Module 1. Department Purpose

Describe the purpose of the Division Department Program

The purpose of Behavioral Social Science Division, which consists of four components: Administration of Justice, Behavioral Sciences, Child Development and Social Sciences, is to provide students with a variety of programs designed for student success in either a transfer component or preparation for employment or a career in several different delivery systems, day campus, evening campus, weekend college, accelerated programs, and distance learning. The division offers both academic programs and career and technical education within its fourteen disciplines, including A.A. Degrees, Certificates of Completion, Skills Certificates, transfer and international course offerings. The division has day and evening programs and non-traditional offerings of weekends, distance learning, hybrid and partnerships with industry. This report is Part 1 of three parts and will cover Administration of Justice, Corrections and Fire Technology:

Administration of Justice:

The West Los Angeles College Public Safety Training / Administration of Justice degree or certificate program prepares students for a career in criminal justice or related fields in both public and private sectors. By completing the degree or certificate requirements, the student will gain the ability to apply principles of the justice system, consistent with institutional and procedural considerations in arrest, search and seizure issues, human relations and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping. Administration of justice students tracking in transfer programs will be prepared to successfully complete upper division courses leading to four year degrees in criminal justice and related disciplines.

Corrections:

The AJ-Corrections Program is essential for those students who are interested in the fields of Corrections, such as becoming detention officers, probation officers, parole agents, or correctional officers. This option would provide them with the specific and necessary training, and would prepare them for a successful career in the field of corrections. The Administration of Justice (AJ) is primarily geared towards law enforcement careers. The AJ-Corrections program will offers another option for AJ students that do not want to be police officers, but still want to be involved in the Criminal Justice System.

Fire Technology:

The purpose of the Fire Program here at West is to provide the students with the knowledge, skills and attitudes that will assist them in being successful in the field of fire protection. The 3 areas of Knowledge, Skills and Attitudes all have expected outcomes which match the over-all institutional (college)
Describe how the stated purpose aligns with the college mission statement

The general mission statement of the college is to provide a transformative educational experience, that is, to improve lives through quality instruction and supportive services. BHSS Division provides the latest, up-to-date instruction through the richness of the faculty, both full-time and part-time, to assist students achieve their student education and life goals.

Administration of Justice:
The educational mission combines a quality liberal arts education with specific knowledge and skills important to most employers. At this level, students gain knowledge about interpersonal and organizational behavior. They learn to critically analyze problems and to develop and test methods to solve those problems through required courses in research methods and statistics. Through internships, students gain specific experiences in areas that enhance their employment opportunities and make them strong competitors in the job market. Our students will be prepared for college work at the undergraduate level; students gain the leadership, administrative and research skills necessary to excel in their professional and academic career. The Administration of Justice Department is constantly concentrating on developing and presenting course material in conjunction with our college’s institutional goals and values. To allow learning through a dialog of academic freedom, illustrating the importance of team work and emphasizing the importance of integrity, trust and respect. To illustrate these values as an extremely important aspect of dealing with members of the community and working within our governmental system of justice at any level, position, or component.

Corrections:
This program will prepare the students to either earn an Associates Degree in the Administration of Justice Program with an emphasis on Corrections or prepare the student to transfer to the Criminal Justice or Sociology Major in the CSU or the UC systems. It is designed to serve students who are interested in a career in the fields of Corrections, Parole, or Probation, and will provide specific training as it relates to the duties and responsibilities associated with the work environments of the prisons, jails, Department of Juvenile Justice facilities and field offices, Probation Camps, Juvenile Halls, and Area Offices. This aligns directly with the college’s mission statement to “enrich students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.”

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES
Administration of Justice:

Over the past two semesters enrollment within the college initially increased with new students to West. Within Behavioral and Social Sciences WSCH/FTE has increased in all Divisional Disciplines. The problem is we are over cap and each classroom has reached capacity and the online classes continue into the third and fourth week with students seeking a chance to add a class. The division has many single full-time faculty disciplines so the student contact for assessment and working with Student Educational Plans (SEP) is lacking and we have to rely more and more on our counselors until we can hire full-time faculty. Although the adjunct instructor brings a wealth of fresh knowledge, they are not available for department meetings and often their office hours are not sufficient to meet student needs.

Corrections:

According to the data in Sections 1 and 2, it shows an increase in enrollment from 20 students in 2008 to 33 students in 2009, which translates into a 60% increase in enrollment per year. The FTES has also shown an increase from 2 to 4, which translates into a 50% increase in FTES per year. If the enrollment and FTES trend continues to increase at that rate, the implications would be that the Corrections Program may need additional instructors and classrooms in the near future.

Fire Technology:

As part of the Administration of Justice program the fire program provided some elective course for the Administration of Justice program resulting in excepted but not high enrollment in the classes. We averaged an enrollment of 27 for the years of 2000 to 2008. In December 2009, the fire program was officially approved and a full time director has been hired as of September 2010. We believe course enrollments will increase significantly during the next 3 to 5 years.

Describe the trend in section counts and average class size

Administration of Justice:

Part of the growth experienced by the division, and in particular Administration of Justice, was the public safety partnership with the County of Los Angeles Department of Probation. Starting in 2000 and ending in June 2008, Probation sent approximately 500 students per semester who enrolled in 10 to 12 units of Administration of Justice courses, with a 95% completion, which helped with our percent of student completion. When Probation left the division experienced a sudden drop in enrollment. Also, within some disciplines of the division, a noticeable increase in Sophomore level courses and sections has occurred (i.e. History, Political Science, Psychology and Anthropology). Several departments are offering more sections in response to increasing enrollment demands, both on campus and online.

Corrections:

According to the data in Section 3, the trend shows that the section counts plateaued, but the average class size increased of 34% from 11 students to 32 students from 2008-09. Although the program shows an increase in enrollment, the budget reductions and closing of some classes has impacted the program to a certain extent. We believe the newly approved stand-alone program and new full faculty will result in rapid increases in classroom enrollments.

Fire Technology:

The trend has been slowly increases in enrollment. The Budget reductions and closing of some classes has impacted the program somewhat. We believe the newly approved stand-alone program and new full faculty will result in rapid increases in classroom enrollments.

Module 3. Effectiveness: Students and Student Success
Based on the demographic trends in enrollment what are the implications for your Division

Administration of Justice:
The data provided by our researcher starting with Fall 2005 through Fall 2009 suggests that our female population dropped from a level of 66% to 63% while the male population varied from 34% to 37%. Similarly, the age group of 19 and under varied from 19% of our total enrollment to 20% over the same time period, with no change in ages 20-24, remaining constant at 36%, and ages 25-34 dropping slightly from 27% to 25%, and 35 and over from 19% to 18%. Our ethnicity has remained constant as well. The African American population began at 49% and has dropped by 4% to 45% overall, with Asian Pacific Islander dropping from 8% to 6%, and the White enrollment with a 1% increase over the starting 10% while the Hispanic population had a 3% increase to 35%. We do not see these numbers as a significant change.

Corrections:
Based on the demographic trends for Corrections, it appears that the female population has shown an increase of 12% and the male population has shown a declined of 12% from 2008-09. In the past, the Corrections field has been a predominately male-dominated field. However, as a result of affirmative action and gender equality in the hiring process of the various corrections agencies, this trend is reflected in the college data. There are no adverse implications as the AJ programs are already teaching to a diverse population.

Fire Technology:
The Demographics of the college are interesting as the college has approximately 62% female students and only 38% male. In the past, the fire technology program has been overwhelming male dominated. This looks like an opportunity for the fire program to increase its female participation.

Describe the trends in Success Rates and Retention Rates
Retention rates for the JumpStart programs remain the highest, at 97%, but this is largely due to the fact the those students are captive and have no freedom to just get up and walk out of a class like the college students. Classroom based retention rates and online remain at a constant of 85%, with Weekend College at 90%. We believe this is due to the fact that most weekend college students are adults seeking career preparation and as a result are more serious in their education plan.

Administration of Justice:
The Administration of Justice program has an average of 8 students graduating per year. While this number does not reflect those taking classes and then obtaining employment, it is promising. In addition, approximately 25 Certificates of Completion for fingerprint Classification are issued each semester. In the next five year we will graduate more student per year do to the demand to obtain a degree.

Corrections:
According to the data given, it reflects a 42% increase in the retention rate and a slight increase of 2% in the success rates by Mode of Instructional Delivery. The administration of Justice program has on the average of 8 students graduating per year. While this number does not reflect those taking classes and then obtaining employment, or transferring to a UC or CSU, it is moving in the positive direction.

Fire Technology:
The administration of Justice program has on the average of 8 students per year graduating. While this number does not reflect those taking classes and then obtaining employment, or receiving skill certificates, it is promising. I believe the Fire program will be able to match 8 or more students graduating per year, in the next 3 years.
Describe the trends in degrees and certificates awarded if relevant

Administration of Justice:
The number of degrees and certificates are under reported for our division. For example, Admissions and Records tells us that they simply do not have the staff to process the number of certificates the division issues in Administration of Justice, thus, those certificates are awarded by the division and are not reported on the student transcript. The student is fine with this because it is the certificate they need for qualification to either take an civil service exam or to show completion of a course that has been approved/certified as employment satisfaction of the entry academy training. During the Probation period, 1999 to 2006, the division issued approximately 1,000 certificates each calendar year with an additional 50 certificates for fingerprint classification. We continue to issue the fingerprint certificates.

Corrections:
In addition to the traditional AA degree with an emphasis on Corrections, we are in the process of developing a Corrections certificate to provide the student with the basic skills necessary for immediate employment. The student population we service extends to the staff that are currently employed by a correctional agency to further their education for the purpose of increasing their knowledge and skills, and/or attaining the minimum requirements to promote within their respective agencies when the opportunity arises. Continued efforts will be directed to improve the number of certificates awarded, degrees earned, and transfers to UCs and CSUs.

Fire Technology:
We also have just received approval for the reinstatement of a fire certificate which can be used to improve skills for those working in the fire service; but not desiring to obtain a degree. Effort will be directed to see if we can improve the number of fire certificates awarded each semester.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

The division started Fall 2005 with 36.23 FTEF and dropped slightly in 2009 to 34.54, mainly as a result in retirements not being replaced and cuts in part-time instructors. At present the hourly FTEF is 19.81 compared to 14.73 part-time to full-time. The student suffers because the part-time instructor does not serve on committee’s or provide sufficient campus time for all of the advisement that should take place within each discipline. The implications is that without additional staffing several programs will suffer.

Corrections:
Based on the data in Section 7, it reflects a decline in the Hourly FTES and an increase in the Regular FTES. This is a result of the lost of the Probation Program and the budgetary issues. Currently, there is only one full time tenure professor in the Corrections Program and no adjuncts. However, as the class sizes continue to grow and the student ratio of 32 students per instructor increases. We may need to reinstate some of the former adjunct instructors to expand the Corrections Program.

Are staffing levels adequate to fulfill the purpose
No. Our division was the only division on campus to receive two administrative transfers of demoted deans into academic areas that displaced the FPIP hiring process and at the same time displaced seasoned adjunct instructors. We have from 125 to 86 sections taught by adjuncts and this is a serious impact on our instructional ability to deliver a quality program. The number ranges due to cuts in course offerings.

Administration of Justice:
The department has two full-time instructors, one a former Los Angeles Police Officer and the other a former Los Angeles County Sheriff's Department security officer. There are approximately 15 adjunct instructors. A full-time instructor should be added to assist with student assessment and for career planning with existing students and to help law enforcement officers returning to school with their education plan.

 Corrections:
There is one full-time instructor and approximately 4 adjunct instructors.  Fire Technology:

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**List the functions and services provided by the Division**

Behavioral Social Science division is both an academic division and a division consisting of career and technical or vocational education programs. We have a liberal arts program, transfer program, global and international studies program, and offer a variety of skill certificates. In addition, we sponsor two campus clubs, Economics and Criminal Justice. In the past we have an Anthropology Club and a Psychology Club, and often a Political Science Club.

Administration of Justice.
The Criminal Justice Club and the POPP Program, which is an off campus partnership with the Los Angeles Unified School District/Los Angeles Police Department with a two-cohorts, each with 50 students, taking 15 units per semester is an A.A. Degree/Transfer program. Classes are held at the Los Angeles Police Academy under the supervision of all three partners.

