is again working with the Culver City Orchestra and their annual Concerto Competition.

#### **Interdepartmental Collaboration**

Not much in the former six years, but slowly this is changing, this year. Efforts are being made to pull the many departments of this division closer together starting with a joint, successful Art Gallery exhibit and Band Concert. There is a new part-time Staff Accompanist, who works more closely with the students than the former one. His is able to give more block time to the students. The new piano classes staff has been more closely working with the Practice Room available space, sending students on a closer schedule.

---



## Language Arts

### 01. Department Purpose

#### Purpose

The purpose of English, ESL, Foreign Languages, and Communication Studies is to enable students to become effective communicators. English, ESL, and the study of foreign languages guide students to evolve into proficient readers, writers and speakers. Communication Studies teaches students to become confident and credible speakers in dyads, small groups, and in front of large audiences, and to refine their writing skills. All four disciplines focus on critical thinking, and all content is anchored in class texts with in-depth research required in most courses.

Foreign Languages are designed as an academic program for student to transfer to a four-year institution and receive a B.A. degree, and to fulfill language requirements for other divisions. a. American Sign Language - train hearing impaired individuals to communicate with others b. Arabic c. Chinese d. French e. Japanese f. Spanish.

The main objective in a foreign language is to teach the language based on real life situations so that students can speak with fluency. Also, assimilating the subtleties of the language, learning the idiomatic expressions, getting immersed in the culture, and develop understanding the traditions and customs of the countries where the target language is spoken helps to reach the main goal. In addition to the teaching of the language, WLAC gives the opportunity to their students to travel abroad to Spain in order to reinforce and to immerse in the culture. In Salamanca, Spain, students learn the history and literature of the country that originate the language that is spoken today in Latino America known as ¿Castilian.¿ Also, it is important to point out that we are engaging our students in eclectic teaching, varying types of methodologies that are as diverse as the ethnic population of students. All of the above with the purpose to provide students with a comprehensive academic education containing practical and modern as well as traditional, historical views of all human cultures.

In order to provide "a transformative educational environment" and in cooperation with the current State mandated requirement (ADT) of moving students through the community college system expeditiously to transfer to a four year educational institution, WLAC Foreign Language is providing a comprehensive educational foundation in all the Languages taught in this college. We are endeavoring to give our students a current, up to date knowledge to secure employment within related industries & primarily that of the teaching of the language, translating and interpreting

#### Purpose Alignment

By enabling students to become effective communicators, the Language Arts Division provides a transformative educational experience and enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The Language Arts Division provides quality instruction and fosters a diverse learning community dedicated to student success. A solid foundation in communication skills, both written and oral, empowers students to succeed.

### 04. Enrollment Trends

#### Enrollment Trends

## Program Review: FPIP Request

Fall, 2015

a. Language Arts courses are taught using a wide variety of modes of delivery. In our disciplines, these modes are represented: Classroom, ACT, Black Scholars, FACE, Hybrid, Online, Puente, Jumpstart, CAP and WEC. This shows the Language Arts faculty members' openness to trying new approaches and collaborating across the campus in different programs. Because of this diverse range of modes, Language Arts faculty members have engaged in a variety of discussions around the effectiveness of the different modes. We would like to engage in an in-depth analysis of our modes of delivery and the success rates to help us plan for future offerings, and to follow-up on this, we are requesting additional data or the Research and Planning Office.

b. The most noticeable enrollment trend in the English discipline is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. There is also a higher percentage of Latino students in the division (45%) than in the college (43%).

With the increase in class sections in order to capture growth, including online late-start 8-week classes and the loss of a few adjuncts, the English discipline now must count on at least 30 adjuncts to teach many of its class sections, in addition to its full-time faculty, many of whom are re-assigned for college wide responsibilities, especially with regard to student success, SLO assessment and accreditation. Enrollment is trending upward after a drop in F12 of 2225 to F13 2341 and F14 2298.

FTES is also slowly trending upward: F12 228, F13 239 and F14 235. Capturing growth funds is a strong focus for 2015-16.

c. In Communication Studies, there were 22 sections in 2010 (three less than the previous year), 19 in 2011, 20 in 2012, and 19 in 2013 and 2014. Average class size for on-campus classes slightly increased from approximately 41 students in 2013 to 44 in 2014, while class size in 2013 (35 students) and 2014 (34 students) slightly decreased in online classes.

d. Foreign Languages: Most of our disciplines show a high decline in class offerings while our average class size has incremented drastically, except Arabic and Japanese section count trends remain the same.

### Section Count Trends

There has been a lot of shifting in mode of instructional delivery in E.S.L. For example, in Fall 2011 all E.S.L. offerings shifted to hybrid and online classes. This may have an implication for curriculum and pedagogy. The number of sections decreased by 64%, but total enrollment only decreased by 28%. In Communication Studies, sections have decreased from 25 sections in 2009 down to 19 sections in 2013 and 2014. The number of English sections offered also declined steadily from 2009 (80) to 2014 (62). The number rose slightly in 2013 to 65 from 2012's 59, the department low over the last five years. However, English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes in recent years. Thus, it is clear the college needs to offer more sections of each. In the Language Arts division, average class sizes were 37.7 (2012), 36.0 (2013), 37.1 (2014); hybrid classes were 24.2 (2012), 23.4 (2013) and 23.4 (2014); and online classes were 32.0 (2012), 38.5 (2013) and 35.0 (2014). From 2013 to 2014, ESL enrollment has increased 6%.

Demand for classes in the English sequence continues to be high, so much so that class sections fill very soon after the registration period begins, with many students attempting to "crash" courses after the start of the semester, intersession or summer session. This trend will continue as English fulfills the requirement for general education, the ATD and IGETC. Section counts in English vary, from a high of 75 in F10 to a low of 59 in F12. Fall 13 had 65 sections; F14 had 62.

## 05. Students and Student Success

### Degree/Cert. Trends

## Program Review: FPIP Request

Fall, 2015

---

In the last five years our division has awarded a total of 35 degrees. Obviously, the role of our division is less to award our own degrees and more to offer students the courses they need to graduate and transfer. English awarded the most degrees at 24 fluctuating between 2 and 11 degrees per year.

With this data in mind, the division might consider what is the value of offering an AA degree in English and/or speech and whether it is more beneficial to the students for us to focus on offering general education classes and encourage students to earn AA degrees in Liberal Arts. Discipline faculty should engage with the articulation officer and transfer counselor to discuss the practical value of the English AA to students.

Foreign Languages: French and Spanish programs offer AA degrees and data shows that four Spanish students are successfully receiving their degrees in 2012&2013, and increment over previous years; French has awarded only one AA degree in 2011&;2012. The restoration of French 3, 4 and Conversational French would allow more students to complete the French AA degree.

The Spanish Department is in the process of changing its AA degree requirements to make it compatible with the Transfer Model Curriculum (TMC) Degree implemented statewide. We are adding Spanish 004 to our AA degree requirements and updating Spanish 001, 002, and 003 course outlines this semester. Conversational Spanish 008 needs to be increased to 3 units or develop Elementary and/or Intermediate Conversational Spanish courses. It is also required the addition of at least two new courses: Spanish Composition and Introduction to Spanish/Hispanic/Latin/American Literature, three units each.

### Demographic Trends

## Program Review: FPIP Request

Fall, 2015

---

The demographic trends across our division reflect the trends in the college as a whole. Just like last year, the most noticeable demographic trend in our division is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. We need to make sure we are effectively serving those two historically underrepresented populations of students.

The significant increase in the College's Latino student population is a nationwide demographic trend. The college needs to study and learn from this trend to stem the serious decrease in its African American student population. The College's first question should be: ¿Why is this underrepresented ethnic group becoming academically successful?

This decrease in the number of African American students at the College is of particular concern because ¿substantially fewer Hispanic and black youth [are] dropping out of [high] school.¿ Moreover, ¿[t]he decline in the size of the Hispanic dropout population has been particularly noteworthy because it¿s happened at the same time that the Hispanic youth population is growing¿ (Richard Fry, ¿U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks,¿ Pew Research Center). It is also important to note that the growing success of Latino students is not limited to community colleges. ¿[A]t one of the University of California¿s nine undergraduate campuses for the fall [of 2014],¿ preliminary admission data show that admitted freshmen are: 36% Asian, 29% Latino, 27% Caucasian, and 4% African American (¿More Latino Than White Students Admitted To University Of California Schools,¿ CBS). How can the College help African American students to duplicate this success?

In E.S.L. the percentage of male students has increased, which is different from the college as a whole, which has remained stable. West has recently had a large influx of Middle Eastern and North African students from male dominated cultures many of whom enroll in E.S.L. classes. Asian students went from 22% to 32%, and Hispanic/Latino students went from 29% to 20%. International students from Asian countries is increasing. This also represents a change in the type of students taking ESL classes. Many of the Asian students coming to West place in the higher levels and are transfer-bound. In the E.S.L. discipline, the % of 20-24-year-old students increased from 14% in F13 to 33% in F14. The White population in ESL has steadily increased from 11% in

### Equity Gaps

**Program Review: FPIP Request**

*Fall, 2015*

---

The college overall successful course completion rates are:

F11	F12	F13	F14
64%	64%	62%	63%

In English, during the same time period, the successful completion rates are for:

	F11	F12	F13	F14
Af Am/Black	53%	52%	48%	53%
Asian/Pac Isl	66%	72%	77%	67%
Hispanic/Latino	64%	59%	56%	61%
white	76%	68%	65%	74%

The successful completion rates for Af Am/Black is for F14 10% below the college and for Hispanic/Latino 61% is 2% below.

An ongoing goal in English is to continue to explore and implement strategies to increase success rates and to close these equity gaps. One such effort has been the training of faculty to teach the accelerated English 21, which has also led to the creation of English 100, approved through the college's curriculum process and implemented in Spring 2016. This is designed to close the identified exit points for many English 21 students and increase the number who move successfully through the English sequence of classes. The discipline intends to ask for a probationary, tenure-track English position in this program review.

Equity Gap

**Success Comparisons**

## Program Review: FPIP Request

Fall, 2015

---

Overall retention rates for the entire college were 82% in Fall 2013 and 82% in Fall 2014.

The English discipline success rates are remarkably consistent: F12 80%; F13 79% and F14 80%. The English discipline faculty participate in professional learning opportunities as well as key committees such as the Academic Senate, the Curriculum Committee, SLO assessment and Student Success in order to research data on proven strategies/innovations to help students learn more effectively.

Foreign Languages: Arabic retention rates exceed the college average by 2%, and the other foreign languages are all within 6%

of the average, with the exception of American Sign Language, which has seen a drop from Fall 2013 to Fall 2014. Foreign language instructors would like to restore the language lab component to their courses in order to increase the class retention rates.

Overall retention rates for the entire college were 82% in Fall 2013 and 82% in Fall 2014.

Foreign Languages: Arabic retention rates exceed the college average by 2%, and the other foreign languages are all within 6%

of the average, with the exception of American Sign Language, which has seen a drop from Fall 2013 to Fall 2014. Foreign language instructors would like to restore the language lab component to their courses in order to increase the class retention rates.

### Success Trends

## Program Review: FPIP Request

Fall, 2015

---

English retention in on-ground classes has not changed noticeably over the last five years. Online class retention has fluctuated between 76% and 81%. As an on-going goal, English faculty members continue to explore and implement strategies to increase retention and success rates.

Retention in ESL courses is 92% and has consistently been 90% or higher for the past four years. From Fall 2013 to Fall 2014, we had a 13% drop in success rate. We are not overly concerned with this drop and attribute it to stricter enforcement of SLOs and adherence to a more rigorous academic curriculum as determined by the two full-time ESL faculty members.

In Communication Studies, the retention rate for on-campus classes increased from 75% in 2013 to 86% in 2014, while retention slightly decreased in online classes from 87% in 2013 to 83% in 2014. Overall, successful course completion slightly increased from 60% in 2013 to 62% in 2014. We note that although section counts remained the same at 19 sections for 2013 and 2014, average class size increased slightly for on-campus classes (41 vs 44 students per class). Enrollment across the discipline also increased from 716 students in 2013 to 741 in 2015. In sum, retention is robust and average class size has increased. While these are positives, large classes may be negatively impacting overall student success.

Foreign Languages' Success Rates:

Retention rates for American Sign Language fell from 86% in Fall 2013 to 67% in Fall 2014.

For Chinese, retention rates changed from 83% in Fall 2013 to 75% in Fall 2014.

For Arabic, retention rates increased from 79% in Fall 2013 to 84% in Fall 2014.

French retention rates increased from 63% in Fall 2013 to 76% in Fall 2014.

Spanish retention rates increased from 67% in Fall 2013 to 78% in Fall 2014. To sustain this increase, the discipline is asking for a probationary, full-time faculty position.

---

Japanese retention rates increased from 68% in Fall 2013 to 73% in Fall 2014.

### 06. Staffing Trends

#### Reassigned/ Release Time

Kimberly Wanner is released at 1.0 for Accreditation and still teaches one English class.

Professor Nancy Sander has a .5 overload for Fall 2015 and reassigned time of .5 for Spring 2016. She is coordinating Reading Apprenticeship and the West *One Book* project. Professor Sander is also doing an hourly overload per week in Fall 2015 to write for Accreditation.

Holly Bailey-Hofmann is released at .2 for Academic Senate and teaches 4 English classes.

Clare Norris is reassigned at .6 (Academic Senate, ATD Faculty Coordinator) and teaches 2 English classes.

Frances Leonard is released at .8 and teaches one English class.

Luis Cordova is released at .9 and still teaches 3 English classes.

#### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

With so many full-time faculty on reassignment for college duties, we have been able to hire many adjunct faculty. In fact, this fall semester, the English discipline now must rely on as many as 30 adjuncts who teach a large swatch of classes. However, it has been getting challenging to staff all classes, especially classes added mid-semester to meet enrollment demands. For these reasons, the English discipline is requesting a probationary, full-time faculty position.

### Staffing Trends

The Language Arts Division has been able to hire one English instructor for the past two academic years. One of our regular English adjunct faculty members, and one of our Communication Studies instructors, were recently hired full-time at sister colleges. With the focus on growing enrollment and a good number of full-time English faculty re-assigned for college-wide responsibilities, the discipline intends to ask for a probationary, tenure-track position this year, especially as we focus on success goals related to the Educational Master Plan. Classroom enrollment trends:

F11	F12	F13	F14	
1298	1304	1404	1448	Indicating a growth of 150 from the low in F11 to F14.

#### Online Enrollment Trends

F11	F12	F13	F14	
760	715	666	737	After dipping to 666 in F13, the online enrollment is trending upward again.

#### FTES Trends

F11	F12	F13	F14	
240	228	239	235	Focusing on enrollment growth implies that this trend will once again increase.

#### Section Count Trends

F11	F12	F13	F14	
64	59	65	62	Most recently, English has added a number of late-start classes in order to accommodate the students unable to add for the semester because sections were over acceptable seat limits.

We continue to see core composition sections filling immediately after registration begins, leaving many students trying to "crash" sections, thus resulting in long waiting lists once classes begin.

Percentage of full-time to part-time faculty ratio.

While there are 10 full-time English faculty members, a good number are on re-assigned time for critical college responsibilities like accreditation, SLO assessments, student success committee, College Council, the Academic Senate, Professional Learning. To teach the increasing number of class sections, the discipline must rely on no less than 30 adjuncts.

## 11. Departmental Engagement

### Community Connections



## Program Review: FPIP Request

Fall, 2015

---

Rachel D. Williams is involved in the Annual Believe Walk (for Inland Women Fighting Cancer), the City of Los Angeles' 32nd Annual Turkey Dinner Give Away. She maintains connections with the Los Angeles Philharmonic, the Segerstrom Center for the Performing Arts, the Dorothy Chandler Pavilion, Eso Won Books and Jackson Limousines.

Over the years Prof. Williams has organized many community events with local, renowned literary figures, including poets, filmmakers, fine artists, sculptors, vocalists, musicians, and dancers. The most recent was held Spring 2015 at Southwest College and entitled, 'The Arts, Sciences, and Human Rights: Sudan/Darfur,' featuring the refugee survivors of genocide and rape.

### Interdepartmental Collaboration

Several division instructors:

-serve on tenure committees of, and are mentors to, faculty from other divisions.

-are active in the annual student poster showcase, where they judge posters

alongside other discipline faculty.

-participate in the OneBook FIG

-participate in the Reading Apprenticeship FIG

-are active in Academic Senate

-participate in Flipped Classroom FIG

**Library**

**01. Department Purpose**

**Purpose**

<http://www.wiac.edu/library/about.aspx>

Mission

The Division of Library & Learning Resources is located in the Heldman Learning Resource Center. Consisting of two departments, Library and Learning Resources, and three disciplines, Learning Skills, Library Science and Education, it addresses the interests and needs of a wide spectrum of students. From the student seeking tutorial assistance to the basic learner in English and in math skills to the serious researcher with the objective of critically identifying and synthesizing information and knowledge content, the Division's goal is to provide an environment that actively supports all academic pursuits.

Consistent with the College's larger mission for student success, the three-fold mission of the Division of Library & Learning Resources:

- (1) to provide access to appropriate educational content and resources in a variety of formats
- (2) to advance information competency across the curriculum
- (3) to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values.

The Library's mission is accomplished through achieving the following objectives:

- Identify, acquire, organize, preserve, and provide access to pertinent recorded knowledge to support pedagogical, study, and creative activities.
- Recruit, hire, and retain, quality faculty and staff committed to delivering excellent services in response to the rapidly changing needs of the diverse user community.
- Offer formal and informal instruction to promote information competency.
- Provide an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
- Apply appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.
- Communicate library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.
- Create a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.

**Purpose Alignment**

## Program Review: FPIP Request

Fall, 2015

---

The library is in complete and positive alignment with the college mission statement. The West Los Angeles College mission statement reads: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Library aligns with the college mission in the following ways:

- Student Learning: Library orientations, reference desk interviews, workshops, and formal information literacy classes teach students how to conduct effective and efficient research to achieve academic goals.
- Knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning: The library provides vocational and career resources, college and university profiles.
- Learning communities and student success: The library works with learning communities in providing online and on-campus resources.
- Diversified Modes of Instructional Delivery: The library offers online 24/7 reference service and remote access to online databases.
- Evening and weekend access: The library provides full service and access to facilities and resources during non-peak class hours during evenings and weekends, including reference, circulation, and instructional media services.
- In addition the Library collaborates with other divisions and instructors to providing specialized services

HLRC Tutorial Services and technology access aligns with the Mission of West Los Angeles College to provide a transformative educational experience. Through free services, with enrollment at West, students obtain student assistance, managed by certificated faculty, to study coursework aimed at a foundational level and collegiate level, for the purpose of certificate, A. A. degree, or transfer academic objectives or for life-long learning. Technology access and skill-assistance provide the technology knowledge and know-how to navigate through courses, online, hybrid, email, internet searches, web-based student services, and web-based skills required to do personal business in a digital environment.

