Program Review Part 1: 
Reflection and Assessment 
Fall 2010

**MODULE 1. DEPARTMENT PURPOSE**

**Describe the purpose of the Office Program Service**

The mission of the Office of Admissions and Records (A&R) at West Los Angeles College (WLAC) aligns with the mission of WLAC as a whole: to serve students and the community by providing quality instruction and support services. In particular, A&R remains dedicated to the principle and promise of open access. To that end, A&R offers student support services that both protect privacy and encourage student communication and development.

**Describe how the stated purpose aligns with the college mission statement**

Again, the mission of the Office of Admissions and Records (A&R) at West Los Angeles College (WLAC) aligns with the mission of WLAC as a whole: to serve students and the community by providing quality instruction and support services. In particular, A&R remains dedicated to the principle and promise of open access. To that end, A&R offers student support services that both protect privacy and encourage student communication and development.

**MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS**

**How has the Office addressed the recommendations from the previous program review**

1. Recommendation one, to adopt an electronic signature policy has been met through LACCD Administrative Regulation E-13.
2. Recommendation to purchase software to make "robo-calls" was not met due to budgetary constraints.
3. The final recommendation, to move forward with an online transcript request process, has been met. This process required cooperation with both the National Student Clearinghouse and District IT.

**What has the Office done regarding implementation of accreditation recommendations**
1. Recommendation Number One: Develop a point of contact survey in collaboration with the college researcher. This recommendation has been met. Point of contact surveys were created and distributed in the fall of 2010 to over 7,000 students.

2. Recommendation Number Two: Address and plan improved communications to students about available services. This recommendation has been met. In collaboration with our Marketing Office, A&R has posted signs of all available services at every computer terminal and teller terminal in the A&R Office. In addition, we routinely send out letters and e-mail messages notifying students of available services.

3. Recommendation Three: The VP and Dean of Student Services will supervise the scanning of backlogged documents. In collaboration with Viatron Scanning Services, this recommendation has been met.

**MODULE 3. EFFECTIVENESS: ENROLLMENT TRENDS**

**Describe the trends in Enrollment and FTES**

Enrollment is steadily increasing, as are applications. For example, in fall of 09 we received 4242 total applications through CCCApply. In the fall of 10, we received 4830 applications through CCCApply. As applications increase, processing work for A&R staff also increases.

**Describe the trend in section counts and average class size**

Average class size is steadily climbing while section counts are decreasing. For example, the average class size at West rose from 26.1 in the fall of 2008 to 33.8 in the fall of 2009. Increasing class size has no clear implications for A&R. Decreasing section counts, however, require that A&R notify students, especially during registration, of closed and open sections. In addition, A&R must communicate that early registration is more critical than ever and must also deal with student anxiety and frustration at the point of registration.

**MODULE 4. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

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

Demographic trends (age, gender and ethnicity) have remained fairly stable from year over year. For example, our Hispanic/Latino population rose from 29% in fall 2008 to 31% in fall 2009. Changes in demographic trends could have implications for A&R, particularly if our population were to dramatically shift towards non-native English speakers or non-English speakers. Currently we have one full-time and one part-time employee who speak both English and Spanish fluently.

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

Success and retention rates have remained stable. For example, the retention rate was 83% in the fall of 2008 and 85% in the fall of 2009. Success and retention could have implications for work within A&R. For instance, students who are not retained due to academic dismissal require notification by mail from A&R and a chance to appeal to an academic counselor. If the counselor agrees to grant the appeal, the student must then go to A&R to have the dismissal lifted and unit limits set.

**Describe the trends in degrees and certificates awarded**

Degrees and certificates awarded climbed steadily to a peak of 757 in 2008-2009, then dropped to 626 in the year 2009-2010. The amount of degrees and certificates awarded has some implications for A&R given that the Evaluation Office within A&R must process petitions for graduation, generate diplomas and report graduation data.
Module 5. Staffing Trends

List the current staffing levels

The Office of Admissions and Records currently has nine full-time employees, with one employee dedicating a portion of his time to processing veteran’s benefits.

Are staffing levels adequate to fulfill the purpose of the Office

During most of the year, yes, although we require "substitute and relief" workers during our busiest times of year (primarily two weeks prior and two weeks after the start of the semester). We rely primarily on student workers to consistently answer telephone inquiries although these student workers do not have steady, full-time hours. When we begin to implement the new SIS system beginning the summer of 2011, we will need more full-time staff to continue ordinary office operations.

Module 6. Effectiveness: Functions and Services

Who is served by the program

We all students enrolled in the college because all students apply and enroll through A&R. In addition, we serve Veterans by certifying that they are enrolled at our institution so that they can receive educational benefits through the Veterans Administration.

List the functions and services provided by the Office

Application assistance; application processing; enrollment verification; transcript production and delivery; adds and drops of classes; student information updates; grade review petitions; residency petitions; course equivalency petitions; course repeat petitions; academic renewal petitions; general petitions; veterans certifications

What outreach activities has your department hosted or was engaged in

Please refer to the Office of Outreach and School Relations Program Review.

Describe the technological advances that have been implemented

1. A&R placed computer terminals in A&R and promoted student "self-service" where possible. 2. A&R implemented an online transcript ordering process. 3. A&R implemented a scanning system so that documents can be electronically retrieved. 4. We are currently in the process of automating our "line-out" process.

Module 7. Effectiveness: Survey Results

Describe the results of relevant surveys

A&R sent out over 7,000 surveys through e-mail and placed surveys on computer terminals in A&R. Of the 498 who responded, the response was overwhelmingly positive. The vast majority of students either "strongly agreed" or "agreed" with the following statements: "I received the help that I needed" (91%); "the staff was knowledgeable" (89%); "the office hours are convenient" (80%); "the information provided was helpful" (90%); the information was clear and easy to read (93%); "the staff was courteous and helpful" (89%); "the office was comfortable and clean" (86%); "it was easy to find the office" (94%).

Discuss the implications of the survey results for the program
Because 11% of our respondents felt that the staff was not knowledgeable or helpful, A&R must continue and expand our efforts at ongoing staff development and training. Because 93% of our students found our forms "clear and easy" to read, I do not believe that the forms can be made easier to read or more clear. Any confusion among the remaining 7% could be easily explained given that a substantial portion of the population we serve may not be literate in English.

MODULE 8. STUDENT LEARNING OUTCOMES

**What are the assessment plans for the services of the Office**

A&R makes assessments of Student Learning Outcomes based on our point of contact survey and based on information students submit in petitions. For example, our three core SLOs include: computer literacy, communication skills and civic responsibility. A&R attempts to enhance communication skills by modeling clear writing on our petitions and other written materials, computer literacy skills by offering online options for service, and civic responsibility by holding students accountable if they provide false information. According to our survey, 93% of students find our forms clear and easy to read and 90% of students are aware of our online services. In instances where students submit false information to the admissions office, A&R staff refer these students to the Dean of Admissions and records.

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

None.

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

No

MODULE 9. DEPARTMENTAL ENGAGEMENT

**What interdepartmental collaboration has your Office been involved in during the past six years**

Our A&R department collaborates closely with the office of international students to determine residency, with counseling to work with veteran SEPs and students who have been dismissed, with the athletics department to determine athletic eligibility and with the business office to determine proper fee payments and refunds.

**What has your Office done since the last review to establish connections with schools institutions organizations businesses**

Our veterans staff member routinely works with the Department of Veterans Affairs to keep abreast of the latest educational reimbursement programs and procedures. Our international student advisor maintains affiliated with NAFSA so that she has access to the latest SEVIS rules. Our evaluations department regularly works with SunGuard to manage upgrades to our DegreeWorks software system.

MODULE 10. PROFESSIONAL DEVELOPMENT

**List the 2 most significant professional development activities engaged in by each regular full time member in your program**
Bill McKillian (Vet Coordinator and A&R Tech): Bill has attended two Veterans Affairs school workshops hosted by the department of Veteran's Affairs.

Art Lara: Art (Evaluation Technician) has attended UC and CSU conferences that deal with transfer requirements and new university offerings; he has also attended Degree Works trainings.

Sunny Leon: Sunny (Evaluation Technician) has attended several Degree Works (a degree auditing system) trainings.

Diana Baxter and Terry McGee (Supervisors): Both supervisors have attended Degree Works training and Viatron scanning training.

Are there areas of unmet professional development needs

One staff member has requested training in how to deal with irate customers. Another staff member requested formal training on updates in board rules and administrative regulations.

Does the Office sponsor a student club or activity

No.

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

N/A.

What are the emerging trends in technology

Documents are moving from paper to scanned versions, which affects workflow in A&R. Rather than simply filing, documents must now be scanned and indexed which requires more staff skill and time. As services such as advising and transcripts request move to an online or even electronic format, staff must be retrained.

What are the emerging trends in the community

Our population is becoming more comfortable with online technology. For instance, in the fall of 2008 4% of the population used telephone registration and 49% used online web registration; in the fall of 2009 phone registration fell to 2% and online registration climbed to 57%. Because the phone registration had dropped so low, we eliminated phone registration to save the costs of maintaining the system. As more of our services move online, we must retrain and hire staff who are skilled in an online environment.

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

1. Improvement in telephone response as a result of student worker training; 2. Improvement in fairness and efficiency of petition processing as a result of changes to the petition process for grades and residency; 3. Movement of processes online (international advising, document scanning, petition submission, transcript requests, adds and drops, roster submissions).
Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

In moving our processes online, we have helped students practice greater computer literacy. We have assessed these greater skills through point of contact surveys and online usage surveys that have shown improvement over time. For instance, in the fall of 2008 4% of the population used telephone registration and 49% used online web registration; in the fall of 2009 phone registration fell to 2% and online registration climbed to 57%. A full 90% of our students are aware of our online services.

Has the Office applied for any grants in the last 2 years

No

List faculty and staff who participated in this Program Review

All full-time A&R staff participated in this program review.
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Module 1. Department Purpose

Describe the purpose of the Office Program Service

The purpose of ASO is to develop student leadership skills. We are students serving students in all aspects of campus life through leadership, awareness, opportunities, representation, and civic involvement.

Describe how the stated purpose aligns with the college mission statement

ASO provides students with an opportunity to build and develop leadership skills at the campus, district, state, and federal levels. The ASO promotes campus community and educational programs while encouraging students to develop resourceful behaviors to achieve their goals.

Module 2. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review

The major recommendation from the previous program review was to be cautious with their budget. There have been many changes since the last review. West Los Angeles hired a Student Services Aide (a recommended position in the last review) in January 2009. The position was funded 50% from ASO and 50% from Program 100. As of July 1st 2010, the position is funded 100% from Program 100 - freeing up revenue for the ASO. In the last program review period, the college sold Preferred Parking and ASO benefited from the $7 ASO fee. In Spring 2009, West stopped offering preferred parking and the ASO budget has suffered considerably. The ASO Treasurer is a Economics major and is fiscally conservative. At the end of Summer 2010, the ASO and WLAC Bookstore partnered to offer a book loan rental program to ASO members. The ASO has also started selling discount movie tickets since the last program review. As of Fall 2010, the ASO is required to state in its minutes expected profits from fund raising efforts.

What has the Office done regarding implementation of accreditation recommendations

N/A

Module 3. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The majority of the classes are classroom based followed by online courses, which are rising steadily. The data suggests that ASO should continue offering on campus services and activities and that it needs to offer services and activities to West's growing online population.

Describe the trend in section counts and average class size
Classroom based courses are offered the most at West. WLAC offered significantly less classroom based classes in Fall 2009 compared to all fall semesters 2005-2008. In contrast, online classes have steadily increased since Fall 2005. ACT courses have remained somewhat steady although there has been fluctuation over the years. Hybrid courses were introduced in Fall 2007 and have risen steadily. Jumpstart courses were introduced in Fall 2007, rose significantly for Fall 2008, and then dropped in Fall 2009. Furthermore, the average class size in all classes has increased.

**Module 4. Effectiveness: Students and Student Success**

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

West serves significantly more females than males. The age distribution of the students has increased since Fall 2005. Currently West serves mostly students who are 20-24 years of age, however, the populations of 19 years of age and under, 25-34 year olds, and 35 years and older are relatively balanced. The majority of students are African American, followed by Hispanic/Latino, and White. The ASO should offer activities that span all age groups and offer Black History and Latino Heritage events.

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

Retention rates are highest in Jumpstart, ACT, and weekend college, followed by hybrid, classroom based, and online classes. Success rates are highest in Jumpstart classes and hybrid classes followed by ACT, classroom based, weekend college, and online. The ASO should offer more evening services and possibly weekend services.

**Describe the trends in degrees and certificates awarded**

West awards the most AA/AS degrees, followed by skill certificates, and certificates. The ASO could use this information in planning activities for students such as lectures that are related to the most popular majors.

**Module 5. Staffing Trends**

**List the current staffing levels**

1 full time Certificated Employee (Associate Dean) - charged to Program 100  
1 full time Classified Employee (Student Services Aide) - charged to Program 100

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

Yes.

**Module 6. Effectiveness: Functions and Services**

**Who is served by the program**

ASO members are served by the ASO Office. In addition, all students are represented by the ASO through the Rep Fee and in the shared governance process. Approximately 1200 students are served in the office during the first month of each semester.

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

Student government. ASO, club, and campus activities. Student IDs, information, and advocacy.

**What outreach activities has your department hosted or was engaged in**

Each semester, the ASO takes part in Welcome Week, Club Rush, and Halloween Fair. The ASO has recently reinstituted the Multi-cultural Fair. The ASO are frequent presenters at new student orientations for international and ACT students.
Describe the technological advances that have been implemented

The ASO has began utilizing social networking (Facebook and Myspace) since the last program review.

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

The ASO has conducted two surveys since the last program review: an independent survey conducted during Welcome Week and one through survey monkey. The Student Survey in Spring 2009 revealed that the majority of students surveyed prefer events between 12 pm and 3 pm, that they would attend an event if it was convenient for them, and that half of the students received their information from West Week. The majority of students were interested in attending movies, followed by concerts, plays, sports events, dances and fashion shows. Respondents had a preference for workshops on resume writing and writing research papers. The majority of the students received their information via word of mouth followed by from the bulletin boards and instructors. The survey monkey results revealed that the majority of students who completed the survey were looking for information/directions during their visit (42.9%), followed by student government inquiries and assistance with problem/student grievance (each at 14.3%). Students were either very satisfied with their service or not. Most students surveyed visited the ASO office at least once a semester or it was their first time. Most students suggested Fridays, followed by Thursday, and Wednesday for campus activities. Most respondents fell into the 18-24 and 25-34 age ranges. The majority of the respondents were Latino, followed by Black and Asian.