 Corrections:  Fire Technology: The Division offers a wide variety of classes and areas of instruction, i.e., History, sociology, child development are a few examples, while the Public safety department offers Administration of Justice, Corrections and Fire Technology.

**Describe the technological advances that have been implemented**
Administration of Justice:

We are still waiting for technology to reach us. Presently all classes have been relocated to temporary bungalows during construction of a new building with smart classrooms.

Corrections:

Currently, we are in a transition phase, awaiting for the completion of the new building constructions on campus. The Administration of Justice Programs is looking forward to moving into a new venue where the "new" classrooms are equipped with the latest in technologies to allow the instructors to offer a wide variety of multi-media presentations and an interactive learning environment. With the addition of the wireless internet services available to the students and faculty on almost all locations on the campus is a step forward in new technologies, but our current classrooms are inadequate to say the least.

Fire Technology:

The Fire Technology offers many classes online. The campus classes have "new" class rooms with the latest in technologies to allow the instructor to offer a wide variety of multi-media presentation. We have Internet services available to the students and faculty on almost all locations on the campus as well.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

*Describe the results of relevant surveys*

See below.

*Discuss the implications of the survey results for the program*

Administration of Justice:

It is interesting to note that 65% of the students who responded to the WLAC survey identified that law, public safety, corrections or security was important to them, yet 81% reported that language difficulties are not a problem. The reason we question this is when we ask our law enforcement agencies about the pass rate for the entry level exams, more than 50% do not pass the simple 5 paragraph essay portion of the exam. On campus, when we review the writing ability of our students, or have an opportunity to see their assessment for English, we get a different view than what the students are saying. Perhaps they do not know this? In any case we have English 101 as a first semester course advisory for Social Science students.

Corrections:

Student surveys indicate that the AJ core classes are limited and offered on a rotation basis and should be offered more on a regular basis. We will continue to survey the AJ students each semesters to identify any issues that require immediate attention.

Fire Technology:

No change from AJ above

**MODULE 7. CURRICULUM**

*Are required courses scheduled in appropriate sequence*
The division recently completed a mapping and sequencing of our different disciplines. At first it was difficult to get the instructors to go along with this because they saw that as somehow limiting student access to classes, much like prerequisites. Once we did this we were able to reduce duplicate course offerings and streamline our programs. We have provided this information to our counselors and provide this in the college catalogue so students will be cautious in selecting their classes.

Administration of Justice:
The Administration of Justice program is designed to be offered on a two year basis: Associate of Arts, a transfer degree to California State Universtiy, and Administration of Justice / PreLaw transfer with an A.A. Degree to the University of California. Two courses were approved by UC for articulation: A.J. 4 and A.J. 42. It has been discussed to reduce the A.A. Degree program from 15 units per semester to 12 and look at a three year program instead of a two year program because of the outside work load of most students.

Corrections:
The Corrections Program is designed similar to the Administration of Justice Program. It has two options: a transfer option and an AA degree option attainable in a two year period. There are 5 core courses that are generic to AJ and Corrections, then the emphasis is changed depending on whether the student chooses to pursue a law enforcement or a Corrections perspective. The course offerings will be scheduled in accordance with Academic Mapping.

Fire Technology:
The Fire Technology AA Degree and Certificate was recently sequenced and mapped when the program was submitted for reinstatement. Courses are offered on a rotating basis, with approximately 50% or more offered through Distance Learning/online to accommodate students.

What outreach online and hybrid classes has your department offered
Administration of Justice:
As previous mentioned, our outreach program at the LAPD Academy, known as Police Orientation and Preparation Program (POPP) offers 10 courses each semester in a sequencing system leading toward an A.A. Degree in Administration of Justice. Missing is English and Math since those classes have to be taken on campus due to the sequencing to qualify for English 101 and Math 125, Algebra. Our division took the lead in offering courses in an online delivery mode, participation in ACT and Weekend College, and we are the main ingredient for the Global Studies program. Outreach can be improved through the assistance of Admissions and Records in off site registration, providing assistance with assessment, and financial aids in processing fee waivers. Not everyone is onboard with online classes and there are those among our administration and faculty who are not in support of international studies. Programs can be improved by increasing the use of technology to bring in streaming videos, conferencing of guest speakers, and interactive classroom exercises.

Corrections:

Fire Technology:
Approximately 50-70% of the Fire Technology program is online. The benefits to this delivery system is we can reach a larger student base, especially among those students who are employed and have rotating shifts and cannot attend campus classes. The disadvantage to this is that due to budget restrictions and low campus enrollments, to stay alive the program has to remain mostly a distance learning delivery system.

How does the department determine that classes are taught consistently with the official course outline of record

Administration of Justice:
The division has an aggressive faculty evaluation process where the instructor syllabus is compared with the college course outline. In addition, adjunct instructors are invited, but most do not attend, the monthly division meeting whereby comments are course updates are discussed and reviewed. As the largest division on campus we have been fortunate with one of our members serving as president of the senate, a vice president, and several senators and we have a very articulate representative in Norma Barragan to the curriculum committee.

Corrections:
Same as above.

Fire Technology:
Same as above.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the courses and programs of the Division
Administration of Justice:
Each department will review which course is up for assessment. All of the
disciplines now have full-time instructors, some with three, who can take individual
responsibility to review SLO's and apply the appropriate assessment.

Corrections:
Same as above

Fire Technology:
Same as above

**Which key courses and associated outcomes have been assessed in the previous two years**

On the grid for Spring are the following courses: AJ 3, AJ 5, Anthro 101, Econ 1, History 41/42, Political Science 1, Psych 1. In Fall 09 AJ 4, AJ 67, Econ 2, Anthro 102, History 11 and 12, Political Science 7, and Psych 64 were assessed. In Spring 09 A.J. 1, 2 were completed.

Corrections:
The core courses have been assessed. At the end of the fall semester, any
changes in the course outline needed as identified by the assessment tool will be
made.

Fire Technology:
Assessment is currently in progress.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

Administration of Justice:
SLO and assessment are an ongoing process. We have to continually
determine if our original SLO's were identified correctly and if our assessments are an
accurate reflection of the completion of the course.

Corrections:
Internships at the various correctional agencies are being implemented. This will
give the Corrections Program an opportunity for feedback from the various agencies
regarding the performance of our student as it relates to their knowledge and skills
learned, and how well they apply the concepts and principles in their performance at
the actual environment.

Fire Technology:
SLO and Assessment are under revision as the program moves from an AJ
elective to a degree and certificate program.

**Will these planned changes necessitate a Resource Request**

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**
Administration of Justice:
The POPP program has collaboration with the following disciplines internal to Behavioral Social Science: Economics, Political Science, Psychology and Sociology. Outside the division collaborations include: Health and PE, Computer Science, Biology, and Fine Arts/Humanities. In addition, Administration of Justice collaborated with Language Arts to update the course outline of A.J. 14, Police Report Writing, and to include sufficient language skills to co-list the course as English 130.

Corrections:
During the past nine years the, Corrections Program as been part of the Administration of Justice Program. Currently, there are plans to collaborate with Child Development to broaden the knowledge base and understanding of the developmental stages from child to adolescence. This would be beneficial for the rehabilitation process when working with "At-Risk" youths in our juvenile criminal justice system.

Fire Technology:
Crenshaw High School has initiated contact with WLAC to offer the Junior Fire Fighter Academy on their campus in partnership with LA City Fire and WLAC. Discussions are now taking place.

Connections with schools institutions
Administration of Justice:
The Police Orientation and Preparation Program (POPP) is an academic partnership with the Los Angeles Unified School District, Los Angeles Police Department and the Los Angeles Community College District, with WLAC taking the lead. Our division has a large offering of JumpStart classes in local high schools and the division has partnered with Harbor College on certain grants. Professor Stapleton was elected as Vice President of the California Association of Criminal Justice Educators (CAAJE) and as such has prepared a series of lectures and workshops on SLO’s, assessments, and preparation for SB 540. Each faculty member in A.J./Corrections/Fire is a member of CAAJE. In addition, the division chair and instructors have participated in the annual FESGHE conferences since 2001. See below for a further description.

Corrections:
We have established connections with the various corrections agencies such as probation, parole, correctional facilities, California Association of Administration of Justice Educators (CAAJE), California Peace Officers Standards and Training (POST), and Standards and Training for Corrections (STC) to ensure that the courses that are offered at the college in in compliance with the needs of the professions and in accordance with standards set forth by POST and STC.

Fire Technology:
In conjunction with the AJ Department, Fire Technology instructors and the division chair, Professor Stapleton, have participated in the Annual Fire and Emergency Services Higher Education (FESHE) National Professional Development Conference held in Emmitsburg, MD, last meeting was June 3-6, 2010. This annual event provides an opportunity to receive updated information on course development, meet/confer with community colleges and universities nationwide who offer Fire and Criminal Justice Programs, and to visit with publishers and those who promote technology in the classroom. Many federal publications are made available. We have spoken with 6 major fire departments and Sony corporation to determine if additional courses or other training is need by our community.

We will be offering State Fire Marshal certification course starting

**MODULE 10. PROFESSIONAL DEVELOPMENT**

*List the 2 most significant professional development activities engaged in by each regular full time member*
All faculty members participated in the SLO workshops and the division was a strong participant in the college retreat. Several instructors contributed to the Global Studies program, including Administration of Justice, Economics and Political Science. Our division has been active in campus activities with Rod Patterson as Senate President, Buck Stapleton as Senate Vice-president, Jack Ruebensaal as AFT Chapter chair followed by adjunct member Olga Shewfelt as AFT Chapter chair, several senators, and Buck Stapleton as grievance rep. Our division has members who have a strong interest in the International/Global studies program. Many of our members have attended training programs offered through the Department of Homeland Security and as a result update or wrote new course outlines.

Administration of Justice:
The chair and instructors attended the Public Safety Collaborative Meeting from the State Chancellors Office in October, 2010; The AFT’s Department Chairs, DEans and Vice Presidents workshop in October 2010; The chair and instructors attended the Vocational Education Leadership Institute Conference in March 2010; the California Association of Criminal Justice Educators (CAAJE) SLO Workshop in March 2009; the follow-up meeting on SLO Assessment in May 2009; and the Vocational Education Leadership Institute Conference in March 2008. In addition, The LACCD Administration of Justice Discipline Committee offers a workshop each year on course development, selection of textbooks, and technologies for today’s learners.

Corrections:
1) California Peace Officers Standards and Training (POST) Workshop in January 2010 for training updates and changes in the Penal Code for law enforcement officers in the state of California.

2) Standards and Training for Corrections (STC) Conference engaging in the latest training and technology for the field of corrections.

Fire Technology:
Fire Technology was just reinstated in Fall 2010. Dr. Shackelford has attended the AJ conferences as an adjunct instructor. Dr shackelford:
1) Attains membership in The National Fire Academy to develop standardized core fire classes for the entire United States. This work is done. We started in 2000 and completed the work in 2009. We are currently working to standardize the 4 year degree as well as the Master’s degree.

2) Continues an active membership in the California Fire Directors association. We meet quarterly to discuss current activities in the 39 community colleges in California that offer fire programs.

**Are there areas of unmet professional development needs among faculty in this program?**

Our faculty are constantly striving to maintain and improve their existing skills. They belong to private and government organizations and as a result bring vital and updated information back to share with their colleagues. The areas we need assistance in are updates on technology for lecture delivery and information on how students learn. Today we see a change in our student population with an increase in English Language Learners and they, of course, have difficulty with technological vocabulary.
Behavioral Social Sciences

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

Media services 2
Library materials and services 3
Library resources integrated into curriculum 4
Custodial services 2

If Disagree was answered to any of the above please explain

The former college president took a pass on hiring new custodians to replace those who left or were off injured. We have seen some improvement with new hires. The attitudes, however, has greatly improved with the hiring of a new plant facilities manager and a new supervisor. The staff works very hard to maintain our facilities and they respond promptly to our requests. They need more people!!!!