Through a comprehensive student success focused approach, the Learning Skills department aligns with the mission of West Los Angeles College to provide a transformative educational experience. The learning skills faculty emphasizes skill-building for lifelong learning as students develop the foundations of academic literacy in preparation for certificate or degree completion and/or transfer to a four year institution. Faculty provides individualized advisement and personally engage students throughout their educational process to support academic excellence and achievement. Learning skills faculty also maintains discipline

---

### **04. Enrollment Trends**

#### **Enrollment Trends**

## Program Review: FPIP Request

Fall, 2015

---

The College FTES was reduced from 3,510 in Fall 2009 to 3,349 in Fall 2013. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online. Library Science Courses Enrollment increased from 103 to 140 between Fall 2009 to 2013. 36% increase in enrollment FTES increased from 4 to 6 Library Division Instructional Programs Orientations Circulation LIRL tutoring Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number, accept enrollment in the tutoring section, and log out at the end of the tutoring session. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face to face tutoring and to monitor enrollment for technology access (use of Internet computers). Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of student enrollments and hours of services provided recorded the need and the provision for them. Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013 final subject tutor enrollment reached at week 8 of Fall 2013. In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data. For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non-credit, positive attendance hours. Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.

The trends in enrollment and FTES in learning skills courses indicate a clear direction for the future, instructional pedagogy. Enrollment in LSK classes had a steady increase beginning Fall 2010 with 912 students to Fall of 2012 with 1,052 students. This represents an increase of 15%. However, in Fall 2012 to Fall 2014 there was a decrease of 50%. The decrease in enrollment was due to the limitation on the number of LSK courses that students could take for credit. Since then the limitation has vacated. There was a tremendous increase in FTES from Fall 2010, with 28 FTES to 53 FTES in Fall of 2012. However, the number of FTES dropped to 23 with limitations on the number of learning skills courses students could concurrently enroll. This was also due to strict monitoring of students' progress with more check points during the semester which included excluded students who were not making any progress with course content.

### Section Count Trends

## Program Review: FPIP Request

Fall, 2015

Library Science Courses Section count decreased from 5 to 4 after Fall 2009 Average class size increased from 20.6 to 35.0 from Fall 2009 to 2013, 18% average class increase over 4 years. 70% total increase in class size. Library Division Instructional Programs Orientations conducted increased an average of 30% between 2007-2012 The sections are determined by tutorial function. There is one section for HLRC campus, general subject, face-to-face tutoring, on campus Writing Lab tutoring, online versions of each general subject and writing lab, and a section for use of Internet computers.

The classroom section counts have increased slightly from 525 in 2013 to 542 in 2014. Online section counts have also remained similar in count from last year, with a decrease of only 3 sections (177 in 2013 to 174 in 2014). The average class size for classrooms in 2014 was 33.3, which is a very slight decrease from 2013. Online class size also shows another very slight decrease from 37.3 in 2013 to 36.6 in 2014. The library, however, often has to accommodate class sizes that are larger than this for library orientation sessions. We have made arrangements to utilize the library instruction room, open computer lab, or an alternate classroom on campus to accommodate the number of students in each class that visits for a library orientation.

Since Fall of 2010, the section counts remain the same, with slight decrease. In the Fall of 2010 there were 15 sections and in Fall 2014 there were 9 sections. In the Spring of 2014, low-enrolled sections were archived, as well as sections with the top code LRNSK were archived. As a result for changes made in Spring 2014, the average class size increased from 52.3 to 53.9 students. This represents 3% increase in average class size. The increased participation as due to consistent monitoring of students' progress, with weekly check points during the semester and lower class caps. In Fall 2014, the class sizes were increased and was attributed to the increasing need for students to have foundational skills level classes to help them strengthen their level of understanding in academic classes as well as students who needed a refresher course to help them adequately prepare for the assessment test. Weekly email communications are sent to students to ensure that they are progressing through the curricula content, with at least 5% completion of the lesson modules.

### 05. Students and Student Success

#### Degree/Cert. Trends

College wide on 12% completed certificates or degrees in 2011-2012 This indicates that the focus of Library services could remain even in supported degree and certificate programs The Program does not offer Degrees or Certificates in Library Science and Education disciplines All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013 Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university. Our end-of-semester tutorial surveys document our support of students who have these designated academic goals. The latest Spring 2013 student survey to the question: What item best describes your academic goals at West? Complete certificate or A.A. degree 32% Transfer to university 61% Personal Development 4% Undecided 3% .

While Learning Skills Department does not offer degrees or certificates, it does provide supplementary instruction in support of student success and progress toward certificate and degree completion. Trends in awarded degrees and certificates factor into curricula planning and development as learning skills faculty continue to work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational skills support modules specific to course content aligned with course SLOs. As academic departments revise course curriculum, the learning skills department will revise scaffolding.

#### Demographic Trends

## Program Review: FPIP Request

Fall, 2015

Age Group Distribution showed increase in 35 and over age group in Fall 2013 Increase in Male population Distribution among all demographic groups trending toward more even distribution Tutoring The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.

Demographic trends are holding steady in terms of ethnic distribution, gender distribution, and age group distribution. The percentage of African Americans had a 15 % decreased from Fall 2010 to Fall 2014, additionally, the percentage of Hispanic students, taking learning skills courses, increased from 23% to 30%. From Fall 2010, the percentage of female students decreased from 62.5 % to 54 % while the percentage of male students increased from 37.5% to 46 %. In Fall of 2014, 54% of the learning skills students were female and 46% male. Age distributions are showing a shift toward decreased enrollment of students aged 35 and older, however there was a significant increase in the enrollment of student aged 20 - 24. This may be related to economic factors which have led many adults to return to school for re&#8208;training or upgrading skills in the face of sluggish job markets, or may reflect larger demographic trends of retirees returning to college as "lifelong learners." Students under the age of 24 represented 26.5% of the learning skills enrollment in 2010, 23 % in 2011 and 2012 and 27.5 % in 2013 and 27.5 % 2013, while students aged 25 &#8208; 34 comprised 20% of learning skills population in 2010, 18% in 2011, and 18% in 2012, 15.5 in 2013 and 20% in 2014. One implication of this trend is the lack of preparedness for pre&#8208;collegiate courses and that there is a need to better prepare students with foundational skills necessary to succeed in academic course work. As older students, who may be unfamiliar with current computer technology, begin enrolling in web&#8208;enhanced and online classes, requires significant support to introduce basic keyboarding concepts and software features. Adding success workshop offerings will help to familiarize students of all ages with foundational computer assisted instructional skill.

### Equity Gaps

The equity gap in successful course completion in Education is about average compared to the college. The equity gap in Library Science is one of the lowest in the college, however it had one of the lowest course completion rates in Fall 2013. The equity gap for Library Science spiked to 49 in Fall 2011 but then went to below average gap of 21 in Fall 2012.

In the Fall of 2010 the successful course completion rate was 44% which was considerably less than that of the college average rate of 62%. Over the next 4 years this varied with a decrease of 5% in Fall of 2011. In the Fall of 2014 the successful LSK course completion rate was 45.5% compared to that of the collage overall rate of 63%. However, in comparing the equity gap in successful LSK course completion was considerable lower than that of the college overall gap in Fall of 2012 (13) and Fall 2013 (14). In the Fall 2012 and 2013 the LSK course completion equity gap was 50 and 48 respectively. During those years the college overall equity gap in success course completion was 22.3 and 23.1 respectively. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre&#8208;collegiate Math and English courses, or they are taken by students who are returning to school to obtain certificates or to gain a refresher course in Math and/or Language Arts.

### Success Comparisons

## Program Review: FPIP Request

Fall, 2015

College wide average course completion rate 62% Library Science average course completion rate 50% Fall 2012 48%, enrollment 122 Fall 2013 36%, enrollment 139 Success rate inversely proportional to class size and total enrollment. Detect basic skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours Discuss SLO assessment results with Library Science course faculty. HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolled in college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are helped most by tutorial services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses.

The college overall successful completion rates have remained consistent at 59% from Fall 2009 to Fall 2014. The success completion rates for Learning Skills courses have consistently remained lower than the overall campus successful completion rates. In Fall 2010 with 44%, 39% in Fall 2011, 50 % in Fall 2012, 48 % in Fall 2013 and 45.5% in Fall 2014. Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Weekly emails were sent to all enrolled students reminding them of the progress goals and upcoming dates to help students stay on task and make regular consistent progress toward content mastery of 70% or higher. With increased faculty-student engagement, it is the intention of LSK faculty to increase the success rates in learning skills courses as well as in pre-collegiate courses campus wide. The LSK faculty will also collaborate with English and Math faculty to increase awareness of the concepts that students tend to struggle with in their English and Math courses.

### Success Trends

Retention Rates stayed about the same average 85% Success Rate dropped 5% may be due to increased class size The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011. The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011. The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011. The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011. Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in the 70-75% range. For Library Services: From the Library Faculty satisfaction survey. 95% of the faculty that used the Library services were satisfied overall with the online services. 65% rated the print and media resources from Good to Excellent. 96% rated the library orientations from Good to Excellent. The print and media resources could use improvement according the Faculty Satisfaction survey Tutoring Institutional Research will provide much needed statistics on the effectiveness of tutoring on student success and retention. Selection of students enrolled and actively receiving subject tutoring, would generate a success profile of our tutoring programs. Historically, the student demand for tutoring is most great for the foundational/developmental, pre-collegiate math courses - math 105, 112, 115, 125, and for Statistics, a college level math course often required for university transfer. There is also great demand for the sciences, biology, chemistry and physics, anatomy and physiology. Extensive Writing Lab tutorial records track individual student progress by course and section. The end of the semester student survey from Spring 2013 showed that 57% selected "My academic performance in class improved as a result of tutoring." Over 75% indicated "I benefitted a lot from the tutoring program."

Trends in retention and success rates vary from semester to semester. The retention rate has decreased from 92% to 89 % from Fall 2010 to Fall 2014. Success rates decreased 16.5% from Fall 2010 to Fall 2011. From Fall 2011 to 2012 there was 5 % increase. From 2012 to Fall 2013 there was an 18% decrease; with an increase of 18% from Fall 2013 to Fall 2014. Factors impacting retention and success rates in 2010-14 include the continued shift from seat-based credit to master-based credit, significantly tighter supervision of weekly student progress, and administrative exclusions of non-progressing students at four, eight, and twelve week markers. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. Weekly emails to all enrolled students reminding them of progress goals and upcoming exclusion dates helped many students to stay on task and make regular, consistent progress toward content mastery of 70% or higher. Our goal is to encourage students to use foundationa-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

## 06. Staffing Trends

## Program Review: FPIP Request

Fall, 2015

### Reassigned/ Release Time

Judy Chow, Librarian, has 75% medical restriction leave. Plans on retiring Spring 2016.

Eric Ichon, Librarian, 100% reassigned to Dean of Distance Learning

Timothy Russell, Learning Skills, has 40 % release time for the AFT Faculty Guild's Grievance Representative. This is a renewable position.

Ken Lin, Librarian, 50% release to chair of the division

### Staffing Levels

Need to replace 1.5 Library technicians, starting shortage to cover open hours and increased usage. It has impacted the Technical Services part of the Library in being able to make materials available in a timely manner since they have been used to cover the missing hours at the Circulation Desk and other direct public interaction services.

Instructional Media Specialist position has also been vacant 1999. This impacts the Instructional Media Center's ability to meet the high demand technical support by faculty for audio visual resources.

Need to add 1 Instruction Assistant & IT, since Microcomputer Specialist displaced to IT never replaced. The Library's (3) Instructional Assistant Info Tech service student computer labs on (2) floors. An additional IA Info Tech would allow full coverage of both labs during hours of operation.

Need to hire 2 full time tenure track librarians, 1 to replace impending retirement, 1 to support increased usage and need to increase Library Division program instructional offerings Electronic resources collection needs to be maintained, selected and ongoing negotiations require adequate staffing. The print collection is aging and needs to be updated and enhanced to a level that will meet the curriculum needs of all the academic departments on campus. Current librarian staffing level makes it particularly difficult to select and maintain the collection at a reasonable pace. There are currently 4.5 FTE tenure track librarians plus .67 FTE adjunct librarians, 0.5 library chair. The minimum faculty librarian staffing level based on the current FTES of 7,000+ is at least 5.0 FTE librarians. 2 full time librarians need to be hired to meet the minimum levels based on projected FTES by the time they are all hired within a 3-4 year timeline, in anticipation on 1 retirement. Increase in enrollment and program instructional resource usage. Library's increased role as the main campus open computer lab and information competency instruction for all disciplines.

It is challenging with current budgetary resources to allow us to hire subject tutors as needed. The constraints at this time are recruiting qualified students to support the subjects needed from one semester to the next. There seems to be a recent surge in use of the tutorial services. The growing acceptance and popularity of joining a learning community is positive and we expect much growth in number and in the variety of tutorial services offered, including the (SI) Supplemental Instruction Initiative. Full time supervisory staff is needed to oversee the Tutorial Service program's development and operations.

Learning Skills:

No, in order to promote outreach across disciplines, two additional Learning Skills ISAs will be needed to allow current LSK faculty to collaborate with departments, individual faculty, conduct pedagogical research, visit classroom, conduct workshops/student

### Staffing Trends



## Program Review: FPIP Request

Fall, 2015

---

Data section 6 does not include information on non-classroom Library faculty

Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians. Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is 4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.

"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards") ----- see ACRL Standards for Libraries in Higher Education <https://wmail.wlac.edu/exchweb/bin/redir.asp?URL=http://www.ala.org/acrl/standards/standardslibraries>

Use and Value of Institutional Peer Comparisons Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness. Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.

In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians, when the 2015-2016 FTES was 4,784.  
<http://files.eric.ed.gov/fulltext/ED409062.pdf>

Our 2014-2015, FTES was 7,025

Currently we have:

5 full time tenure track librarian = 3.75 FTEF active librarians, 0.5 division Chair, -0.75 FTEF librarian on medical leave  
1.0 FTEF adjunct librarians,  
1 Librarian is planning to retire in June 2016

---

### **11. Departmental Engagement**

#### **Community Connections**

The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community. The Division has established connections with organizations and business in the community through the Paralegal Advisory Group, consultation with other university libraries in the community on best practices The Learning Center and Tutorial Services has looked at improving signage on the building facing the General Classrooms to inform students of available resources. West's publications and publicity efforts to the community supply information about West's programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/or supporting our college.

Since the reorganization back to Library and Learning Resources, the LSK faculty plans to establish connections with local high schools and adult education centers to inform prospective students of the current resources available to broaden their foundational knowledge.

With the additional staffing and a physical location designated for Learning Skills more skill-building activities and workshops can be held to promote community outreach and improve student success.

#### **Interdepartmental Collaboration**

## Program Review: FPIP Request

Fall, 2015

Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreign Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources. We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum. We have increased the membership of the Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum. The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements. The faculty in the division are also involved in Academic Senate, Curriculum, SLO and Student Success committees. HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs.

LSK faculty plan to regularly communicate with the math and English departments regarding the course. In particular, LSK faculty have been in constant dialogue with personnel in the SSSP to promote academic support for student preparation for the assessment tests. Detailed placement information enables LSK faculty to build individualize review plans for students with pre-collegiate skills deficiencies and/or those students who wish to re-assess for higher course placement following intensive skill building work done within the LSK curriculum. Our collaborative goal is to move students more consistently and more quickly through the preparatory courses in math and Language Arts while building a solid foundation of necessary skills to support successful course completion of degree applicable course.

### Mathematics

#### ***01. Department Purpose***

##### **Purpose**

To prepare students in math so they can transfer to four year colleges. To prepare students in math to earn an AA degree To assist students in developing quantitative literacy skills necessary for work and daily life. The mathematics department recently hired three full time mathematics instructors, and seeks to hire two more for Fall 2016. This recent hiring should raise the quality of mathematics instruction on three fronts: foundation skills, non-STEM, and STEM. WEST mathematics success and retention rates across the board hopefully will rise. With more students moving more quickly through the Algebra sequence, becoming more successful at the transfer level mathematics courses. Ultimately WEST will see an increase in TRANSFER by both non-STEM AND STEM students.

##### **Purpose Alignment**

The stated purposes of the Math Division align with: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. Specifically: To prepare students in math so they can transfer to four year colleges. To prepare students in math to earn an AA degree To assist students in developing quantitative literacy skills necessary for work and daily life.

#### ***04. Enrollment Trends***

##### **Enrollment Trends**

In Fall 2010 there were 2947 students enrolled in math, rising to 3200 Fall 2011, declining a bit to 2820 in Fall 2012, increasing to 2983 in Fall 2013, and again increasing to 3120 in Fall 2014. This is a 6% INCREASE over these 4 years. Fall 2010 FTES were 465, Fall 2011 FTES 512, Fall 2102 FTES 454, Fall 2013 FTES 468, and finally, Fall 2014 had 475 FTES. This represents a modest INCREASE of 2% over the past 4 years.

During the budget crisis, the math department cut back on many of the sections offered, and we saw class sizes generally increase. Now that things have settled a bit, the math department has reduced class size down to what the rest of the campus typically has. (We went from cap of 60 to cap of 49 for most classes.)

Compared to College Totals, which saw a 4% DECREASE in enrollment and a 1% DECREASE in FTES, over the past 4 years, the math department is doing exceptionally well

##### **Section Count Trends**

## Program Review: FPIP Request

Fall, 2015

---

The mathematics section count in Fall 2010 was 69; Fall 2011 was 64, Fall 2012 was 60, Fall 2013 was 69, but Fall 2014 saw a jump up to 76. This recent increase was due to the recovery of the budget crisis impact on community college course offerings. Note that this is also due to the fact that more 4-unit Math 123 sections replaced 5-unit Math 117/118 and 127/128 sections, probably maintaining the total units taught per semester, thus increasing the section count.

In Fall 2010, we offered 5 section of Math 227 Statistics, now our main transfer level math course. In Fall 2014, this had risen to 7 sections, representing a 40% INCREASE in the offerings of this class. I anticipate that this trend will continue into the immediate future.

The average class size (counting only classroom courses, not online or hybrid) was approximately 44 in Fall10, 50 (!) in Fall11, 49 in Fall12, 45 in Fall 2013, dropping in Fall 2014 to 42. This represents a 6% DECREASE over this 4 year time frame. This drop starting in Fall 2013 was due primarily to altering the cap at the beginning of the semester to 49 in most math classes. Previously this had been 60. The math department moved to make sure that class size is capped reasonably, consistent with the rest of the campus, and monitored throughout the semester. We capped most math classes at 49, in order to increase student success in the future. Along with that, we will begin scheduling classes into the somewhat smaller classrooms in MSA, and capping these classes to the capacity of the classroom. Several rooms on MSA 1 are currently underused, but we are using them more this semester than in semesters past. We intend to continue to use these rooms more efficiently in the future.

Generally speaking, almost every math class at the beginning of the semester is full, and usually they fill well before the first day of class. I saw wait-lists at the beginning of this semester containing up to 50(!) students.