Discuss the implications of the survey results for the program

While half of the respondents were satisfied with their visits, half were not. This suggests that ASO should work on its customer service. Also, while the ASO has typically avoided offering events on Fridays due to the fact that there are not many classes on Friday, the data suggests that students may attend events on Fridays.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Develop rubrics and evaluations by December 2010. Pilot rubrics and evaluations in December for the Fall 2010 semester. Evaluate the assessment results during a winter retreat and make changes to the assessment instruments before using them again in Spring 2011.

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

The ASO will formally adopt its assessment instruments. There have been various recommendations for the format, but the ASO needs devote attention to its assessment instruments during a retreat.

Will these planned changes necessitate a Resource Request

No.

MODULE 9. DEPARTMENTAL ENGAGEMENT
**What interdepartmental collaboration has your Office been involved in during the past six years**

ASO has benefited by interdepartmental collaboration with the Athletic Department. Every student athlete is an ASO member and all ASO members are offered free entry to home games. The ASO partnered with the Bookstore and is currently offering a book rental program exclusively to ASO members. The ASO regularly makes presentations to new international and ACT students at their orientations. ASO has offered staff recognition awards to the West community and has funded academic scholarships in the past. The ASO used to partner with the Student Health Center to offer an ASO Health Fair. It is now institutionalized and offered jointly by Student Activities and the Student Health Center. The ASO has also worked with Academic Affairs in searching for alternative funds.

**What has your Office done since the last review to establish connections with schools, institutions, organizations, businesses**

Last year, the ASO invited its UCLA rep to the ASO meeting to present information on transfer options to students. Last year, the ASO volunteered for Jenesse Center, a domestic violence intervention program. For over two years, the ASO has been involved in planning and volunteering at Culver City’s Martin Luther King, Jr. Remembrance Celebration. The ASO has also engaged in lobbying efforts with the LACCD Chancellor and board members and with the Faculty Association for California Community Colleges.

### Module 10. Professional Development

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

Celena served as the secretary for the California Community Colleges Student Affairs Association from July 2008 through June 2010. She has also been a full time doctoral student in the USC EdD program since Fall 2008.

Hellen served as a Puente mentor to a first generation college student in Spring 2010. She also attended the AFT Classified Union 1521 Conference in October 2010.

### Module 11. Programs, Clubs, Organizations and Special Activities for Students

**Does the Office sponsor a student club or activity**

The ASO is the hub for all student clubs and activities. Each semester, the ASO sponsors club rush in addition to other club events.

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

Former ASO officers and senators have successfully transferred to UCs, CSUs, and to USC. Many has also been awarded WLAC scholarships, Dean's Honors, and President's Honors.

### Module 12. Environmental Scan

**What are the emerging trends in technology**

Texting announcements to students and online voting are emerging trends. The ASO will likely benefit from greater participation if it implements these technological trends.
What are the emerging trends in the community

The ASO Office has recently received an increase the number of community members who would like to rent rooms to students. The ASO Office has also received an increase in local businesses which are willing to offer discounts for WLAC students. WLAC has experienced a steady increase in distance learning over the last four fall semesters. This suggests that ASO should offer services to its distance learning population.

Module 13. Continuous Quality Improvement

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

Since the last program review, the college has hired a full time classified employee (as requested in the last program review). As of Fall 2010, 1) the ASO’s budget is not used towards employee expenses, 2) the board has moved towards more conservative spending, and 3) the ASO has been actively involved in representing the student voice in terms of a new home for ASO.

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

The classified staff has added continuity to the office. Both the ASO Advisor and the Student Services Aide regularly discuss the need for the ASO to use their planners and ensure that they are students first and leaders second. The ASO has engaged actively in the shared governance process (Building Program Management Committee, College Council, and Budget Committee) this year.

Module 14. Grants

Has the Office applied for any grants in the last 2 years

No

Module 15. Part 1 and Part 2 Completion

List faculty and staff who participated in this Program Review


Program Manager Name

Celena Alcala
Athletic Department

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MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Office Program Service

The athletic department at West Los Angeles College is a member of the Western State Conference (WSC), the Southern California Football Association (SCFA), and the California Community College Athletic Association (CCCAA). We are governed by and abide by the conference constitution bylaws and sports supplements, as well as the CCCAA Constitution. Our mission is to enhance the educational experience of all of our student-athletes and provide equal competitive opportunities on the intercollegiate athletic teams for all students. We recognize and value the concept of diversity within our department and are totally committed to being in compliance with Title IX mandates and gender equity.

The West Los Angeles College athletic department is committed to providing the necessary support to assist all student-athletes in reaching their full potential academically, personally, and athletically. The athletic department’s primary concern is for our student athletes to complete a certificate program as stated in our college catalog or to earn an Associate Degree, and successfully matriculate to a four year institution.

Athletics at West is an extra-curricular activity that is part of the Student Services Division, and an integral component of on campus student life. We strive to make each student’s athletic experience positive and a meaningful part of their overall collegiate experience.

Describe how the stated purpose aligns with the college mission statement

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

MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS

How has the Office addressed the recommendations from the previous program review
The institutional accreditation report from 2006-07 did not list any recommendations for the athletic department and therefore this section is not applicable. However, every five years our athletic department undergoes a Program Review/Accreditation visit by the Western State Conference and the last review was conducted during the 2006-2007 school year. As a result of that evaluation, our department was found to be in violation of multiple infractions and we were placed on probation and given a list of recommendations for immediate implementation. Athletic Administrator, Dr. Lawrence Jarmon and Vice President of Student Services, Betsy Regalado created an action plan matrix to address the recommendations.

The action plan consisted of a prioritized list of corrective measures for the department resulting in renewed accreditation and quality service for our students and coaches. Initially the action plan called for the employment of a full time Director of Intercollegiate Athletics and a full time Academic Athletic Counselor. These positions were filled by Steve Aggers and Jawell Samilton in the fall of 2007. Mr. Aggers and Mr. Samilton worked to address the problems beginning with changing the department culture to one of academic success, the student-athlete experience, competitive excellence, rule compliance and fiscal responsibility. We have also worked to restore the integrity of our programs and the department by hiring high character and well qualified teacher/coaches. We also created an atmosphere of transparency, with open avenues of communication, and collaboration with the various departments and divisions on campus.

During the spring of 2008 the Western State Conference conducted a follow up visit to West Los Angeles College to review the progress made on the initial recommendations. The athletic department created a progress report to the Western State Conference which demonstrated significant improvements resulting in a removal of the probationary status to one of full compliance and good standing with the Western State Conference and the California Community College Athletic Association.

Note: The above mentioned reports are available upon request.

What has the Office done regarding implementation of accreditation recommendations

Refer to the response in Module 2 - 1

Describe the trends in Enrollment and FTES

The trends in the overall college enrollment and FTES have not significantly impacted our office, or the services that we provide to our students. However, the general enrollment figures in the Athletic Department have significantly increased in recent years; from 205 FTES in 2007 to 320+ FTES in 2009. In addition, we have added new sports teams in women's volleyball and women's soccer thereby adding additional FTES to our department. These recent increases have impacted our department in two main areas; there has been an increase in the need for at least three (3) Full Time Equivalent Faculty members and the student services provided in academic athletic counseling and athletic training and sports medicine. Due to the increases in FTES in the athletic department the following areas have also been impacted: eligibility certification for competition, which is determined by our eligibility clerk in the admissions and records office and it has increased her work load. Additional effects are felt in the area of athletic facility usage, team transportation, and services provided for equipment, supplies and laundry.
Describe the trend in section counts and average class size

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

Module 4. Effectiveness: Students and Student Success

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

Demographic trends in the area of gender show that we have 59% female enrollment and 41% male enrollment. This data is important in our department as it relates to Title IX Gender Equity compliance. We are required to comply with Title IX in one of three ways; 1) Athletic participation proportional to full time undergraduate enrollment  2) Continuing practice of program expansion for the underrepresented sex (in this case it is the female gender that is underrepresented)  3) Fully and effectively accommodate the underrepresented sex. We are not able to comply with Title IX by using test #1 and further analysis of the data is needed to determine if we will use Test #2 or Test #3 to become compliant with Office of Civil Rights Title IX mandates for our campus athletic department.

Describe the trends in Success Rates and Retention Rates

In the athletic department we have monitored, tracked and compiled our own academic performance statistics as it relates to departmental GPA, course completion rates, graduation and transfer. Our data was compiled beginning in the fall of 2007 through a three year period ending with the spring semester of 2010. The academic performance statistics demonstrate that there has been marked improvement among the student-athlete population during this three year period. We have been able to sustain our student academic success since 2007, and in light of the budget cuts, between 2008 and 2009 there were slight but upward increases in all categories.

NOTE: A complete listing of all statistics referenced is available upon request.

Describe the trends in degrees and certificates awarded

Athletic Department statistics for certificates and degrees awarded are as follows:

2007-08: Degrees Awarded - 19, Transfers - 30
2008-09: Degrees Awarded - 31, Transfers - 51
2009-10: Degrees Awarded - 36, Transfers - 52

Module 5. Staffing Trends

List the current staffing levels
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FTEF = 2: Athletic Director, Academic Athletic Counselor
FTEP = 2: Athletic Trainer, Athletic Department Secretary
Adjunct Coaching Positions = 7:

West Los Angeles College offers ten sports – five men’s teams and five women’s teams.
The ten sports are: Baseball, Men’s and Women’s Basketball, Men’s and Women’s Cross Country, Men’s and Women’s Track and Field, Football, Women’s Soccer and Women’s Volleyball.

NOTE:
1) Women’s Basketball - Colleen Matsuhara (Ms. Matsuhara is a full time faculty member .5 load for teaching and .5 load for coaching)
2) Football - Marguet Miller (Mr. Miller is a full time faculty member .5 load for teaching and .5 load for coaching)
3) Cross Country/Track and Field - Dan Fitzpatrick (Mr. Fitzpatrick is the head coach for both men and women’s cross country and track and field teams)

Are staffing levels adequate to fulfill the purpose of the Office

No - We need to hire two classified staff personnel will serve as a part time Assistant Athletic Trainer and a part time Sports Information Director. We also would like to request that the college move to hire three (3) tenure track faculty members who will serve as instructors/coaches for the Men’s and Women’s Cross Country and Track and Field program, the Women’s Soccer program and the Baseball program.

Module 6. Effectiveness: Functions and Services

Who is served by the program

We serve any student who has a desire to compete on the collegiate level with an athletic team, including any prospective recruit and all current student-athletes at West Los Angeles College.

During the 2009-2010 school year we serviced 429 West students in the athletic department. This number includes any and all students who matriculated into West with aspirations of competing on an athletic team. These students were serviced by our athletic academic counselor, our athletic trainer/sports medicine staff, and eligibility certification sessions with the Director of Athletics. The number eventually drops to around 320 due to natural attrition or coaches that make cuts to reduce larger team numbers from the original try-outs to the opening game team numbers.

List the functions and services provided by the Office

Administrative oversight of ten competitive athletic programs which involves staffing, budgeting, transportation, eligibility certification, equipment and supply needs, scheduling future competition, hiring game officials, facility management, and more. The academic counseling involves assistance with matriculation, transcript evaluations, transfer information, career assessments, dissemination and review progress reports, academic monitoring in collaboration with our faculty, assistance in the development of an academic plan for performance improvement and student educational plans (SEP’s). The athletic training services involve the care and prevention of athletic injuries, collaboration and coordination with team doctors, arranging the physical examinations for student athletes, rehabilitation of athletic related injuries, and the oversight of daily practice sessions and official athletic contests.
What outreach activities has your department hosted or was engaged in

1) Our coaches work effectively with Angel Viramontes and the student outreach and recruitment office, speaking and talking with area high school coaches and prospective students.

2) The Athletic Director makes periodic speaking appearances at local service organizations such as the Rotary and Optimist to tell our story in promoting the college and the athletic department. These are public relations tools and community outreach opportunities.

3) The Athletic Director plays in local charity golf events such as the Culver City Chamber of Commerce tournament, Wise and Healthy Aging.

4) The athletic department organizes a community service opportunity for our student-athletes to travel to area elementary schools to promote Reading - or as we call it, School Is Cool.

5) The athletic department has a long standing partnership with the West Los Angeles College Child Development Center to do a twice a week reading program with pre-school and young elementary students. Each team takes turns doing it for one month during the school year and we leave it up to the coach to staff each session with their student-athletes.

6) Our athletic academic counselor conducts informative and educational seminars at area high schools regarding NCAA, and NAIA athletic eligibility and recruiting regulations.

7) Our athletic academic counselor and athletic director are available for guest speaking engagements with various learning cohorts on campus.

Describe the technological advances that have been implemented

We have worked diligently to upgrade all of the coaches in our department with a desk top computer. As recently as two years ago the majority of the coaches in our department did not have an office computer. The athletic director, department secretary and counselor all had older out of date computers and the athletic trainer had a computer that was 10 years old and not in proper working condition. We worked to get new computers for all department administrative and classified staff. In addition, we purchased a new LCD projector for power point presentations within the department. We purchased a new digital sports video editing system, enabling coaches to edit game footage for teaching purposes and highlight the accomplishments of our team and team members for recruiting purposes. In addition, our department has acquired a new lap top computer, a laminating machine, and a fax/copier/printer/scanner all-in-one machine.

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

The athletic department conducted its own point of service survey amongst each athletic team during the 2008-2009 school year. The student feedback from the surveys suggested the athletic department staff was friendly, helpful, courteous, consistent, informative, willing to help, sensitive to meeting student needs, prompt in dealing with various issues, and prepare students for transfer to four year schools. Additional feedback from the survey indicated that we needed a larger training room, clean rest rooms, additional athletic counselors and athletic trainers, multi media equipment, athletic equipment, and improved athletic locker room facilities (larger lockers, showers that work properly, cleaner rest rooms). It was also suggested that we improve the athletic web site, expand the gymnasium in an effort to add seating and add a public address sound system.
**Discuss the implications of the survey results for the program**

The athletic department evaluated the results of the survey, and has since taken corrective action to address the results of the point of service survey. Some of the concerns raised by our students would have been addressed with the construction of the new Allied Health and Wellness building. Due to financial constraints the new facility will not be constructed. In the interim, our college and various stakeholders on campus are meeting to create positive solutions that will address the concerns raised in the survey.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the services of the Office**

1. **Critical Thinking:** The student-athlete will be able to think critically and problem solve logically during athletic competition both at practice and in games.
2. **Communication:** The student athlete will demonstrate active listening skills in response to directions from coaches regarding skill development, game planning and strategy implementation. Student athletes will also demonstrate proper verbal skills in communicating with teammates and coaches during practice and game situations. Finally, student athletes will learn how to deal with and respond appropriately to constructive criticism, and utilize it for learning and improvement.
3. **Quantitative Reasoning:** The student athlete will demonstrate the ability to navigate available resources to reach his or her academic goals.
4. **Civic Responsibility/Diversity/Ethics:** Student athletes will participate on athletic teams that are culturally and ethnically diverse, and will demonstrate unity while working to achieve a common goal.
5. **Self Awareness/ Interpersonal Skills:** The student athlete will identify his or her health and fitness goals, and accept responsibility to implement a plan of action to achieve these goals.