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

Administration of Justice:
Major impact. We are very disappointed with the covers of the class schedules and believe they do not adequately reflect our programs, spirit, or even our mission. I have made several requests to put back the instructor contact information into the schedule which for reasons of saving pages was taken out. There are other non-essential things that could be removed. The schedule is our first marketing piece and it should be the absolute best it can be. I would rate it C- right now.

Corrections:
The class schedule is published and distributed prior to the beginning of each semester. However, the many changes made from the time the class schedule is distributed, it is useless because it is inaccurate and obsolete by the time the semester begins. We plan to work with the marketing personnel to develop brochures displaying the curriculum and internships available to guide and to keep the students well-informed of the latest information as it relates to the field of Administration of Justice.

Fire Technology:
Hire a professional to design the front and back page of our class schedule, this is the main marketing piece for the college, and then once the schedule is printed, knock off the constant cutting of classes. There is nothing worse to a business than to advertise a product for the customer to show up and find you are out of stock, such as a cancelled class.

MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity
Yes, we sponsor two clubs:
Criminal Justice Club, which has seminars, field trips, guest speakers, scholarship opportunities, career days, internships and student advisement. The Anthropology Club is more internal to Anthro majors as is the Economics club.

List any awards honors scholarships or other notable accomplishments of students in the program
Each semester for the past four years we have had at least 5 students receive scholarships from the Los Angeles Police Department. Also, we have placed 49 students with the Transportation Security Administration, we have placed more than 50 students with Los Angeles County Probation Department, one with Culver City as a community service officer, and 6 have gained employment with the Los Angeles Police Department. One Political Science student gained admission to Harvard. Five students were awarded AVES scholarships.

Top students have been awarded scholarships from the LAPD/LACCD Scholarship Foundation and the Fred Aves Vocational Foundation. From 1999 to 2007, when the Probation Academy was a partnership program at WLAC, it has generated a strong interest from the general student population. It is estimated that there are over 100 students that have been hired by the Los Angeles County Probation Department either as paid interns or as permanent employment status.

**MODULE 13. ENVIRONMENTAL SCAN**

*What are the emerging trends in technology that affect the program*

E-books online, e-folios, ipods and smart classrooms. We have incorporated all the new technologies offered by ETUDES-NG for our on-line classes.

Fire Technology:
The Fire Faulty has over 150 hours of special training in Etudes.

*What are the emerging trends in the labor market*
Administration of Justice:
Law Enforcement executives tell us that English Language, both written and oral communication, remain as critical skills. In addition, students need to learn how to conduct interviews and prepare a resume or obtain letters of reference and recommendation. The downturn in the economy has seriously impacted the hiring of deputy sheriff's, police officer and other law enforcement positions. Due to the uncertainty of the economy, many law enforcement professionals have put their retirement plans on hold. The good news is that as soon as the economy improves public agency will start hiring and many jobs will be available in the Los Angeles area.

Corrections:
At this point, the downturn in the economy has seriously impacted the hiring for Corrections and public safety in general. However, researchers contend that job market in the various fields of Corrections are considered a growth industry despite the negative budget situation. At West, we have full time and adjunct faculty who are currently employed in those fields and are available for counseling, career planning, the immediate contacts, and has access to the most current information available as it relates to hiring. According to the US Department of Labor, the occupational outlook for Probation officers, parole agents, and correctional treatment specialist show a potential growth of 11% in the next seven years.

Fire Technology
At this point, the downturn in the economy has seriously impacted the hiring of fire fighters. In addition, due to the uncertainty of the economy, many fire fighters have put their retirement plans on hold at this time. The good news for the program is that as soon as the economy improves public agencies will start hiring and many who are at retirement age will retire. At this time, I expect, based on the data available that over 1000 jobs will come available in the southern part of the state.

What are the emerging trends in the community
Administration of Justice

We are most closely related to jobs in law enforcement. Health, fitness, and the ability to read and write at least at the grade level of high school senior is required for most entry level jobs. Even police officers, fire fighters and other who perform mostly skilled labor need to be able to complete an application, take a sample written exam, and communicate in an oral interview.

Corrections:

The emerging trends in law enforcement and corrections is moving towards community-based policing and community corrections. This is an effort to establish a better rapport between law enforcement/correction officials and the citizens in the community. Also, with the downturn in the state budget, it is more cost-effective to place an offender on probation in the community as opposed to incarceration. The problem of prison overcrowding has led to more prisoners being paroled back into the community prior to the completion of their sentence. Therefore, more probation officers and parole agents are needed to monitor these offenders for compliance in the community to keep the community safer.

Fire Technology

The community is requiring more information regarding safety. The Fire Program will be offering classes for the community during the spring 2011 semester. The CERT Training planned and will start during March 2011 and will consist of 40 hours of training for the community, students and faculty.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review

Program review gave us an opportunity to see what we have done and prepare for the future such as program and course development and faculty hires.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

We have not done this.

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years

No

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs

Yes

Review labor market demand
Administration of Justice:
The Los Angeles Police Department has a hiring freeze as of July 1, 2010. prior to that they were hiring approximately 100 officers per year just cover attrition. The L.A. County Sheriff's Department, which hires approximately 500 deputies per year also has a hiring freeze. At some point in the near future jobs will have to open up just to cover retirements. The private sector and TSA continue to hire approximately 50 people per month in Los Angeles County.

Corrections:

Fire Technology:
Up until the recent downturn in the economy, there were approximately 250 fire protection jobs available on an annual basis. At this time, no agencies are hiring. We predict that once the economic downturn has changed over 1000 fire fighters jobs will be immediately available with 250 per year after the first hiring period.

Advisory board membership
Administration of Justice Affiliations Roster 2010

DEPARTMENT/REPRESENTATIVE

Los Angeles Police Department

Detective Steve Katz  Detective Barry Blocker
Pacific Division  Pacific Division
12312 Culver Blvd  12312 Culver Blvd
Los Angeles, CA 90066  Los Angeles, CA 90066
Phone: (323) 333 3573  Phone: (213) 304 5799
e-mail: 25044@lapd.lacity.org e-mail: 27367@lapd.lacity.org

Sergeant Lee Powell
Central Bureau
251 E. 6th Street
Los Angeles, CA 90014
Phone: (213) 485 3101
e-mail: powell6832@earthlink.net

Los Angeles County Probation Department

DPO Nakia Guidry  DPO Mel Bailey
9150 E. Imperial Highway  9150 E. Imperial Highway
Los Angeles, CA 90242  Los Angeles, CA 90242
Phone: (661) 208 1593  Phone: (310) 245 7776
e-mail: plai4@aol.com baileymj@wlac.edu

Beverly Hills Police Department

Officer Ann Marie Lunsford
450 N. Rexford Dr
Beverly Hills, CA 90210
Phone: (310) 285 2100
e-mail: alunsman@beverlyhills.org

Los Angeles County Sheriff’s Department

Lieutenant Ron Williams
High Tech Task Force
4700 Ramona Blvd
Monterey Park, CA 91754
Phone: (310) 823 7762
e-mail: rdwillia@lasd.org

What have been the major outcomes of your advisory board meetings
The Admin of Justice/Corrections committee recommended:
1. Hiring of a full-time faculty in Fire Technology. Done
2. Hiring of a department secretary.
3. Mapping and Sequencing of AJ courses. Done
4. Partnership with LAPD/LAUSD/LACCD. Done
6. Upgrading technology. Not done

Fire Technology:
The development of current course offering, as well as recommendations to
development Hazardous materials classes as well as Wild land classes. The committee
has recommended reviewing the Antelope Valley college and the Rio Hondo college
wildland certificate programs.

Discussions regarding the possible combination of a Public safety department
which would be separate from the Be

Describe the employment and completion success of its students

Administration of Justice/Corrections:
We have only been able to do this when students notify us that:
1) they have been hired by a government or private security agency and how our
program helped them
2) they have withdraw from college and told us the reasons they can no longer
attend
3) they have transferred to a four-year university and tell us how our program
helped or in what ways they could be improved upon
4) more than 100 students have been hired full-time by the LA County Probation
Department that were WLAC students who found out about the training conducted on
campus and applied for employment.

Fire Technology:
At this time we have only evidence of the hiring of 3 students from the fire
program. Data regarding the successful hiring of our students will be kept on a regular
basis as the program now has a full time faculty member to collect and develop the
data.

Program accreditation
Yes

What is the accreditation status of each program in the division

Provide a brief analysis of student performance on licensure or board exams on first
attempt for each program in the Division
We do not have that information.

Provide a brief analysis of employer satisfaction with program graduates
We do not have that information. Students were hired, they are still employed,
so one would assume all is well.
Describe the purpose of the Division Department Program

Behavioral Social Science Division consists of four components, both academic and vocational: Administration of Justice, Behavioral Sciences, Child Development and Social Sciences, is to provide students with a variety of programs designed for student success in either a transfer component or preparation for employment or a career in several different delivery systems, day campus, evening campus, weekend college, accelerated programs, and distance learning. The division offers both academic programs and career and technical education within its fourteen disciplines, including A.A. Degrees, Certificates of Completion, Skills Certificates, transfer and international course offerings. The division has day and evening programs and non-traditional offerings of weekends, distance learning, hybrid and partnerships with industry. This report is Part 2 of three parts and will cover Anthropology:

Anthropology:
   Anthropology provides students with the fundamentals of the field. The discipline not only provides the foundation for those looking to continue at a four year institution but also in any objective that involves interactions with people. Students gain an understanding of the similarities and differences among people throughout time and space. All anthropology courses are UC:CSU transferable.

Economics:
   Economics department provides educational programs that lead to transferring to four-year colleges and universities, as well as career programs that lead to Associate Degrees in Economics. More specifically, the purpose of the department is to develop basic analytical skills which contribute toward the understanding of US and other economic systems, which serve as a valuable foundation for advanced studies in the fields of economics, business and law, and which are necessary for making sound decisions in business or government careers.

History:
   The History Department provides an educational program that allows our students to obtain, either separately or concurrently, the AA degree and transfer to any and all four-year colleges and universities. The purpose of our History program is to prepare our students both educationally and academically to compete successfully within the global political, social and economic context. The History Department offers a curriculum that addresses the diversity of our students, nation and the world.

Describe how the stated purpose aligns with the college mission statement
Anthropology:

Anthropology aligns with the several of the missions statements. As a discipline at West, Anthropology fosters a diverse learning community dedicated to student success. An anthropology degree enriches students with the knowledge and skills needed to successful transfer and build careers with a framework of life-long learning.

Economics:

The college implements its mission through:

1. Transfer Education to provide general education and major preparation for those who plan to continue their studies at a four-year college of universities.
2. Economic Development to develop educational partnerships with business, industry, labor and government in order to offer programs for the working adult or those preparing for work, recognizing that the nature of work grows increasingly international in content and global in scope.

History:

The breadth, diversity, rigor and quality of the curriculum and instruction offered by the History Department addresses and affirms the college's mission statement as it applies to transfer, degrees and the importance of life-long learning.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Anthropology:

Enrollment has steadily increased. Sections will need to be added to accommodate growing enrollment. This is particularly important in Anthro. 101 and Anthro 111.

Economics:

Economics department is experiencing a growth. As of Fall 2009, there are 646 students enrolled which represents 54% increase since Fall 2005. The growth between 2008 and 2009 was 22%. The BSS division has a robust growth as well. Overall, we can expect an upward enrollment trend for the future. However, economics discipline may experience overcrowded on campus classes until a new building is completed.

History:

A. Since the History Department offers combined H41/AA4 & H42/AA5 classes. The following data reflects those combined classes The trends in Enrollment reflect a strong growth pattern: (1) Fall, 2005 = 696, (2) Fall , 2008 = 783 and (3) Fall, 2009 = 980. This enrollment growth indicates that the History Department is offering a program that is increasingly attracting students to History.

B. In regards to FTES: (1) Fall, 2005 = 82, (2) Fall, 2008 = 89, and Fall 2009 = 112. This tiny increase in FTES, as compared to the growth in enrollment, indicates that the History Department is utilizing its faculty both full and part-time in an efficient, effective and successful way.

Describe the trend in section counts and average class size
Anthropology:
Section count has remained the same due to budget restraints. Classes have reached maximum capacity and are closed weeks before school starts (especially the online classes).