In particular, every Math 227 STATISTICS class that we offered this FALL 2015 was full (49 students) well before we started the semester, and all had wait-lists. My wait-list (section 1496 at 11:10am daily) contained over 25 students, of which I was able to accommodate 10. At the beginning of this semester, we were offering 7 Math 227 classes. The enrollment of all 7 was at 49 on day one of the semester.

---

### ***05. Students and Student Success***

<b>Degree/Cert. Trends</b>
----------------------------

## Program Review: FPIP Request

Fall, 2015

Looks like the Math Dept. awarded one math degree in 2011-12, two in 2012-13, and two in 2013-14, along with our first "mathematics for transfer". That's actually quite a jump for us. With more concentration on STEM courses, along with more cooperation in scheduling these courses with the Science Department, we should see these numbers also increase in the future. Our Calculus sequence courses are more full than any time recently. We are seeing an influx of more local students taking our Calculus sequence (rather than at SMC?), along with more CSU students, and international students.

Though many students take our Math 260+ courses, many of which could be math majors, but they simply have not declared themselves as such. We believe that we currently we have between 15 and 20 math majors (recent survey data) ! This is a dramatic increase over years past. With correct emphasis on STEM programs and students, this number should increase dramatically in the coming years.

Though the number of students finishing WEST with an AA degree in Math has been small, mathematics certainly plays a huge role in any student's desire to graduate with an AA degree or transfer. Finishing Intermediate Algebra is a basic requirement for an AA degree. So count the number of students each year that complete an AA degree, and each and every one of those students have taken at least one WEST math class along the way.

Similarly, count all of our transfer students each year. Those students have all taken a transfer-level 200+ level math course here at WEST. The vast majority take Math 227 Statistics. This semester, Math 227 alone served approximately 350 students, and next semester approximately the same. That's over 700 students that the Math Department, in particular, Math 227 is trying to make transfer-ready at the end of the current school year. This does not include the other Math 200+ courses, such as Calculus. Now granted, not this many students will graduate and transfer at the end of the 2015-16 school year, but the Math Department is certainly doing their part trying to get students to transfer. Clearly, if we hire a capable new Math 227 Statistics instructor, WEST's transfer rate will increase.

In my Math 227 class this semester, I have a TRANSFER HONORS student. I would assume that many math teachers allow their students to participate in the TRANSFER HONORS program.

Some historical data: 137 students transferred into the CSU system during Fall 2013 semester. UC transfer numbers are unavailable, as of today. It appears that for school year 2011-2012, WEST transferred a total of 144 students to private institutions, 60 going to in-state private school, 80 going to out-of-state. (Transfer Committee Sept 17, 2013, ARCC data)

### Demographic Trends

Looking at gender, age, and ethnic groups distributions for math students from Fall 2010 to Fall 2014, there are no statistically significant changes. Fall 2014, saw a slight up-tick in the % of MALE students, now at 46% (compared to College Total 43%)

Unfortunately, African American/Black population went from 42% of total math enrollment in Fall 2010 down to 30% of total math enrollment in Fall2014 (42% to 34% Campus Total), while the Hispanic/Latino population did the opposite. Hispanic/Latino population went from 39% of total enrollment in Fall2010 up to 52% of total enrollment in Fall2014 (31% to 43% Campus Total). So this trend is not unique to math. It appears that African American/Black students are being replaced with Hispanic/Latino students college-wide. Previously, the Math Dept considered offering a scholarship for a Math MALE African American student. Based on the surge of the Hispanic/Latino population, it would be fitting to offer a similar scholarship for a Hispanic/Latino math student as well. Generally however, the implications for the math department are to continue to serve and encourage all groups to meet their highest potentials.

### Equity Gaps

Year	2010	2011	2012	2013	2014
Campus Eq. GAP	22.8%	23.6%	23.5%	23.0%	21.7%
Eq. GAP Math	18%	24%	23%	22%	28%

The Math Department appears to be consistent with the college-wide numbers regarding EQUITY GAP. (Apparent differences can be attributed to random fluctuations.)

## Program Review: FPIP Request

Fall, 2015

### Success Comparisons

Successful Course Completion Rate = SCCR

Year	2010	2011	2012	2013	2014
Campus	63%	64%	64%	62%	63%
Math	42%	43%	40%	42%	42%

First of all, the only comparison that makes any sense is one that compares mathematics to a similar discipline, such as science. I can't even begin to compare mathematics with P.E., sociology, allied health, etc. To be successful in mathematics, the student needs to be quite familiar with the prerequisite material, be well-disciplined, have effective and efficient study habits, and show an interest in actually learning the material. If you can guarantee that a student that has not passed the prerequisite course will be SWEPT out of the subsequent course BEFORE that class starts, I will guarantee an increase in student success from the WLAC math department. The notion of "Student Success" cannot coexist with the idea that a student has a "RIGHT TO FAIL". Rigorous courses, such as mathematics or physics, have the power to TRANSFORM the student. Success comes from this transformation, and nothing else. I cannot agree that success simply means - student earned a C or higher.

With the recent addition of three very good full time math instructors, along with several new adjuncts, and possibly the addition of two more FT instructors for the Fall 2016 term, let's say - let these new instructors teach. Time will tell us more about success of the mathematics department.

In the short term, let's see if the math department can break 50% "success" in the near future. Notice that these numbers don't reflect the typical math class size, which is usually 50-60 to start any semester.

### Success Trends

Our retention rate in math went from 68% in Fall 2010 to 71% in Fall 2011, to 69% in Fall 2012, to 72% in Fall 2013, and to 70% in Fall 2014. Pretty consistent.

Campus Totals went from 84% to 82% during the same time frame.

Our success rate was 42% in Fall 2010, 43% in Fall 2011, 40% in Fall 2012, 42% in Fall 2013, and 42% in Fall 2014. Again, incredibly consistent. Campus Totals went from 62% to 63% during the same time frame.

With the recent addition of three very good full time math instructors, along with several new adjuncts, and possibly the addition of two more FT instructors for the Fall 2016 term, let's see if the math department can break 50% "success" in the near future. Notice that these numbers don't reflect the typical math class size, which is usually 50-60 to start any semester. The math department has reduced the class cap size from 60 down to 49, aligning with the rest of the campus. This could help improve success rates. We would also like to see a further reduction for the high risk classes, such as Math 105/112, replacing them with the 5-unit Math 110 class. The cap on these lower end sections should be no more than 40. Much research has been done on class size and student success at the college level. For example, see <http://www.insidehighered.com/views/2007/12/06/barwick>

## 06. Staffing Trends

### Reassigned/ Release Time

Matthew Robertson - MATH Chair - 0.6 reassign

Matthew Robertson - WEC Chair - 0.2 release

### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

No. Our purpose is to get students prepared to transfer, to earn AA degrees, and to learn life skills for daily living. To succeed we need smaller classes, more sections of classes, and more staff to teach these classes. Though we have hired three full-time instructors recently, I anticipate that we need to hire at least one full-time tenure-track math instructor each year for the next four years to even come close to satisfying our ever expanding needs. However, if we hire two during the next hiring process, we will be well on our way.

We currently offer seven sections of Math 227 Statistics. In previous semesters, Math 227 was ONLY TAUGHT BY ONE FULL-TIME INSTRUCTOR. In the future, we need to hire a new full-time mathematics instructor with the ability to teach statistics. I also anticipate the number of sections offered of Math 227 to increase over time, as a response to our increasing demand to offer this popular transfer level course.

Since a 1-semester STAT prep algebra class has been given the nod by the CSUs and the UC, West needs to consider piloting such a class. I envision something similar to what Mission is doing (not Pierce's STATWAY, however).

Based on information I heard at the Chancellor's Statistics Institute (CSI) on Friday, October 23 and Saturday, October 24 at College of the Canyons, the number of sections of transfer math (Math 227 Statistics at WEST - in particular) should at least double in the next 5 years - to meet the growing demand. This should justify the need of the WEST math department to hire new FT instructors, at least one having experience/desire to teach Math 227.

The introduction of the Bachelor's in Dental Hygiene program at WEST will impact several other departments, with mathematics being near the top of the list. A requirement for this program would be Math 2 in particular Math 227 Statistics, increasing the need for Math 227 even further. Today we offer 7 sections of Math 227, in 2020 15-20 sections?

### Staffing Trends

For classroom instruction alone, the FTEF for Fall 2010 was 17.40, Fall 2011 was 16.07, Fall 2012 15.87, Fall 2013 was 17.27, and Fall 2014 was 19.25.

Comparing FTEF for Full Time instructors versus Adjunct, we saw greater FTEF for adjuncts over regular instructors consistently. Fall 2012 saw a widest gap, with 6.20 Regular versus 9.60 Adjunct. The implications for our program is that we are far from the 75%/25% state goal. We've recently hired three full-time instructors. This Fall 2015 semester, we have 78 sections, 30 (38%) taught by full-time instructors exclusively, 44 (56%) are taught by adjuncts and 4 sections (5%) are taught by full-time instructors teaching an overload. One full time instructor resigned after the Spring 2014 semester, but was replaced quickly with another full-time instructor. This continued imbalance justifies the hiring of new instructors in future years. We will be seeking to hire two new full-time instructors for Fall 2016.

## 11. Departmental Engagement

### Community Connections

## Program Review: FPIP Request

Fall, 2015

Chair Robertson went to a joint meeting between Culver City school district and WLAC before the Fall 2015 semester as part of an outreach program.

Previously, Dr. Bonnie Blustein has recently been involved in the LACCD Mathematics Faculty Inquiry Team (FIT), and Math FTLA (on planning/teaching team). Interesting data and reports have been produced. Recently, Loyola Marymount University (LMU), working with a cohort of students from both West LA College and El Camino College established the Jack Kent Cooke Undergraduate Research Scholars Academy (CURSA). The WLAC Transfer Center, under the guidance of Dr. Helen Young, hand-picked one mathematics faculty member (Matthew Robertson) to serve as faculty mentor to these student scholars. During the Summer 2012 and 2013, this mathematics faculty member served as a CURSA mentor for the student scholars that attended the 10-day residence program at prestigious LMU funded by a Jack Kent Cooke Foundation Grant. The faculty mentor not only gave talks about student success at the community college level, but also what might be expected of you when the students transfers to the 4-year university. We would like a WLAC math faculty member to mentor these students this school year. This is an on-going program. Since Mathematics was able to hire three new faculty members Fall2013-Fall2014, one of these new members could serve as a faculty mentor for the CURSA program. This aligns with the WLAC Educational Master Plan, Goal 2c and 5a. regularly hold study sessions at the nearby CoCo's. Though this may not seem like much, it does build a link between WLAC and the surrounding community!

### Interdepartmental Collaboration

We have collaborated with the Science Departments on the S-STEM grant and on development of the Physics program. We have communicated with Physics (Prof. Bell) so that our Calculus courses can be taken concurrently with physics classes. The math department would like to see the cycle of physics classes (Physics 37, 38, and 39) begin in two consecutive semesters. This would drastically help our growing population of STEM students in mathematics. (idea - Thomas Harjuno) We have collaborated with Learning Skills on Mathematics tutoring. We have a strong interest in the quality of tutors that are hired in the HLRC to help all of our students at WLAC. I have referred several Statistics students that I have had in my own Math 227 class to become Statistics tutors in the HLRC.

A recent meeting with the Science Chair Bahta and Dean Dr. Walter Jones we discussed increasing the Calculus offerings along with the Physics offerings, allowing students to take both in the same semester, looking something like the following:

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Math 261d(14)	Math 261d(16)	Math 261d(22)	Math 261d(15)	Math 261d(14)	Math 261d(23)
Math 261e(12)	Math 261e(4)	Math 261e(35)	Math 261e(35)	Math 261e(32)	Math 261e(35)
Math 262e(13)	Math 262d(11)	Math 262e(20)	Math 262d(11)	Math 262e(25)	Math 262d(34)
Math 263e(7)	Math 263e(6)	Math 263e(6)	Math 263d(9)	Math 263d(23)	
Physics 38	Physics 39	Physics 37	Physics 38	Physics 39 (12)	Physics 37(34)

Future growth OPTION MATH/PHYSICS A

Fall 2015 Spring 2016 Fall 2016 Spring 2017 Fall 2017 Spring 2018  
Math 261d Math 261d Math 261d Math 261d Math 261d Math 261d  
Math 261e Math 261e Math 261e Math 261d Math 261d Math 261e  
Math 262d Math 262d Math 262d Math 261e Math 261e Math 261e  
Math 262e Math 262e Math 262e Math 262d Math 262e Math 262d  
Math 263d Math 263d Math 263e Math 262e Math 262d Math 262e  
Math 263d Math 263e Math 263d  
Physics 38 Physics 39 Physics 37 Physics 38 Physics 39 Physics 37  
Physics 37 Physics 38 Physics 39 Physics 37 Physics 38 Physics 39



## Science - Biological Sciences

### 01. Department Purpose

#### Purpose

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, courses in the Biological Sciences prepare students to fulfill a GE requirement in natural science, life science or biological science (IGETCE); to enter allied health programs -- nursing, dental hygiene; to transfer to a 4-year college as a biology major; and for entering into professional schools -- medical, dental, pharmaceutical, and physician assistant.

#### Purpose Alignment

In alignment with the College's vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

### 04. Enrollment Trends

#### Enrollment Trends

Over the period of 2010 to 2014, Fall semester enrollments were relatively stable in the Biological sciences.

In Fall 2014, 2,163 students were enrolled in the Science Division with 1,114 students were census enrolled within the Life/Biological sciences. This represents 52% of all enrolled Science students and 4% of enrolled students at West. This enrollment level was similar to the previous years.

Highest enrollment levels were seen in Biology courses (3A, 3B, 6 & 7). For these courses enrollment levels from 2010 to 2013 were relatively constant. Enrollment in 2014 increased slightly as compared to 2013. Average student enrollment in Biology courses was 58% of the total number of biological science students enrolled in the Division (644 of 1114 students). The average traditional class size in Biology was 45.1 with an average class size of 59 students in the one hybrid class offered by the Division - Biology 3A. These class sizes were the largest in the Division and are due to the popularity of Biology 3 as an introductory science class with lab. Between Biology 3, 6 and 7, fourteen sections were offered. The in-class success rate of 63% was lower than that of the hybrid format which was 68%. However, it is important to realize that Biology 3 success rates are calculated with the major's level Biology 6 and 7 success rates. Therefore, it is difficult to ascertain the success rates of non-majors and majors Biology students. More students remained enrolled in Biology when taking a hybrid class - with 85% retention rates being measured in hybrid biology vs. 79%. The higher success rate of our hybrid Biology 3 class vs. conventional classroom structure has remained consistent over the last 4 years and may be proof that a more flexible teaching methodology is conducive to success among some of our students.

For Microbiology 20, enrollment increased slightly since 2010. On average 14% of life science students enroll in Micro 20. The average class size has dropped from a high of 41.5 in 2012 to 28.2 in 2014, despite no change in the number of sections offered. While retention and success rates (80% and 73%) are some of the highest in the Division, like all Life Science classes, there has been a steady decrease in these parameters since its high in 2011. As with Anatomy and Physiology, these values could be improved upon by modernizing and upgrading equipment, allowing our professors to teach more advanced and relevant micro topics that have become important in today's health field.

Fall 2014 Anatomy 1 enrollment was 16% of enrolled biological science students. 85% of those students completed the semester with 77% of the students completing successfully. This represents a significant increase from 2013 (67% retention and 52% success) and may reflect the improvement of the course through additional study materials purchased from last year's program review. Section counts in 2014 remained the same as 2013 (6 sections). A slight decrease in average class size was recorded from 2013 to 2014 (34.2 to 30.3). However, 30.3 students per section is a significant number of students and could be decreased.

#### Section Count Trends



## Program Review: FPIP Request

Fall, 2015

The trend in section count has remained relatively constant since 2010. While slight decreases in section count were measured in 2011 and 2012, section counts have increased to 30 which is the same section count in the fall of 2014.

The average biological science class size in 2010 was 40.9. Class sizes have decreased each year with the average class size in 2014 at 33.6. Of the four Biological sciences discipline, Biology had the highest average class size trend in 2014, averaging 46.0 students.

In 2014, an overwhelming majority of students took our courses using traditional classroom instruction, with 27 of the total 30 sections. 1 of the 30 sections was a hybrid class and 2 out of the 30 was ACT. The hybrid class offered in 2014 had an average class size of 59, a 64% increase when compared to the average traditional classroom size.

### ***05. Students and Student Success***

#### **Degree/Cert. Trends**

Over the period of 2011 to 2014, there were 3 AA degrees awarded in Biology. The low number of AA degrees in Biology reflects the fact that most Biological Science students enroll to acquire specific pre-requisites in order to continue on to professional schools (like Physician's assistant, Occupational Therapy) or to transfer as juniors to the UC or CSU systems. However, over that same period of time, 167 AAs in Liberal Arts and Sciences, Health Professions and 36 AAs in Liberal Arts and Sciences, Math Science & Computer Science were awarded. These Liberal Arts and Science degrees include the same biological and life science classes as those required of our AA Biology students. In total, 206 students taking our core Science classes were awarded AA degrees in the last 4 academic years.

As an avenue to increase student success and completion rates within our Division, this Program Review describes the eventual creation of a Laboratory Science Technician Certificate. The Battelle Report of 2014 identified a significant gap between the Life Science and Biotechnology work forces and the number of adequately-trained people filling positions within these work forces. It specifically identified California Community Colleges as a means of providing properly trained workers to these work forces. One of the recommendations of the Report was the creation of industry-recognized badges/micro-credentials that are a true measure of a student's abilities. One recent proposal is the creation of Certificate Programs within community colleges to provide industry with such credentials.

Within our region, only Mt. San Jacinto, Mt. San Antonio and Pasadena City College offer well-established Biotechnology Certificate Programs. However, many colleges within the LACCD are beginning to implement their own programs. West LA will continue in its development of a Biotech program by establishing a more formal Certificate program. As such, Unit Goal 2 of this Program Review describes the creation of a basic skills course and the eventual development of a Laboratory Science Technician certificate. This CTE certificate would be part of our Biotech program and would attract many new students to the campus.

#### **Demographic Trends**

## Program Review: FPIP Request

Fall, 2015

---

The data primarily reflects the demographics of the college's student population. Females consistently at 70% of our enrolled students.

44% of our students fall between the 20-24 year age range. 46% of our students are 25 years and older. These age ranges reflect two cohorts of students, younger students enrolled in order to complete pre-reqs to transfer to the UC and CSU systems and older students who are considering a career change and are taking our courses to prepare themselves for profession schools such as nursing.

65% of enrolled biological science students are black and latino, with latinos at 41% and African-Americans at 24%. These demographic trends had remained relatively steady from 2010 to 2014.

This means that the Biological sciences enrolls significant numbers of two historically under-represented groups in the sciences. As such, biological sciences represents an area where the expansion of college support through Resource Requests would directly impact the success of these historically low-achieving students in the sciences.

### Equity Gaps

They are comparable at about 60/40.

### Success Comparisons

The division's is ~64% as compared to ~63% of the college. There is parity here; we are meeting the standard.