In an effort to assess and measure the services of the program, we will continue to monitor and track the academic progress of all student athletes through individual and teams GPA's, course completion, retention, and graduation and transfer rates. We will also continue to seek insight and feedback via the point-of-service surveys, and we will work to establish an exit survey for those students who graduate and transfer. In assessing athletic success of the student athletes, one of the tools we utilize is the number of scholarships awarded to four year colleges and universities. Our coaches will continue to monitor, track and provide the appropriate feedback for individual and team skill development. This assessment is purely a subjective evaluation.

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

In an effort to assess student success, the athletic department will solicit feedback from our coaches to establish an instrument designed to measure the Student Learning Outcomes created specifically for the intercollegiate sport activity courses. Meanwhile, as mentioned in Module 8-1, we will continue to monitor and track the academic success of the student athlete population.

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

N/A
What interdepartmental collaboration has your Office been involved in during the past six years

Over the past three years, the athletic department has made a conscience effort to change the culture amongst the student athlete population here at West. In an effort to foster this change the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to enhance student learning, retention, persistence and academic success.

1. Academic Senate
2. Matriculation
3. Admissions and Outreach
4. Financial Aid
5. EOPS
6. Child Development Center/Reading program
7. Learning Resource Center/Academic Support Services
8. Media Relations
9. Office of Student Excellence
10. Plant Facilities

What has your Office done since the last review to establish connections with schools institutions organizations businesses

The Athletic Department has worked to establish relationships with outside agencies in the following ways:

1) Our coaches work effectively with Angel Viramontes and the student outreach and recruitment office, speaking and talking with area high school coaches and prospective students.

2) The Athletic Director makes periodic speaking appearances at local service organizations such as the Rotary and Optimist Club to tell our story in promoting the college and the athletic department. These are public relations tools and community outreach opportunities.

3) The Athletic Director plays in local charity golf events such as the Culver City Chamber of Commerce tournament, Wise and Healthy Aging.

4) The athletic department organizes a community service opportunity for our student-athletes to travel to area elementary schools to promote Reading - or as we call it, School Is Cool.

5) The athletic department has a long standing partnership with the West Los Angeles College Child Development Center to do a twice a week reading program with pre-school and young elementary students. Each team takes turns doing it for one month during the school year and we leave it up to the coach to staff each session with their student-athletes.

6) Our athletic academic counselor conducts informative and educational seminars at area high schools regarding NCAA, and NAIA athletic eligibility and recruiting regulations.

7) Our athletic academic counselor and athletic director are available for guest speaking engagements with various learning cohorts on campus.

8) In an effort to market and brand the athletic department we have developed a relationship with the Fast Signs Corporation of Culver City

9) We have created a partnership with the Kerlan-Jobe Othopaedic Clinic in effectively meeting the Sports Medicine needs of our student athletes

Our Mission: West fosters a diverse learning community dedicated to student success.
List the 2 most significant professional development activities engaged in by each regular full time member in your program

Steve Aggers, Director of Athletics
1. Office of Civil Rights at the U.S. Department of Education, Title IX Gender Equity Compliance Workshop – Summer 2010
2. California Community College Athletic Association (CCCAA) Spring Convention - 2010

Victor Pulido, Athletic Trainer
1. Professional Baseball Athletic Trainers Society (PBATS) National Convention - 2010

Joann Haywood
1. As a Union representative Ms. Haywood attended the American Federation of Teachers National convention and leadership retreat. Summer 2010
2. Ms. Haywood is an active participant in several on-campus committees including College Council.

Jawell Samilton, Academic Athletic Counselor
1. Office of Civil Rights at the U.S. Department of Education, Title IX Gender Equity Compliance Workshop - Summer 2010
2. National Association of Academic Advisors for Athletes (N4A) National Convention - Summer 2010

Are there areas of unmet professional development needs

N/A

MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Office sponsor a student club or activity

The athletic department sponsors special award recognition for the male and female Scholar Athlete of the Month, and the male and female Outstanding Athlete of the Year Award. It is also our intention to implement an interdepartmental student-athlete organization that we are calling the Student Athlete Advisory Group (SAAG). We propose that each team will elect one representative to sit on the SAAG and meet once per month to address student concerns within the athletic department. This group will give the student-athletes a voice in the operation of our department and for the administrators to take the the concerns of our students into consideration.

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

Over the past three years, our Coaches have done an exceptional job in getting many of our sophomores placed at four year colleges and universities nation wide.

NOTE: We have a comprehensive list of the transfer schools that are available upon request.

MODULE 12. ENVIRONMENTAL SCAN

What are the emerging trends in technology
In terms of athletic competition, the trends in technology center on the continued use of digital video equipment as a teaching and learning tool. Coaches are using smaller compact digital cameras to record individual and team skills during practice sessions and game competition. These innovative advancements in sports editing equipment enable coaches and teachers to create small video clips or snippets which they can use to improve both individual and team skill development and learning. We will consistently endeavor to stay abreast of new advancements in this area and submit requests for funding that will enable us to purchase the latest up to date high resolution video equipment and viewing monitors for our students.

What are the emerging trends in the community

The academic entrance requirements for student-athletes at the four year level are becoming increasingly more stringent, therefore the opportunities more limited. This means that many high school student-athletes who are not adequately prepared for the four year level will be looking at the community college system to improve their academic and athletic skills in order to advance to a four year institution of higher learning. The National Collegiate Athletic Association (NCAA) has changed the initial eligibility requirements for high school students, and passed legislation that impact community college student athletes. As a result of the academic reform, there will potentially be an influx of prospective student athletes matriculating into the community college system.

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

As a department, there has been continuous evaluation and improvements implemented in an effort to better serve and effectively meet the needs of our student population. The following are some of the many changes and improvements implemented since the previous program review:

- The academic success rates of our students has improved drastically and remained steady over the past three years
- Evaluated coaches and made positive staffing changes
- Worked to establish fiscal responsibility and budget management
- Policies and procedures for all department personnel
- Becoming rule compliant
- Revamped the athletic eligibility certification process
- Maintenance, upkeep and improvement of athletic facilities and departmental website
- Added teams in Women's Soccer and Women's Volleyball in an effort to serve the needs of our female students
- Negotiated the reacquisition of the C-1 Athletic and Physical Education building
- Changed the school nickname and developed a plan to market and brand the new nickname
- Acquired new digital editing video equipment

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice
In an effort to assess and measure the services of the program, as well as student achievement, we will continue to monitor and track the academic progress of all student athletes through individual and teams GPA's, course completion, retention, and graduation and transfer rates. We will also continue to seek insight and feedback via the point-of-service surveys, and we will work to establish an exit survey for those students who graduate and transfer. In assessing athletic success of the student athletes, one of the tools we utilize is the number of scholarships awarded to four year colleges and universities. Our coaches will continue to monitor, track and provide the appropriate feedback for individual and team skill development. This assessment is purely a subjective evaluation. Furthermore, in the area of athletic performance, students are assessed and measured by their progress in terms of performance during their time at West, as well as scholarship opportunities offered from four year institutions. If a student departs as a second year participant and receives an athletic scholarship to a four year institution, and none were offered out of high school, then he or she has improved under our guidance. Learning did take place and the assessment came in the form of an athletic scholarship offer to the West student-athlete.

**MODULE 14. GRANTS**

*Has the Office applied for any grants in the last 2 years*

No

**MODULE 15. PART 1 AND PART 2 COMPLETION**

*List faculty and staff who participated in this Program Review*

- Steve Aggers, Director of Athletics
- Jawell Samilton, Academic Athletic Counselor

*Program Manager*

- Steve Aggers, Director of Intercollegiate Athletics - Friday, October 15, 2010

*Name*

2010
Child Development Center

Program Review Part 1:
Reflection and Assessment
Fall 2010

MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Office Program Service

The purpose of the Child Development Center (CDC) is to provide exemplary child development services and make higher education accessible to the student-parents of the Los Angeles Community College District. To provide the best practices in early childhood education to students in training for the workforce.

The Child Development Center has three mandated fundamental purposes:

. To provide an Early Childhood Educational Program to children of West students (first priority), faculty & staff (second priority), and the community (third priority).

. To facilitate child development students learning and training by providing a professional environment for practical implementation of professional knowledge and skills. Students complete assignments such as direct child observations, whole class observations and student teaching / practicum training.

. To provide Parent Education with a variety of opportunities to enhance parenting skills and optimize the educational experience for the parent and child.

Describe how the stated purpose aligns with the college mission statement

The support services of West's Child Development Center provides student-parents access to higher education and the opportunity to successfully complete their educational goals. The Center provides quality, supervised training to child development students pursuing a career path in early childhood education by way of skill certificates, a degree and or transfer readiness.

MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS

How has the Office addressed the recommendations from the previous program review

The CDC’s one recommendation - "Student-parents join with the Center staff to assist with events and fundraising." The CDC staff recognize the need for more lead time prior to events to inform parents. We have worked to improve parent awareness of CDC activities through written and oral communication, i.e. parent calendars, more flyers, handouts. As of fall '10 the CDC is communicating with parents via email. Personal contact with a parent continues to be the most effective approach to soliciting interest in center activities.

What has the Office done regarding implementation of accreditation recommendations
The CDC continues to practice open communication and respect among staff to maintain a civil climate within the program and hopefully that radiates out through the student-parents, child development students and CDC staff to the larger college community. The CDC participates annually in the program review cycle and participates in the request for resource allocation. Due to annual review of programs and resources the school-age / evening, Friday, and summer childcare services were suspended as of fall '09 & '10 due to a combination of enrollment and resource challenges. A regular cycle of certificated faculty evaluation was implemented.

**Module 3. Effectiveness: Enrollment Trends**

**Describe the trends in Enrollment and FTES**

While this question is not appropriate for the CDC, it is worth commenting that as there is more men on campus, there is more men/fathers in the CDC program. Also the trend of more Hispanics on campus is reflected in the center population.

CDC enrollment, as of fall '09 reached maximum capacity in the preschool. The college publicity/marketing office boosted the Center's visibility, along with center flyers and a spots in the college’s class schedule (According to the WLAC/ CDC Parent Survey ‘10 the college class schedule/catalog and student-parents were identified the most as ways parents find out about the Center.)

**Describe the trend in section counts and average class size**

NA

**Module 4. Effectiveness: Students and Student Success**

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

Implications for the CDC, based on demographic trends -

With more male parents in the program, the center needs to develop parenting activities towards "dads".

Staffing implications for increase in Hispanic population -- additional bilingual staff.

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

Student-parents have a continuous need for childcare support services so that they may persist and successful complete their educational goals.

One third of the preschool children who graduated in June '10 began in the Toddler classroom. Implication of student-parent retention and persistence in educational pursuit for a 2 1/2 -3 years.

Enrollment growth in the child development instructional class 22/23 - center placement for field training expansion. Twelve students are regularly placed for practicum at the Center.

**Describe the trends in degrees and certificates awarded**

NA

'09-'10 Child Development Instruction Students 22/23 - Of the initial 12 placements, 9 out of 12 successfully persisted and completed the 180 hour course fieldwork requirement. Spring '09 began with 9 CD 23 students and finished with 9 CD students = 100% successful completion.
**MODULE 5. STAFFING TRENDS**

**List the current staffing levels**

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<th>Position</th>
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<tr>
<td></td>
<td>3.0 PT</td>
<td>LAUSD Transition Students</td>
</tr>
</tbody>
</table>

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

Permanent staffing is needed. Conversion of the Toddler teacher position from a 'limited contract' to a tenure tract position and the SFP Program Specialist to a regular classified position. To ensure quality and consistency of programs. This positions areal ready funding but not permanent.

More hours for unclassified (teaching assistants / TAs) are needed. Current classroom allocation is 10 hours per day. Two TA's are needed in the morning. Portions of the day need better coverage. Certificated staff have little time away from the children to complete necessary documentation for children's state portfolios. More TA coverage in the afternoon session is needed. Current classroom hours are from 7:45 a.m. - 4:00 p.m.

Need a substitute system for when a TA is absent.

Need for a classified office assistant to staff the lobby/reception area and assist Program Specialist with enrollment and food program documents. This was a top ranked position to fill by the Student Services Division, in 2007/08.

**MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**Who is served by the program**

- Student-parents 60-72
- Preschool children - 63-72
- Child Development Students - practicum, (12) observers (30+), class visitations/tours
- Teaching Assistants (9) and CWS students (2) - work on campus
- LAUSD Transition Students (3)
- Volunteer (1)

The CDC has a licensing capacity of 72 preschool children/ (Total of 144 parent and child combinations.)

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

- Childcare services for preschool age children 2-5 years.
- CD 23/23 Practicum placement / 180 hours of student teaching
- Individual and Class Observations for instructional assignments
- Parent Education / Activities
- Child & Family Consultation Services provided through Saint John's Hospital Child and Family Study Center

**What outreach activities has your department hosted or was engaged in**

- Consultation services by St. John's Hospital Child and Family Study Center
- Institute for Student Excellence TRIO Grants / summer programs partially held on site
- Self-Empowerment Program / "People Can Fly"
- Connections for Children - Curriculum presentation
Describe the technological advances that have been implemented

Fall '10  CDC parents online communications
CDC Student Point of Contact Survey - online
Sp '11 the Desired Results Parent Survey and the LACCD / CDC Parent Survey will be 1st time online through Survey Monkey

Module 7. Effectiveness: Survey Results

Describe the results of relevant surveys

Two surveys used in the CDC are Desired Results/ Parent Survey Sp '10 and WLAC / CDC Student-Parent Survey Sp. '10. Both surveys confirm that student-parents feel that their children are safe and happy at the Center and that having their child in the program has "made it easier to attend education or training". A large majority of student-parents are attending the college to transfer to 4 year institutions and/or to obtain an associate of arts degree. One third of the respondents indicated that they would drop out of college if childcare services were not available and another third would reduce their unit load. Student-parents noted that they have been involved in the Center is a menu of activities. Many would like more information on a variety of topics. Evening childcare services for preschool and school-age were the highest ranked in needed additional services.

Discuss the implications of the survey results for the program

The Center is meeting the needs of the student-parents and children it services. Parents are interested in more information regarding child development and parenting. In planning are workshops by the St. John's consultant. Lack of evening preschool and school-age services are budget limitations. The program currently operates on multiple grants and monies.

Module 8. Student Learning Outcomes

What are the assessment plans for the services of the Office

The CDC will continue to implement the assessment tools mandated by the state grants i.e. Desired Result Childrens' assessments ( completed twice annually ), along with child observations, staff notations and tracking
the Desired Results Parent Survey ( spring ),
WLAC/ CDC Parent Survey( spring ),
CDC Student Point of Contact Survey ( if staffing allows / may attempt paper version )
Maintenance of parent participation records i.e. parent advisory council, parent & teacher conferences
CDC Program Review

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

Convert the Desired Results Parent Survey and WLAC/ CDC Parent Survey into one survey using Survey Monkey.
Use St. John's consultant to provide parent workshops.
Need to develop Center based practicum assessment/ evaluation tool which provides feedback from practicum students regarding their training and experience in the Center.