Economics:
The trend in section counts has been stable. We have offered 15-16 sections per semester since Fall 2005. A substantial change in the decomposition of delivery method. ACT and Online classes were increased, Weekend College classes were decreased. Classroom Based classes showed a downward trend due to cuts in the evening classes. Considering the ideal average class size is approximately 35 students, we have average class size around 30 in economics courses. In online sections, we had as many as 70 or 80 students. Some online instructors were approved to teach overloaded classes.

History:
A. Since the History Department offers combined H41/AA4 & H42/AA5 classes. The following data reflects those combined classes: Section Counts: (1) Fall, 2005 = 29, (2) Fall, 2008 = 34 and (3) Fall, 2009 = 29.
B. In regards to average class size: (1) Fall, 2005 = 37.5; (2) Fall, 2008 = 33.9 and (3) Fall, 2009 = 48.6

**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

**Based on the demographic trends in enrollment what are the implications for your Division**

Anthropology:
The age group of the students appears to be stable over the last few years. There is a slight increase in Hispanic students and a modest decline of African American students. The gender difference is slightly more males enrolled in the classes. Demographic trends are not a major concern at this time.

Economics:
Student demographics are gradually changing. Hispanic and White student populations are on the rise. In terms of age distribution, students over 25 are on the rise. This may be explained by the recent economic downturn or relatively high unemployment and those who are coming back to school. There was no significant change in the gender distribution.

History:
It appears that the female population is pretty constant between 60 & 70% The African American populations and Latino which according to this ethnic group data represent , combined, are the majority of the student population, as of Fall, 2009. The combined age groups from 24 +19 and under comprise little over 60% of the student population, while the combined age groups from 25 + 35 and over are a bit over. Assuming that the younger age group is predominant in the day classes, we might look into providing them with more counseling, tutoring and advisory information. Assuming that most of those in the older groups are taking evening classes (and on-line/hybrid) classes we might consider offering more broader and degree/transfer programs, where in these students could accomplish their goals in a expeditious, concise and cohort way.

**Describe the trends in Success Rates and Retention Rates**
Behavioral Social Sciences (Anthropology, Economics, and History)

Anthropology:
Enrollements and average class sizes have increased in Anthropology. After Firetek, Anthropology has the second largest average class size in the division. Retention and success rates are showing moderate improvement in most modes of instruction (slight drop in Weekend College however its important to note that section size is 1).

Economics:
The trend in retention rate did not change. The average between 2005 and 2009 was approximately 84% which is 1% below the BSS average. The ACT classes offer the best retention rate with 93%. One of the implications for the econ department is to apply the ACT instructors approach to the classroom based classes which have relatively low retention rate. Success Rates Data suggests the Economics department has an upward trend. The average rate was 61% in the past five years. The ACT classes had the highest success rate with 85% and the online classes with the lowest, 60%. This trend is consistent with the BSS division data. More attention should be paid in online class success rate and more discussion is needed about how to increase the rate by holding or even increasing the quality of the online instructional delivery.

History:
It is obvious that retention and success rates are higher in goal-oriented cohort programs as evidenced in the data given to us to analyze. What this would mean to our History majors/transferees is that in History we should develop a program that has a definite educational pathway, so that students can absolutely see that what they desire AA/transfer is definitely available within a certain, definite period of time. Also, on an annual basis, the faculty should reexamine/evaluate the effectiveness of the SLO, as they relate to the student's progress, toward his/her designated goals.

Describe the trends in degrees and certificates awarded if relevant

Anthropology:
Additional sections need to be added.

Economics:
The demand for college level training and college degree’s is increasing in the job market. Even though the economics department offers an AA in Economics, our focus is more on the transferring students with a strong foundation of economics. There were few students transferred to UC, Davis and UC, San Diego majoring in economics.

History:
In regards to the History Department, we do need to become more advisory to our students and we need to be able to let the students know what, exactly, what kind of careers/ jobs are available to History majors. The entire History faculty could benefit from some workshops/forums that enrich their knowledge about the factors that lead to student success: Establishing clear baselines of student achievement, using student achievement to measure institutional improvement, and regularly reporting on success outcomes with our History majors. The History department definitely needs to put more emphasis on transfer, considering that in 2007 there were only 3 History majors transfer to CSU and only 1 History major to transfer to UC. The History Department must set some goals and objectives for student success.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF
Anthropology: In the future, there will be a need to add an additional faculty member.

Economics: The FTEF by regular/hourly was 3.2 as of Fall 2009.

History: The FTEF for History regular/hourly was 5.8 in Fall, 2009.

Are staffing levels adequate to fulfill the purpose
Division, no. Positions are needed in Political Science and Psychology (also AJ, CD).

Anthropology: At this time it is adequate.

Economics: The current staffing level which is one full time and nine part timers is adequate to fulfill the purpose if the department.

History: There are three full-time instructors. At this time, it appears staffing is adequate, when looking at the FTES as compared to the Enrollment growth.

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

List the functions and services provided by the Division
Anthropology:
Anthropology Club

Economics:
1. Offer intro level economics courses which are transferable to UC, CSU.
2. Organize monthly seminars and invite speakers to campus to discuss the recent economic, social, and political issues.

History:
Some of our faculty have their syllabi and test materials on line for students. Also, at this point, the members of the History Department are in the process of thinking about what other services can be provided not only for our students but for all of our History faculty that can improve our program and student success.

Describe the technological advances that have been implemented
Anthropology:
Power point projector dedicated to the classroom to enhance the student learning environment.

Economics:
1. More effective communication among students and instructors using Mass E-mail at the district web site.
2. Use ETUDES-NG as a supplement to classroom based classes.
3. Maintain updated/revised the webpage for the Econ Club.

History:
Technologically, at the present time the online classes are taught only by the adjunct faculty. The full time faculty should be up to speed, technologically, as compared to our students.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

Describe the results of relevant surveys
Anthropology: n/a

Economics:
The 2009 student surveys suggest that 70% of the students want to transfer and one of the most demanded major is business and finance. More business/finance and other social science related major interest means more demand for economics since intro econ is required for business major.

History:
There have been no relevant surveys in the History Department during the past six years.

Discuss the implications of the survey results for the program
Anthropology: n/a

Economics: In general, many of our students are single parents that have to work as well as go to college. Considering students academic background, our students are in need of improvement in the areas of basic skills, particularly in reading, writing, problem solving and critical thinking.

History: n/a

MODULE 7. CURRICULUM

Are required courses scheduled in appropriate sequence
Anthropology:
Budget issues prevent the some classes from being taught, which eliminates choices but does not necessarily impact class sequence.

Economics:
The economics department produced road maps that allow students to complete the program within two years or less. The rationale was based on the need for the IGETC. There were few meetings to finalize the road maps with the counselors, curriculum committee members, and the DE dean.

History:
Yes. The sequence for the History Major and AA is based IGETC, CSU and AA requirements. In addition the faculty does use assist.com to help the students with their SEPs (Student Education Plans).

What outreach online and hybrid classes has your department offered
Anthropology:
Both online and hybrid classes are offered. Enrollment is especially good in the online courses. The six week hybrid weekend class retention is not as good because of the fast pace of the course. In spring 2011, will offer the course as a hybrid for 16 weeks.

Economics:
Econ 1, Econ 2, Econ 1 (LAPD Academy partnership with LAUSD), Econ 11 classes have been offered in hybrid, online, and on campus.

History:
Online = HISTORY 11 &12, and a combined History 11 course with and English class (ESL).
Hybrid = HISTORY 11 & 12

How does the department determine that classes are taught consistently with the official course outline of record

Anthropology:
Course outlines are provided to adjunct instructors teaching the course. Course textbooks remain consistent between sections. Adjunct instructors are required to provide a copy of their syllabus the first week of school.

Economics:
Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system.

History:
Every semester, the faculty submit their syllabi to the Vice Chair & Division Chair, who examine them to affirm that SLOs are included.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the courses and programs of the Division

Anthropology:
SLO’s are current.

Economics:
Assessment of student learning outcomes in the field of microeconomics and macroeconomics. Includes a state of the economy essay for macroeconomics and an industry and/or firm specific essay.

History: Assessment of SLOs is done pursuant to the procedure and criteria prescribed by the Curriculum committee and approved by the faculty

Which key courses and associated outcomes have been assessed in the previous two years
Anthropology: Anthro 101 and Anthro 102

Economics: Working with the SLO coordinator, Econ 1 (Principles of Microeconomics) and Econ 2 (Principles of Macroeconomics) have been assessed and the results have been published on the SLO project.

History: History 1, 2, 11, 41, 42,

Based on SLO assessments what changes have the faculty and staff made or do they plan to make

Anthropology:
Use of more technology and hands on activities.

Economics:
A vast majority of the students had a basic understanding of the question being asked and the material needed to answer the question. They were able to accurately, if not thoroughly, address all aspects of the question being asked. Students were particularly good at defining and explaining the issues/events. They were able to cite and explain the theories and models of elasticity presented in the text and in the classroom. Some students had trouble using quantitative concepts and terms to critically analyze the issues/events.

We plan to review more intermediate algebra at the beginning of the semester or encourage students to visit math tutor more often.

History:
At this time, none. But this will be discussed at the regular Fall faculty meeting, which is attended by both full and part time faculty.

Will these planned changes necessitate a Resource Request

Module 9. Departmental Engagement

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

Anthropology: n/a

Economics: Seminars organized by the Economics Club attract not only Economics students but also Political Science, History, Sociology.

History: The History Department has collaborated over the past three years with the English Department.

Connections with schools institutions
Anthropology: Anthropology Club trips to the Gibbon Center, local museums, and restaurants.

Economics:
The following speakers came to the campus:
Prof. Devine (Loyola Marymount University)
G. Zimmemman (The Federal Reserve)
J. Barth (The Milken Institute)
J. Nguyent (USC)
Prof. Keskinel gave an economics seminar on the recent economics issues at the local chapter of B’nai B’rit in Santa Monica.

History: The Department has had collaborative meetings with textbook publishers/agents to determine how best the students can make use of all of the new and innovative material is available, especially for the online History students and faculty.

**MODULE 10. PROFESSIONAL DEVELOPMENT**

*List the 2 most significant professional development activities engaged in by each regular full time member*

Anthropology:
Contributing to an edited volumn in the discipline. Attending professional meetings.

Economics:
1. Initiating a new course, Economics of Globalization. A significance step to be a leading campus on the field globalization and international economics.
2. Chair, The Political Economy Data Project at the Claremont Colleges.

History: Some History Faculty have:
1. Participated in 2+2 faculty discussions (the college and K-12 faculty of the local CCUSD)
2. Attended state-wide conference on legislation as it pertains to curriculum.
3. Faculty attended statewide conference regarding: World History/Curriculum &Trends
4. Led workshops and participated in the WLAC Tech. Fair during the past 4 years

*Are there areas of unmet professional development needs among faculty in this program*

Anthropology: n/a

Economics: Almost all faculty received the etudes-ng training. Only two faculty left without etudes-ng training. We plan to provide them incentives to complete the training so that they can use etudes-ng as a supplement to their classroom based classes even they don’t teach online.

This will be discussed this Fall, 2010 at our regular faculty meeting.

**MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES**
Behavioral Social Sciences (Anthropology, Economics, and History)

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

**Media services**

3

**Library materials and services**

3

**Library resources integrated into curriculum**

3

**Custodial services**

3

If Disagree was answered to any of the above please explain

Anthropology: no comment

Economics: No comment

History: For the African American classes, the Library is surely wanting. Its collection of textbooks is old, outdated and according to a few librarians, books are stolen from the Library.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

Anthropology: no comment

Economics:

We may need extra promoting on the new course which will be introduced in Spring 2011. It will be offered online to see how strong the enrollment will be. We plan to offer Econ 10: US Economic History in Fall 2011. During the Spring and Fall 2010 semesters, new courses were mentioned in class and created an email list from seminar attendees.

History:

Our marketing, college catalog and website have a very positive impact upon our programs. At this time, the History Department has not developed a comprehensive plan regarding working with the marketing personnel. One of the problems with the schedules, is that often, many changes made after the printed schedule has been distributed - this causes problems for instructors and students.

**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Division Department Program sponsor a student club or activity**

Anthropology: Anthropology Club creates a feeling of unity among the students and creates enthusiasm for the discipline.