### Success Trends

## Program Review: FPIP Request

Fall, 2015

Retention rates in the Biological Sciences remained steady at ~76%-83% between 2010 and 2013. In 2014, it averaged 79%. This is slightly lower than the College retention rate of 82%

In comparison, the success rates are lower than the retention rate. In 2014, retention rates in traditional classrooms were 83%, with success rates at 63%. The success rate for all instructional methods in the Biological Sciences in 2014 was 65% which was slightly higher than the college's level of 62%. The lower success rate vs. retention suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success and retention within a class. An influx of more modern teaching materials may also improve student success.

However, the success rate of 65% in 2014 represents an increase from the 59% rate measured last year. We believe this increase is due to stringent verification and enforcement of pre-requisites for the upper level biology courses (e.g. Biology 6, Biology 7, Microbiology 20). This enforcement has ensured that our students are correctly enrolled and has increased their chances of success in these courses.

We also anticipate that our Division success rates will improve over the upcoming academic year as a direct result of two Resource Requests associated with last year's Program Review: the expansion of the anatomy curriculum through the acquisition of a cadaver and the creation of a Science Division Study Center. The SDSC will be especially be critical in improving our student's success rates in that it will provide students with an area of study outside of class hours that contains many of the materials they use in the class, (e.g. models, microscopes), in addition to supplementary materials (e.g. computers, virtual software systems) that will help the students cement the concepts given to them in class. We anticipate that the SDSC will also improve the success rates of the Physical and Earth Science divisions in that these supplementary materials will enable their students to duplicate complex experiments virtually, allowing them to study key concepts outside of classes and labs.

Finally, another avenue for student success within the Division may lie in the creation of alternative forms of instruction such as hybrid courses. Currently, our division offers 1 hybrid course - Biology 3A. This course historically has had a significantly higher retention rate vs. classroom instruction and has also had higher success rates. In 2013, the success rate of hybrid Biology 3 was 70% in comparison to 59% classroom instruction. In 2014, 85% of the students completed Hybrid Biology 3A - a rate that is comparable to the college hybrid retention level of 81%. With classroom retention rates being measured in the biological science division at 79% in 2014, it is obvious that a hybrid format is very successful in keeping students engaged in the learning process. For those students not prepared for upper level courses, increasing the number of hybrid sections for introductory courses like Biology 3 might also improve student success by allowing them to prepare for upper level science courses in a more flexible

### **06. Staffing Trends**

#### **Reassigned/ Release Time**

The only faculty who has reassigned and release time of 0.7 FTE is the Chair of the Science Division, Dr. Abraha Bahta.

#### **Staffing Levels**

## Program Review: FPIP Request

Fall, 2015

NO

With the improving economy, West LA College has been given the mandate to grow. Increasing the number of courses and student enrollment translates into increased state funding. In response to this call, the Biological Division is offering two new courses in the spring of 2016 – Biology 10 and Biology 110. Biology 10 is a field biology course that will introduce students to the intersection of biology with environmental science and is a lower division UC/CSU transferable course. Biology 110 - Molecular Genetics is also a UC/CSU transferable course that has been identified as a critical pre-requisite for students applying to Dental and Medical schools. In addition to these two new courses, the Division has plans to increase its offerings in the 2016 academic year. Specifically, Biology 185 will be offered in the winter semester and will give students hands-on training and experience in Tissue Culture. Biology 285 will be offered again in the summer of 2016. The Division is also planning on increasing the number of sections offered for its more popular courses, Anatomy 1, Physiology 1 and Microbiology 20.

Within the Physical Sciences Division, the spring semester will see the addition of Biochemistry 221 to its curriculum. While the Biology and Chemistry Divisions outlines clear road-maps for those students wishing to train in these disciplines and gives them the opportunity to obtain the required pre-requisites for continuing on in higher education, until recently an important part of that road-map was missing - Biochemistry. This will no longer be the case with the offering of Biochemistry 221 this spring.

Finally, Unit Goal 3 in this year's Program Review is to improve the Biological Science Division's multi-disciplinary approach to the Science Curriculum. Science is no longer a well-segregated discipline. With increasing technology, comes increasing interactions among the major Science fields (i.e. Biology, Chemistry, Physics). Fields such as Biochemistry are long-standing and well established fields of study. Within the last decade, additional multi-disciplinary fields such as Environmental Science, Biophysics and Bio-engineering have become very popular. As a result, the Biological Science Division needs to keep pace with such changes in the science curriculum if it wishes to continue to adequately prepare students for transfer to upper level academic institutions and professional schools. The establishment of Biochemistry 221 and Field Biology/Biology 10 are key first steps in accomplishing this Unit Goal. However, the creation of additional courses like Biophysics and Bio-engineering would strengthen our curriculum as a whole.

With Biology 110 and Biology 10 being taught by existing faculty, this means that they may not be able to teach courses they have historically taught over past academic years. This will necessitate the transfer of these courses to adjunct instructors, skewing the Division's full-time to adjunct ratio. To prevent this, the Division wishes to hire a new full-time Biology/Bio-sciences faculty member. This Bio-sciences faculty member would be able to teach the Major's level Biology 6 course, allowing our

### Staffing Trends

Overall, the FTEF trends for 2014 have remained consistent with that of previous year.

## 11. Departmental Engagement

### Community Connections

## Program Review: FPIP Request

Fall, 2015

---

The Science Division's STEM program is designed to mentor and support those students interested in careers in science, technology, engineering and math. Those students will enter our community's labor markets as highly trained workers. As such, one goal of our STEM program is to work with surrounding institutions, organizations and businesses without our community in order to ensure that their professional needs are met by future workers. This goal may also be met through the creation of a Laboratory Science Technician CTE program (see Unit Goal 2). These workers will acquire in-demand middle skills through their taking of basic skills courses within our Division. Community colleges have specifically been identified as a vital source of these workers to local workforces and West is well positioned to take advantage of this labor demand.

In addition, many students who take our upper division Biology courses (i.e. Biology 6 or 7) wish to gain direct work experience while taking these courses. Many of these students actively seek out internships with local Life Science and Biotech companies. Within LA County, there are over 2,900 Life Science and Biotechnology companies. Expanding the area to include the inland empire and Orange County and the number of companies is over 5,400. To help students make connections with these companies and to develop and acquire internships, the Division wishes to improve its ties with these businesses. Specifically, the Science Division will begin to actively explore the development of a more formal internship program for its students. This program will connect biology and chemistry students with local Biotech companies and will re-institute courses (Co-operative Education Biology 921, 931, 941) that the students, in consultation with their professor and the company, can take for college credit. These internships will not only give the student credit but may ultimately improve their chances of acquiring a job in their chosen field.

Our Division has also established other connections with the community.

This past spring Dr. Zuk met with Dr. Lisa Cooper and Dr. Peggy Simon of Culver City High School. During that meeting, the two schools agreed it would be beneficial to establish a relationship between the high school and the Biological Sciences Division. To that end, two of their students enrolled this summer in the directed study Biology 285 class. Additional students will be invited for next year. In addition, the Division will work with CCHS in bringing their biology classes to our campus for a day of learning at the college level

This year, Dr. Zuk, Dr. Bahta and Dean Pracher also met with Dr. Terry Robins, CEO of Clinical Genomics Training Center. The meeting was to discuss opening some of the Biological Sciences space to Dr. Robins so that he might set up a laboratory manager training program. Dr. Robins was very interested in our space and will continue to keep in touch with the Division as he goes forward with his plans

### Interdepartmental Collaboration

## Program Review: FPIP Request

Fall, 2015

The Science Division runs efficient interdepartmental programs amongst our Disciplines of Biological Sciences, Physical Sciences and Earth Sciences.

We meet regularly on matters academic (course scheduling, course prerequisites, curriculum, development, etc...) and administrative (supply budget, student classroom, conduct policy etc.) to ensure that our individual discipline goals intersect. Since many of our pre-requisite and introductory Life Science courses intersect with that of Physical and Earth Sciences, these meetings are held to ensure that each discipline works together to ensure the alignment of the college's vision and mission.

The laboratory technicians from chemistry and the biological sciences work in unison to run the science laboratories, maintaining proposed budgets and relieving science faculty members of the routine chores that detract from academic responsibilities.

The implementation of Biochemistry 221 is a direct result of the interdepartmental collaboration between Biology and Chemistry. In addition to Biochemistry, conversations are ongoing between Dr. Patricia Zuk of Biological Sciences and Professor Elizabeth Bell of the Physics Department about the creation of additional multi-disciplinary courses such as Biophysics and Bioengineering. Dr. Vered Mirmovitch of Biological Sciences is also working with Dr. Beraki Woldehaimenot to improve the Environmental Sciences program and have it smoothly intersect with her new Biology 10/Field Biology course.

This interdepartmental collaboration is the subject of Unit Goal #3 in this program review.

### **Science - Earth Sciences**

#### **01. Department Purpose**

##### **Purpose**

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. The Earth Science discipline has the following subject areas: Geology, Earth Science, Oceanography, Environmental Science, and Geography under its umbrella.

##### **Purpose Alignment**

In alignment with the College's vision and mission, the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science based professional programs or pursuing and furthering their training and education at degree granting institutions.

#### **04. Enrollment Trends**

##### **Enrollment Trends**

Enrollment and FTES remained essentially unchanged from Fall 2009 to Fall 2013. For this period, the average enrollment number has been 512, while the FTES was at 55.

Geology is one of 18 courses that satisfies the natural science GE requirement for an AA degree and is one of 11 courses that satisfies the IGETC physical science requirement. Additionally, Geology 1 and geology 6 taken together satisfy the IGETC science laboratory requirement. To date, all Earth Science courses are being offered to students for a GE requirement. Given that there is a full-time, tenure-track geology instructor, it is imperative that the geology program has to expand and start offering more geology sections. The program has a qualified professional with the capacity to create new geology courses too. This way instead of offering geology as a GE course, we can implement AA degree in Geology. So, the bottom line is to increase course offering in geology classes so that as the enrollment increases we can diversify the courses and eventually recruit students for AA degree in Geology.

##### **Section Count Trends**

The data shows section counts and average class sizes had essentially remained same from Fall 2010 to Fall 2014 for all courses in the Earth Sciences. Average section count of all courses was about 13, while average class size was at an acceptable level of 37. Section count had remained essentially unchanged during the 5-year period, so an increase in section count would now be desirable.

#### **05. Students and Student Success**

## Program Review: FPIP Request

Fall, 2015

### Degree/Cert. Trends

During the reporting period from Fall 2010 to Fall 2014, 3 students from biology and one student each from physics and geography earned AA degrees. There were no students from the Earth Science disciplines that were awarded AA degree or certificates. In the Division there have been on-going discussions on expanding the course offerings in geology to pave the way for implementing a robust geology program to be able to award AA degree as well as start a new training program for geology laboratory technicians with AA and skill certificate.

### Demographic Trends

With few exceptions, the data primarily reflects the demographics of the college's student population. Numbers in parentheses are for college.

Gender distribution:

- Females: 55% (59%)
- Males: 45% (41%)

Age Distribution:

- 19 and under: 28% (22%)
- 20 to 24: 42% (34%)
- 25 to 34: 20% (24%)
- 35 and over: 10% (20%)

Ethnic Group Distribution:

- Afr Am/Black: 35% (37%)
- Amer Indian: <1% (<1%)
- Asian/Pac. Isl.: 5.6% (7%)
- Hispanic/Latino: 43% (37%)
- White: 11% (13%)

The program is dominated, as is the college, by a preponderance of Hispanic and African-American students (78%). However, during the five year period (2010 to 2014) there were 6% more Hispanic students taking Earth Science classes; African American students taking Earth Science classes declined by 2%.

There has been a significant difference in the age distribution of students taking Earth Science classes versus other courses in the rest of the college: 70% of the students registered for Earth Science classes were under 24 years of age, while students in the same age bracket that registered for other courses in the college were at 56%. That is, younger students were inclined to take Earth science classes.

There was no significant difference in the ages of students taking Earth Science classes from the rest of the college classes.

### Equity Gaps

The equity gap in the successful course completion rate for all Earth Science disciplines was at 23.4 while the college average was 22.9, making us at about the same level as the rest of the college.

### Success Comparisons

The successful course completion rates for all Earth Science disciplines for all modes of instructional delivery from Fall 2010 to Fall 2014 was 70%, while the college average was at 63%. There is a 7% higher performance by students in the Earth Science courses, but can be taken to be about the same as the College average. This is not a significant difference and hence no conclusions may be reached on the basis of this data.

### Success Trends

## Program Review: FPIP Request

Fall, 2015

Retention Rate by Mode of Instruction (College data in parentheses):

- Classroom: 88% (83%)
- Online: 85% (82%)

Success Rate by Mode of Instruction (College data in parentheses):

- Classroom: 64% (63%)
- Online: 58% (59%)

The retention rate for courses delivered in the classroom was consistently high at 88%. However, the success rates was not as great, it stood at 64%. This suggests that students performing below their own expectations opted to drop the classes. Compared to students from the rest of the college, students taking Earth Science classes did not show any significant difference in both the retention and success rates.

Strengthening our tutoring services may improve the student success rate.

### 06. Staffing Trends

#### Reassigned/ Release Time

There is none from the Earth Science discipline with released or reassigned time. The Chair of the Division, Dr. Abraha Bahta has 0.7 FTE in reassigned/release time.

#### Staffing Levels

The staffing levels are not adequate to fulfill the current and future purposes. To strengthen the Earth Science Program, there is an immediate need for one additional full-time Instructor in Earth Science and a full time lab tech to manage and run the Earth Science laboratories.

For the last six years, courses in the Earth science program have been taught by one full-time instructor (who also serves as the EARTH SCIENCE lab tech) and five part-time instructors.

A breakdown of courses offered per semester, standard hours per week for each (given in parentheses), and staffing levels in the Earth Sciences Programs is given below:

¿Geography: 2 sections of Geog 1 (3), 2 sections of Geog 15 (3), a section of Geog 2 (3): Total: 15 standard hours per week

¿Environmental Science: 1 section Env Sci 1 (3); Total: 3 standard hours per week

¿Oceanography: 1 section Ocean 1 (3); Total: 3 standard hours per week

¿Geology: 3 sections of Geol 1 (3) [beginning SP 2015 a total of 4 sections will be offered; and starting SU 16, a section of Geol 12 (3) is scheduled]; 1 section Geol 6 (3); Total: 18 standard hours per week

¿Earth Science: 2 sections of Earth 1 (3), 1 section of Earth 2 (3); Total: 9 standard hours per week

Grand Total instructional standard hours per week: 48

Full time faculty on the ground: 1

The full time faculty teaches 15 standard hrs per week with more than two-thirds of the classes offered in the Earth Science Program being taught by adjuncts.

We could easily double our offerings and still fill every section. All Earth Science courses have great demand and are ready to add sections. Our short term growth plan is to add the following courses: one Geology 6 lab, an Env Sci lab class, Oceanography lecture and lab classes, and several geography courses such as Geog 3, 14, 31, and 32. In addition, in the short term we plan to increase the number sections of the already running courses such as Geol1, Geol 6, Oceano 1, Env Sci 1, Geog 1, and Geog 15. According to LACCD guidelines, 3 out of 4 faculty in a discipline must be full-time. Based on the current levels of course offering (ignoring future growth plans in course offerings) the available data indicates that we MUST hire a full time faculty to meet LACCD requirements and avoid penalty. In other words, the ratio of full-time/part-time faculty warrants and justifies the need to recruit at least one Earth Science faculty.

To adequately staff and meet the needs of our Earth Science programs, the Division has prepared resource requests to hire a probationary Earth Sciences faculty and a physical Science laboratory technician that would also serve and manage physics and Astronomy laboratories.

Therefore, we are submitting an FPIP request for an EARTH SCIENCE FACULTY POSITION, under General Education and Transfer Category. The individual submitting this application is Beraki Woldehaimanot. All nine regular science faculty of the Division

#### Staffing Trends



## Program Review: FPIP Request

Fall, 2015

---

From Fall 2010 to Fall 2014, the FTEF for the various Earth disciplines has remained low, ranging from 0.20 to 1.0. As we plan to increase enrollments for Oceanography, Earth science, Environmental science, Geology, and Geography, the FTEF allocation for all these disciplines would have to be increased in coming semesters.

---

### **11. Departmental Engagement**

#### **Community Connections**

The Division is actively engaged to expand the already running STEM programs. Five regular science faculty are recipients of the five-year NSF grant and are reaching out and collaborating with people in other institutions (academia, industry) who could assist our STEM scholars.

#### **Interdepartmental Collaboration**

Faculty in the Division meet once very month to discuss course scheduling, course prerequisites, curriculum development, supply budget, student classroom conduct policy etc. In all of these, there always are academic or administrative issues that require the collaboration of disciplines. Faculty and staff members work closely to implementing matters that require collaboration.

---

## **Science - Physical Sciences**

### **01. Department Purpose**

#### **Purpose**

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, the course offerings in the physical sciences (Astronomy, Chemistry, and Physics) permit students to fulfill requirements to enter engineering programs as well as other professional schools such as pharmacy, dental, and medical schools. In particular, the physical sciences are about learning the rules of the physical world -- a melding of physics, chemistry, earth sciences and astronomy from which students learn to view nature more perceptively

#### **Purpose Alignment**

In alignment with the College's vision and mission, the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science based professional programs or pursuing and furthering their trainings and education at degree granting institutions. The physical sciences play important rolls in increasing the number of transferring students and AA obtaining students The offerings in these disciplines (physical sciences) help students develop their analytical and critical thinking abilities and methods of problem solving, that will help them to succeed and excel in their future careers and produce all rounded graduates who can contribute to the community in a significant way.

### **04. Enrollment Trends**

#### **Enrollment Trends**

The data reflects the total enrollment in six different chemistry courses: chemistry 51, 60, 101, 102, 211, and 212. The total Enrollment in chemistry steadily increased between 2008 and 2012 from 218 to 332, and from 2012 to 2014 enrollment increased from 332 to 372. This is a 71% increase between 2008 and 2014, which is an indication that the rate of enrollment increase has also gone up. This could be as a result of the new facilities the division moved into . Starting spring 2016 semester chem. 221 ( biochemistry) will be offered. Chem. 221 is a science majors course which is required by the life science majors, and medical, dental and pharmacy students. As a result enrollment in chemistry is anticipated to increase even more.

Six physics courses are listed in the catalog: 6, 7,12,37,38 and 39, West offers an AA in Physics and only 37,38 and 39 are part of that major. The other courses, physics 6, 7, and 12 are requirements in other programs. The overall enrollment trend for the college has shown a decline between 2009-2013. however, enrollment trend for physical science shows a 56.8% increase between 2009 and 2013. In the same way the FTES for the same period has increased 63.5% . In chemistry alone the enrollment has increased from 223 to 336, which is a more than 50% increase. The FTES has also increased by more than 55% This shows the demand for the sciences has increased perhaps because of better economy and job opportunities in the field of science.