Will these planned changes necessitate a Resource Request

No
Module 9. Departmental Engagement

What interdepartmental collaboration has your Office been involved in during the past six years

- Cal WORKS childcare grant
- Hygiene child education component
- College Work Study student placement
- invitational music programs
- LAUSD Transition Student placement
- Academic Senate, Student Services Council

Breakfast
- Child Development Department 22/23 placement
- Use of CDC kitchen by other departments
- Athletes Reading Program
- Institute for Student Excellence TRIO Grants / summer programs partial on site

What has your Office done since the last review to establish connections with schools, institutions, organizations, businesses

- St. John's Hospital Child and Family Student Center

Module 10. Professional Development

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

*All CDC faculty recertify with Pediatric First Aid & CRP every 2 years.

A. Baugh - classes for a master’s degree
L.D. Ott - classes for mentor teacher
G. McKay - NAEYC conferences
G. Gomez - CERT training
Y. Simone - College Leadership Retreats

Are there areas of unmet professional development needs

?

Module 11. Programs, Clubs, Organizations and Special Activities for Students

Does the Office sponsor a student club or activity

The CDC sponsors the following activities -

."Try"ke-a-thon ~ Fundraising
Movie Night (2) ~ Fundraising, cultural diversity, parent social, activity parent does
.CDC Graduation ~ Culmination activity to Kindergarten, acknowledgement of parent's success and practicum's completion
.Thanksgiving Feast~ Cultural diversity
List any awards honors scholarships or other notable accomplishments of students in the program

Child Development 22 & 23 students completion of 180 hours of practicum leading to certificates, degrees and recognized state teaching permits.

MODULE 12. ENVIRONMENTAL SCAN

What are the emerging trends in technology

NA

What are the emerging trends in the community

Computer software games and learning curriculum ever evolving.

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

- Improved Center visibility with enhanced publicity.
- Increased parent opportunities for information.

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

- Collected survey data and reviewed the findings.
- Increased enrollment.

MODULE 14. GRANTS

Has the Office applied for any grants in the last 2 years

No

MODULE 15. PART 1 AND PART 2 COMPLETION

List faculty and staff who participated in this Program Review

- Amy Baugh
- La Donna Black Ott
- Angelina Gomez
- Glender McKay
- Celena Alcala

Program Manager: Yvonne Simone

Date: 10/25/10
Module 1. Department Purpose

Describe the purpose of the Office Program Service

Assist students in making decisions regarding educational, career, and personal concerns. The primary goal of the Counseling Center is to provide opportunities for students to clarify their values and goals, to make decisions, to develop self-confidence, self-direction and self-esteem. A counseling session will also assist individuals in selecting appropriate programs of study relative to their chosen objectives.

Describe how the stated purpose aligns with the college mission statement

The Counseling Division purpose statement supports the West LA College mission by fostering student success, giving tools to be successful, giving a diverse learning community the necessary tools and knowledge needed to meet their educational goals. The division disseminates the appropriate information to allow students to make decisions in an effort to achieve their academic, transfer, personal and career goals to foster future leaders for the community.

Module 2. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review

The program review/unit report dated 4/27/2010 stated the primary weakness of the counseling services division was the staggering and challenging aspect of staffing while providing timely and quality counseling services to students. Over the past several years the division has plummeted in full time counselors due to retirement as well as many counselors working outside the general counseling area. Since the completion of this report three “C” basis full-time tenure counselors have been hired. This has assisted tremendously in staffing and providing counseling services to students. In addition, the division has responded by providing evening counseling services two nights a week and half a day on Fridays. Also counseling services online has increased to approximately 17 hours per week.

What has the Office done regarding implementation of accreditation recommendations
The Accreditation Report – Recommendation #6 states: The College should periodically review its staffing practices, hours of operation, and counseling priorities to ensure that what is delivered is consistent with program review, of acceptable quality, and aligns with the mission and values of the college.

The Division has addressed this recommendation in the following:

- In 2007/2008 a general counselor and an EOP&S counselor was hired. In 2008 an intercollegiate athletic counselor was hired to serve students athletes exclusively.
- To better meet the needs of the students the counseling services now remains open during weekly staff meetings and Saturdays during the peak registration period.
- In the first year of piloting the online counseling services, request tripled which validates the need for continued counseling services to a variety of students using a variety of modalities in particular the growing population of online students.
- In 2009 the division began utilizing group counseling sessions for orientation and academic success.
- In 2008 two PD courses were submitted and approved by the Curriculum Committee to assist students to declare an appropriate major. Personal Development 40 “Student Success Seminar” and Personal Development 20 “Scope of Career Planning” were approved for UC/CSU transferability, as well as AA general education.
- The counseling services division held four group counseling orientations on two Saturdays in June 2008 for students requesting additional counseling support through the Academic Hurdlers Program. The division held group counseling sessions for students placed on academic or progress probation for fall 2008 and 2009.

MODULE 3. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Given the increase in FTES and enrollment on the WEST campus, a substantial increase in the need for counseling services will be impacted dramatically over the next few years as the current economic crisis continues. Due to the increase in enrollment students will be seeking information, knowledge and training about emerging career trends and employment. The need for sufficient counseling during the full 12 month period in particularly during the months of June, July and August to assist and prepare students prior to the start of fall which is evident by the overwhelming numbers of students (over 2,000 students on wait-list) waiting for appointments for fall 2010. DSP&S students were unable to have accommodations prepared; Veterans were unable to complete their certification process for payment, Athletes were unable to complete their athletic eligibility process and financial aid students were unable to obtain their Student Educational Plans.

Describe the trend in section counts and average class size

The most recent data from the California Community Colleges Chancellor’s Office Accountability Reporting for the Community Colleges (ARCC) 2010 Report and the report prepared by West LA College Office of Research and Planning there reflects an increase in enrollment. However, due to recent budget reductions resulting in a decrease in course sections being offered, providing consistent, accurate and timely counseling becomes more vital to each student meeting their goals. Students are unable to secure required courses to meet their goals which force them to search for courses in a variety of methods i.e. online, hybrids, other campuses in and out of the district. Counseling must assist students in searching all of these options of course modalities in order to reach their goals.
Based on the demographic trends in enrollment what are the implications for your Office

General Counseling
Counseling will continue to be grossly affected by the increase of enrollment due to the vast needs of students. Staffing in the counseling division has seen some improvement over the past 3 yrs. However, the division continues to struggle to provide timely counseling sessions for students as a result of retirements, increase in enrollments and reduction of hours of operation. The division must continue to seek alternative methods i.e. online services to assist students with their counseling needs.

Transfer Center
Based on budget reductions, students are returning to school for career options and retraining, online enrollment is increasing. We need services available for the non-traditional student.

Athletics
The demographic trends in the area of gender reflect that WEST has 59% female enrollment and 41% male enrollment. This data is important in our department as it relates to Title IX Gender Equity compliance. We are required to comply with Title IX in one of three ways; 1) Athletic participation proportional to full time undergraduate enrollment 2) Continuing practice of program expansion for the underrepresented sex (in this case it is the female gender that is underrepresented) 3) Fully and effectively accommodate the underrepresented sex. We are not able to comply with Title IX by using test #1 and further analysis of the data is needed to determine if we will use Test #2 or Test #3 to become compliant with the Office of Civil Rights Title IX mandates for our campus athletic department.

Describe the trends in Success Rates and Retention Rates

General Counseling
The success rate in transfer and Associate Degrees reflects a trend of low percentage in completion which continues to be an area that warrants counseling support to improve the number of students w/ this goal. However, vocational programs such as Dental Hygiene, Paralegal, Child Development, Administration of Justice and Computer Science reflects a higher success rate where counseling services has been an integral and consistent part of these programs.

Transfer Center
The student success rates and retention rates have continued to drop. For the transfer center, this means that students are seeking avenues to secure the unavailable courses needed to graduate and transfer.

Athletics
In the athletic department we have monitored, tracked and compiled our own academic performance statistics as it relates to departmental GPA, course completion rates, graduates and transfers. The data period begins with the fall of 2007 and ends with the spring semester of 2010. The academic performance statistics demonstrate that there has been marked improvement among the student-athlete population during this three year period. The program has been able to sustain student academic success and between the periods of 2008 and 2009 there were slight but upward increases in all categories.

Describe the trends in degrees and certificates awarded
LiveChat Counseling and Transfer Services have gone online over the past year and a half to reach a large percentage of students who rely heavily on technology as their source of information.

**Module 5. Staffing Trends**

**List the current staffing levels**

- 5 – D Basis Counselors (ROUZAN, BANDAY, NAREZ-ACOSTA, FREDERIC, YOUNG)
- 5 – C Basis Counselors (VALLE, SAMILTON, JONES-JAMISON, BRAMILIA, MARTINEZ)
- 2 – .6 Counselors (HENRICHS, CERVANTES)

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

Current staffing levels are not adequate to provide timely counseling services to the current student population. The data on FTES suggest that Ratio of counselors to students at WEST is approximately 1 to 900 at WEST. In an academic year (9 month period from September to June) approximately 600 student can be seen for individual appointments by a single counselor.

**Module 6. Effectiveness: Functions and Services**

**Who is served by the program**

General Counseling

Currently enrolled students can obtain a scheduled 30 minute appointment with a counselor to provide a variety of counseling services including but not limited to Student Educational Plans, transcript evaluations and IGETC/CSU Certification. Walk-in (Drop-in) brief 5-10 minutes counseling services are available to all students including non-enrolled students to answer general questions. Online counseling services are also available to students through Live-chat, the WEST Discussion Board for general questions, and full services available to online students.

According to the SARS data in the past two academic years over 6,000 students were seen for 30 minute scheduled counseling appointments. In that two year period there was a reduction of more than 800 appointments (2008-09 = 3,490 then 2009-10 = 2,666). This lost in appointments can be attributed to a reduction in the counseling staff. For the 2009-10 academic years 13,716 students were assisted through the walk-in/drop-in counseling service where the average wait time was 10-12 minutes.

Online Counseling Services were offered to approximately 1,100 students.

Transfer Center

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

Program Review, Fall 2010

General Counseling
Counseling Services: 30 minute individual Scheduled Appointments and 5-10 minutes Walk-in (Drop-in) Counseling; additionally, counseling is provided in the following programs: EOP&S, Transfer Center, DSP&S, Athletics, Umoja and Puente Programs.

Transfer Center
Access to literature and online programs relating to career and transfer, transfer fairs, transfer counseling, field trips, workshops, one on one advising with prospective university representatives.

EOP&S/CARE
The EOPS Office offers the following services: Priority Registration, Transfer Assistance, Counseling, Book Voucher Program, Tutoring, Peer Advising, Workshops
The CARE Program offers the following services: Book Vouchers, Child Care grants, Transportation grants, Counseling, Single parent workshops and Referrals to on campus and off campus resources.

What outreach activities has your department hosted or was engaged in

General Counseling
Participation in Transfer Fair, off sight program visits and offered to participate in class presentations.

Transfer Center
Hosted Transfer Fair – Fall 2010
High School College Fair

EOP&S/CARE
The EOPS/CARE hosts an annual Academic Achievement Ceremony to honor students that have successfully maintained a 2.5 GPA or higher. (The ceremony was not held last year due to limited funding).

Describe the technological advances that have been implemented

• The Counseling Division has implemented the use of Degree Works where Student Educational Plans are created and monitored by the counselor and student.
• The Counseling Division has expanded the online services to include Live-Chat for counseling as well as the Transfer Center w/local colleges & universities conducting Live-Chat sessions w/WEST students.

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys
In the fall 2009 Student Surveys were conducted by the LACCD Office of Research and Information. The data reflected approximately 70% of the students surveyed had met with a counselor, 66% of the students primary purpose for seeing a counselor was to prepare a long term Student Educational Plan (SEP) and obtain information about transfer requirements. Of those surveyed 54% had a Student Educational Plan completed in the past two years, 76% of the students surveyed agreed or strongly agreed that it was easy to secure an appointment with a counselor, 80% felt that the appointment provided enough time to have questions & concerned addressed and that they were satisfied with the outcome of the appointment. The survey also indicated that 70% of the students agreed that a one-on-one appointment and group sessions was best for obtaining information, while 40+% felt email and website was a good way to obtain counseling information. Finally, 80% of the students felt it would be best if a student meet w/a counselor when first enrolling in college.

Again, validating the need for counselors to be available prior to the start of each semester to assist students in the preparation for the fall and spring semesters.

General Counseling
Point of Contact Student Surveys – Overall
Walk-in Survey (6/1/10): 43
Counseling Appt Survey (5/28/10): 52
Online Counseling Purvey (5/28/10): 45

Discuss the implications of the survey results for the program

The implications of the survey results by the LACCD office of Research and Information suggest that better than 60% of student’s primary purpose for seeing a counselor was to develop Student Educational Plans. In addition 80% felt the appointment would be best served if it occurred in the first semester of enrollment.

The implications of the point of contact student surveys conducted by the General Counseling Division over the past 5 months indicates that the most requested service was for Student Educational Plans and transfer counseling.

Module 8. Student Learning Outcomes

What are the assessment plans for the services of the Office

Documentation unavailable at this time. Will submit with second submission.

Module 9. Departmental Engagement

What interdepartmental collaboration has your Office been involved in during the past six years
General Counseling
- Work with Matriculation on providing group SEP and orientations
- Work with Admissions & Records to develop a streamline process for Graduation Petitions, Dismissal Petitions, and Implementation of Degree Works
- Work with FACE and Puente Programs to provide counseling services and Personal Development courses

Transfer Center
- Transfer Honors Program workshops
- TRIO Program and transfer prep workshops
- EOP&S & Transfer center field trips

Athletics
- Over the past three years, the athletic department has made a conscientious effort to change the culture amongst the student athlete population here at West. In an effort to foster this change, the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to enhance student retention, persistence and academic success.
  1. Academic Senate
  2. Matriculation

What has your Office done since the last review to establish connections with schools, institutions, organizations, businesses?
- General Counseling
  - Young Black Scholars, LAUSD POP, Real Estate and Paralegal Advisory Boards.
- EOP&S/CARE
  - Sponsor a variety of activities for students through workshops, speakers, etc.
- Transfer Center
  - Hosted open house, invited local university reps establish relationships and increase presence of reps on campus. Chaperoned students to visit universities. Attended counselor conferences for UC/CSU system and many individual universities, including private schools. Allow reps increased access to transfer center to meet with students, conduct workshops, etc.
- Athletics
  - Our athletic academic counselor has worked to establish relationships with some of our local feeder high school where he conducts informative and educational seminars regarding NCAA, and NAIA athletic eligibility and recruiting regulations.