Economics:

Yes, we support the Economics Club. Besides organizing seminars and on campus activities, the club is committed to creating a more in depth perspective of the nature and task of economics as a professional pathway relating to business ad the individuals relationship to the broader market system. Also, the club tries to help students understand what econ major can do.

History: History does not sponsor a club.

**List any awards honors scholarships or other notable accomplishments of students in the program**

Anthropology: n/a

Economics: n/a

History: n/a
Module 13. Environmental Scan

What are the emerging trends in technology that affect the program

Anthropology: Technology has provided different approaches to teaching.

Economics:
The emerging trends in technology is to use a basic computer programs such as MS Word and MS Excel. That's why some questions in the problem sets ask students to use a spread sheet application. And, in class exercise shows students how to use the basic computer applications. The second trend is increasing use of the internet, we offer many internet based assignments which are mandatory for online classes.

History: Use of the internet as an educational/learning center.

What are the emerging trends in the labor market

Anthropology: n/a

Economics: This is from the Bureau of Labor Statistics "The demand for workers who have knowledge of economics is projected to grow faster, but these workers will commonly find employment in fields outside of economics, such as business, finance, or insurance. Job prospects for economists will be best for those with graduate degrees in economics.

Employment change. Employment of economists is expected to grow 6 percent from 2008 to 2018, which is slower than the average for all occupations. Demand for economic analysis should grow, but the increase in the number of economist jobs will be tempered as firms hire workers for niche areas with specialized titles. Many workers with economic backgrounds will work in related fields with more specific job titles, such as financial analyst, market analyst, public policy consultant, researcher or research assistant, purchasing manager, or a variety of positions in business and the insurance industry. Overall employment growth also will be slowed because of the relatively high number of economists—about 53 percent—employed in declining government sectors.

Employment growth should be fastest in private industry, especially in management, scientific, and technical consulting services. Rising demand for economic analysis in virtually every industry should stem from the growing complexity of the global economy, the effects of competition on businesses, and increased reliance on quantitative methods for analyzing and forecasting business, sales, and other economic trends. Some corporations choose to hire economic consultants to fill these needs, rather than keeping an economist on staff. This practice should result in more economists being employed in consulting services.

History: The emerging trends seem to be in the field of vocational education - workforce development. They do not affect the History Program But, perhaps we might consider how to work in a combined effort and produce a class that deals with History and Workforce development.

What are the emerging trends in the community
Behavioral Social Sciences (Anthropology, Economics, and History)

Anthropology: n/a

Economics:
We expect international business will be more important in the near future.
Introducing more international economics/business courses may capture the attention 
and the interest. The economy in the Culver City may benefit from international 
business. The city located few miles from LAX which is a major hub in international 
business.

History: Culver City is an emerging cosmopolitan center. It is has one of the 
best K-12 systems in the state with an API of over 800+ and an exemplary Language 
Immersion Program. The development of the Business community can greatly help our 
college, as to the History Department - this can be examined.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of 
program review

Anthropology: I use more visual aids in my classes. Students do more tangible 
activities.

Economics:
1. Mentioning the Honors Transfer Program at the beginning of the semester.
2. Mentioning the Tutoring Schedule at the beginning of the semester.
3. Introducing the International Economics component of the program - Econ 11
4. Using Etudes-NG as a supplement to classroom based classes
5. Promoting the Economics Club and its activities

History: n/a

Describe how you have assessed the appropriate improvements in student achievement 
and learning that have occurred as a result of the improved program practice

Anthropology: Improvement is evident in student assessments.

Economics:
1. Comparing the test results students who have visited tutors and those who 
have not
2. See how many econ major in the past five years

History: n/a

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years
No

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs No
Program accreditation

Off

Module 17. Part 1 and Part 2 Completion

Division Chair Program Manager

Charles "Buck" Stapleton, Division chair
Describe the purpose of the Division Department Program

The purpose of Behavioral Social Science Division, which consists of four components: Administration of Justice, Behavioral Sciences, Child Development and Social Sciences, is to provide students with a variety of programs designed for student success in either a transfer component or preparation for employment or a career in several different delivery systems, day campus, evening campus, weekend college, accelerated programs, and distance learning. The division offers both academic programs and career and technical education within its fourteen disciplines, including A.A. Degrees, Certificates of Completion, Skills Certificates, transfer and international course offerings. The division has day and evening programs and non-traditional offerings of weekends, distance learning, hybrid and partnerships with industry.

This report is Part 3 of three parts and will cover Family & Consumer Studies, Political Science and Sociology:

Family & Consumer Studies: The purpose is to educate students on how to be a healthy and wise consumer. Nutrition is a transfer course to the UC:CSU and fulfills a requirement for the child development and nursing programs.

Political Science: The political science sequence is for those who desire to complete a baccalaureate degree in the subject. Emphasis is on satisfying lower division university requirements in this major.

Student who wish to obtain an associate degree in political science may do so by completing the course requirements plus WLAC requirements for associate degree.

Psychology: The purpose of the psychology department is to provide quality instruction and enrich the knowledge of all students in the field of psychology, whether they are psychology majors planning to transfer to a four-year institution, students looking for general education credit, students looking to complete a certificate or major in Alcohol/Drug Studies, or other students seeking to round out their education.

Sociology: The sociology courses are designed to help students to understand how they are influenced by social group processes, social structures and social institutions. The courses are all transferable to the CSU and UC systems. They are also required for programs like nursing, Alcohol and Drug Counselor and other Allied Health occupations.

Describe how the stated purpose aligns with the college mission statement

Our Mission: West fosters a diverse learning community dedicated to student success.
Family & Consumer Studies:
It aligns with several of the missions statements. But perhaps the most significant goal would be #6, Diversified Modes of Instructional Pathway. The nutrition classes are offered online and as hybrids on Sunday.

Political Science:
Political science provides transfer education courses for students seeking transfer to four year universities, career and technical education courses for those seeking jobs in the fields of administration of justice as well as pre-law. Emphasis is placed on critical thinking, problem solving skills, and civic responsibility.

Psychology: The college mission statement specifically addresses enrichment, knowledge, and skills for our students to be successful in earning degrees, certificates, and in life. This corresponds to the purpose of the psychology department.

Sociology:
Describe how the stated purpose aligns with the college mission statement. The purpose aligns with the college’s mission to “enrich students with the knowledge and skills needed to earn certificates, degrees, transfer, to build careers, and to pursue life long learning. All of the courses are transferable to the CSU and UC systems. They are also required for a variety of programs like nursing, Alcohol and Drug Counselor and social science majors.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES
Family & Consumer Studies: Enrollment has steadily increased. Future classes will need to be added due to growing enrollment.

Political Science: Enrollment in all sections both on campus and on-line is growing as of fall 2009. The only exception to this trend is in the weekend and College and ACT Program.

Psychology: Overall, enrollment has increased or remained constant in 4 of 5 modes of instructional delivery: classroom, online, weekend college, and ACT. Jumpstart, the high school program, has declined in enrollment due to a severe drop in the number of classes offered, not due to lower enrollment per class. Weekend college has seen a slight drop, but that has also been accounted for by cuts in classes, not students per class. Classroom based classes remain virtually unchanged for the last several semesters, while online enrollment has almost doubled though the number of sections has not changed in several semesters.

Sociology: From Fall 2005 to Fall 2007 FTES were pretty stable in the low 500's. FTES went down significantly from 2008 to 2009. With the exception of Fall 2006 enrollment has been stable in the low 300's

Describe the trend in section counts and average class size
Family & Consumer Studies: Section count has remained the same due to budget restraints. Classes have reached maximum capacity and are closed weeks before school starts (especially the online classes).

Political Science: Section counts have declined due to budget cuts, but average class enrollment has increased.

Psychology: The number of classroom based sections has decreased over the last four semesters, due to budget cuts. This has also happened with Jumpstart sections and weekend college. Online sections remain the same. Given these reduced offerings, the number of students enrolled in each section has increased across all delivery methods over the last four semesters. Notably, in fall 2009, online enrollment doubled because administration allowed instructors to enroll double the number of students per class (from 40 to a max of 80 students), so the average class size more than doubled.

Sociology: Sections counts went down from 11 in 2006 to 8 in 2009. Average class size has increased from about 23 in 2005 to about 33 in 2009.

**Module 3. Effectiveness: Students and Student Success**

**Based on the demographic trends in enrollment what are the implications for your Division**

Family & Consumer Studies: The age group of the students appears to be stable over the last few years. There is a slight increase in Hispanic students and a modest decline of African American students. The gender difference is that slightly more males are enrolled in the classes. So...the demographic trends are relatively stable.

Political Science: All demographic trends seem to support the need for political science courses. As of Fall 2009, age, gender and ethnic group distribution ass support the continuation and growth of the department. In addition this growth would support the addition to new sections and broader breath requirement in political science.

Psychology: Psychology remains a predominately female discipline; over 2/3 enrolled students are female. However, more males took psychology classes last fall than the previous six semesters. We are still a discipline with a nice age distribution such that all age categories are represented in our classes. For instance, the 35 and over group has over 20% representation, likely due to the Alcohol/Drug Program, which is predominately older adults coming back to school to earn their certificate. Ethnic group representation has changed only slightly over the last several semesters with a slight increase in the number of white students, and a slight decrease in the number of Latino students.

Sociology: Sections counts went down from 11 in 2006 to 8 in 2009. Average class size has increased from about 23 in 2005 to about 33 in 2009.

**Describe the trends in Success Rates and Retention Rates**
Family & Consumer Studies: Actually it doesn't look that great for the overall division. Fortunately, FCS has done well in these categories.

Political Science: Retention rates in the on-line section are higher than the classroom based instruction (92% to 81%). Success rates for classroom based instruction has been fairly constant with an average of 50%. Whereas on-line instruction has seen more dramatic success rates from 35% in Fall 2005 to 61% in Fall 2009.

Psychology: Retention rates have increased across 4 out of 5 methods of instructional delivery, with substantial increases in online, Jumpstart, and weekend college. Only classroom delivery has slightly decreased in retention rates, but the change does not appear significant. Success rates have shown an increase across all methods of instructional delivery, almost doubling in Jumpstart and online classes. These numbers show that we should be offering more Jumpstart classes and continue to offer at least the same number, if not more classes, of online sections.

Sociology: In our division retention rates have improved about 3% since 2005. Success rates have vacillated between 59% and 64% and ended in 2009 at 60%.

Describe the trends in degrees and certificates awarded if relevant

Family & Consumer Studies: In spring 2011, FCS 21 will be added to the AA requirements for section E. Additional classes will be needed soon.

Political Science: The degree is usually in the area of Liberal Arts (AA) while the balance transfer to a four-year university is with a degree in social sciences or political science.

Psychology: Over the last three years, psychology has more than doubled the number of graduates with AA degrees, and the Alcohol/Drug Program has more than tripled the number of graduates with either certificates or AA degrees from 2008. This indicates that both of the programs are on track and need to keep moving forward with new course offerings and continued online and classroom based classes.

Sociology: All of the data for Sociology were for AA/AS degrees. From 2005 to 2009 degree totals have varied from 2 to 9 with a total of 5 in 2009.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF
The Division has staffing needs: Political Science and Psychology.

Family & Consumer Studies: At this point, there is no need to add any additional faculty members.

Political Science: There has been a steady growth of part-time faculty members over full time faculty members. In the Fall 2008, there was a spike in the number of part-time over full time faculty members. As of Fall 2009, with the reduction in class sections, the number of full time FTEF and hourly FTEF has equalized.

Psychology: With the decrease in the number of sections offered each semester, psychology FTEF has decreased the last several semesters, returning to the number posted in fall 2006. Hourly instructors are teaching over double the number of sections as full-time faculty at this time, and this does need to change in the future with the addition of another full-time person part of the future plan.

Sociology: Due to the significant administratively mandated cuts in the number of sections offered there are barely enough courses to support one FTEF. No additional staff needed at this time.

Are staffing levels adequate to fulfill the purpose

As a division, no because of the large number of part-time faculty. Unfortunately they are not available for assessment, to sponsor campus clubs, or provide assessment.

Family & Consumer Studies: Yes, they are adequate at this time.