EB In addition, Physics offers the associate for science degree for transfer. (AS-T) Enrollment for physics is anticipated to double, from an average of 50 students to 100 students enrolled per semester. Enrollment trends (student demand) has averaged at about 58.3 students per semester for the past three fall semesters. This semester, fall 2015, 53 students are enrolled after census. Student enrollment is anticipated to double in the spring of 2016.

#### **Section Count Trends**

## Program Review: FPIP Request

Fall, 2015

Section count in chemistry has increased from 10 to 11 in 2013 and the class size has grown to 33.2 in 2012. Section counts per semester have increased from 1 to 2 for physics and 1 -2 for astronomy depending on semester. Ave. class size for astronomy has remained consistent at about 53 students per semester. Number of class offerings has doubled (to two) since summer of 2013. In Chemistry despite the increase in enrollment the section count has remained unchanged. This is because ,in some of the chemistry classes are over enrolled. Because of the limitations we have in the chemistry labs, increase in enrollment per section can not be sustained. new additional sections have to be opened to accommodate the growth in enrollment. Retention rate in chemistry averages to higher than 75%. However, for the higher division chemistry courses it is significantly higher.

Retention rate (91% fall 2013 and 84% fall 2014) has increased significantly over all since fall of 2012 when there was a slight decline to 77%. Success rate, (38% fall 2013 and 57% fall 2014) took a downward dive but is moving upward again. Ave. class size for physics has remained consistent at about 50 students per semester increasing to 75 in the fall of 2013, and then leveling off at about 50 again for fall of 2014.

Number of class offerings per semester has remained consistent for the last three years (one for majors and one for non-majors). Retention rate (87% fall 2010 and 82% fall 2012) has declined slightly since 2010 when the class had been shifted from adjunct taught to full time instructor taught (note, there are two classes offered per semester now), and should be looked into. Success rate, (67% fall 2013 and 74% fall 2014) has also been steadily on the rise.

Average class size for the astronomy class by census declined to 32 for fall of 2013, however, enrollment has increased significantly from fall of 2010 (57) to fall of 2013 (97), likely due to the addition of the hybrid and online section offered once a year in addition to the on campus section. (Note: over 25 students per class per semester show up to try to add astronomy, and dozens more email the instructor). For spring and fall of 2014, class sizes are near previous averages of 55. Retention rates for astronomy have improved to 92% as of fall 2013, yet there was a large drop of success rate in the on campus offering (38%). Instructor is working with tutoring center for the 2014 academic year to bridge this gap. Of all trends in astronomy over the last four semesters, data from fall of 2013 seems to be an outlier in the average data. Average class size for physics is increasing at around an average of 37 students per class (or 70 for the two class sections), where the cap for each section is 35 students. Enrollment trends jumped significantly from fall of 2010 (55) to fall of 2013 (75). Non-majors physics, and first semester majors level physics is ready for growth as is seen by the number of students trying to add the class and have to be turned away. Section counts have remained steady since fall of 2010 for physics. There has been no growth in the number of sections being offered. Retention is high in the physics classroom (84%),

A growth of 3% from last year, and success rate is has increased from 67% in the fall of 2013 to 74% in the fall of 2014.

The instructor has worked with the tutoring center and the number of physics tutors has been increased for the fall 2014 semester. There is still an unmet need for majors level physics instructors and a solution has not been reached with the tutoring

### 05. Students and Student Success

#### Degree/Cert. Trends

Generally the division has very few AA degree and certificate graduates. This is because most of the students who are taking science courses are transfer students or students who take it to satisfy a GE requirement for other programs, most notably for Allied Health and Dental Hygiene vocational programs. In addition, physics and engineering majors tend to choose transfer for higher level terminal degrees often seeking those beyond the Bachelors degree. As such, many do not see the benefit of an Associates of Science degree in the field. It is hoped that the future TMC in Physics (in progress) will be a consideration and be of use to students wishing to transfer to a CSU. Many students are also taking the chemistry courses as prerequisites to join professional schools such as, pharmacy, dental school, medicine and PA. These schools accept students who have completed the required chemistry, physics and biology courses in addition to other requirements. AA degree is not required The physics AS-T was approved last semester and West physics had its first AS-T graduate (who I believe was also valedictorian). Our science faculty have been running a very successful NSF-funded S-STEM program that challenges recruited students through supplemental courses, undergraduate research, faculty mentoring, supper research opportunities at JPL and Caltech, and exposure to working scientists through our Friday STEM Symposium series. This program has changed the face of Science at West, taking us from no graduates transferring to 11 in the last three years ----all to a University of California campus.

#### Demographic Trends

## Program Review: FPIP Request

Fall, 2015

The data primarily reflects the demographics of the college's student population: Females consistently at 65% and older students constitute over 80%. This data has no apparent implication for the chemistry discipline. The gender data for physics doesn't seem to lend a pattern; one year it the males that are the higher percentage and then it is the reverse. However, the age distribution data primarily reflects the demographics of the college's student population: older students constitute over 70%. This data has no apparent implication for physics either. In Chemistry the male population has increased by 6% during the period 2009-2013. The Female population has decreased a little, but it is still significantly high compared to the male population( 63%:38%) There is a 5% decline in the African American population while there is a significant increase (14%) in the Hispanic population in chemistry. The white student population in chemistry is essentially unchanged at 24%. Though not reflected in the data listed for physics demographic trends, the instructor has noted that the population of female students in the majors level physics courses are much smaller than those of the male students.

### Equity Gaps

The Division's successful course completion rate which is 65% is slightly more than that of the college's overall which is about 63%. The availability of tutors in HLRC and volunteer tutors of chemistry in the science division must have helped to keep the success rate high. However, this does not mean that there are enough tutors in the HLRC. There is the need for more chemistry tutors so that there will be help to students during most of the hours of the school day.

Physics and Astronomy are continuously in need of more tutors (particularly for the majors level of Physics), both in the learning center or in the classroom.

### Success Comparisons

The average success rate for chemistry is 66%. which is higher than college wide success rate. The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the chemistry courses. College average successful course completion rates have held at around 63%. This is comparable to the college wide success rate. The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the courses.

Physics successful course completion rates increased from 68% to 74%. These values are likely higher than college averages because of the rigorous nature of the subject matter and amount of high level classes physics students are required to take.

Astronomy rates are currently slightly lower than college rates at 57% but saw a dramatic increase from the fall 2013 values..

These students represent the general population as the astronomy class is a no prerequisite (usually elective or general science for non-scientist) class

### Success Trends

While retention rates for chemistry remained steady, ~74% - 80%, the success rates fluctuate from ~ 51% in 2008 to 68%. The 68% for Fall 2009 came about because besides the chemistry tutoring services provided by HLRC, for that semester there was an in-house tutoring service for the students for extended hours. Developing; in-house tutors may prove to be the tool needed to narrow the gap between retention and success.

The retention rate for chemistry has increased to 75% in 2014 after a small decline to 73% in 2011 and 2012. The success rate has also increased to 66% from 61% in 2010. With implementation of prerequisites, the retention and the success rate in upper division chemistry classes is significantly higher. The retention and the success rates could be improved further by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the courses.

In physics, retention rates remained steady, ~82%, and the success rates were comparable at ~77%. This is primarily due to the fact students who take physics are probably more college ready than a typical West student. It is likely that the physics students have had to take college level mathematics courses as requisites prior to enrolling in physics.

## 06. Staffing Trends

### Reassigned/ Release Time

After 6 years of 0.6 FTE release time to serve as Chair of reassigned time, it just became 0.7 release time to oversee the science Divisios programs, further reducing the number of full time instructors in chemistry to 1.3. With 30 faculty (regular and adjunct) plus 4 lab techs to manage, the increase of the FTE to the chair post is reasonable.

## Program Review: FPIP Request

Fall, 2015

### Staffing Levels

NO, THEY ARE NOT!

For the CHEMISTRY PROGRAM the ratio of full-time vs adjunct faculty staffing is way off base. That is why we are making a resource request to hire TWO chemistry instructors. Every semester many students are turned away because the classes are full, There are only two regular chemistry instructors one of whom is the Chair of the Science division and has a 0.7 release time. This leaves the department with only 1.3 FTEF. in particular, there is increasing demand for a biochemistry course, which will satisfy the requirement to go into pharmacy, dental and medical fields. During the spring semester of 2016 we are excited to start offering chem 221, a biochemistry course, thus taking a giant step into bringing biochemistry driven chemical and biological programs. Currently the department is seeking to fill this void that exists in the chemistry program-- a biochemist who can teach this course to fulfill the program. Our students after finishing their general chemistry and organic chemistry series, have been going to other colleges for this course. In many cases these students do not get priority registration at the other college and were often forced to extend their graduation or transfer period.

Although no retirements are anticipated in this area during 2015-2016 academic year, the Division is nonetheless seeking a balance to this ratio through a hire of two tenure-track Chemistry Instructors; one with a specialty in Biochemistry and the other with a specialty in inorganic chemistry to complement our existing talent (Alemayehu is an Organic Chemist, while Bahta is a Physical Chemist). Thus, the part time to full time ratio must be tamed to bring in some sort of state compliance. It is dismal at the moment-- 83.4% to 16.6% now, and 85% to 15% starting Spring 2016. Hiring two probationary chemistry faculty -a biochemist and an inorganic chemist could really solidify West's chemical Sciences programs.

For the PHYSICS/ASTRONOMY PROGRAMS to-date classes have been taught by a single full-time instructor (who also serves as the physics and astronomy lab tech) for the last five years. Despite the demands, we simply have only been offering just enough to cover a full load for the regular instructor, pushing away students to take their astronomy and physics courses in neighboring community colleges. The loss of these students was also for Chemistry and Math departments, as physics students also need to enroll in chemistry and mathematics classes. successful students do indeed prefer to stay in one college to fulfill their transfer requirements. Our division was not offering adequate amount of courses.

However, that is now changing; starting spring 2016 the Division has doubled its course offerings in both physics and astronomy, immediately necessitating us to hire three adjuncts our course offerings for spring 2016! Further, we have also re-worked our majors physics road-map to allow our students to be able to transfer in two years. That means there is going to be enough work to support another full-time Physics/Astronomy instructor.

Both college level Physics and Astronomy have grown beyond capacity and are ready to add sections, including the addition of at least one astronomy laboratory course for every two lecture course. In order for the single instructor in physics and astronomy to

### Staffing Trends

Chemistry has two full time tenured faculty. For regular faculty it should be 2.13 annually. Since Fall 2009 it should have been 1.3 FTEF, the Chair, a chemistry faculty, having a 0.7 FTEF release time. The ratio of adjunct to regular needs to be adjusted in the coming years. There is sufficient allocation of FTEF to manage the chemistry program adequately as it stands now. However, if expansion into ACT and Week-end College occurs, additional allocation of 0.4 FTEF would be needed. Currently there are 9 adjunct chemistry instructors. The ratio of current part time to full time instructors is 7:1.4 which is 83.4 % part time and 16.6 full time instructors. The addition of biochemistry into the chemistry program and its offering in spring 2016, the ratio will increase to 8:1.4 (85% to 15% ) This is much higher than required 75% to 25% respectively. For physics and astronomy program growth, adjunct faculty (in conjunction with increase in class allotment and full time laboratory technician) need to be brought in to teach additional sections. All physics and astronomy classes have been taught by a single full-time instructor (who also serves as the physics and astronomy lab tech) for the last four years. Physics and astronomy does not currently support adjunct instructors The doubling of the physics and astronomy offerings in the spring of 2016, has brought sudden changes in the ratio for part-time/full-time faculty classes taught. New adjuncts (three) have to be hired to cover the additional Astronomy and Physics sections that have been added to the curriculum, causing the reversal of the required 75% to 25% part time/full time ratio.

## 11. Departmental Engagement

### Community Connections

## Program Review: FPIP Request

Fall, 2015

---

The astronomy program has reached out to Focus, a community astronomy outreach group, based Agoura Hills, California. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club The astronomy club is now PHASE (Physics, Astronomy, and Engineering) club. The club will continue community outreach events such as star parties and is in preparations for its first volunteer project through Think Together is a non-profit organization, "...whose mission is to create opportunities for all kids to discover their passions and reach their full potential. Since its inception in 1994, THINK (Teaching, Helping, Inspiring and Nurturing Kids) Together has been committed to improving academic outcomes for children and youth living in under-resourced communities. " STEM students have also been invited to participate in tutoring for the Upward Bound program

Students in the physical sciences programs give poster presentations to the college community. Through the STEM program, they participate in our monthly seminars that we have been able to invite practitioners of STEM fields to share their research experiences with our students. Hiring three more STEM faculty with specialty in Bio-chemistry, Inorganic Chemistry and Physics, would be a major boost to our physical sciences programs at West It will bring a trans-formative change to the kind of science education west has been able to offer to our students.

### Interdepartmental Collaboration

"Science Division runs efficient interdepartmental programs: we meet regularly on matters academic (course scheduling, course prerequisites, curriculum development, etc) and administrative (supply budget, student classroom conduct policy etc.) The laboratory technicians from chemistry and the biological sciences work in unison to run the science laboratories, relieving science faculty members of the routine chores that detract from academic responsibilities. A full time laboratory tech for physics and astronomy is being requested to serve in the same manner for the physics program When we start offering biochemistry class, in collaborations between Chemistry and biology departments , science and dental hygiene divisions. This may lead to the creation of a biotech program.

Physics and Biology are in the preliminary phases of starting discussions on a bio-physics course for pre-med students.

Chemistry courses are prerequisites to other disciplines (Biology, to cite one example) and are part of the required courses to satisfy the preparatory course work to transfer to professional schools such as medical, dental and pharmacy schools and other four year universities. Chem. 51 and chem. 60 are taken by non science majors to fulfill their GE requirements. Students who plan to join the dental hygiene and nursing programs are required to take chem. 60 or chem. 51.

---

Student Services Area

**Athletics**

**01. Department Purpose**

**Purpose**

The West Los Angeles College Athletic Department is a member of the Western State Conference (WSC), the Southern California Football Association (SCFA), and the California Community College Athletic Association (CCCAA). We are governed by and adhere to the conference constitution bylaws and sports supplements, as well as the CCCAA Constitution. Our mission is to enhance the educational experience of all of our student-athletes and provide equal opportunities for all students to compete on the intercollegiate athletic teams. We recognize and value the concept of diversity within our department and are totally committed to being in compliance with Federal Title IX mandates and gender equity. The Athletic Department is committed to providing the necessary support to assist all student-athletes in reaching their full potential academically, personally, and athletically. The Athletic Department's charge is for our student athletes to complete a certificate program as stated in our college catalog or earn an Associate Degree, and successfully transfer to a four year institution. Athletics at West is an extra-curricular activity that is part of the Student Services Division, and an integral component of on-campus student life. We strive to make each student's athletic experience positive and a meaningful part of their overall collegiate experience.

**Purpose Alignment**

The Athletic Department at West Los Angeles College is a microcosm of the college. It has been our priority to hire competent qualified faculty and coaches who have demonstrated successful performance with a diverse collegiate community of learners. The department has worked in a collaborative manner with the college community to facilitate an ethos of accomplishment from the moment our student athletes are admitted to West until they successfully matriculate to four-year institutions of higher learning. We also seek to help our student athletes succeed in the classroom, grow and develop as a person, develop intelligent decision making and leadership skills, and improve their athletic skills to maximize their experience and create future grant-in-aid opportunities.

**04. Enrollment Trends**

**Enrollment Trends**

The data shows that Athletics has been consistent in FTE and enrollment figures. The CCCAA Form 3 shows that 239 students were eligible to compete for WLAC Athletics. However, the Form 3 report does not account for FTE from students not competing while completing degrees/transfer requirements or those electing to not compete while addressing specific athletically related eligibility criteria. The increased FTEs have resulted in an ever increasing need for additional athletic personnel. As a result of the impact, there is a need to hire an Athletic Trainer, Sports Information Director, a Strength and Conditioning and Nutrition Coach as well as provide practical nutrition coaching. Additional effects are felt in the area of athletic facility usage, team transportation, and services provided for equipment, supplies and laundry.

**05. Students and Student Success**

**Degree/ Cert. Trends**

The Athletic Department monitors, tracks and compiles academic performance statistics as it relates to departmental GPA, course completion rates, graduation and transfer. This data has been compiled since the beginning of fall 2007 through a eight-year period ending with the spring semester of 2015. The academic performance statistics demonstrate that there has been marked improvement among the student-athlete population during this eighth year period. In light of budget cuts and reductions, we have been able to sustain student academic success since 2007. NOTE: In tracking the data over the previous eight school years, we see that our student-athletes have either earned an Associate Degree or Certificate at an average of 40 students per year. We have some students who do not earn their Associate Degree, but have enough units to transfer successfully to four year colleges and universities around the nation. Data is being compiled to accurately as many transfers as possible.

**Demographic Trends**



## Program Review: FPIP Request

Fall, 2015

Total section counts and course offering have decreased due to budget cuts. In recent years our college has offered pre-season athletic conditioning courses for each of our athletic programs, which has allowed them to adequately train and prepare for the upcoming competitive season. These cuts have also impacted our recruiting efforts by not allowing coaches to bring in prospective student-athletes during the pre-season to effectively matriculate, train, and evaluate their readiness for collegiate competition. It has also impacted our returning student-athletes in the area of athletic eligibility. By not offering enough courses on campus our students have been forced to search out other area colleges to find adequate course offerings to meet their academic goals and to maintain required athletic eligibility standards.

### Success Trends

Budget cuts and reduced course offerings continues to impact students in their goals to satisfy graduation requirements and/or transfer to our-year schools. The impact means students take an additional year or more to complete requirements. The past year showed an increase in the male enrollment to 48% and a decrease in female enrollment down to 52%. However, our past year also showed a smaller population of female student-athletes. The implication, although we moved towards greater equity in our overall student population as compared to the Athletics sub-population, is we must have a more concerted effort to increase the number of female student-athlete participants on our five (5) women's teams. Additionally, as soon as funding allows, we must explore adding another softball. CCC Apply Athletics Interest Survey feedback shows that softball is the most requested sport that we currently do not offer. With respect to the Title IX regulations, we continue to use the second (2nd) standard of offering sports that meet the interest of students to remain compliant. It has been five (5) years since we added to additional women's sports, but to remain compliant, we must add an additional sports or increase our female participation proportionate to the overall female institutional enrollment. We maintain an average of 40+ students that transfer successfully, yet we have to continue to focus on increasing the success stories of students. We have one academic counselor who does a tremendous job with the students on a very tight schedule, yet with the increased demands, we assign additional support to an area that is extremely detail oriented and time-sensitive. In an effort to improve outcomes, Athletics will work collaboratively with existing programs to ensure that services are maximized to all of our students.

## 06. Staffing Trends

### Reassigned/ Release Time

N/A

### Staffing Levels

No - We need to hire two classified staff personnel who will serve as Athletic Trainer and a Sports Information Director, Additionally, Athletics has a need for an adjunct faculty position that will serve as the Strength and Conditioning/Nutrition coach. Also, there is a need to hire a full time cross country and track and field coach to service teams that make up 42% of all student-athletes and 40% of the sports programs we offer. We would also like to have the part-time positions back that were reduced due to budget constraints. These positions will allow for greater student contact and an increased ability to attract students. The coaches have done a commendable job with reduced means, but to compete for a greater range of students, we need to reinvest in a program that routinely attracts over 300 full-time students.