Module 10. Professional Development

List the 2 most significant professional development activities engaged in by each regular full time member in your program
Sherron Rouzan: Department Chair/General Counselor: Participates as the liaison for the Young Black Scholars Program which services high school students seeking college level course work and credit. An active member of the district wide Counseling Chairs Division where issues related to counseling services are discussed and reviewed.

Nancy Brambila: DSPS/General Counselor: Attended the ETS Conference on a yearly basis to obtain up-dated transfer information on admissions policy and practices. The workshops are facilitated by transfer staff from all of the University of California’s undergraduate campuses. Also participate in the LMU Counselor Conference. This conference provides community college counselors with information regarding transfer admissions policy and an overview of their undergraduate programs and campus tour.

Jawell Samilton: Academic Athletic Counselor
1. Office of Civil Rights at the U.S. Department of Education, Title IX Gender Equity Compliance Workshop – Spring 2010
2. National Association of Academic Advisors for Athletes (N4A) National Convention - Summer 2010

Tamara Jones-Jamison: General/Veterans/Career Counselor: I have been actively involved in Region 7, a statewide advisory committee for career development within the California Community Colleges. Region 7 generally meets twice a year to review, introduce and provide new information regarding careers, vocations and employment outlook. Through this participation I had the opportunity of registering West Los Angeles College into the California Community College Assessment Consortium (CCAC), a nationwide network of community colleges who use the Strong and MBTI assessments.

I have been a member of the Community College Counselors/Advisors Academic Association for Athletics (3C4A) for the last 6 years. This organization seeks to unite advisors, counselors and individuals that provide academic guidance to student-athletes.

Adriana Martinez: General Counselor: Over the last two years I have joined and regularly attended meetings for the Association of California Community Colleges Teacher Education Programs (ACCCTEP). This Association is geared towards the nourishing development of teacher education programs in the community colleges and creating awareness about the important role that community colleges have in teacher education. Colleges participating in the organization share best practices and updated information regarding changes in teacher credentialing that affects community college students.

Also, I have attended the Ensuring Transfer Success Conference. ETS is geared towards community college staff and counselors who help with the transfer of community college students. Each year ETS provides new information regarding transfer to the UC system. The last two years have shown significant changes in transfer requirements most stemming from the economic downfall. This year alone brought big change with the way Transfer Admission Guarantees (TAGS) are completed and submitted. This change would have an affect not only on students but on counselors as well.

Andrea Frederic: General/Transfer Counselor: (1) Attended the ETS (Ensuring Transfer Success) conference hosted by the UC system. In particular, as the Transfer Center Counselor, I found it valuable to attend the UC/TAG workshop. I was able to assist students according to changes in the UC TAG agreement to guarantee admission to the UC system for Fall 2011. (2) Part of District Transfer Committee for the LACCD. Collaborate with other schools in the District for transfer process. Communicate with Cal
State representatives to improve transfer rates.

Vidal Valle: EOP&S/PUENTE Counselor: Attended the Puente Summer Institute (PSI). PSI is a mandatory, intensive, weeklong, summer residential training institute for new community college Puente writing instructors and academic counselors. PSI is designed to introduce the Puente team members to the key principles of Puente writing, counseling, and mentoring. It also provides best practices for meeting the challenge of increasing the number of educationally disadvantaged students who transfer to four year institutions as well as coordination of the Puente program at our campus.

I attended Puente team regional meetings. All Puente teams in the northern and southern California gather at least once a year with a focus on developing program implementation strategies and sharing best practices. Hands on participation are required. Puente teams develop specific strengths in deliverance of the Puente model components.

Alma Narez-Acosta: EOP&S/CARE Counselor: The two most significant professional development activities that I have attended the last two years have been: 1. SLO Training Meetings — the trainings have allowed me the opportunity to participate and contribute to the development of SLO’s for Personal Development courses and the revised Liberal Arts Degree. 2. Region 7 Mini Career Conference — the conferences provided me with some extremely valuable career resources for our students. The tools and resources that I have obtained through these conferences have helped me develop new Personal Development courses.

Helen Young: General/Online Counselor: One significant professional development activity that I have been involved the past two years has been my membership in the Distance Education Committee. This committee, reporting to Academic Senate, has been reviewing a variety of issues related to the growing population of distance education (online) courses and the students who need to be served through this mode of instruction. I am a member of the team who assisted in the pilot of the online counseling services. It has been integral to serve on this committee by providing insight for support services needed for this population.

Another significant professional development activity that I have participated in has been serving as a Senator on Academic Senate. This experience has provided an opportunity to better understand and participate in the process that administration and faculty engage in regarding issues related to academic and professional matters.

Are there areas of unmet professional development needs

General Counseling

Yes, training in the area of Career Assessment and Evaluation is necessary in order to meet the needs of students returning to the college to be trained and educated in career areas that will provide immediate and long term employment.

Transfer Center

New transfer center director. I would like to attend the new director training.

**MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Office sponsor a student club or activity**
Athletics

The athletic department sponsors special award recognition for the male and female Scholar Athlete of the Month, and the male and female Outstanding Athlete of the Year award. It is the intention of the department to implement an interdepartmental student-athlete organization that will be called the Student Athlete Advisory Group (SAAG). It has been propose that each team will elect one representative to sit on the SAAG and meet once per month to address student concerns within the athletic department. This group will give the student-athletes a voice in the operation of the department and the administrators to take the concerns of our students into consideration.

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

General Counseling
None

Athletics

Over the past three years, the coaches have done an exceptional job in getting many of the sophomores placed at four year colleges and universities nationwide.

NOTE: The division has a comprehensive list of the transfer schools that are available upon request.

MODULE 12. ENVIRONMENTAL SCAN

What are the emerging trends in technology

- SIS systems that will allow student self auditing such as Degree Works that will allow counselors and students to work together to achieve goals from any location.
- Continued increase in student seeking online courses/degrees and the need for student services to ensure that all the various services are available via online.
- Is it increasing imperative that the counseling division is familiar and trained in the various software and websites that will assist the first time freshman, returning adult, veteran, and disabled student.

What are the emerging trends in the community

Due to the economic condition of our country and community, a large percentage of students are returning or entering college for the first time in order to quickly gain the necessary skills and training to enter the work force and become a valuable asset to employers. A keen knowledge of the rising trend in unemployment and the need for retraining in emerging fields are the key issues for the counseling division.

Two areas that show emerging opportunities are green technologies and STEM (field of Math & Science). It is imperative that counselors are familiar with the training needed for these fields. This affects the counseling division with the increase of students at the college seeking our professional knowledge in these areas to assist them.

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review
Continue to provide consistent and continuous service surveys to students using counseling services to determine the level satisfaction of services and evaluate needed changes or improvements.

Develop a standard scheduled of SARS call to students for upcoming appointments to ensure attendance. In addition, SARS calls will be used to contact students about satisfaction surveys.

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

Missing data from Matriculation – has been request – will submit on second submission.

**Module 14. Grants**

*Has the Office applied for any grants in the last 2 years*

No

**Module 15. Part 1 and Part 2 Completion**

*List faculty and staff who participated in this Program Review*

Sherron Rouzan, Helen Young, Andrea Frederic, Jawell Samilton and Alma Narez-Acosta.
Program Review Part 1: Reflection and Assessment

Fall 2010

Module 1. Department Purpose

Describe the purpose of the Office Program Service

The DSP&S Office provides for the provision of equal educational opportunity for students with disabilities access to educational and instructional programs. DSP&S provides academic adjustments and services for all verified students with disabilities. Services include ASL interpreting, captioning, priority registration, special counseling, alternate media and assistive technology, and test proctoring.

Describe how the stated purpose aligns with the college mission statement

Being that the one of the focuses of our mission is to foster student success, the DSP&S Office is there to assure that students with disabilities are given the necessary academic adjustments and services to facilitate this effort.

Module 2. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review

The first recommendation from the last program review was to hire a full-time counselor. This academic year, there is a 0.50 counselor and 0.6 Disability Specialist. With the opening of the new student services building, there will be a test proctoring center, high tech center and ample space to accomplish the goals and objectives of the DSP&S program.

What has the Office done regarding implementation of accreditation recommendations

The division of student services has worked towards more collaboration and coordination of services and programs for students with consistent meetings of the Student Services Council. There student service faculty and staff members on most of the accreditation standards assisting with writing of accreditation self-study.

Module 3. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The number of students with disabilities is expected to increase due to number of wounded warriors that will be returning to postsecondary education institutions. The nature and involvement of their disabilities will require DSP&S to address more universal learning design elements for instruction and facility planning. The data available for use in this section speaks more to academic disciplines and departments.

Describe the trend in section counts and average class size

N/A

Module 4. Effectiveness: Students and Student Success
Based on the demographic trends in enrollment what are the implications for your Office

More underprepared and foundation skill level students will be enrolling in community colleges. Of these students, there will be a greater number of students with learning disabilities and developmental delays that will be in need of services and academic adjustments by the Office of DSP&S.

Describe the trends in Success Rates and Retention Rates

More outreach to students with verified disabilities will need to be the focus of this office in order for greater student success and retention rates for this population to be successful with their educational goals.

Describe the trends in degrees and certificates awarded

More data is needed on the population of students with disabilities at WLAC. The number of students with disabilities is small in terms of completion of certificates and degrees. The nature of some their disabilities require that they drop and re-enroll into courses for satisfactory completion of the courses.

MODULE 5. STAFFING TRENDS

List the current staffing levels

1 Full-time dean responsible for DSP&S, EOPS/CARE and student discipline
0.6 Disability Specialist
0.5 LD Specialist
0.5 DSP&S Counselor
0.4 Director
1.0 Special Services Assistant (vacant)
Student workers through federal work-study

Are staffing levels adequate to fulfill the purpose of the Office

The program is need of a full-time counselor, full-time learning disability specialist, CGCAs, student workers, instructional aide for the high tech and assistive technology efforts. Students with disabilities are enrolling with more knowledge of assistive technology software and equipment and we do not have the staffing to address these concerns. With the possibility of more veterans with disabilities returning or entering college, we will need have appropriate staff to not only meet their educational needs but psychological needs, too.

MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES

Who is served by the program

Students with disabilities are served through DSP&S which includes deaf and hard of hearing students; blind or visually impaired; learning disabled; mobility impaired; psychological; developmentally delayed; autistic and aspberger syndrome; and other health impaired students. There are about 350 students currently being served by this program.

List the functions and services provided by the Office

Notetaking, reader, test proctoring, special parking, priority registration, alternate media, assistive technology, classroom accommodations, special counseling, computer lab, and LD assessment.

What outreach activities has your department hosted or was engaged in
High Day for special resource students held each year; special tours and meetings for students with disabilities interested in attending WLAC; participation with the outreach efforts of the college to help with the students with disabilities participating with non-disabled students; workshops for high school instructors on the students rights and responsibilities in postsecondary institutions.

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

During this academic year, SARS grid, ESARS and more technology will be used with the scheduling and tracking of students in DSP&S.

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**MODULE 7. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**

Due to limited and inconsistent staffing, the DSP&S Student Survey was not fully implemented for students with disabilities. The need to encourage and be diligent at the DSP&S computer lab for students to complete the survey did not happen. With the more appropriate complement of staff, DSP&S will be have more students completing the survey this academic year.

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

The overriding need identified through the survey was the need to have a DSP&S counselor in the program. The survey needs to be adjusted with more questions in order to solicit a more comprehensive assessment of students' concerns.

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**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the services of the Office**

Point of contact survey for students

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**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Office been involved in during the past six years**

DSP&S is housed in the Learning Resources Center which has yielded more collaboration and coordination of services between the departments. Students with disabilities, especially in the areas of the to enhance their foundation skills, can then be directed to the learning skills courses. Staff in DSP&S can be there to assist with the staff in LRC with appropriate strategies to work with this population. Additionally, there is coordination with the counseling staff by the counselor and disability specialist attending their regular staff meetings.

**What has your Office done since the last review to establish connections with schools institutions organizations businesses**
Staff in DSP&S has continued to be involved with professional development opportunities in their professional organizations. Staff have attended and presented in the college's Tech Fairs; presented at state, national and international conferences; held meetings and tours for students with disabilities and participated on college committees.

**MODULE 10. PROFESSIONAL DEVELOPMENT**

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

Director - attendance at ASCCC Spring and Fall Plenary Sessions; presentation at the Riga 2010 conference in Latvia in summer 2010; attended CAPEd conferences and workshops.

LD Specialist - attended the CAPEd CIG LD meetings; conducted workshop for ESL faculty on language issues of ESL students with learning disabilities.

*Are there areas of unmet professional development needs*

Trainings are needed on the latest software and technologies being used with students with disabilities. More effort needs to be given to the discipline faculty on meeting the needs of students with disabilities in the classroom setting.

**MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

*Does the Office sponsor a student club or activity*

Not at this time. Some students with disabilities do not want to have their participation with the program known by other students. Thus, this limits the opportunity for more students to participate in a student club or organization. Depending on the enthusiasm of students with disabilities, there is sometimes an ASO Senator representing students with disabilities.

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

Several of the DSP&S students received scholarships at the last scholarship reception. Several of the DSP&S students participate in the Transfer Honors program of the college.

**MODULE 12. ENVIRONMENTAL SCAN**

*What are the emerging trends in technology*

Universal design learning and technology which will benefit all students not just students with disabilities. Classrooms and instructors will be able to accommodate the learning styles and modalities of all students with some tweaks to the way instruction is offered and delivered. If the college embracing this concept, less resources will need to be allocated specifically for DSP&S students.

*What are the emerging trends in the community*

More research is needed in this area in order to answer these questions.

**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

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

Staffing has increased as a result of program review. More effort has been focused on improvement of program operation and delivery of services. More collaboration and coordination between services has occurred.
Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice
This is still an unmet area in DSP&S that needs to be addressed.

MODULE 14. GRANTS

Has the Office applied for any grants in the last 2 years
No

MODULE 15. PART 1 AND PART 2 COMPLETION

List faculty and staff who participated in this Program Review
Adrienne Foster, Director
Fran Israel, LD Specialist (retired)
Shalmon Duke, Dean

Program Manager Adrienne Foster, Ph.D., Director
Name
Program Review Part 1: Reflection and Assessment

Fall 2010

**MODULE 1. DEPARTMENT PURPOSE**

*Describe the purpose of the Office Program Service*

The EOPS/CARE Programs purpose is to provide a variety of support services to economically and educationally disadvantaged students.

*Describe how the stated purpose aligns with the college mission statement*

The EOPS/CARE programs purpose align with the college mission by providing support services to students to achieve their educational goals and to prepare students to transfer to a four-year university, complete an Associate Degree or vocational certificate in order to acquire desirable career-related skills to obtain rewarding employment as a result of their educational experience.

**MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS**

*How has the Office addressed the recommendations from the previous program review*

The only recommendation made in that review was to develop and expand the EOPS advisory committee. The advisory board will be adding members from the feeder high school and community.

*What has the Office done regarding implementation of accreditation recommendations*

We are in the process of resuming the advisory board. Currently, there are ten members. Our plan is to meet twice a year.

**MODULE 3. EFFECTIVENESS: ENROLLMENT TRENDS**

*Describe the trends in Enrollment and FTES*

In prior years, the EOPS/CARE Programs was allowed to grow based on the allocation from the Chancellor's Office. For the past two years, our program cap has been reduced to come in alignment with the 39.66% reduction in the 2009-2010 and 2010 -2011 academic year.

*Describe the trend in section counts and average class size*

N/A

**MODULE 4. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

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

Based on the enrollment trends from the Chancellor's Office data mart we see an incline in Hispanic students and a decline in African American students. Our goal as a department is to increase and retain all EOPS/CARE eligible students.
Describe the trends in Success Rates and Retention Rates

Anecdotally, as a department we exiting far too many students from the EOPS/CARE program on a semester basis. Our goal is to increase the overall program retention by implementing student follow-up process, tutoring, special activities, and additional counseling availability.

Describe the trends in degrees and certificates awarded

The EOPS/CARE Programs acknowledges that there is a need to improve degrees, certificates and transfer rates.

Module 5. Staffing Trends

List the current staffing levels

- Maria Mancia  full-time
- Alma Narez-Acosta 1.0
- Vidal Valle  1.0
- Dionne Morrisette full-time
- Olivia 25 hpw
- Elga Rodriguez 10 hpw
- Lena Acosta  20 hpw

Are staffing levels adequate to fulfill the purpose of the Office

Need to hire a 1.5 counselor and a data management support assistant to maintain database and management information system (MIS) to the district and state.

Module 6. Effectiveness: Functions and Services

Who is served by the program

Students who are economically and educationally disadvantaged. For the 2009-2010, the EOPS/CARE Program served 749 students (duplicated).

List the functions and services provided by the Office

The EOPS/CARE programs provide students with priority registration, book vouchers, counseling, tutoring, university fee waivers, educational workshops, letter of recommendations, supplies, and cash grants.

What outreach activities has your department hosted or was engaged in

At this time, there is no need for outreach for the program is not able to serve all the eligible students due to funding limitations.

Describe the technological advances that have been implemented

The EOPS/CARE Program served as a pilot program for Degree Works. Additionally, we use SARS for our counseling and tutoring schedules. The department is planning on expanding online services to all EOPS/CARE eligible students.

Module 7. Effectiveness: Survey Results

Describe the results of relevant surveys

The results from the survey found that students relied heavily on counseling services, book vouchers and priority registration. Students noted that staff were courteous and helpful. Many of the students surveyed were continuous EOPS/CARE students and noted that they were satisfied overall with the services they were receiving. Lastly, the students mentioned that the EOPS/CARE department is helping them achieve their educational goals.
Discuss the implications of the survey results for the program

Based on the survey results, the EOPS/CARE Program will continue to offer exceptional services to students. Our goal is to increase program retention for all EOPS/CARE eligible students.

Module 8. Student Learning Outcomes

What are the assessment plans for the services of the Office

The assessment plans are to continue the point of contact survey. Additionally, we plan to expand the survey by adding questions that are relevant to assessing the department and SLOs.

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

At this point, we have not assessed our SLO’s.

Will these planned changes necessitate a Resource Request

None.

Module 9. Departmental Engagement

What interdepartmental collaboration has your Office been involved in during the past six years

EOPS/CARE has actively collaborated with DSPS, Transfer, bookstore, counseling, Puente, Umoja, financial aid, business office, and student government amongst others.

What has your Office done since the last review to establish connections with schools institutions organizations businesses

EOPS/CARE department has established engagement with the advisory board which is comprised of college faculty, staff, community members, four-year institutions and high schools.

Module 10. Professional Development

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

The EOPS/CARE Staff participates in the EOPSA conferences, counselor conferences, regional meetings and college professional development opportunities.

Are there areas of unmet professional development needs

The EOPS/CARE Program looks forward to implementing a series of customer service workshops.

Module 11. Programs, Clubs, Organizations and Special Activities for Students

Does the Office sponsor a student club or activity

At this time, many of EOPS/CARE students are involved in student activities. One of our departmental goals is to establish an EOPS/CARE Club.

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

Many of the EOPS/CARE students have been mentioned on the Dean's list and have received many scholarships. We currently graduate roughly 40 students per year.

Module 12. Environmental Scan
**What are the emerging trends in technology**

Some of the emerging trends that we are noticing is the usage of social networking (i.e., Facebook, Twitter). However, the student services division is exploring ways to communicate with students utilizing mobile devices.

**What are the emerging trends in the community**

Due to the economy, some of the trends that we are noticing are that students are returning to college for retraining. Therefore, there is a higher demand for services across the college.

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**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

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

The EOPS/CARE Program has revamped the website to better communicate with students. Additionally, students are e-mailed updates and reminders of the program requirements and information.

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

Because we have not accurately assessed our SLO’s, we cannot described how we have improved based on our program plan.

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**MODULE 14. GRANTS**

**Has the Office applied for any grants in the last 2 years**

No

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**MODULE 15. PART 1 AND PART 2 COMPLETION**

**List faculty and staff who participated in this Program Review**

Shalamon Duke  
Alma Narez-Acosta  
Vidal Valle  
Maria Mancia  
Dionne Morrissette

**Program Manager**  
Dr. Shalamon Duke 10-27-10

**Name**
**Module 1. Department Purpose**

**Describe the purpose of the Office Program Service**

The Financial Aid and Scholarships Office provides financial aid services to help students achieve their educational goals with a variety of federal and state financial support services to assist with college and educationally related expenses.

**Describe how the stated purpose aligns with the college mission statement**

The mission of the West Los Angeles College Financial Aid and Scholarships Office is to offer financial assistance to students that seek an educational goal by delivering quality customer service and the financial tools to enable students to receive the best education possible based on individual needs and self attainment.

**Module 2. Response to Prior Recommendations**

**How has the Office addressed the recommendations from the previous program review**

The financial aid office was able to secure a queuing system to improve the customer service, track and monitor the counter service and efficiency responding to students inquires to aid offered and disbursed.

The previous program review recommended the financial aid office improve its counter service hours to the public, streamline the delivery of service by using technology and to improve policies and procedures through the district office and campus.

**What has the Office done regarding implementation of accreditation recommendations**

The last accreditation evaluation for the student services area recommended that the division uniform the counter service hours to students. The financial aid office aligned its hours with Admissions and Records, Business Office, Counseling and Matriculation and Assessment. Recommendations are made to improve the policies and procedures of all LA Colleges at a monthly Directors meeting once at the District Office. Policy is developed to streamline the delivery of aid and to improve efficiency and effectiveness of federal and state aid.

**Module 3. Effectiveness: Enrollment Trends**

**Describe the trends in Enrollment and FTES**
Current data and trends suggest that education is a primary factor for all ages, ethnic and gender groups in terms of how individuals anticipate to improve their social-economic status in their communities. More students are attempting to enroll in courses and programs needed for job promotions, self interests or for vocational certificates. These trends to seek higher education particularly in community colleges means that students will enroll and seek financial aid to assist with their educational expenses. The financial aid office will continue to play an integral role in offering financial assistance to those whom qualify as they reach their goals. See the LACCD College Effectiveness Report and how the WLAC financial aid office ranks in the top tier with improvements in financial aid components.

**Describe the trend in section counts and average class size**

See Research data for college.

**Module 4. Effectiveness: Students and Student Success**

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

More students will continue to enroll as full-time and apply for financial aid. There are many researched based reports and reviews that suggests that full-time students tend to have higher persistence and retention rates and therefore actually complete their educational goals with degrees, certificates and transfer. More students that apply as full-time financial aid applicants will result in the need for additional resources in staffing and technology to sustain adequate customer service and processing time with the delivery of aid.

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

The financial aid office has several programs that contribute towards access and the enrollment management objectives. The financial aid program as stated contributes towards the success of the college's objectives of positive persistence and retention rates. Forty (40%) of the Pell grant financial aid recipients are full-time and the percentage is growing. The 40% are taking 12 units or more. The average unit load for the WLAC student is 13.45 for the fall 2010 semester. These full-time students contribute as a major component in the revenue stream for General funds in terms of FTE and WSCH. The college must sustain and continue to improve its support for the financial aid operations with compliance of filling vacant positions requested.

**Describe the trends in degrees and certificates awarded**

See college research data.

**Module 5. Staffing Trends**

**List the current staffing levels**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Schenk</td>
<td>Financial Aid Director</td>
<td>1.0</td>
</tr>
<tr>
<td>Chuck Amaugo</td>
<td>Financial Aid Technician</td>
<td>0.6</td>
</tr>
<tr>
<td>Francine Sanz</td>
<td>Financial Aid Technician</td>
<td>1.0</td>
</tr>
<tr>
<td>Jason Yun</td>
<td>Financial Aid Technician</td>
<td>1.0</td>
</tr>
<tr>
<td>Yonna Crawford</td>
<td>Financial Aid Technician</td>
<td>1.0</td>
</tr>
<tr>
<td>Deirdre Douglas</td>
<td>Financial Aid Technician</td>
<td>1.0</td>
</tr>
<tr>
<td>Ludwig Perez</td>
<td>Financial Aid Technician</td>
<td>1.0</td>
</tr>
<tr>
<td>Aurora Korney</td>
<td>Accounting Technician</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Are staffing levels adequate to fulfill the purpose of the Office**
No not at this time. See other areas in review for supporting explanations. The Department of Education, The California Student Aid Commission and the LACCD requires sufficient administrative capability to manage the financial aid operation. The current organizational structure and staffing patterns are insufficient based on the current and projected increased financial aid applicants and recipients over the next 3-5 years. The Financial Aid Office will require a Counselor, Supervisor, 1 Financial Aid Technician, 2 Financial Aid Assistants to meet the stated department goals within the next few years.

**Module 6. Effectiveness: Functions and Services**

**Who is served by the program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>% Increase of Students</th>
<th>Pell Recipients</th>
<th>Pell Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>18,578</td>
<td>17.51%</td>
<td>2,061</td>
<td>$4,967,740</td>
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<tr>
<td><em>40.44</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>45.76</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* largest increase in the LACCD  ** second largest increase in the LACCD

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

Financial Aid is funding that is provided by the federal and state governments to assist students with their educational expenses. The Financial Aid Office awards aid for periods of enrollment during the nine month academic year in the form of grants and scholarships, which do not have to be repaid, loans which must be repaid and work-study funds which must be earned. Students are assisted with completion of the Free Federal Student Aid Application (FAFSA) or Renewal FAFSA. The students get assistance with the setup of the financial aid disbursement debit card, assistance with the completion of scholarships and other funding resource agencies.

**What outreach activities has your department hosted or was engaged in**

- Transfer Center and Financial Aid co-sponsors of a Transfer Day
- Financial Aid Awareness Day co sponsored by Financial Aid and ASO
- Cash for College Event hosted by LA Mayor's Office
- "I can Afford College" workshops
- LA County Sheriff's Office Community Breakfast

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

- Upgraded the imaging system with the vendor Viatron
- Use of SARS grid and Degree Works for Student Educational Plans provided for students
- The implementation of the F.A.S.E.W.P to provide financial aid information and Student Educational Plans
- Implementation of a Debit card that is used to disbursed financial aid to students eliminating the wait time and lost checks process

**Module 7. Effectiveness: Survey Results**

**Describe the results of relevant surveys**
During the past three years the results of the surveys that have been completed and evaluated from the office, college, district and state consistently reflect the need for additional staffing. Reduce processing time, improved telephone customer services, increased public hours for evening students and on weekends.

Discuss the implications of the survey results for the program

Continuos evaluation of program services, delivery of aid by reducing the processing time to disburse aid to students. Evaluation of counter service hours for students during peak registration periods and for evening students.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Continue to use applicable survey tools available for assessment of the program from office, college, district wide and the state level.

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

With the implementation of the Debit Card system to deliver financial aid funds to be disbursed to students are on of the latest changes made to address the SLO components of Critical Thinking Communication, Quantitative Reasoning and Technological Awareness.

Will these planned changes necessitate a Resource Request

Not at this time

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Office been involved in during the past six years

Enrollment Management Committee - Student Services and Academic Affairs
F.A.S.E.P.W - Assessment Center
Interdepartmental collaboration with Academic Affairs and Westside Extension program assisting students enrolled in fee based programs
Transfer Center- Transfer Day

What has your Office done since the last review to establish connections with schools institutions organizations businesses

Participate annually in Cash for College Events opened to the entire Greater Los Angeles area promoting and conducting outreach activities with high schools, community based organizations and other LACCD schools.
WLAC co-sponsors events with the LACCD outreach components throughout the year
Financial Aid works with the Outreach and Recruitment area on campus when assisting for workshops to assist bridge and other programs collaborated on campus.
Collaboration with learning communities on campus, UMOJA and FACE

MODULE 10. PROFESSIONAL DEVELOPMENT

List the 2 most significant professional development activities engaged in by each regular full time member in your program
Financial Aid staff regularly attends and engage in workshops, activities and conferences that are held throughout the year by various organizations.

- California Community Colleges Student Financial Aid Administrators (CCCSFAAA) annual spring conference
- CCCSFAAA annual fall conference
- California Association of Student Financial Aid Administrators (CASFAA) annual conference
- Electronic Access Conference (EAC) annual conference by the Department of Education (DOE)
- National Association of Student Financial Aid Administrators (NASFAA) annual conference
- Webinar sessions with DOE and California Student Aid Commission (CSAC) and other regional conferences and workshops that are rotated for attendance by staff

The college and the district needs to be more active with the development of cross training workshops and career development programs for classified staff. There is a deficiency in our district in relation to career ladder development in the financial aid and other student services areas.

**Are there areas of unmet professional development needs**

A Financial Aid Technician that also holds a Counseling Degree has been unable to utilize the skills and abilities to assist financial aid applicants and recipients with this unique position of holding the KSAs to be applied for our population.

**MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Office sponsor a student club or activity**

The WLAC Financial Aid Office collaborates and coordinates with the LACCD and the WLAC ASO officers sponsors the "Annual Financial Aid Awareness Day" held at the college. The Awareness Day promotes the services and access of financial aid programs on campus. The activity also promotes and engages students to participate in the political process to effect change on the state level to increase education funding.

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

Financial Aid works very closely with the Student Services Division and Academic Affairs Department Managers to promote, coordinate and facilitate scholarship awards and other funding sources for students. The Financial Aid Office started an annual event that is co-sponsored with the Transfer Center to promote financial aid opportunities for students transferring to four year universities.