Political Science: No. With the recent retirement of a full-time instructor in Fall 2010, a replacement is needed. The department recommends FPIP to move forward with a full-time position. With the addition of hourly faculty, staffing levels are adequate. If we were to rely on regular faculty only, staffing levels would be inadequate.

Psychology: No. Psychology needs to hire another full-time faculty member in the next year in order to curtail the high number of sections taught by hourly instructors. This needs to occur with the increase of sections increasing in the future as the budget allows.

Sociology: Yes. Staffing levels in Sociology are adequate at this time considering that the campus is significantly over “cap” and that we have been asked to continue eliminating sections.

MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES

List the functions and services provided by the Division
Family & Consumer Studies: See division report.

Political Science: The political science Department currently teaches PS 1, 2, 4, 7, 14. In addition to teaching, department members serve on various college wide and union based committees.

Psychology: At last count, the psychology department offered over 30 sections per semester, thereby providing students with ample opportunity for degree and GE credits. Under the psychology umbrella, the Alcohol and Drug certificate is a starting point for students who plan on becoming A/D counselors and obtaining their license in the state of CA. The discipline chair also serves as the program director of the A/D program and provides many services to the students, such as class and career counseling and liaison for outside rehab centers.

Sociology: BHSS division has been fortunate to have both the AFT Chapter chair, Senate President and Vice-president, and several elected senators at large. In addition, the division has assisted with the development of the Campus Safety Plan and Emergency Evacuation, served on president select committees, and participates in community events such as the Chamber of Commerce.

**Describe the technological advances that have been implemented**

Family & Consumer Studies: See division report.

Political Science:
The department is currently housed in a building with the other members of the BHSS division. By 2011/12, the department will be moved to the new general classroom building which have smart classrooms and upgraded technology. In addition, all members of the department meet at least once a year to discuss issues i.e. textbooks, evaluations retention and success rates, SLO, relevant to the department as well as monthly meeting held by the division.

Psychology: On two fronts, the psychology department has been slowly advancing technologically. First, many more classes are offered in the "smart" classrooms, even while waiting for the new classroom building completion. This has helped the students' learning process as it provides for variability in the presentation of material, which is likely to meet more students' learning needs. Second, more online courses are being offered now, and two more have been added for spring 2011, totaling 5 online classes and one hybrid class.

Sociology: A technological advance that has been implemented is that several faculty have received from grant funds, laptop computers, IPODs, and the equipment necessary to use them in concert with the technology presently available in our classrooms.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**
Family & Consumer Studies: See division report.

Political Science: Faculty evaluation is done on a consistent and regular basis. Feedback is part of the process as well as written evaluation. As part of the evaluation process, a student survey of the instructor is required.

Psychology: The most relevant information out of the student survey from fall 2009 is related to finances. First, more students were once employed and are now not employed, and if they do work, more have seen a decrease in their hours as compared to previous semesters. Second, more students describe one of the top reasons for having difficulties in school as financial. Also, 20% stated they were not getting into the classes they need to complete their education goals.

Sociology: See division report.

**Discuss the implications of the survey results for the program**

Family & Consumer Studies: See division report.

Political Science: Overall, with a more regular evaluation process, the department has been able to be more proactive in addressing potential instructional problems.

Psychology: Financial issues means that we need to continue to offer as many courses and sections as possible to help the students continue forward in their degree plans so they can get better paying jobs upon leaving our institution. We should not be a hindrance to education but a facilitator.

Sociology: See division report.

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**MODULE 7. CURRICULUM**

*Are required courses scheduled in appropriate sequence*
Family & Consumer Studies:
Lack of funds is the major problem in not being able to permit students to complete programs in the prescribed program length due to cuts by academic affairs.

Political Science:
Political Science 1 is offered throughout the day and evening hours. There are numerous sections in which students can enroll. Political Science 2 is offered irregularly. Political Science 7 is offered each semester. Political Science 14, Government and Politics in the Middle East, a newly created course, is offered in an on-line format in order to maximize enrollment. As overall enrollment grow, it might be useful to consider offering some of our specialized courses ps2-Comparative Government, PS 7-Contemporary World Affairs in the evening format. PS4-State and Local Government has been offered only on-line due to enrollment constraint.

Psychology: Currently, the department of psychology course schedule allows a student as either a psychology major, an alcohol/drug major, or an alcohol/drug certificate student to earn their degree/certificate in two years. All three degrees are mapped out in four semester segments, which the student can follow. Courses in each program are scheduled to follow the student needs.

Sociology: Required courses are not easily offered in a manner that would help students finish on time because of the reduction in necessary course offerings due to budget shortfalls.

What outreach online and hybrid classes has your department offered
Family & Consumer Studies: Both online and hybrid classes are offered. Enrollment is especially good in the online courses. The six week hybrid weekend class retention is not as good because of the fast pace of the course. In spring 2011, will offer the course as a hybrid for 16 weeks as well as the six week weekend class to determine which is more effective.

Political Science: Political Science 1 is offered in our ACT program, the Police Academy program, Jump Start in the local high schools, our FACE program, international On-line degree program and our very popular on-line program. The PS department has been a leader in accommodating to different modes of instruction and educational cohorts. Political Science offers a class at the LAUSD/LAPD Academy POPP program.

Psychology: Psychology currently offers Jumpstart, online, and hybrid courses. The benefits are tremendous in that we can reach a diverse population of students in these formats, much more so than with traditional classroom only offerings. One problem has been with Jumpstart classes; the high schools do not want to offer the same classes every semester or even every year, which presents an issue with consistency in staffing. Online and hybrid classes can be improved with a better portal for the classes as Etudes is quite archaic in comparison to other online shells used by other colleges. Psychology offers a class at the LAUSD/LAPD Academy PIOPP program.

Sociology: In addition to the classroom based Sociology classes, we have offered courses in Jump Start, ACT, online, Weekend College and in Hybrid form. Although students like to enroll in short term (6-8 week) courses, it seems to be less likely that they will be retained and be successful. Sociology offers a class at the LAUSD/LAPD Academy POPP program.

**How does the department determine that classes are taught consistently with the official course outline of record**

Family & Consumer Studies:
Adjunct are required to provide a copy of their syllabus the first week of school.

Political Science:
The courses are taught to the curricular course outline generated by the department which are located in Academic Affairs. In addition, the department has been active in developing it own SLO which each member (full/pt) of the department is well aware of, and has individually encompassed within their own syllabi and teaching methodologies. In addition, as part of the evaluation process SLOs are accessed and measured.

Psychology: The instructors are each given a copy of the course outline upon agreement to teach a specific course. Also, the discipline chair examines each class syllabus schedule to determine if the course outline topics are being followed by each instructor.

Sociology: Copies of the approved course outlines are available to all instructors through the ECD system.

**Module 8. Student Learning Outcomes**
What are the assessment plans for the courses and programs of the Division

Family & Consumer Studies: SLO’s are current.

Political Science: Full time faculty members developed questionnaire for PS1 to measure the outcomes. The plan is to develop a questionnaire or survey to measure the outcome in each offered course in the department.

Psychology: We will continue to assess each course in psychology as we have done for the two courses listed below.

Sociology: Instruments are being designed to assess courses and programs.

Which key courses and associated outcomes have been assessed in the previous two years

Family & Consumer Studies: FCS 21

Political Science: Political Science 1 has been the key course assessed in the last two years.

Psychology: Psychology 1, Introduction to Psychology, and Psychology 64, Introduction to Alcohol and Drugs, have both been assessed for Student Learning Outcomes in the last two years.

Sociology: Sociology 1, 2.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make

Family & Consumer Studies: Use of more technology and hands on activities.

Political Science: The department is planning to assess the advanced POL SCI courses as well. Based on the results, if there is any need for improvement, our plan is to come up with recommendations to the faculty.

Psychology: Based on the assessments, faculty are changing some of the evaluation methods of the students in the courses; both of the changes are related to assessing the writing skills of the students.

Sociology: The assessment tools have not been fully developed yet.

Will these planned changes necessitate a Resource Request

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Division Department Program been involved in during the past six years
Family & Consumer Studies: Work with the child development program.

Political Science. The department developed a new Middle East program last year that offers Anthropology and history courses.

Psychology: In preparing for the Student Learning Outcome changes three years ago, the discipline chairs from anthropology, psychology, and nutrition collaborated on developing SLOs for their students. This entailed gathering data from each discipline and working together to "grade" each other's forms of course assessment.

Also, the psychology discipline chair had to collaborate with the chair of sociology and anthropology to determine which course from the other disciplines would be included as a mandated course for the A/D program certificate.

Sociology: Interdepartmental collaboration has occurred between Sociology and all of the departments and divisions that have our courses as requirements or as recommended classes.

Connections with schools institutions

Family & Consumer Studies: n/a

Political Science: The department has expanded its PS1 course offering in local high schools, the LAUSD/LAPD Police Academy POPP and an on-line program that was developed for international students.

Psychology: The discipline chair is continuously networking with outside agencies in a variety of ways. She visits drug rehab centers for the A/D program, attends a minimum of two conferences a year, serves as an advisory board member of a fellow college A/D program, and maintains an excellent relationship with other full-time psychology faculty at several other LACCD schools. In addition, Sociology offers a class at the LAUSD/LAPD Police Academy POPP program.

Sociology: Sociology instructor continues to work with the Downtown Homeless Women's Center and the Los Angeles City Libraries' literacy center to connect people in the community with our programs and other offerings. In addition, Sociology offers a class at the LAUSD/LAPD Police Academy POPP program.

**MODULE 10. PROFESSIONAL DEVELOPMENT**

*List the 2 most significant professional development activities engaged in by each regular full time member*
Behavioral Social Science Division (F&CS, Political Science, Psychology, Sociology)

Family & Consumer Studies: see division report

Political Science: Both full time and part time faculty have been participating in the school annual retreat. One full time faculty spent a semester in China teaching PS courses in a University in China. In addition one member attended the AFT workshop for Chaiurs, Deans and Vice Presidents in October 2010 and the Senate Leadership Retreat in March, 2010.

Psychology:
Carrie Canales, Ph.D. has attended two national conferences this year:
1) The National Institute of Drug Abuse annual conference in Albuquerque, New Mexico.
2) The American Psychological Association annual conference in San Diego, CA.
Jeff Lee attended two psychology colloquia at the University of Arizona.

Sociology: The Sociology full-time instructor continues to volunteer every Friday at the Downtown Homeless Women's Center and the LAPL literacy center. She also attends campus activities like Tech Fair, AFT workshops and activities on other college campuses that relate to her subject matter.

Are there areas of unmet professional development needs among faculty in this program?
Family & Consumer Studies: Maintain and improve skills.
Political Science: None
Psychology: None
Sociology: Unmet professional development needs: The funds available to faculty and staff for conference attendance are very inadequate. More funds need to be available or more development activities need to be given on campus.

Module 11. Instructional Support: Services and Activities

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

Media services 3
Library materials and services 3
Library resources integrated into curriculum 3
Custodial services 3

If Disagree was answered to any of the above please explain
Psychology: The media person who would deliver tools such as projectors, TVs, etc no longer works for West, and there is no one to replace him. Now, those of us that teach in bungalows have to trek to the library and transport our own media across campus and up and down stairs! This is not conducive to trying to bring new technological tools into the old classrooms.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service?
Political Science:
The college web site in the past two years has become the main source of information for the majority of our students. It is essential for the department to develop a partnership with the marketing personnel to be able to promote low enrollment and upper level courses. The college Schedule of Classes is an important marketing tool and every effort should be made as to its accuracy. Additionally, the cover needs to have some review before it is sent out so it highlights the college in a positive way.

Psychology: All three marketing tools could be better utilized to market the A/D program. I have worked with the marketing personnel in the past and continue to work with them to help me. I need help creating mailings/signage, etc. There are supposed to be "maps" of each of the three degrees under the psychology umbrella that will be posted in the schedule and course catalog.

**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

*Does the Division Department Program sponsor a student club or activity*

The division supports many clubs: Criminal Justice Club, Anthropology club, Economics Club and the Political Science Club.

Political Science: There has been an active political science club that ASO (Association of Student Organization) sponsors. The club needs to be revisited since it has not been active in the last semester.

Psychology: The Psychology Club is not active this year.