### Staffing Trends

Athletics has two (2) full-time head coaches in the sports of football and women's basketball. All other head and assistant coaching position are part-time assignments. They all have other jobs and typically do not arrive on our campus until early afternoons for team practice and training sessions. Our number one goal is the development of student-athletes as demonstrated by their academic progress and athletic competitiveness. The success of students can be attributed in part to contact opportunities with their coaches. We believe our students would be more successful and grow as people, students and athletes if we had a higher percentage of full time athletic coaches in the department. In this manner, they would be able to interact on a more consistent basis with specific opportunities to discuss academics, athletics and other individual concerns rather than just meet their teams for practice and competitions. Additionally, a greater number of full time coaches could more effectively identify and recruit students to West LA College.

## 11. Departmental Engagement



## Program Review: FPIP Request

Fall, 2015

### Community Connections (AU)

The Athletic Department has worked to establish relationships with outside agencies in the following ways: 1. The coaches have worked effectively with the student outreach and recruitment office. They have also cultivated relationships with coaches at local feeder high schools. 2. The new Athletic Director will look to make periodic speaking appearances at local service organizations. These efforts are public relations tools and community outreach opportunities. 3. The Athletic Director will charge each team with holding one community service event each year. 4. The Athletic Academic Counselor has developed relationships with the National Football League High School Player Development Program and LAUSD administrators, and conducts information seminars regarding NCAA initial eligibility requirements. 5. The Athletic Academic Counselor and Athletic Director were available for guest speaking engagements with various learning cohorts on campus. 6. In an effort to market and brand the athletic department we have developed a relationship with the Fast Signs Corporation of Culver City 7. We have created a partnership with the Kerlan-Jobe Orthopaedic Clinic in effectively meeting the Sports Medicine needs of our student athletes. 8. We also became involved in the National Coaches vs. Cancer event with our men and women's basketball teams. They organize and produce a fund raiser in conjunction with one of our home games. The 2013-14 school year will mark our third consecutive year of involvement. 9. All of our coaches connect with area high school coaches, counselors and school administrators during our student-athlete recruitment efforts that are conducted on a year round basis by our staff. 10. Our athletic program serves as a bridge to the community and gives the college an avenue for positive visibility as our teams travel and compete off campus. 11. We were able to partner with the Culver City Rotary Club to take part in the July 4th Celebration held in Wildcat Stadium. 12. Athletics partnered with the Culver City Chamber to host the Inaugural Wildcat Classic Golf Tournament. All efforts are undertaken to produce positive visibility for the college in general.

### Interoffice Collaboration (AU)

The Athletic Director, Academic Counselor, Head Athletic Trainer and department Secretary all meet on Tuesday mornings to map out the weekly calendar, review progress of departmental goals and objectives. We collaborate on future policy development, how to improve services to our students, our coming game management duties, sports medicine concerns, future events and activities in the area of planning, procedures and all related areas. In addition, the Athletic Director coordinated a quarterly department meeting for all personnel. It will enable us to all be on the same page with regard to our college master plan and the department goals and objectives. Most importantly, it gives us a positive communication loop within our shared governance and collaborative efforts of improving the services we provide to our students. We also conduct a department In-Service Workshop prior to the school year that includes a power point presentation on the state athletic association rules and regulations along with a review of any new legislation. A presentation on academics and our college student support system to aid in student success. Plus, further study on athletic eligibility along with reminders about transfer requirements for four year colleges and universities in the NCAA and NAIA. Finally, we review all the college and department policies and procedures so we are functioning in a consistently positive and professional manner in serving our students. The athletic department has made a conscientious effort to change and improve the culture amongst the student athlete population here at West. We have worked hard to establish a culture of "academics first", with graduation and transfer as our top goals. In an effort to foster this change the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to foster an environment conducive to student learning, retention, persistence, and graduation and transfer. 1. Academic Senate 2. Matriculation 3. Admissions and Outreach 4. Financial Aid 5. EOPS 6. Child Development Center/Reading program 7. Learning Resource Center/Academic Support Services 8. Media Relations 9. Office of Student Services 10. Plant Facilities 11. DSPS 12. Counseling 13. Library 14. Institute for Student Excellence 15. Associated Student Organization. This year we were able to partner with Student Services to conduct an Athletics Orientation session for new students.

## **Child Development Center**

### ***01. Department Purpose***

#### **Purpose**

The Child Development Center has three primary functions: To provide a quality Early Childhood Educational Program to children of West LA College students (first priority), faculty & staff (second priority) and the community (third priority). In addition, to facilitate Child Development students' learning and professional development by providing an exceptional environment for hands-on implementation based on the concepts and techniques that are taught in the Child Development Practicum classes. Lastly, to provide parent education and support in order to enhance parents' knowledge of child growth & development, positive discipline/guidance approaches, community resources, etc.

#### **Purpose Alignment**

The Child Development Center (CDC) is a student support service by providing access to higher education for students with young children. This is done by providing quality early education services, so that students/parents have the opportunity to complete their educational goals. As a result, the CDC supports students in achieving their educational goals, which is consistent with West's Educational Master Plan and Mission.

Data from a recent CDC parent survey (November 2014) supports the assertion that the CDC supports student success, since 30% of students stated that they would need to drop-out of college if WLAC CDC was not available (please see date below).

IF THE WLAC CHILD DEVELOPMENT CENTER WERE NOT AVAILABLE, WHAT WOULD YOU DO?

DROP OUT OF SCHOOL: 30%  
REDUCE CLASS LOAD: 53%  
REDUCE STUDY TIME: 49%  
TAKE MY CHILD TO CLASS: 15%

In addition, the CDC prepares Child Development students for the workforce by providing an educational laboratory for practicum students to engage in hands-on training.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

## Program Review: FPIP Request

Fall, 2015

Please see below regarding the CDC Demographics (based on the Nov 2014 survey).

ETHNICITY: BLACK, AFRICAN-AMERICA: 31%; MEXICAN, CHICANO, MEXICAN-AMERICAN: 2%; OTHER HISPANIC: 54 %; CAUCASIAN, WHITE: 4 %

PRIMARY LANGUAGE: ENGLISH: 75 %; SPANISH: 19 %; OTHER LANGUAGE: 6%

GENDER: MALES: 14%; FEMALE: 86%

AGE: UNDER 20: 6%; 20-24: 30 %; 25-34: 49%; 35 AND OVER: 15%

There were no dramatic changes in the CDC demographics from the previous year. There continues to be high percentage and Latino Families (54 %) and 19 % indicated that their primary language is Spanish; however, all but one parent can also speak English. As a result, hiring additional staff that speak Spanish does not seem essential at this time since we have enough bilingual staff to meet students/parents and program needs. The male population remains fairly consistent (14 %, which is a 2% increase). The program continues to ensure that male students/parents feel welcomed and included in program activities/events.

In 2014-2015, the CDC's enrollment increased significantly (i.e., enrollment was consistently full and we had more full time vs. part time services needed); however, the program goal is to have a waiting list to ensure consistent enrollment from year to year.

### ***05. Students and Student Success***

#### **Degree/ Cert. Trends**

As previously stated, there was only a slight increase regarding the completion of AA degrees from 7 students (in 2013) to 8 students (2014). The increase in completing degrees may take a few years to show a significant increase. There was a decrease in certificates from 8 (in 2013) to 3 in (in 2014). The reason for this could be due to the fact that more students are deciding to apply for Child Development Permits through the state vs. obtaining certificates through the college, since the trend in the field is to have Child Development Permits vs. having certificates.

The CDC Director will continue to work closely with the Child Development Faculty/Instructors to ensure that CD students are provided with the essential support/resources in order to increase the number of students completing their AA degrees and certificates. Also, the CDC & CD Departments will continue to collaborate in order to encourage more students to join the Child Development Club and have events that motivate and support student success (i.e., hands-on activities to promote leadership skills, peer mentoring, etc.). The Child Development Club meetings are fun & engaging, but also highlight the importance in completing AA degrees and transferring to 4 year colleges to complete their BA degrees in Child Development. The trend in the CD field, is for teachers (and other related child development jobs) to have a BA in Child Development and to have a Child Development Permit or higher (through the State of California Commission on Teacher Credentialing). As a result, the CD Club will continue to help educate and support students in this effort.

#### **Demographic Trends**

## Program Review: FPIP Request

Fall, 2015

### Summary and implications:

There were no dramatic changes in the CDC demographics from the previous year. There continues to be high percentage and Latino Families (54 %) and 19 % indicated that their primary language is Spanish; however, all but one parent can also speak English. As a result, hiring additional staff that speak Spanish does not seem essential at this time since we have enough bilingual staff to meet students/parents and program needs.

The male population remains fairly consistent (14 %, which is a 2% increase). The program continues to ensure that male students/parents feel welcomed and included in program activities/events.

In 2014-2015, the CDC's enrollment increased significantly (i.e., enrollment was consistently full and we had more full time vs. part time services needed); however, the program goal is to have a waiting list to ensure consistent enrollment from year to year.

Below are the following recruitment strategies utilized by the CDC: √ Coordinated with West's Public Relations/Advertising representative to ensure that West's weekly newsletter highlighted CDC services and openings and that CDC's information was included on West's Facebook page. √ A few large CDC Recruitment posters were located in key areas (i.e., in front of the library and in the financial aid office). √ Sent email reminders about CDC services/openings along with flyers/applications to key departments, such as, CalWORKs, Financial Aid, Child Development, etc. Also, sent email reminders regarding CDC services to West administrators, faculty, staff and ASO email groups. √ Conducted recruitment outreach during campus and community events (i.e., Taste of Soul event, West's Spring Open House, Fall Kick-off, etc.). √ Conducted outreach in the community (i.e., leaving flyers at local clinics, nutrition centers for low income families, Laundromats, etc.) √ Added the CDC's information with Connection for Children (local resource and referral service for families locating for child care/early education services).

### Success Trends

The retention rate in Child Development (CD) revealed a 9% increase from 2013 (79%) to (88%) in 2014. The FTES also increase 10% (84 students) in 2013 to (94 students) in 2014. In addition, the average class size increased from 38.4 (in 2013) to 41.7 (in 2014).

There was only a slight increase regarding completed AA degrees from 7 students (in 2013) to 8 students (2014). The increase in completing degrees may take a few years to show a significant increase. There was a decrease in certificates from 8 (in 2013) to 3 in (in 2014). The reason for this could be due to the fact that more students are choosing to apply for Child Development Permits through the state vs. obtaining certificates through the college, since the trend in the field is to have Child Development Permits vs. having certificates.

The above results reflect that CD student's still need additional support. Continued coordination between CDC and the CD Department is essential to ensure that CD students have the support and resources to be successful. For example, encouraging more students to join CD Club as a supportive network, having combined CDC and CD meetings & events to assess student's needs/ interests and then developing/implementing additional activities.

## 06. Staffing Trends

### Reassigned/ Release Time

N/A

### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

The CDC does not have enough staffing, especially in our toddler classroom, which requires a 1-4 child/staff/faculty ratio (which mean 6 faculty/staff for the 24 children enrolled in that classroom). The program currently only has 1 full time teaching faculty and 2 teacher assistants. The program relies on student workers to support coverage; however, the amount of student workers that the CDC receives varies from semester to semester and many times the student workers do not have the required Child Development units to be counted in the classroom ratios. As a result, this puts the program at risk for safety/supervision issues and being out of compliance, which can affect ongoing funding as well as future funding opportunities.

The CDC needs to replace the full-time CDC faculty position in order to meet program requirements, continue quality practicum training practices, etc.

As previously stated, the CDC has a full-time Program Specialist, which is a specially funded position. This is an essential position to sure quality services and to meet and maintain program compliance. This position maintains all the CDC program files, completes data reports, helps fill-in in the classroom and provides backup support when the director attends meetings, off site, etc. As result, this position should be funded as a permanent full-time positions vs. a specially funded position in order to secure ongoing funding for this essential position.

Lastly, a Program Office Assistant is needed to provide consistent coverage for the CDC Front Office for safety purposes. In addition, this position is needed to provide program administrative support for both the CDC Director and Program Specialist.

### Staffing Trends

There has been consistency regarding CDC full-time Faculty in order to provide early education services and to provide the necessary training support for practicum students. However, this year we have a full-time CDC Tenure Faculty person that plans to retire in December 2015. As a result, the program will need to replace this full-time tenure position to ensure quality services, practicum training, and to ensure that program is meeting our state funding requirements (i.e., environment rating requirements, children's developmental assessments, etc.).

In order to meet required ratios, the program increased the hours for our unclassified staff (CDC Assistant) from 4 hours to between 6 to 6.5 hours. Each of the classrooms has 2 teacher assistants and has needed to increase the hours for both CDC Assistants in our toddler classroom and for one CDC Assistant in the 2 preschool classrooms. The program also relies on Federal Work Study & CalWORKs Student Workers to meet required ratio, especially in our toddler classroom, which requires a 1:4 child/teacher/staff ratio. This can be problematic, since Student Worker attendance is not always consistent and the students may not have the required child development units. As a result, having one more CDC Assistant in the toddler classroom is needed.

The CDC has a full-time Program Specialist, which is a SFP position. This is an essential position to ensure quality services and to meet and maintain program compliance. This position maintains all the CDC program files, completes data reports, helps the classroom and provides backup support when the director attends meetings, off site, etc. As result, this position should be funded as a permanent full-time position vs. a SFP position.

Lastly, a Program Office Assistant is needed to provide consistent coverage for the CDC Front Office for safety purposes. In addition, this position is needed to provide program administrative support for both the CDC Director and Program Specialist.

## 11. Departmental Engagement

### Community Connections (AU)

## Program Review: FPIP Request

Fall, 2015

---

New & Ongoing Collaborations with community partners:

School Readiness Program: The CDC continues to collaborate (more than 2 years) with the Learning Foundations Project (Smar2tel Foundations). This program/project provides 10 week (on-site) School Readiness workshops for our CDC parents. This program provides hands-on learning support in pre-academics, as well as social/emotional and physical developmental domains. The CDC program provides awareness about this program by having special presentations during parent meetings/trainings.

St. Johns: The CDC has an ongoing community collaboration (more than 2 years) with St. John's to provide the following: support with possible referrals, providing classroom observations and providing one/one and group training support for both faculty/staff and parents regarding early mental health issues (i.e., help with children's social skills, discipline challenges, etc.) and possible developmental delays (i.e., speech, cognitive, etc.).

Nutrition and Physical Activity Program with Los Angeles County Department of Public: This is an ongoing collaboration (year 2). This program provides nutrition & physical fitness trainings for parents & teachers (i.e., how to provide simple & fun nutrition and gross-motor activities in the classroom and at home).

Toy Loan Program with the County of Los Angeles Department of Public Social Services: This is an ongoing community collaboration (year 2). This program provides free toys for the children to check-out on a weekly basis. On the 5th time (when a child returns their toy), they receive a free incentive toy to keep. This program helps children develop responsibly and cooperation and gives them an opportunity to take home and keep new play items.

Los Angeles Universal Preschool (LAUP) Race to the Top (RTT): This was a new collaboration. LAUP provides ERS and CLASS assessments, training, technical assistance (i.e., classroom support visits), and professional learning opportunities (i.e., free local training/workshop opportunities for faculty/staff to attend).

### Interoffice Collaboration (AU)

## Program Review: FPIP Request

Fall, 2015

---

The CDC consistently collaborates with several departments on campus. Below is a summary regarding department the engagement that occurred over the past year:

**Dental Hygiene Program:** The CDC has had an on-going collaboration with the West's Dental Hygiene program. For example, each year the dental hygiene students come to the CDC and teach the children about healthy dental hygiene habits. These events included skits/plays about the healthy and unhealthy teeth, nutritional education and brushing and flossing demonstrations with puppets.

**The Child Development Department:** The CDC collaborated with the Child Development Department regarding the annual Trike-a-ton/Spring event. During the Trike-a-ton/Spring event, the CD students developed/implemented hands-on activities based on what they learned from their CD 1 & CD 2 classes. The CDC children were able to engage in a variety of fun learning activities, and the CD students were able to put into practice effective teaching approaches.

The CDC/CD Departments are also working together to support the Child Development Club in order to support student success. The Child Development Club planned and implemented a Harvest Festival for the 1st time in fall 2014, and planned/implemented another Harvest event on 10/28/15. This year, the club applied *lesson learned* from the prior year in order to enhance this experience for the CDC children. For example, this year the event was held in the CDC yard, so that it would be in a more relaxed setting for the children.

The CDC and CD Department also work closely together regarding CD 22 & CD 23 Practicum Students. For example, the CDC Director and CD Practicum Instructor coordinated to develop a practicum training feedback survey in order to assess ways in which the CDC program and CD Department can continue to strengthen practicum training experiences.

**Fine Arts Department:** The CDC continues to collaborate with the Fine Arts Program in order to have a winter/holiday event for the children.

**Project Learn:** Project Learn students come to the CDC on a weekly basis to read to the children.

**The Entire Campus:** In addition, the CDC has collaborated with the entire campus regarding special program events, which included: Halloween/Harvest Parade, Thanksgiving event, Trike-A-Thon, etc.

### **Counseling**

#### ***01. Department Purpose***

<b>Purpose</b>
----------------

## Program Review: FPIP Request

Fall, 2015

### Counseling Division Purpose

The Counseling Division provides educational, career and personal counseling to students. The fundamental goal of the Counseling Division is to provide opportunities for students to clarify their values and goals in order to cultivate self-confidence and develop self-direction. Furthermore, the Counseling Department strives to educate the College's diverse learning community and to be a catalyst to promote student success. Counseling not only plays a vital instrument for supplying students with the necessary tools needed to meet their objectives, it serves as the most critical component of their educational success.

During the counseling session, students are supported through different modalities to provide students with the vital support they need to make appropriate decisions for their academic success.

### Counseling Instruction Purpose

Counseling Instruction supports student success by providing them with essential skills to thrive in a college program such as study skills, time-management techniques, and financial planning skills. Counseling Instruction provides students with the information to make appropriate educational, career, and lifestyle choices. Courses will examine issues related to higher education that impact student success which include an overview of academic success skills, value and purpose of higher education, diversity in higher education, college policies and resources, and factors impacting lifelong learning.

### Purpose Alignment

West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The counseling department provides the foundational tools/resources that students need for academic success; from matriculation to graduation the Counseling Division disseminates information that educates students how to successfully navigate their academic journey. We provide one-on-one and group counseling sessions which create a confidential and safe environment that is needed for student success. Our Personal Development course transform students by empowering them to become their own academic leaders.

## 04. Enrollment Trends

### Enrollment Trends



## Program Review: FPIP Request

Fall, 2015

---

Counseling Division

Enrollment Trends:

Since the previous Program Review, the overall student enrollment and FTES trends at West have seen a decrease including specialized programs such as ACT, Black Scholars (LEARN), POPP and Online/Hybrid Courses. Research has shown that when the economic conditions of the state/country improve, employment opportunities increase which contributes to a decrease in the number of people attending community college. This trend appears to be affecting the college, district and community colleges across the state currently. With the restoration of state funding, course offerings have increased which has resulted in more transferable courses being offered.