**MODULE 12. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology**

Imaging systems have improved for use with technology in the financial aid industry. There are several vendors that have developed financial aid business rules that have incorporated the Department of Education policies and regulations to improve the efficiency on the delivery of financial aid systems. The WLAC financial aid office and college should began to take advantage of the opportunities these newly developed systems offer to assist in reaching our 2011-2012 goal.

**What are the emerging trends in the community**
Students are taking courses at more than one institution to mitigate the circumstances of not being able to complete their program of interests or goal at one college. The financial aid office is entering into several consortium agreements with other college districts for the benefit of the student to be paid as a full-time student with units from outside the LACCD. This service to students increases the labor and processing time and demands more staffing resources from the financial aid office. The college has been entering into fee-based program contracts with different institutions that also require additional resources and processing for students benefit to take advantage of all financial aid funds available. The majority of students now are enrolling as full-time to benefit from the increased Pell grant funds offered the past two years.

**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

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

The financial aid office has been working closely with Academic Affairs and the various program directors to establish working relationships to assist students entering the fee based programs. We offer workshops and communicate with many students via electronic formats to help them finance their expenses in these high costs programs. Our office has developed processes to defer the billing of the program tuition costs until the financial aid funding becomes available. Financial Aid has developed a Financial Aid Student Educational Planning Workshop (F.A.S.E.P.W) with the Assessments Office in response to the increased Satisfactory Academic Progress (SAP) standard disqualification of students to alleviate the wait time for Student Educational Plans.

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

The F.A.S.E.P.W have worked fairly well as a remedy to the increased need for Counseling for financial aid recipients, but it does not replace the need for a Financial Aid Counselor. The program improvements described assists the college with persistence and retention rates as part of the college’s student success initiatives. The college research data supports the evidence the full-time enrollment and persistence rates have increased over the past two years.

**MODULE 14. GRANTS**

Has the Office applied for any grants in the last 2 years

No

**MODULE 15. PART 1 AND PART 2 COMPLETION**

List faculty and staff who participated in this Program Review

Chuck Amaugo, Financial Aid Technician/Adjunct Faculty
Francine Sanz, Financial Aid Technician
Jason Yun, Financial Aid Technician
Ludwig Perez, Financial Aid Technician

Program Manager: Glenn A Schenk, Financial Aid Director
Name: October 22, 2010
Program Review Part 1:  
Reflection and Assessment  
Fall 2010

Module 1. Department Purpose

Describe the purpose of the Office Program Service

To provide quality services in a welcoming, supportive environment to assist international applicants, new students, concurrently enrolled and continuing students to achieve their educational goals with positive student learning outcomes. To foster communication to develop relationships so that students will seek appropriate guidance and advisement to adjust to college and an unfamiliar culture, to utilize college services to improve SLOs, and to maintain visa status. To assess program services to meet student needs.

Describe how the stated purpose aligns with the college mission statement

The program mirrors the college mission to foster educational success through supportive services by embracing excellence, ethics, empowerment and engagement to create life-long learning. Students are guided through their process from application to completion of certificates, degrees, and transfer requirements.

Module 2. Response to Prior Recommendations

Module 3. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Continued development of online instruction and hybrid classes in addition to relaxed U.S. government regulations regarding F-1 visa maximum units of online instruction due to impacted California educational system, have all contributed to increase in international online enrollment. Marketing services/agents/recruiters and joint programs with other institutions are being developed to increase international admissions both at home and abroad. This increase will be reflected in all international student programs at WLAC.

Describe the trend in section counts and average class size

Thirty percent are business majors, 10% airframe mechanics, then liberal arts and dental hygiene about 5% each and the remaining 50% in various disciplines. Business majors can take classes online, Airframe mechanics and dental hygiene on-campus students are attracted to these competitive programs.

Module 4. Effectiveness: Students and Student Success
Based on the demographic trends in enrollment what are the implications for your Office

Students are arriving from many countries. Concentration is no longer with prior greatest percentage Travel majors from Japan. Increasing numbers of South Korean business majors.

Describe the trends in Success Rates and Retention Rates

Students are completing their programs – and transfer to universities completion of certificates. Transfer prior to program completion is generally due to relocation of family living in the U.S.

Describe the trends in degrees and certificates awarded

Increase in Business Administration degrees/certificates could effect online degree program as these subjects can be taken online and 30 percent of F-1 visa students at WEST are business majors.

MODULE 5. STAFFING TRENDS

List the current staffing levels

Two: Dean of Student Services and International Advisor

Are staffing levels adequate to fulfill the purpose of the Office

Program requires additional staff for improved student services and growth. Student Survey reveals general approval but additional staffing would provide quicker response to needs. Students also request additional Academic Counseling staff dedicated to international students. West Language Academy increases work load as international applicants are processed in this program and with program growth additional staff will be needed.

MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES

Who is served by the program

The program services 91 active F-1 visa students. In addition to the active students, daily operations include services to applicants, new students, continuing students, and concurrently enrolled students by email, telephone, appointment, and walk-in counseling.

List the functions and services provided by the Office

Admissions processing, SEVIS maintenance, knowledge and advisement of F-1 visa rules and regulations, U.S. government liaison, international student advisement

What outreach activities has your department hosted or was engaged in

Outreach rep attended UCLA recruiting event, Dean of Student Services attended recruiting fair in Vietnam, WEST is working with Vietnamese recruiting agents and in development phase of working with recruiters of other countries.

Describe the technological advances that have been implemented

Continued efforts to provide services online. Web site designed to provide answers to questions and students and applicants encouraged to engage with chat and correspond by email for advisement.

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

International Student Survey: 64 respondents; students report majority of office visits for advisement, visa maintenance, and transfer; general satisfaction with request for academic counselor dedicated to international students; employment resources
Discuss the implications of the survey results for the program

Students have reported that they need more academic counseling, that they are satisfied with services but improvement is needed with additional staff to reduce wait time and turnaround time for queries.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Continued growth in enrollment, student satisfaction, improvement in SLOs, completion of student educational goals, improved efficiency with office procedures. Review student survey and college statistical data.

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

Continued and improved student services. Streamlined methods and procedures. Improved response time to student queries.

Will these planned changes necessitate a Resource Request

Additional staffing is required to grow program and meet student demands.

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Office been involved in during the past six years

Collaboration with West Language Academy admissions processing, F-1 visa advisement and orientation. Dean of Student Services and other Administrators confer re International programs design and recruitment.

What has your Office done since the last review to establish connections with schools institutions organizations businesses

Dean of Student Services and International Student Program pursuing agents and recruiters.

MODULE 10. PROFESSIONAL DEVELOPMENT

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

Student Services Assistant pursuing degree at CSUN.

Are there areas of unmet professional development needs

Recommend continued membership in NAFSA and Regional conference attendance.

MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Office sponsor a student club or activity

International Student Club. International Student Program. International Student Newsletter. The club organizes social activities and the Program organizes cultural, social and academic events and the produces the newsletter.

List any awards honors scholarships or other notable accomplishments of students in the program
Class of 2010 Honors: one out of 26 Summa Cum Laude, 2 out of 36 magna cum laude; 3 out of 109 cum laude. Students have also earned academic scholarship for excellence.

**MODULE 12. ENVIRONMENTAL SCAN**

*What are the emerging trends in technology*

Emerging trends are digital submission of applications and documents. This provides efficient admissions processing. Students are encouraged to communicate digitally for efficient and rapid turnaround to queries.

*What are the emerging trends in the community*

Emerging trends in the community are effects of California impacted system. Students from universities and other colleges are enrolling both online and on-campus to meet educational goals and units requirements. Global economic conditions are increasing efforts of students to study in countries that offer educational and subsequent job opportunities. Students are seeking business degrees and exposure to U.S. markets.

**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

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

Dean of Student Services assists with continued excellent services amidst growth and program expansion without additional staffing by streamlining admissions processing procedures and methods and by streamlining and improving efficiency in daily operations.

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

Students show improved SLOs when given excellent services in all departments. This office attempts to integrate students into the college services available to them and personally assists students with introduction to and follow-up to campus services. Students have remained in classes and in school from using Tutoring Center and Counseling Center services. F-1 visa student advisement has reduced need to reinstate status and costly applications to U.S. government. International Club and International Students Program events and Newsletter responds to students survey requests for social activities. Students report that study habits improve when social/emotional needs are met.

**MODULE 14. GRANTS**

*Has the Office applied for any grants in the last 2 years*

No

**MODULE 15. PART 1 AND PART 2 COMPLETION**

*List faculty and staff who participated in this Program Review*

Michael Goltermann, Dean of Student Services
Kathleen Greer, International Advisor
Program Review Part 1: Reflection and Assessment

**Fall 2010**

### Module 1. Department Purpose

**Describe the purpose of the Office Program Service**

The purpose of the Matriculation program is to provide access for students to the academic and vocational programs offered by the college. The program is designed to ensure the academic success of students as they matriculate through the key Matriculation component areas of: Admission, Orientation, Assessment, Counseling and Follow-up.

**Describe how the stated purpose aligns with the college mission statement**

The purpose of the Matriculation program is to provide access for students to the academic and vocational programs offered by the college. The program is designed to ensure the academic success of students as they matriculate through the key Matriculation component areas of: Admission, Orientation, Assessment, Counseling and Follow-up.

### Module 2. Response to Prior Recommendations

**How has the Office addressed the recommendations from the previous program review**

Prior recommendations were addressed in the previous program review.

**What has the Office done regarding implementation of accreditation recommendations**

Matriculation services has responded to the Accreditation Recommendation Six by implementing the following programs under the Student Services Goal Areas: (Matriculation Year End Report 2009-2010)

- **Goal 2:** Career Education Workshops - Career Exploration and Matriculation Virtual Career Center: 162
- **Goal 3:** Early Alert System: New Online web-based Instructor referral system for students "at risk" to academic and student support services and SARS Online (Student Accountability and Records System) Automated Call system used for notifications and appointment reminder: 35,557 calls to students.
- **Goal 4:** Financial Aid Student Educational Workshops have been implemented to provide SEPS for students applying for Financial Aid to support educational process: 913 students
- **Goal 5:** ACT Compass web-based Assessment of English, Math and English as a Second Language Skill level. The Assessment Placement directs students to courses where they will benefit by the instruction and are most likely to succeed. Appointments for Assessment are available Online. Assessment information is available Online: 3,680 approx
- **Goal 6:** Online Orientation to introduce students to College Academic and Student Support Programs: 3,239 students

### Module 3. Effectiveness: Enrollment Trends

West Los Angeles College

*Our Mission: West fosters a diverse learning community dedicated to student success.*
Describe the trends in Enrollment and FTES

The Enrollment trends by "Instructional Delivery and Mode of Instructional Delivery" indicate that the Online student population is increasing steadily and that more support will be needed from Matriculation to ensure the online students' academic success. The Matriculation program has diligently supported a computerized environment as an "access" point for all of the key component areas of the Matriculation program. The Admission program uses CCAPPLY to allow students online access to admission. The College Orientation is Online, Counseling is available Online, ACT Compass Assessment is web-based, Follow-up on student progress through the web-based Instructor site is online for easy e-mail access to students. The Matriculation program will continue to work closely with the Distance Learning office to develop more student support resources for Online students. Currently, ACT Compass is expanding its remote Assessment testing sites which will assist Distance Learning students who need Assessment testing to take the Assessment test in a location that is closer to where they live, subsequently offering more opportunities to take course for transfer and the Associates degree.

Describe the trend in section counts and average class size

Given the data on "Section Count and Average Class Size by Instructional Delivery" the data reveals that the Online program is progressing faster than comparative instructional programs. The Matriculation program plans to continue to enhance online Matriculation Services delivery methods currently used to "reach" these students in an effort to significantly begin to engage in their academic progress, success and attainment of their educational goal. The "New Student Life Connections" web page will assist with this effort if implemented.

MODULE 4. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

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

The "Student Demographic Trends" indicate that although the female population is larger, there is a slight increase in the male student population. The Matriculation program continues to define itself through "student image projection" as culturally diverse and multi-ethnic. This data underscores the current effort to provide publications and digital Online material in Spanish and English. Some of this is already available to students. Spanish translation is featured in the: WLAC Schedule of classes Matriculation Instructions, the College Online Orientation, and the Assessment test that is not translated into Spanish but offers a English as a Second Language Assessment that was developed for students whose native language is not English.

Describe the trends in Success Rates and Retention Rates

As previously mentioned, the Matriculation Program has the challenge and opportunity to expand in Matriculation support services to Online students. It is expected that through this effort the success rates of the Online student population will improve. The retention rates of the ACT program demonstrate the positive impact of students working as a learning community. The data demands that Matriculation expand the the information given to students through the Online Orientation to include the benefits of learning in a "community" and to encourage students to develop communities to support their learning process. It appear feasible to communicate to students that some of the characteristics of being in a community albeit "learning" will be beneficial to their overall success and acquisition of their educational goal using the Matriculation Online Orientation as a vehicle and the planned for "New student" web-based Matriculation page called "New Student Life Connections" as a pivotal point for reaching students.
Describe the trends in degrees and certificates awarded

The data suggests that improvements can be made in the area of student acquisition of the Associate Degree and or transfer. Matriculation strives to provide the support network that ensures academic success for students through the Matriculation component areas of Admission, Orientation, Assessment and Follow-up. However, it seems evident that the missing link is somewhere between the academic or personal aspects of the student experience. The problem is not knowing as an institution what the problem may be in time to assist the student toward success. Hopefully, the Early Alert system and the "New Student Life Connections" page to be posted on the WLAC web site will be a mechanism that pulls together the Academic and Student Services support that is available to students in a new way. This new approach will bring the Academic and Student Services Divisions of the college together to work holistically with the student.

Module 5. Staffing Trends

List the current staffing levels

Matriculation Program:
Coordinator: Patricia Banday : .1 FTEF
Student Services Assistant: Marty Turner : .1 FTEF
Student Services Aide: Ana Chang: .1 FTEF
Student Workers: 4

Are staffing levels adequate to fulfill the purpose of the Office

Before the budget cuts the Assessment Center was staffed with an evening proctor. It would be helpful to backfill this position when feasible.

Module 6. Effectiveness: Functions and Services

Who is served by the program

Since the Matriculation Program offers services to students through funding, personnel, supplies, software support, etc., for the Admissions, Assessment, and Counseling departments, the Matriculation program serves all students of the college.

List the functions and services provided by the Office

Matriculation offers support through the following areas:
Admission: CCAPPY, SARS CALL, Registration assistant relief, supplies
Counseling: SARS Online appointments, SARS CALL reminders, Career Workshops, Career Discover Assessment, Degree Works Student Educational Planning, Electronic Student Educational Plan, Early Alert, Matriculation / Financial Aid Student Educational Workshops
Orientation: Matriculation manages Online Orientation program, Orientation to High Schools and Community
Assessment: Matriculation manages Web-Based Assessment Center, Assessment for all students, Assessment for Feeder High Schools and Community groups.
SARS: Matriculation manages the SARS (Student Accountability and Records System) for all appointments, automated Call, and student services tracking for the college student services departments and some academic faculty.