*List any awards honors scholarships or other notable accomplishments of students in the program*

Family & Consumer Science: n/a

Political Science: n/a

Psychology: Five scholarships were awarded to Alcohol/Drug Studies students last semester.

Sociology: Several recent Sociology students have won scholarships at WLAC; have been Honor's graduates of WLAC and have transferred to UCLA and Berkeley.

**MODULE 13. ENVIRONMENTAL SCAN**

*What are the emerging trends in technology that affect the program*
Family & Consumer Studies: Technology has provided different approaches to teaching. It has provided various visual aids and resources for the students to aid in their learning.

Political Science: Faculty members in the classrooms need to have access to a laptop, Internet, and equipment that would help them to access their lecture related information from everywhere.

Psychology: Specifically, for the A/D program, many drug rehabs are moving towards electronic filing, and computer data collection. This affects the students because many of them have very limited computer skills. In order to beef up their skills without requiring additional computer classes, one mandated class is now in a hybrid format, thus creating the opportunity to increase computer literacy among the A/D students.

Sociology: See division report.

What are the emerging trends in the labor market

Family & Consumer Studies: n/a

Political Science: n/a

Psychology: Jobs in psychology are affected by the economy in much the same way as the other disciplines. Less jobs available leads people to come back to school to pursue a degree or certificate. The A/D students are seemingly not having a problem finding a job as there is a high turnover rate in the field. Psychology majors are encouraged to continue in school and obtain the highest degree possible as it will be easier to get a job down the road as opposed to now, when grants and government funding sources are being cut in the counseling field.

Sociology: n/a

What are the emerging trends in the community

Family & Consumer Studies: n/a

Political Science: Our community have expressed interest in taking Political courses that cover different parts of the world such as Middle East, Africa, Southeast Asia and Latin America.

Psychology: Students are coming back to school to obtain more education in this poor job market. This is one reason for the steady increase in students over the last several years in psychology/alcohol & drug studies. This is very good for both programs.

Sociology: n/a

**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

*Describe the improvements in program practice you have implemented as a result of program review*
Family & Consumer Studies: I use more visual aids in my classes. Students do more tangible activities.

Political Science: We have developed a new program in the Middle East and are planning to offer more new programs in the areas of Latin America, Africa and Far East.

Psychology: We are now current with all faculty evaluations due to the last program review. Also, every faculty member places Student Learning Outcomes on their course syllabi that are in accordance with the course outlines.

Sociology: n/a

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

Family & Consumer Studies: Scores have improved in class assignments.

Political Science: Students have been tested once at the beginning and once at the end of a session. The results then have been compared for assessing the improvement.

Psychology: We have assessed student achievement by examining the retention rate and student completion rates in psychology and the alcohol/drug program and have seen significant improvement over the last several semesters.

Sociology: n/a

Module 15. Grants

Has the Discipline Program Service applied for any grants in the last 2 years

No

Module 16. Vocational Programs

Does this Division offer any vocational programs

Yes

Review labor market demand

Psychology: Alcohol and Drug Studies certificate meets the growing demand for substance abuse counselors. This field has been growing for several years, and education is becoming a necessity to stay in the field as CA laws have been recently passed to mandate the certificate as a minimum requirement for all substance abuse counselors.

Advisory board membership
Alcohol & Drug Studies Advisory Board 2010

Carrie Canales, Program Director, WLAC Alcohol/Drug Studies
Buck Stapleton, WLAC Division Chair
Ara Aguiar, WLAC Academic Dean
Glenn White, WLAC adjunct professor
Bruce Reinauer, WLAC adjunct professor
Karen Guillmeno, Supervisor, Free N One Substance Abuse Treatment Center
Vivian Brett, Supervisor, Lighthouse Substance Abuse Treatment Center
Dick Wilson, Vice President, California Association of Alcohol and Drug Educators
Lori Said, Supervisor, Substance Abuse Treatment Center

What have been the major outcomes of your advisory board meetings

Alcohol & Drug Studies Advisory Board 2010:
The major outcome from this year's meeting was to implement more online classes to improve the computer skills of the students. This was accomplished by taking a regular 16 week class and making it into an 8 week hybrid course, which includes an online component.

Describe the employment and completion success of its students

Alcohol & Drug Studies:
Student graduation rate has more than doubled in the last two years, so this is clearly evidence for the success rates of psychology and A/D students.

Program accreditation

Yes

What is the accreditation status of each program in the division

Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division

Alcohol & Drug Studies: The A/D students must eventually take a written exam in order to obtain a license to be a substance abuse counselor in the state of CA. In the last two years, I have known of 5 students who took the exam and all five of them passed it on the first try.

Provide a brief analysis of employer satisfaction with program graduates

Alcohol & Drug Studies: n/a

MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager
Charles "Buck" Stapleton, Chair
Module 1. Department Purpose

Describe the purpose of the Division Department Program

Child Development is part of Behavioral Social Sciences Division. The division is comprised of Administration of Justice, Behavioral Science, Child Development and Social Science. In addition, there are many sub-components to the division referred to as disciplines.

The Child Development Program has a three fold purpose. The first purpose of the program is designed as an academic program for students to transfer to a four year institution to acquire a B.A. degree. The second purpose of the program is also a vocational program that prepares students to enter the workforce as teachers in the Early Childhood profession. The third purpose of the program is to provide access to professional development coursework that allows the student to obtain, renew, and advance on the teaching permit matrix that is required by the State Commission on Teacher Credentialing.

Describe how the stated purpose aligns with the college mission statement

The Child Development Program purpose is infused in the fabric of the college mission in relationship to the college mission to foster a diverse learning community dedicated to student success. We provide courses and opportunities to encourage and develop students to be leaders in the field of Early Childhood Education. The Child Development program supports the college's framework by offering paths to university transfer, career education and courses for personal or professional growth.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The trends in enrollment and FTES show according to the data that in terms of the Child Development Program we have had a slight increase over the past 5 years. The most significant data is that we have been able to retain the enrollment. In Fall 2005 we served around 679 students. In Fall 2009 we served 884 students. Our online program started in Fall 2008 serving 34 students. Our classroom based program served 739 students and our outreach (Jumpstart Program) served 35 students. Unfortunately the data does not reflect the special outreach program we had with Maalott Institute that allowed us to serve between 40 and 50 students every semester for over 2 years. (2006-2008) It is amazing that we are able to serve our students to the level we do with only one full time instructor. We have grave concerns that with the cuts in course offerings that we have experienced over the last year and what we are facing in Spring 2011, that it will have a tremendous negative impact on the vitality of our Program. We have established a pathway for students to follow in taking their coursework, but if we are not able to offer the pre-requisites in the number of sections we need to accommodate the enrollment, we will not be able to get students through the Program. This will have an impact on those students that want to transfer and for those students that are trying to acquire their Teaching Permit and find employment.
**Describe the trend in section counts and average class size**

Considering the number of courses that are required to complete the A.A. degree in Child Development and to meet the requirements of the teaching permit the average class size is around 27.6 per section and we offer around 26 sections of classes per semester (Fall and Spring) for the 14 different courses that we have to offer each semester. Now that we are offering some courses online, our courses that are also counted as general education courses have increased the count in online offerings. We are currently serving more than 750 students in our program. This trend seems to be consistent since Fall 2008. As of Spring 2010 we have experienced a cut in class section offerings which is now have a negative impact on trying to matriculate our students through the Core pre-requisite courses. There is a domino affect on the upper level courses since the students need the Core courses first.

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**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

**Based on the demographic trends in enrollment what are the implications for your Division**

Based on the demographic trends in enrollment in terms of gender, age and ethnic distribution, the data shows that are trends are consistent across the board. Our field of Early Childhood education is usually dominated by females and this is consistent with the West data. The trend in the ECE workforce shows that most of the individuals teaching are between the ages of 20-34. The largest number of students in the ECE program are occupied by those students that are 35 and over and that is also consistent with the field because of the trend of people to change occupations as well as the trend to return to college to meet the credentialing requirements for the teaching permits. In respect to the ethnic group distribution our largest number of students are of African American heritage. There is an increase in the number of Hispanic/Latino students in the program and the trend seems to be consistently fixed at the same percentage since 2008 which showed the increase to what it is today. The participation of the other ethnic groups such as White, Asian/Pac Islanders and others have not really increased but do make a difference in maintaining a diverse learning community.

**Describe the trends in Success Rates and Retention Rates**

The retention rates in our program are between 88-91%. We attribute this to the fact that the Child Development program is a specialized program that is dealing with students that have an intention to become teachers and enter the workforce. The program has additional financial stipends to support the students as well as other programs that offer individual mentoring opportunities. The program has been very intentional in providing a community to support the student's success which entails participation in State wide programs, tutoring, curriculum lab, and a student help center in our Child Development office. The adjunct faculty have been trained by the CD Department to function as Professional Growth Advisors that assist the students in the process of doing their professional development requirements for the teaching permit process. We believe that the access to the Department, Chair, and collaboration with the Assessment services and the Umoja program has enhanced what services we are able to offer our students. Our students participate in an Orientation every year and are given a handbook specifically written for the Child Development Program. All students are given a Permit Matrix and a Program Matrix by which they can navigate through the program successfully. We keep an open dialog with the counseling division and a collaborative relationship with the Campus Child Development Center which serves as our lab facility for the Child Development Program.

**Describe the trends in degrees and certificates awarded if relevant**
Child Development offers a certificate of completion and skill awards that represent areas of specialization in the field of Early Childhood education. These specialization skill awards are directly related to requirements for the teaching permits. During the Orientation Meeting we encourage all of our students to not only apply for their first teaching permit, but to also apply for the certificates and skill awards that they are qualified for. In the past we have had the students apply for these awards on their own, but now we have instituted a new procedure which integrates the CD office into the process. We now have more control over the number of students that are successful in receiving their awards and certificates. It is our intention to now prepare these certificates and skill awards to the State so that they can continue to be recorded on their transcripts. We are seeing once again an increase in the number of certificates and skill awards.

**MODULE 4. STAFFING TRENDS**

**Describe the trends in FTEF**

In Child Development the FTEF has not changed over the past 10 years. Initially Child Development was staffed by three full-time instructors. One retired in 2004 and one moved into a related discipline, Family and Consumer Studies so in Fall 2010 there is only one full time instructor. The FPIP process approved a full-time position for Fall 2010 but the announcement by the President came out too late to provide for an adequate hiring and assignment of Fall classes. The position has been moved over to Spring, and ultimately in Fall 2011. Our present full-time instructor has reached retirement and may do so within the next two years so we will need to hire another full time instructor as well. We have been fortunate to have an adjunct faculty that are not only highly qualified, but that have served our students consistently over the past ten years. Each adjunct has served on our Advisory Committee and have trained and worked as professional growth advisors for our students. They have integrated themselves into the entire fabric of our Program and served our students with passion and commitment.

**Are staffing levels adequate to fulfill the purpose**

No. We are presently in the process of hiring a second full time person in Child Development Fall 2011. However, we are anticipating that the only other full time Child Development instructor will be retiring by 2012. The program really needs to have at least 3 full time instructors to serve the more than 750 students in the department. We have been fortunate to maintain an adjunct faculty staff that has been consistent over the last 10 plus years so that the students have been able to rely on their commitment to them and the quality of education. The adjunct faculty has been very supportive and active in the progress and stability of the program. We have 5 other programs that we participate in to support our students and therefore it will be necessary to enhance our full time instructors to meet the demands of the field.

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**List the functions and services provided by the Division**

Our Child Development Program provides the pathway and access to the teacher permit process, tutoring, financial stipends, internship assignments, Practicum experiences, observation experiences, job placement, transfer guidance with institutions we have collaboration with, assessment for placement especially for English proficiency to secure student success, exposure to conferences, mentoring, professional growth advisement, live scan fingerprinting service for the student’s teaching permit process, curriculum lab, and Advisory Committee that supports the program in implementing and participating in VTEA, California Student Aid Commission, California Mentor Teacher Program, Child Development Training Consortium, and the Child development Careers-WORKs programs.