The Counseling Division provides services to all students at the college which includes New, Continuing and Returning students. Although the student enrollment and FTES have decreased, the need for counseling services remains in demand. In fact with the requirements of Senate Bill 1456 & Student Success Act the need for counseling services has increased. Counseling data is maintained through the Scheduling and Reporting System (SARS) and based on that data for counseling contacts with students for the 2014-15 academic year is as follows:

Drop-ins: 9110

Appointments: 4388

Group: 2653

Personal Development

Enrollment Trends:

### Section Count Trends

Counseling Division Section Count Trends:

This question does not apply to the Counseling Division.

Personal Development Section Count Trends:

Given the data for Section Count Trends, Fall 2014 reflects the highest enrollment for Personal Development courses over the past five years.

---

## 05. Students and Student Success

### Degree/Cert. Trends

## Program Review: FPIP Request

Fall, 2015

---

### Counseling and Personal Development Degree/Cert Trends

The Counseling Division continuously creates CSEPs and provides counseling and advisement to students regarding Graduation Plan A and Plan B. Further support is given to educate each student about general education requirements and WLAC's major requirements for associates degrees and certificates. In addition, the department educates students about IGETC/CSU certification requirements as well as major coursework required for transfer to four year universities and colleges. The successful completion of degrees and certificates has decreased overall from 2011-2014 with the areas of Liberal Arts reflecting the largest reduction in degrees with the Social Science discipline also indicating a significant change from prior years.

### Demographic Trends

#### Counseling Demographic Trends:

Counseling's data collector (SARS) does not separate students by age, gender or ethnic groups. With the implementation of the new Student Information System (SIS) in Fall 2017, data will reflect appropriate demographic trends. There is no significant data to report at this time.

#### Personal Development Demographic Trends:

Based on the enrollment trends for the last 5 years, 1,978 students have enrolled in Personal Development courses. Age group distribution: Based on the enrollment trends for the last 5 years, 19 years and under are the largest group enrolled in the college, the 20-24 year old students are currently the second largest group returning to school. Students are returning to school for alternative career options and retraining. As Veterans return home from military service there will be an apparent increase in college enrollment, requiring more individualized services and appropriate outside agency referrals. The International Student population has increased as a result of additional outreach services and the simplification of the LACCD application process. The retention rate can be attributed to an enhanced Counseling presence to serve International students to determine their individual goals and career direction. Based on the enrollment trends for the last 5 years, the Hispanic/Latino and White population has increased 7%, respectively. The African American/Black student enrollment has declined 3% over the past 3 years, changing the majority of the student population on the campus.

### Equity Gaps

This question is not application to the Counseling Division.

#### Personal Development Equity Gap

The Personal Development Disciplines data reflects a successful completion rate that exceeds the college's rate of 63%. The division rate for fall 2012, 2013, 2014 has shown a steady increase and is currently 69% for Successful Course Completion (data source LACCD, SIS) The college data does not include the infusion of ethnicity and gender. The college's Equity Plan includes programs and services that will address the specific impacted groups which are reflected in the college's equity gap areas. The primary focus of the services will include the five indicators for success: Access, Course Completion; ESL and Basic Skills; Degree Completion and Transfer.

### Success Comparisons

#### Counseling Success Comparisons

The counseling success comparison is not measurable over time.

#### Personal Development Success Comparison

The discipline attributes the successful student completion of each course to the individual relationships of faculty/counselors for each course. Faculty are engaged in consistent communication to ensure that each student understands and participates in completing their individual Student Educational Plan, which serves as the anchor and path for student success. The division's data reflects a successful completion rate that exceeds the college's rate of 63%, the division rate for Fall 2012, 2013, 2014 has shown a steady increase and is currently 69% for Successful Course Completion (data source LACCD, SIS). A commitment to hiring a full-time faculty member for Personal Development would increase the opportunities for students to experience a course curriculum that outlines student success.

### Success Trends

## Program Review: FPIP Request

Fall, 2015

### Counseling Success Trends:

The overall retention rate for the division remains consistent with 2014 measuring in the 80th percentile with a retention rate of 91 %. Since Fall 2010, the success rate reflects 61% with an overall 8% increase from Fall 2010 through 2014. The WLAC counselor-to-student ratio is 1:750 according to the CCCCO Scorecard. There is a need to provide each student with adequate resources and support to complete their academic, career goals, and major course selection. With the Senate Bill 1456 mandate, the law requires each student to attend orientation, complete assessment and create a comprehensive student educational plan (CSEP). Therefore, it is vital that the Counseling Department increases its resources by hiring more counseling faculty to serve students in various populations which include but are not limited to Allied Health Divisions, CalWORKs/GAIN, TRIO, Career, and Transfer to address the mandates for achievement, retention and success. It is imperative that in order to provide year-round access and support to student, the conversion of C basis to D basis counselors take effect within this academic year.

### Personal Development Success Trends:

Enrollment for PD classes reflects 500 for Fall 2014 with a rate of 69% course completion, which indicates a 7% increase from 2013.

## 06. Staffing Trends

### Reassigned/ Release Time

Counseling Division:

Alma Narez-Acosta	.50	Indefinitely	EOPS/CARE
Helen Young	1.0	Indefinitely	Transfer/Honors
Patricia Banday	1.0	Indefinitely	SSSP
Sherron Rouzan	.60	3 year term ends Spring 2017	Chair
Vidal Valle	.30	Indefinitely	Puente Counselor

Personal Development:

### Staffing Levels

## Program Review: FPIP Request

Fall, 2015

---

### Counseling Division:

The purpose of the Counseling Division comprises of providing assistance, opportunities and to empower students. Through adequate staffing of Counseling Faculty, Office Assistants, and Counseling Guidance Career Assistants (CGCAs) the Division can be a vital instrument for supplying students with the necessary tools needed to meet their objectives. To provide adequate support for the incoming Freshmen class, Counseling Faculty must be available to fully assist with matriculation services, degree planning, and continuous support to ensure student success. Summer Bridge and First-Year Experience Programs are critical components to student success. In order to ensure that students have a consistent experience, full-time Counseling Faculty is needed. With the increase of tasks related to SB 1456 (there is a significant increase in student appointments, follow-up, reports, scheduling classroom visits, Saturday CSEP, group counseling), Summer Bridge, First-Year Experience Programs, and Equity, the need for classified staff for the Division is crucial to maintain adequate support for students.

### Personal Development:

Staffing levels are inadequate for the Personal Development Discipline. Without permanent Faculty supporting the Discipline the current adjunct faculty are unable to assist students in navigating through the community college educational process. Without adequate resources and appropriate personnel, the College is unable to protect the quality of the Personal Development courses and the learning environment

### Staffing Trends

#### Counseling Staffing Trends

13 General Funded Counselors

4 Specially Funded Counselors

3 General Fund Released Counselors

9 Adjunct Counselors

3 Office Assistants and Student Services Assistant

1 Counseling Guidance Career Assistants

Without sufficient Classified Staff and Counseling Faculty, the Division, we will not able to meet mandates for the Student Success and Support Program (SSSP) and Student Equity Plan.

As the Counselor to Student ratio grows we will be unable to meet the demands of student contact thus missing apportionment of funding, 10% for ASEP's, 35% for CSEP's, 15% for Counseling/Advising and 5% for other services delivered. Therefore, it is vital that the Counseling Department increases its resources by hiring more counseling faculty to serve students in various populations which include but are not limited to Allied Health Divisions, CalWORKs/GAIN, TRIO, Career, and Transfer to address the mandates for achievement, retention and success. It is imperative that in order to provide year-round access and support to student, the conversion of C basis to D basis counselors take effect within this academic year.

---

Contact with student includes (1) completing an Abbreviated Student Educational Plan (ASEP) once during the time the student is

## 11. Departmental Engagement

### Community Connections

The Counseling Division has collaborated with the Fineshriber Family Foundation (FFF) to develop the criteria for the Dream Act Scholarship (for undocumented students).

The Counseling Division has joined forces with ACCENTURE to provide a district wide resume and interview workshop for all LACCD students.

The Counseling Division continues to partner with African American Male Education and Network Development (A2MEND), this regionally based organization provides direct mentorship through both an administrator to faculty strand and a faculty/staff to student strand. The overarching goal of this establishment is to increase the success rates of African American males (at all levels) within the California Community College system (CCCs).

The Counseling Division works closely with the LACCD's African American Outreach Initiative (AAOI) and both establishes and recommends articulation agreements with Historically Black Colleges and Universities (HBCUs).

The Counseling Division has participated in the Black Faculty Staff Association

The Counseling Division has actively volunteered in the American Cancer Society Relay for Life which consists of a 24 hour walk/run relay on campus.

The Counseling Division faculty members continue to volunteer as mentors for West Los Angeles Community College Puente Program and Pierce Community College.

The Counseling Division participates in California State University Dominguez Hills' Annual Latinas Juntas Conference.

The Counseling Division continues to partner with the Jenesse Center to assist victims of domestic violence

The Counseling Division collaborates with the Los Angeles County Department of Mental Health to create an active resource/referral binder and AmVETS, a network of National Service Officers that assist Veteran in obtaining compensation claims.

Athletics

### Interdepartmental Collaboration

## Program Review: FPIP Request

Fall, 2015

### Counseling:

The Counseling Division collaborates with Student Success Services for Express Way pilot and implementation.

The Counseling Division continues to work with Admissions & Records to develop a streamlined process for petitions which include Graduation and Course Line Out, Academic Renewal, Dismissal and Transcript Evaluations, and the implementation of Degree Works.

The Counseling Division serves as a one-stop center for Veterans students and International students.

The Counseling Division provides a learning community through Personal Development courses and ESL courses.

The Counseling Division continues to invite various disciplines to weekly counseling meetings to present updates on course offerings and changes to curriculum.

The Counseling Division facilitates transfer workshops.

The Counseling Division participated in the 2013 Transfer Fair.

The Counseling Division works with disciplines to offer resume workshops tailored to discipline.

The Counseling Division works with disciplines to examine career path options for specific industries.

The Counseling Division supports and volunteers at campus events such as the following: High School Senior Day, Kick Off, Welcome Week, and graduation activities

The Counseling Division maintains close collaborative relationships with the articulation office, the library and the international office.

The Counseling Division participated in West's Five-Day Experiential Learning Institute (FELI).

## **EOP&S / CARE**

### ***01. Department Purpose***

#### **Purpose**

The EOPS program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services. The CARE program was established by the State of California to help welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training. CARE is a supplemental component of EOPS that specifically assists EOPS students, who are single heads of welfare households with young children, by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families. Every CARE student is an EOPS student who must meet the eligibility criteria for both programs.

#### **Purpose Alignment**

## Program Review: FPIP Request

Fall, 2015

WLAC's Mission Statement: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The purpose of EOPS and CARE align with the college mission statement because EOPS and CARE students are handicapped by language, social, economic and educational disadvantages.

### **04. Enrollment Trends**

#### **Enrollment Trends**

In prior years, the EOP&S/CARE Program was allowed to grow based on the allocation from the Chancellor's Office. Recently, the program funding was restored and now the EOPS/CARE Program can experience a moderate growth. EOP&S students sign a mutual responsibility contract with the program. EOP&S students receive a book voucher, priority registration, counseling, UC/CSU application fee waivers, tutorial/study skills assistance, and other services. In return, students agree to enroll in 12 units each semester and maintain a 2.0 GPA, meet with a counselor or designee a minimum of three times a semester for a student educational plan, academic progress review, and an end of the semester meeting. Students must also attend two workshops or complete other approved activities, maintain adequate progress towards completion of a college certificate, degree, or transfer, take math and English courses required to meet their educational goals, and notify the staff if they change their address. EOP&S/CARE students can receive services as long as they are within 70 degree-applicable units. When students do not uphold the end of their agreement, they are exited from the program. They may file a petition to restore their status. Unfortunately many EOP&S students do not uphold their end of the agreement and they are exited for non-compliance with the mutual responsibility contract. As a result, the retention of EOP&S students is low and there is a lot of new EOP&S students. The implication for not retaining students is that they are not persisting and the program stops tracking the students to see if they reach their educational goals. Another implication is that EOP&S resources are being used on students who are not committed to the program. Students know that they can get book vouchers if they are part of the EOP&S program. As a result, many students flood through the doors of EOP&S when they realize how expensive their textbooks are and that they can receive a book voucher if they are an EOP&S student. Since many students do not uphold the end of the mutual responsibility contract, it appears that they do not take the contract seriously. Perhaps they are desperate for their books and will sign anything. Or they may have intentions of being an EOP&S student, but forget what they agreed to as the semester continues. Understanding why students do not uphold their mutual responsibility contract could help the faculty and staff stress the importance of the contract and/or address the concerns/issues of students who do not uphold the contract.

### **05. Students and Student Success**

#### **Degree/ Cert. Trends**

The implication for not retaining students is that they are not persisting and the program stops tracking the students to see if they reach their educational goals. The program acknowledges the need to increase the number of degrees and certificates awarded.

#### **Demographic Trends**

Based on the enrollment demographics trends from Chancellor's Office data mart we see an incline in Latino students and a decline of African American students. These demographics mirror the college's demographics. Our goal is to increase and retain all eligible students.

#### **Success Trends**

The program is exiting far too many students for non compliance from the EOPS/CARE program on a semester basis. Our goal is to increase the overall program retention by implementing student follow-up process, special activities, and additional counseling availability. EOPS/CARE program will continue to engaged in a brainstorming mode to develop methods to invigorate the program.

### **06. Staffing Trends**

#### **Reassigned/ Release Time**

Vidal Valle 70% EOPS 30% Puente

Alma Narez-Acosta 70% EOPS 30% CARE

It is a renewable release time and the purpose of it is to coordinate the respective programs.

#### **Staffing Levels**



## Program Review: FPIP Request

Fall, 2015

No, the Dean that was assigned to the EOPS/Program mid January 2015 accepted another assignment as the Acting Dean of Career Technical Education. Therefore, the student services specialist was appointed the acting dean of the program in the mean time. However, she also has other areas to oversee such as Associated Student Organization, Puente, Foster and Kinship Care Education and Guardian Scholars. However, this situation is temporary. The Interim Dean is scheduled to come back as soon as her assignment is exhausted. However, she will still have all the areas aforementioned. The only difference is that the student services specialist will be overseeing the FKCE and Guardian Scholars.

Additionally, there is a need for a full-time counselor. Presently, there are also two part time counselors, however both counselors have release time. One counselor has release time to manage CARE and the other to manage Puente. One counselor will serve as the EOPS Assistant Director since an assistant director is needed when a dean manages the program. We are expected to increase the number of students the program serves for the EOPS/CARE Program was fully funded. In addition, the EOPS/CARE Program recently applied and was awarded additional funds to serve foster youth who are enrolled in 9 units or more. Consequently, the hiring of a full-time counselor will be justified to coordinate and counsel this program 50% of his/her time and 50% to counsel EOPS students. In addition, a full-time student services assistant is needed to assist in providing clerical support to the foster youth program. An option would be for the student services assistant to work 50% for the foster youth program and 50% for the CARE program for there is no clerical assistance except for student staff.

### Staffing Trends

The program recognizes its significant role to the college on the number of FTEF it contributes to the college. At the present time, the number of staff is not adequate to the number of students we are serving.

## 11. Departmental Engagement

### Community Connections (AU)

The Advisory Board has been a channel to reach the college, the greater community, and organizations that assist student were in foster care or TAY population.

### Interoffice Collaboration (AU)

The EOPS/CARE Program collaborates with the various offices and programs at the college such as the DSPS Program, Trio, Financial Aid, Admissions, Counseling.

## **Student Success & Support Programs**

### ***01. Department Purpose***

#### **Purpose**

The Student Success and Support Program formerly Matriculation Program History: The Seymour Campbell Student Success Act of 2012 also known as SB 1456 (the revision of the Seymour-Campbell Matriculation Act of 1986) authored by State Senator Alan Lowenthal (D-Long Beach) was approved in the Senate by a vote of 36 to 1 after having passed the Assembly on 8/27/12 by a unanimous vote. Signed into Law by Governor Brown on September 27, SB 1456 is serving as the catalyst to meaningful Educational Code and policy changes for the Community Colleges and provides a foundation to implement several recommendations from the Student Success Task Force (SSTF). The Student Success and Support Program Purpose: The Task Force recommendations addressed in SB 1456 are recommendations: 2.2 on mandating core matriculation services, 2.5 on requiring students to declare a course of study early, 3.2 on establishing academic conditions for the Board of Governors Fee Waiver program (to be addressed in a separate title 5 regulatory amendment) and 8.2, the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services. SB 1456 also renames the former Matriculation program as the Student Success and Support Program. The bill states as its purpose the increase of California community college access and success and calls for the support of core Matriculation services to include Orientation, Assessment, Counseling, and other educational planning services and academic interventions. The bill also specifies the responsibilities of colleges and students in entering into the matriculation process. The Student Success and Support Program Provision: The Student Success and Support Program provides a process that enhances student access to the California Community Colleges (CCC) and supports students to be successful in their educational endeavors. The purpose of matriculation is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objective(s) in a timely manner. SS&SP core services are available to all students, unlike other specially funded categorical programs with eligibility requirements that target specific student groups. The SS&SP process is intended to provide a comprehensive and integrated delivery of services for all students to increase retention and persistence and to provide students with a foundation to support their success in college. The Student Success and Support Program provides core services, to include :orientation, general assessment, counseling and advisement, and follow-up assistance.

#### **Purpose Alignment**

It is the mission of West Los Angeles College to provide students with a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. West is a gateway to success for every student. Mission Statement for the Student Success and Support Program: The mission of the Student Success and Support Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and follow-up. The program focuses primarily on entering student transition into college to provide a foundation for student achievement. The SS&SP ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

## Program Review: FPIP Request

Fall, 2015

The enrollment trends are indicative of the slow recovery from the severe ( 2009) budget crises and cuts to Community College education. These cuts translated into fewer class offering and a decrease in services for students. Since that time enrollment for classroom , ACT, and Hybrid courses show a moderate increase, but program such as Black Scholars, Jumpstart, online, and POPP indicate steady decline. There is a significant decline in African American student enrollment which is cause for concern given the demographics at the feeder high schools. The college through the Equity program will address why African American students who represent a significant number at the feeder high schools are not attending WLAC. The Student Success and Support program currently represents a move on the part of the State to recover services lost and the recognition of services needed to retain and support students who dropped out as a result of reduced class offering. The decrease in classes created problems that the Student Success and Support program is attempting to remedy through the core services: Orientation, Assessment, Student Educational Planning and Follow-up, but more classes are needed. Students are faced with too few classes to choose from. 1. Admission: Students are forced to take courses at several colleges seeking admission to two to three colleges in a given semester. 2. Counseling: The traditional Student Educational Plans are no longer viable as classes become harder to find. 3. Counselors are faced with assisting students in looking creatively for ways to complete their academic programs. 4. Assessment: Students are taking multiple Assessment tests in an effort to meet pre-requisite demands at different colleges. 5. Follow-up: Too few Counselors to assist students who need more time, more direction, first- generation or underserved populations needing assistance. Funding is now available through SS&SP to begin to assist students with much needed support services, but the balance that is needed will only be achieved with additional funding to offer the classes students need to complete their educational goals in the achievement of a Certificate, AA degree or transfer coursework.

### 05. Students and Student Success

#### Degree/ Cert. Trends

WLAC has the opportunity to substantially improve the number of students graduating with an Associate degree and or receiving a certificate. The SS&SP is hopeful that through the development and implementation of SB 1456 and several of the Student Success Act 2012 initiatives, graduation and certificate completion as well as transfer rates will increase. Some of the initiatives have already been implemented and are seen in academic and student service programs, such as the emphasis on new students and the need to provide SS&SP core services in orientation, assessment, student educational planning, and follow-up for At-risk students. The new SB 1456 requirements that every student identify an educational goal will lead to positive results as students are required to identify an educational goal and subsequently a pathway to completion. The SSSP program with increased funding has initiated the hire of additional Counselors and Counseling assistants to increase student success outcomes. Additionally, SSSP has implemented significant changes in the area of Assessment and Placement. A new assessment instrument is being used ACCUPLACER along with new multiple measures and cut scores. The English and math departments have developed new courses to help address students that are placed in remedial courses. The enhancements to courses are as a result of the use of Student Learning Outcomes, faculty Professional Development Flex Day, Kick-off activities, Reading Apprenticeship and FELI , cultural competence training, Habit of Mind, and more which encourage a new level of faculty and student connections. All of the new best practice concepts are being considered by the Student Success and Support program

#### Demographic Trends

Enrollment data indicates that the largest percentage of students at WEST are between 20 and 24 years, and are Hispanic/ Latino students 43% and African American students 34%. The vast majority of these students have traditionally tested at the lower end of the spectrum in terms of skill in Math and English.. These students are from the community feeder high school that traditionally report low test scores in Math and English. The implications for SS&SP at this point indicate a need for data driven strategies for improved assessment and placement of students into math and English courses, as well as, working with faculty to engage in discussion concerning pedagogical and curricular development and changes to meet the needs of theses students.

#### Success Trends

## Program Review: FPIP Request

Fall, 2015

Retention rates for the college indicate a slight increase in retention rates for Classroom , ACT, POPP and Puente instructional Delivery. and an overall retention rate of 82% which is consistent with the previous year. With the implementation of SB1456 Student Success and Support Program and increased funding, the expectation is that the State of California has placed the success of Community College students as a priority and therefore critical policy changes and overall improvement in the area of retention and student success will follow. SS&SP funding now allows for the restoration of services previously cut with an increase in funding to enhance core services: orientation, assessment, student educational planning and follow up. SSSP is actively using Student Advocates as a follow-up measure that work in several capacities strengthening student success. Student Advocates work alongside counselors in the dissemination of information to students concerning : degrees, certificates, and transfer. They assist students with the West Expressway and assessment /orientation /counseling modules. They are on the front end welcoming students and helping to guide them through understanding and completing the SSSP core services: orientation, assessment and student educational planning. Student Advocates as part of the SSSP Basic skill component, pair up with the college supported Supplemental Instruction Leaders who are assigned to basic skill math and English courses to provide academic mentorship to students. The collaboration allows SSSP Student Advocate to provide psycho-social support to students in the classroom with a focus on student success while the SI Leaders provide academic mentorship to the students.

### 06. Staffing Trends

#### Reassigned/ Release Time

The SSSP program does not have Faculty that are given reassigned time or given release time.

#### Staffing Levels

No, The Student Success Act 2012 has targeted the following areas as the most significant areas to student success that include: Counseling, Orientation, and Assessment / Placement, Student Educational Planning and Follow-up for At-risk students. Each of these areas requires additional staffing to be more effective and have a greater impact on student success. The SS&SP is requesting (1) Student Services Representative/ (2.0) Counselor / (6) CGCA / (8) Program Assistants for the Assessment and Welcome Center, (1) Office Assistant to assist with all aspects of data collection for SS&SP MIS reporting, 1 additional Proctor for Assessment for the evening and day shifts ,Counselors (4) for West ExpressWay to complete Abbreviated Student Educational Plans, and additional counselors as per the counseling plan for general Counseling to complete Comprehensive Student Educational Plans. SS&SP also needs (8) CGCAs, and (8) additional Program Assistants to assist with guiding students through the West Expressway and serve as Student Advocates..

#### Staffing Trends

The SS&SP program will not be successful without a Welcome Center to host our New and potential students. The Welcome Center will serve as the first *touch point* where new and potential students will establish a relationship with a WLAC counselor, Student Success & Support Program assistant, and Student Advocate / CGCA mentors to provide a bridge to the college. The center will serve as a gathering place for students to have access to pertinent academic and student services information, student events, activities and resources pertinent to student life. Expanded counseling services are also needed for students on probation, basic skill courses, and the mandated abbreviated and comprehensive student educational plans. The SS&SP program needs support staffing such as an Office Assistant, West ExpressWay Counselors, additional CGCA mentors and student workers to move forward in the direction of meeting student needs.

### 11. Departmental Engagement

#### Community Connections (AU)

## Program Review: FPIP Request

Fall, 2015

courses for our students, the SSSP program at WLAC has forged new relationships with our feeder high school districts and community programs. The Student Success and Support program has signed an MOU with the California Community College Guidance Initiative that has provided a sharing of student transcript data between Culver City School District and West Los Angeles. WLAC has also joined the statewide Multiple Measures Assessment Project Initiative which provides a student transcript data sharing agreement with the Los Angeles Unified School District. WLAC is also working with the University of Southern California on a multiple measures project that will seek to provide LAUSD student transcript data sharing. Researchers from the Rossier School of Education at the University of Southern California are conducting a study in the LACCD to promote data-sharing with the LAUSD. This project is being led by Professor Tatiana Melguizo and a doctoral student, Federick Ngo, and they have received federal funding from the National Science Foundation to conduct the study. The goal is to link LAUSD and LACCD transcript data which would enable researchers to track students through high school and into the transition to college. The combined LAUSD-LACCD dataset will include detailed high school transcript information from feeder high schools along with students' placement test data and enrollment records. The project is important because recent research both for California and the nation suggest that an alternative way to place students in developmental math is to capitalize on information from high school transcripts, such as GPA and performance in prior math courses. The dataset will enable researchers to examine placement accuracy in developmental math and to identify the best measures to use during the assessment and placement process (i.e., multiple measures). The USC team will then consider how faculty might use the high school transcript and placement test data together to inform instruction in their classrooms. The goal is to develop a tool that faculty can use for the purposes of tailoring instruction and provide targeted remediation while students are enrolled. The results of this study will provide much needed information that can improve assessment and placement practices and instruction in developmental math. Additionally, West has an agreement with the Los Angeles Police Department Academy (POPP) The Police Orientation and Preparation Program is a one-of-a-kind exploratory educational experience that places career-bound, law enforcement students in an established LAPD training environment. SS&SP provide core services to POPP participants enrolling at WLAC pursuing an Associate degree in Administration of Justice. There is also an agreement among the sister colleges and nearby colleges to accept placement results that are no more than two (2) years old to assist students with the exemption from assessment process if requested, and to assist with placement. Additionally, the SSSP program has expanded to reaching out to our nine (9) feeder high schools in providing earlier orientation, assessments, counseling and educational planning to allow student's greater access to Priority Registration.

### Interoffice Collaboration (AU)

SS&SP is collaborating with several college committees and continues to provide SS&SP information to all college constituents to ensure alignment in goals and activities. There has been a concerted effort on the part of the SS&SP program to align its' plan with the other college plans such as the Educational Master Plan, the Equity plan, the Student Success ATD Plan and the Basic skills plan as a start in tis alignment effort. This effort will be expanded to work in concert with other college academic and administrative plans to create a college-wide consistency in all efforts aimed toward student success. The SS&SP program expanded its Advisory Committee in an effort to meet the needs of SB 1456 requirements. This committee serves to make recommendation to the Student Equity Access Committee for the implementation of services and programs that are responsive to the state mandates. SS&SP has worked collaboratively with academic programs, the Student Success / Achieving the Dream committee, Institutional Effectiveness, Technology Departments and Student Services departments in all phases of program development. The current Student Success and Support Advisory Committee has representation from all Student Service areas. The SSSP plan has been approved college-wide by the SSSP Advisory, SEAC , College Council and Academic Senate.

## **Transfer Center / TAP**

### ***01. Department Purpose***

#### **Purpose**

The purpose of the University Transfer Center at WLAC is to foster a transfer culture and to meet the needs of students preparing to transfer to a four year college or university by providing accurate up-to-date information, coordinated resources, activities and services that support the transfer process. This includes transfer related workshops, fairs, coordinated university representative campus visits, classroom presentations, personal development (counseling) course, one-on-one application assistance, website resources and university/college visits.

The purpose of the Transfer Honors Program (THP) is to provide students with an enriched and vigorous academic program to support their desire to transfer to highly selective institutions throughout the country. An example of benefits for students selected to participate in the program include individualized counseling session with honors counselor, opportunity to present and attend yearly research conference, and priority admissions consideration to selected institutions

#### **Purpose Alignment**

The Transfer Center & Honors Program (THP) aligns with the college's mission statement in that the services and programs provide students with the necessary resources, information, opportunity and tools needed to navigate the transfer process in order to achieve their identified educational goal, build their career and pursue life-long learning.

### ***04. Enrollment Trends***

#### **Enrollment Trends**

Since the previous Program Review in the fall 2014 the over-all enrollment and FTES trends at West has seen a decrease including specialized programs such as ACT, Black Scholars (LEARN), POPP and Online/Hybrid. Research suggest that when the economic conditions of the state and country improve which results in more employment opportunities there is a decrease in the number of people attending community college. This maybe what the college, district and community colleges across the state are experiencing now/currently. With the restoration of state funding & course offerings has been on an incline which has resulted in more transferable courses being offered.

The recently published transfer data for WEST to the CSU system for the fall 2014 reflect 169 students which is an increase in transfer from fall 2013 at 137. This is likely an indication of the increase in students completing the ADT degrees as well as various efforts by the Transfer Center and the college. The data for the transfer trends to the UC system for fall 2014 for WEST students reflect an increase in applications submitted, admitted and enrollment from fall 2013. There were 111 applicants, 66 admitted and 49 WEST students enrolled as transfer at eight of the nine UC campuses for fall 2014 as compared to fall 2013 when there were 96 applicants, 46 admitted and 33 enrollments.

The verified transfer data from the CCC Chancellor's Office for In-State Private transfer rates has shown a consistent decrease as follows over the past three years & 61 students in 2012, 48 in 2013 and 34 in 2014. This is due to the improvement of enrollment opportunities at the CSU & UC system now that they are to admit more students due to state funding improvements. There is a noted particular decrease to institutions such as University of Phoenix who has been under scrutiny the past few years for admission practices and student loan default rates. The CCC Chancellor's Office verified transfer data for Out-State transfer demonstrations a similar decrease over the past three years & 89 students in 2012, 55 students in 2013 and 31 in 2014.

I believe that these trends will continue for students at our college and at CCC across the state. As these transfer number increase it will be imperative that the Transfer Center provide students with the support services needed to navigate the sometime confusing and complicated transfer process.

### ***05. Students and Student Success***

#### **Degree/ Cert. Trends**

## Program Review: FPIP Request

Fall, 2015

The report prepared by the WLAC Research and Planning office from the Student Information System (SIS) reflect the following of Associate Degrees including the Associate Degrees for Transfer (ADTs) - awarded over the past four years: 2011/12 is 423, 2012/13 is 370(9 ADT), 2013/14 is 442(27 ADT) and 2014/15 is 401 (26 ADT). The data reflects an inconsistent number of degrees completed over the past four years. The 2012-13 academic year reflect the introduction of the Associate Degrees for Transfer (ADTs) that were completed which has consistently increased/grown over the past three years. These have helped the college's over-all degree attainment numbers to remain at approximately 400. In addition, the number of certificates of Achievements (and Skill certificates) that have been awarded over the same time period is as follows: 2011/12 is 168 (122), 2012/13 is 316 (158), 2013/14 is 262 (74) and 2014/15 is 229 (34). There has been a drop which is likely the result of the Chancellor/state law which required restructuring and elimination of Skill certificates awarding by CCC over the past couple of years. The institution-set standard for WEST was set at 445 for degrees and certificates combined with 330 for degrees and 116 certificates in 2014. We have meet and exceed this set standard over the past two years. Research has shown that the completion of a degree or certificate can influence and motivate a student to pursue the necessary coursework for transfer. Associate Degree for Transfer (ADT) degrees has provided more students with transfer opportunities to a CSU while completing an Associate's Degree at the Calif. Community College (CCC). West Los Angeles College now offers 13 ADTs options for students desiring a AA degree with the preparation of transfer to CSU.

### Demographic Trends

The gender distribution over the past four years continue to remains consistent at 57% female and 43% male at WEST with very little change over the past two years. This gender distribution reflects a national average for higher education. This continues to be a challenge for the number of transferring males to four year institutions particularly for the historically underrepresented groups. The age group distribution has remained consistent over the past four years here at WEST - however there has been an increase of 3% in the age group 20 is 24 years old with an average of 42% of students 25 years and older. This population often represents students with responsibilities that include full-time work, children or other family commitments that make it a challenge to complete their transfer goals. In addition, 4 year transfer options for these students are often limited to local/commuter institutions. There continues to be a shift in the ethnic group distribution at WEST over the past four years. Since Fall 2010 there has been a significant 8% drop in African American student population and an increase in the Hispanic/Latino student population by 12%. The White and Asian/Pacific Islander percentages have remained fairly consistent. This change in ethnic distribution at WEST is reflected state-wide in the CSU & UC systems as well as across the country in higher education.

### Success Trends

The overall student retention at WEST has remained consistent over the past three years from a decrease of 2%. When reviewing the breakdown of Instructional Delivery - the following areas experienced an increase in 2014: Classroom is up 1% to 83% and ACT is up 2% to 79%, Puente is up by 5% to 91% - while all of the other areas have remained the same. ACT and Puente programs are designed to support students who identify transferring as a goal. Maintaining consistent enrollment from term to term is an important signal to many four year institutions for transferring students. They too are concerned with retention and want to enroll students who have a successful history of reliable enrollment which is likely to continue at their institutions. The overall success rate for students here at WEST has remained consistent over the past five years between 63% and 62%. In 2014 the most dramatic increase occurred in the Puente and ACT. There was a decrease in Jumpstart and Hybrid. With the passing of SB 1456 and title 5 regulations changes, student success and completion will now be at the center of Calif. Community Colleges (CCC) accountability WEST and the Student Support Services Program known as ExpressWays here at WEST have developed various strategies to assist students with educational planning to completed their transfer goals. A students ability to identify their transfer goals early which studies show allows a student to persist and complete. Then of course when a student is unsuccessful in their academic coursework or do not have a identified academic goal then this often results in transfer delays and even withdrawal.

## 06. Staffing Trends

### Reassigned/ Release Time

NONE

### Staffing Levels



The staffing levels continue to be inadequate for the Transfer Center and would greatly benefit from a full-time counselor serving the needs of students seeking transfer counseling services. The Transfer Center Director is unable to provide counseling services to students due to the two assignments of the Transfer & Honors Director (Transfer Center Director 0.6 assignment and 0.4 for Transfer Honors Director). Having a full-time counselor assigned to the transfer center would allow for counseling services and other transfer related activities to be delivered more consistently. This would also allow the current classified person serving the transfer center more opportunity to expand transfer services students by appointment and walk-in.

The Transfer Honors Program would benefit from a Director who is not also Directing such a demanding service area such as the Transfer Center. There is a desire to grow the program of course however there attention required to provide enhance activities, recruit potential students, and coordinate with instructional faculty on the various curricular issues & topics.

### **Staffing Trends**

WEST continues to show an increase in the FTEF at WEST over the past two years. Since the restoration of the state and local budget over the past three years there has been an increase in tenure as well as adjunct faculty. This has allowed CCC across the state to better align with the state formula of 75% of courses taught by full-time tenured faculty.. In addition, colleges have been able to meet its FON obligations without being penalized by the state for academic disciplines and programs across the campus. In general this increase in the FTEF is positive which allows for an increase in the number of transferrable courses that can be offered to support students in completing their transfer goal. However with this increase of the FTEF additional transfer counseling services are required to support the increase in the numbers of students seeking transfer as a goal. There is a full-time counseling faculty member serving as the Transfer Center Director 0.6 and Honors Director 0.4. There is a 1.0 full-time classified staff member assigned to the Transfer Center and often assist the counseling division area for servicing students. Currently there is no counselor assigned to the Transfer Center. The Transfer Center works with the counseling faculty in the delivery of workshops, classroom presentations and other transfer events. The current staffing minimally meets the needs of the program with the TC Director coordinating events, participating in committee work and attending conferences. In addition, the classified staff member assigned to the Transfer Center coordinates the university/college representative's campus visits, answering calls, providing one-on-one assistance to students. This often results in very limited or abbreviated transfer services being available for walk-in students. The Transfer Honors Program would could benefit from an increase in FTEF so that with additional faculty the opportunity to offered stand-alone courses could become possible.

## ***11. Departmental Engagement***

### **Community Connections (AU)**

The Transfer Center continues to welcome and encourage on campus visits by established feeder four year institutions as well as those where a new relationship has been developed which will result in greater choices and opportunities for all WEST students. In the spring of every year 4-year college & university representatives are invited to attend a Transfer Advisory meeting where their input, feedback and collaboration is solicited to build on transfer options for WEST students. The Transfer Center Director continues to be a member of various committees and groups across the district, region and state which allows for new partnerships to be developed and strengthen the existing ones. The Transfer Honors Director and Honors Counselor are members of the Honors Transfer Council of California (HTCC) which is the body in which the Transfer Honors Program here at WEST holds membership. One or both of them attend monthly meetings for the HTCC. The Transfer Center Director currently serves on the Historical Black College & Universities (HBCU) Grant Committee sponsored by the CCC Chancellors office to develop transfer agreements with specific HBCU institutions. The Transfer Committee (chaired by the TCD) continues to meet monthly which reports to Academic Senate to address discuss, implement, and evaluate the programs and services provided by the Transfer Center.

### **Interoffice Collaboration (AU)**

The Transfer Center/Honors Program continues to work hand-in-hand with counseling to deliver services and events which include: workshops, classroom presentations, transfer fairs, drop-in services, open-house events and transfer counseling. The Transfer Center/Honors Program works with SSS, EOPS, Puente and other groups to organize University visits, field trips and workshops. The Transfer Center continues to offer classroom presentations when time permits based on the Transfer Center Director (TCD) schedule. The Transfer Honors program has worked with ASO, College Foundation, College Marketing Department to support various events.