**Describe the technological advances that have been implemented**

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West Los Angeles College

Our Mission: West fosters a diverse learning community dedicated to student success.
We have been very intentional and thoughtful in what we have done to advance our program in terms of technology. We have for the past 10 years operated a curriculum lab for our students that provides access to computers that support them in their assignments and research. In the last two years we have begun offering courses online. We chose to offer Child Development 1 which is also a general education course as our first class offering online. We then selected CD 10 which is Health and Nutrition course because of the dynamics of the class lent itself to this venue for delivery. We are now as of this year offering CD 34, CD 38, and CD 39 on line because they are upper level specialization courses that also lend themselves to online delivery. Our goal is to offer CD 42, 48, and 65 all of which are co-requisites for our Practicum courses online. We will always offer CD 38 and 39 as one section online and another section classroom based. We have begun to integrate our other courses into the Etudes system not as online delivery, but as an enhancement technique to support student access and success. We are considering a hybrid format for some of the other advanced level courses. many of our instructors are blogging and infusing U tube clips into their curriculum.

Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys

Every year we do a student survey to get feedback from students in terms of course offering suggestions, time and days classes are offered, and suggestions of services that they would like to see implemented in the program. This has been one of the driving forces behind how we serve our students. The faculty is pooled every semester in our staff meetings and in the Advisory Meeting to get suggestions and feedback from them as well. We use the VTEA survey and the Assessment/Articulation surveys as well.

Discuss the implications of the survey results for the program

The surveys and student suggestion box have been of great value to us in planning our program curriculum and services. The trends do not always reflect their input but we try to take their suggestions to heart and infuse the feedback into the plans. Our program is a combination of faculty, advisory committee, student input and the organizations and programs that represent the field of Early Childhood education.

Module 7. Curriculum

Are required courses scheduled in appropriate sequence

We have a matrix that are students are encouraged to follow that will support them in attaining their Associated degree in Child Development, transfer, and or Teaching Permit within either a two or three year plan. Students have a choice that is representative of what their life circumstances and economic situation will afford for them to do. Many of the students that are participants in our program are also representative of the general population of students that attend West. We find that many of our students have work to do on a remedial level in terms of English and Math skills that must be dealt with soon after they enter the program. The State Department of Education on Teacher Credentialing requires a Math and English proficiency level, and therefore they must meet these requirements in order to obtain their teaching permits.

What outreach online and hybrid classes has your department offered
We offer Child Growth and Development courses in the outreach Jumpstart program. Currently we offer the CD 1 course because it is also a general education course and an introduction to the field of Early Childhood Education. We also offer CD 10, 34, 38, and 39 online. We will be expanding to CD 42, 48 and 65 which are co-requisites to the Practicum classes.

**How does the department determine that classes are taught consistently with the official course outline of record**

The Child Development has a syllabus format that is used by all instructors. This form has the course description, SLO’s and course objective as part of the format for each course taught. The syllabus is reviewed by the Department and critiqued by the Chair of the CD program.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the courses and programs of the Division**

Each instructor is asked to design a rubric for one or more of the course assignments and to evaluate the success of the students and the appropriateness of the assignment. This assessment is then reviewed by the Department and the faculty as a whole.

**Which key courses and associated outcomes have been assessed in the previous two years**

We have assessed several of the core courses that are required for the teaching permit. This would be CD 1, CD 2, CD 3, CD 4 and CD 22/23.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

We have decided to enhance and expand on the number of SLO’s and assignments that reinforce the SLO’s to be evaluated. We are currently assessing only one SLO per course.

**Will these planned changes necessitate a Resource Request**

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

We have a collaborative relationship with the Child Development Center program and faculty. The Center serves as a Practicum site for our students and the faculty participates in our Advisory Committee. We also have on staff at the Center one of our Mentor teachers from our California Mentor Program that serves specific students that participate in the Child Development Careers-Works program. We have a collaborative relationship with the Assessment and Matriculation Services that encourages our students to go for assessment during their first two semesters in the program. We participate in their Advisory Committee. We have integrated many of our students that have the need for foundational courses in Math and English into the Umoja Program in an effort to support and monitor their success.

**Connections with schools institutions**
We have a networking sub-committee that is representative of the members on our Advisory Committee that allows us to have contact and support from the community to provide internship and employment opportunities for our student teachers and graduating teachers. We participate in the Child Development Training Consortium, California Mentor Program, L.A. County Stipend Program, California Student Aid Commission, Child Development Careers-WORKs Program, Pacific Oaks College, National University, Umoja Statewide Consortium, CAP, CCCECE, and the 24 Unit Alignment Project with the CSU transfer agreement.

**Module 10. Professional Development**

**List the 2 most significant professional development activities engaged in by each regular full time member**

Elizabeth Evans: Full time Instructor for Child Development

I have served on the 24 Unit Alignment Project, the State certificate Project for the Early Childhood Early Interventionist, Regional facilitator for the California Mentor Program, Facilitator for the Child Development Training Consortium Program, Facilitator for Child Development Careers-WORKs Program, Co-coordinator and founder of the West Los Angeles College Umoja Program, VTEA manager for Child Development Program, presenter at the Oxford Roundtable on issues dealing with Child Development, presenter last year at the Statewide meeting for the Mentor and Consortium Programs, presenter for the Child Development Careers-WORKs Annual Conference, and this year the key note speaker for the Statewide meeting for the Mentor and Consortium meeting.

**Are there areas of unmet professional development needs among faculty in this program**

Our faculty participates in the CCCECE organization for Community College Instructors and the National Association for the Education for Young Children. All of our faculty have continued to serve as Professional Growth Advisors which require yearly training.

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

- **Media services**: 4
- **Library materials and services**: 4
- **Library resources integrated into curriculum**: 4
- **Custodial services**: 4

**What impact do you feel the college catalog class schedule and college website have on marketing your program or service**

The resources available to us through the catalog, class schedule and website has been supportive in marketing our program. We do not however just depend on these resources to promote our program. Our interaction and involvement through the programs we participate in and our involvement on a State level have given our program exposure. We want to be able to continue to upgrade and enhance our Child Development Handbook, brochure and website to support the development of our program.
MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity

We have created a virtual community for our students (heart4kids) that has a site for our students and other child development students to interact through. We also sponsor field trips to colleges that our students are interested in transferring to. We hold Student Orientation meetings and workshops for our students. Every year we sponsor 25 students to attend a local conference at the South Central Consortium here in Culver City. This year we are having 25 of our students to serve as volunteers at the National Conference in Anaheim for the National Association for the Education of Young Children. This is going to be a fabulous experience for our students to network with educators from around the country.

List any awards honors scholarships or other notable accomplishments of students in the program

Many of our students apply for the scholarships that are offered here on campus. Every year we sponsor a work meeting where we introduce the students to the scholarships and assist them in applying for them. We have students that have made the Dean's list and have received financial stipends for their academic success and their service in the field. We try to track our students when they graduate so that we will know what milestones they have achieved such as degrees and advancement in the Teaching Permit Matrix. We are proud to have students that have achieved the intention of not only receiving their A.A. and B.A. degrees but have also received their Masters degree in Early Childhood Education. We are proud to have graduated students that are now working in the field as teachers, associate teachers, assistant teachers, program directors and supervisors. Many of these students now serve on our Advisory Committee as professionals.

MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program

We are integrating the use of computers as part of the Early Childhood curriculum that students will use in their classrooms with children. We are also besides the online class offerings, encouraging students to utilize the availability of access to the Etudes system to communicate with their instructors and to submit assignments. Our students have to have computer literacy to function in an ECE program as a teacher or Director of a program.

What are the emerging trends in the labor market

Many of the State and Federally funded ECE programs are now requiring B.A. degrees. The private preschools are not requiring the A.A. degree yet, but they are requiring that students come equipped with certain coursework that will enable them to be qualified for the teacher level permit. Many of the school districts are mandating that their teachers have additional coursework that we provide in our specialization courses. We are on target with the courses we offer and especially in terms of the vocational requirements for the field. Our students are in high demand from employers when they say they were trained through the ECE program at West Los Angeles College. The proof of this is that when we go out into the community our students are there in numbers. We are constantly being contacted by employers to send them our student teachers.
What are the emerging trends in the community

I have concerns about the trends in the community when it comes to the State funded programs. This past year with the reduction in financial support to these programs from the State and the lost of income due to the budget failure, we have seen that Centers have had to close until the budget is signed and the resources are defined. In terms of private and federally funded programs the outlook is healthier and more promising. We foresee the development of more private preschool programs and family day care based programs. This means that more of our students will perhaps want to start their own business. In our curriculum that we offer we actually prepare them with the skills, information and networking resources to venture into their own business. More children are in family day care centers then any other form of Child Care in the United States.

Module 14. Continuous Quality Improvement

Describe the improvements in program practice you have implemented as a result of program review

We think the biggest improvement in our program has been the implementation of the auxiliary programs that support the student services that we are able to provide our students.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

Reflecting on the data that has been collected as well as the student feedback from our contact with students both in person and through the surveys, we feel that we have been able to assess the value of the improvements in terms of student success.

Module 15. Grants

Has the Discipline Program Service applied for any grants in the last 2 years

Yes

Module 16. Vocational Programs

Does this Division offer any vocational programs

Yes

Review labor market demand

The field of Early Childhood Education is in high demand as evident in the number of students that are currently enrolled in our program. Our students are constantly being sought after by employers in the field.

Advisory board membership
West Los Angeles College
Child Development Department Advisory Committee
Our Advisory Committee consists of the following:
Yvonne Simone-CDC Campus Director
Child Development Center Faculty
Adjunct Child Development Instructors
Shenece Canty-Students majoring in Child Development
Linda Clowers-Dean of Academic Affairs of College
Child Care Providers:
Jeni Butterworth- Director of Sony Child Development Center
Cathy Ellis- Director Bright Horizons Corporation Child Care Centers
Mildred Lovett- The Children’s Center and the South Central Training Consortium
Wilma Kiel-The Intergenerational Center and The South Central Consortium
Shelley Hughes- Owner of a Family Day Care (Alumni)
Kenyatta Bakeer- Owner of Child Development Center and Rep for California
Mentor Teacher Program
Ingrid Maxie- Owner of Family Day Care Center
Directors of Child Care Programs funded by CDE/CDD
Yuovene Whistler-Crystal Stairs Resource and Referral Services for Child Care
Anupama Joshi-Chair of ECE CSU-Domiquez Hills
Tim Sundeen- Representative of Pacific Oaks College
Dr. Patricia Banday-Director of Assessment and Matriculation
Bryan Starks-Department of Social Services Child Welfare Services
Carlene Davis- Los Angeles Urban League

What have been the major outcomes of your advisory board meetings

The major concern from the input from our Advisory Committee members is that they want to see more writing opportunities required in the course work that students undertake. There is a serious demand that teachers be skillful in observation and writing techniques to record as assess the development of children. We as a faculty have taken this into consideration in the formatting of the modality of learning techniques we institute in our courses. We have increased the writing assignments in all of our courses and have required more essay exams and less scranton multiple choice. We are in the process of changing one of the course requirements for the A.A. degree to incorporate the Observation and Recording course into the mix.

Describe the employment and completion success of its students

Obviously, our students have been success in reputable numbers evident by the success of them acquiring employment in the field. We are contacted constantly for referrals for our students as potential teachers in a variety of programs that are satisfied with the training and field experiences that our students have to fulfill. We have had a real struggle with encouraging the counseling division to not counsel our students out of Child Development for their A.A. degree. This has had a real impact on our degree since that are encouraged to attain a Liberal Arts degree instead. There seems to be a lack of understanding that our program is both academic and vocational.

Program accreditation

No
What is the accreditation status of each program in the division

Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division

NA

Provide a brief analysis of employer satisfaction with program graduates

Based on the feedback we have received from the members of our Advisory Committee that have representation from the employers in our community and in the outlining communities that are students have found employment, we have established a great reputation. Our students are in demand. We have teachers that have gone through our program for their degree, certificates and skill awards and have received their teaching permits that are currently employed in ECE programs like: Bright Horizons, Sony Pictures Child Development Center, L.A. Unified Child Development Centers, Culver City Child Development Centers, Westside Child Development Center, local YMCA and Parks and Recreation Child Development Centers, Headstart Programs, First 5 Programs, as well as private for profit programs.

MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager

Charles "Buck" Stapleton, Chair