What outreach activities has your department hosted or was engaged in
The Matriculation program has provided Admission, Assessment, Counseling and Orientation to several community groups such as: Cedar Sinai, Los Angeles Police Department, Sheriff Department, Crystal Stairs, Young Black Scholars etc and feeder high schools to include: L.A. High, Dorsey, Crenshaw, Hamilton, Venice, Inglewood, Westchester, Culver City and more.

Describe the technological advances that have been implemented

Matriculation services are supported entirely Online or web-based:

- Assessment: ACT Compass -Web-based
- Orientation: Web-Based Online program
- Counseling: Online Counseling provided by Counseling Department
- Follow-up: Web-based Online program used by Instructors to contact students at risk of failing and refer them to student support services or for academic assistance.

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

The Matriculation faculty and staff directly manage the Assessment, Orientation and Financial Aid Student Educational Workshop programs at the college, these programs were evaluated.

Assessment and Orientation: Evaluated by Survey Monkey: 100 students surveyed. Results show more than 80% of all students surveyed strongly agreed and agreed that they were satisfied with the services they received in all areas to include: Hours of operation, receiving help that was needed, knowledgeable staff, helpful information, written information that was clear, courtesy of staff, cleanliness of office.

Financial Aid SEP Workshops: Over 913 students surveyed more than 90% answered yes: they were satisfied and yes: their questions were answered adequately.

Orientation 'Knowledge Gap Report': Of all students completing the Orientation there was no less than a 23% knowledge increase in all areas of the College Academic Programs and Vocational Programs, Transfer Center, Student Success Services and Student Study Services, Campus Life, College Success, Student Conduct and Safety.

Discuss the implications of the survey results for the program

It seems apparent that we are on the right track in terms of technological and personal expansion in our services to students. We are constantly working toward excellence in our interaction with students and in terms of meeting our own Student Learning Outcome goals.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

To continue to use the Survey Monkey and Student Educational Planning Survey, as well as Online College Orientation Report to monitor short-falls and gauge progress. As the Early Alert system becomes more widely used web-focus reports will be used to monitor progress with Instructor referral of "at risk students" to academic and student service support programs and also monitor progress of academic and student support service department response to referral.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make
The Matriculation program staff will continue to evaluate survey findings in an effort to create new programs and services, as well as new ways and means of serving students. The effort will include the improvement and expansion of services to students so that the learning experience at WLAC provides each student with the quality education that will support critical thinking, quantitative reasoning, self awareness, interpersonal skills, civic responsibility, technical competence, cultural diversity, ethics and aesthetics. We are hopeful that with the new Student Services Building the presentation of the services we offer will also improve for example; better heating and air conditioning for an improved environment for students and staffing, and an increased number of computers and a larger space will increase Assessment capacity and Orientation capacity.

Will these planned changes necessitate a Resource Request

no

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Office been involved in during the past six years

The Matriculation program is by design interdepartmental. Collaborations occur among the Counseling, Admission, Assessment and Orientation departments as well as other student services areas such as: ASO, Financial Aid, DSPS, EOPS/CARE, TRIO Workforce, as well as academic programs, departments and committees though out the college to include: Student Services Council, Joint Administrators Committee, Division Chairs etc..

What has your Office done since the last review to establish connections with schools institutions organizations businesses

The Matriculation program continues to provide Admission, Assessment, Orientation, and Counseling services to Community based organizations such as: Young Black Scholars, Los Angeles Police Department (POP) program, L.A. Sheriff Department, Cedars Sinai. and Crystal Stairs. Feeder High Schools such as : Hamilton, L.A. High, Venice, Dorsey, Crenshaw, Inglewood, Westchester, and others are also given these services

MODULE 10. PROFESSIONAL DEVELOPMENT

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

Professional Development Activities:
Ana Chang:
Attended the: Los Angeles Community Colleges Categorical Programs Conference.
Attended the: California Community Colleges State Assessment Association Conference

Marty Turner:
Attended the: 2009 Technological Education Conference
Attended the: Umoja 2010 Regional Conference

Patricia Banday:
Attended: 2009 Technological Education Conference
Attended: California State Chancellors Office Conference for Categorical Programs:

Matriculation Directors
Are there areas of unmet professional development needs

The Matriculation Staff and Faculty have been encouraged to look for conferences to enhance Professional Development.

**MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Office sponsor a student club or activity**

No

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

None

**MODULE 12. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology**

The emerging trends in technology indicate that the Matriculation program needs to stay current with cutting edge developments. We are sensing students becoming more interested in fulfilling their needs "immediately". There is little patience and tolerance for long waits, and long papers to fill out. For this reason the program is always looking for ways to expedite student application in whatever process has them engaged, without compromise to the integrity of the end goal. This means that the Matriculation program has to conduct business with and for students as effectively, efficiently, and expeditiously as possible, using technology as our resource.

**What are the emerging trends in the community**

The trends in the community are the same. There is less time to waste, as time equates with monetary resources. Given the state of the world, the nation, the state, students are focused on acquiring the skills, degree or transfer to obtain a higher level degree, to acquire work, wealth and the resources to support a balanced life.

**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

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

The Program Review process has created a better understanding for "what needs to be done" in Matriculation Services to support the college effort in ensuring student academic success and life transformation. The program has expanded its contacts with students to include all avenues such as texting. The program has developed group Financial Aid workshops to reach a larger population of students needing Student Educational Planning. The Program expanded the Virtual Career Center to include "brown bag" Career workshops during lunch. The program has expanded its "Student Call" hotline email to answer student questions and concerns on a daily basis. The Early Alert system was implemented to get a better handle on the high risk students and to begin to follow-up in a meaningful way through academic and student service support programs and increased engagement between the Instructor and the student.

**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**
The Student Educational Workshops allowed us to provide an additional 913 Student Educational Plans to students. The Career Workshops expanded the Matriculation Virtual Career Center and were surveyed for effectiveness. The results indicated that the students had an increased clarity on the Career process and information on careers in general. The Early Alert System provides a bridge between academic and student services around the topic of the high risk student, forcing all groups including the student to engage, communicate and problem solve for student success.

**MODULE 14. GRANTS**

*Has the Office applied for any grants in the last 2 years*

No

**MODULE 15. PART 1 AND PART 2 COMPLETION**

*List faculty and staff who participated in this Program Review*

- Patricia Banday
- Marty Turner
- Ana Chang

*Program Manager*

Patricia Banday- Coordinator of Matriculation Services

*Name*
Module 1. Department Purpose

Describe the purpose of the Office Program Service

The Outreach & High School Relations Office (OHSRO) serves as the “front door” to West Los Angeles College. Specifically, this office promotes WEST, recruits students, and develops relationships with campus and external constituents. Our goal is to make WEST a first-choice educational institution for prospective students.

The Outreach & High School Relations Office is responsible for:
• Outreach to service high schools and the community
• Development of a prospective student pool
• Facilitating the Jumpstart Program and concurrent enrollment services
• Establishing relationships/partnerships with high school faculty & administrators, college & university personnel, and community organizations.

Describe how the stated purpose aligns with the college mission statement

The Outreach & High School Relations office actively recruits students across Southern California to strengthen the representation of Los Angeles’ diverse communities. Outreach representatives serve as educators and prepare students to transition from high school into a post-secondary education designed to advance students’ vocational and educational aspirations. Outreach representatives provide workshops and advisement to students on admissions processes, financial aid, transfer/career paths, enrollment, and other college related concerns.

Outreach & High School Relations also coordinates and facilitates WEST’s JUMPSTART (JS) program; a dual enrollment program designed to extend educational opportunities to disparate communities by offering college courses at feeder high schools in WEST's service areas. Outreach representatives recruit at local high schools to promote college services and opportunities; actively guide students through the enrollment process; provide supplemental support aimed at having students understand their academic responsibilities and potential to increase their college transfer preparedness through concurrent enrollment.

Module 2. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review
Much of the previous program review involved developing baseline measures that would enable Outreach to measure changes in enrollment. Outreach continues collaborating with the Office of Institutional Research to chart enrollment trends. As a result, Outreach will continue its efforts to chart significant measures that impact the growth of the college and continue its development of evaluative instruments to measure its effectiveness of its services.

What has the Office done regarding implementation of accreditation recommendations

Outreach and High School Relations was nonexistent at the time of the previous accreditation report. In reviewing the previous accreditation recommendations, Outreach can state that it has collaborated with Counseling as a means of improving the coordination of counseling services to new and prospective students.

MODULE 3. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Outreach: Given the trend of increased head count, higher enrollment per section count, and lower number of college sections, Outreach representative must continue to emphasize applying early and timely registration to students interested in attending WEST. Students that fail to apply in advance and/or fail to register at the designated registration appointment will likely fail to secure a seat in their intended class. All outreach strategies emphasize early application, early assessment, early completion of financial aid applications, early counseling appointments, and timely registration.

Describe the trend in section counts and average class size

JUMPSTART (JS): As WEST continues to reduce its class offerings, JS will continue reducing in size and scope. We are aware that the reduction of "on-campus" offerings may create a greater demand for the JS courses among WEST students unable to secure the courses/units through conventional means (i.e. on-campus, online, hybrid, etc). The potential for the heightened demand combined with the reduction of JS courses also compels us to emphasize early applications among high school students interested in participating in JS classes. As a result, we have begun publicizing and recruiting for the classes sooner than normal at the high schools. The JS recruitment materials and announcements emphasize the limited enrollment and early deadlines to secure enrollment.

Outreach representatives have also raised the minimum student enrollment requirement to prevent cancellations. This has been done to align with the increase in class size for on-campus classes.

MODULE 4. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Office
The representation of students aged 19 has grown over the past few years. The representation of students aged 19 and younger grew from 18% (pre-JUMPSTART) to a high of 24% in Fall 2008. A number of factors may have led to this increase; however, the implementation of the JS program may be the most significant factor.

When JS was implemented in Fall 2007, it was conceived as a mechanism through which WEST would achieve a strengthening of the "HS to College" student pipeline (via concurrent enrollment) and the relationships with high school officials. While JS should continue with this aim, a more prudent strategy is an investment in resources to increase the capture (yield) rate among JS participants; rather than "losing" those students to other colleges.

Describe the trends in Success Rates and Retention Rates

Jumpstart classes consistently have the highest retention and success rates within the college when analyzed through mode of instructional delivery. This student success rates may result from self-selection (i.e. highly motivated students pursue JS options), layers of supplemental support provided by the Outreach staff to students throughout the enrollment process and thereafter, appropriate selection of JS courses, as well as the selection of appropriate instructors for JS classes.

Touting the success rates of the JS program and its benefit to students should be given further consideration. Presenting JS's statistics (i.e. completion, pass rates) and the benefits to students may further link WEST and "success" in the minds of prospective students; especially among students considering a community college transfer path.

In the coming months, Outreach representatives will present the success and retention rates to WEST's marketing director for future consideration, will post this information on related WEST websites, and present this information during presentations to school and community members.

Describe the trends in degrees and certificates awarded

N/A

Module 5. Staffing Trends

List the current staffing levels

One (1) Outreach coordinator
One (1) Community Guidance Counseling Assistant (CGCA)
One (1) Student Assistant

Are staffing levels adequate to fulfill the purpose of the Office

The Outreach Office has adjusted its outreach schedule, office hours, and scope of the JS program to successfully manage the Outreach Department and Jumpstart program. Current staffing, however, does not permit the Outreach office to fully implement its initiatives. Outreach is charged with maintaining/establishing relationships at secondary educational institutions in WEST’s service area and the JUMPSTART program. To compensate for the shortfalls in staffing, Outreach has reduced the number of schools it serves and/or reduced the frequency of outreach visits. Outreach has also reduced the number of schools participating in JS. This has been done to meet the registration demands, office hours, and the demands of the outreach obligations.

Module 6. Effectiveness: Functions and Services
**Who is served by the program**

Outreach serves Beverly Hills High, Culver City High, Inglewood High, and LAUSD's Local District 3 (Crenshaw, Dorsey, Hamilton, LACES, Los Angeles, University, Venice, Westchester). We also serve local charter school districts; including ICEF (View Park Prep), Green Dot (Animo Venice), Ouichi Charter, Palisades Charter High. Outreach services are also extended to schools serving designated populations; including Kayne Eras and Vista Del Mar schools.

Select schools also host JUMPSTART classes. Current high schools hosting JUMPSTART classes include Animo Venice, Beverly Hills, Culver City, Hamilton, LACES, Los Angeles, Palisades Charter, Venice, and Verbum Dei. Schools and program that previously hosted JUMPSTART classes include; Crenshaw, Dorsey, Hawthorne Math/Science, MAALOT LA, University, and Young Black Scholars.

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

Outreach representatives keep regular visits to service schools. During those visits, outreach representatives will conduct classroom presentations on college related topics, conduct small group and individual advisement sessions. The goal for outreach representatives is to generate a greater awareness of WEST and its services, to generate a larger prospective student pool, to create a "WEST-going" culture, and to establish WEST as a 1st choice transfer/career institution.

**What outreach activities has your department hosted or was engaged in**

Away from WEST, Outreach takes an active role in participating in college/career fairs, providing advisement and presenting in high school faculty meetings, presentations at college-informational events, and community events. Outreach representatives present and table at general college fairs, college knowledge nights, career/occupational fairs, and "opportunity" fairs for at-risk students.

On campus, WEST provides campus tours for interested and prospective students. WEST also provides "Days at WEST" events. These events bring local high school students to WEST, provide campus tours, Admissions presentations, and Math/English assessments to prepare students to make the high school to college transition.

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

The Outreach program has, with the assistance of the Marketing & Publications department, developed a "HIGH SCHOOL" and "JUMPSTART" site. The "High School (www.wlac.edu/highschool)" lists information commonly requested by the public; including dual/concurrent enrollment, specially funded programs like Upward Bound, and a forms section. A JUMPSTART page (www.wlac.edu/jumpstart) was also developed to promote courses hosted at local high schools. Both sites will soon be revamped to include video tutorials.

OR

Outreach is increasingly incorporating technologies to meet student's service demands. Outreach promotes the new High School websites (www.wlac.edu/highschool and www.wlac.edu/jumpstart) to facilitate enrollment processes at the college. Online video tutorials and Outreach e-chat services will be made available during Fall 2010.

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**Module 7. Effectiveness: Survey Results**

Describe the results of relevant surveys
Outreach developed a point of contact survey to obtain student feedback about their recent experience with the high school outreach representative while at WLAC. The survey was developed during Summer 2010 to gain additional feedback pertaining specifically to the Outreach Window. Thirty-two (32) participants took the time to complete the point of contact survey; although Outreach has decided to collect surveys year round. Two-thirds of survey respondents were students, were in to submit enrollment paperwork, had not met with an outreach representative prior to the visit and were referred by HS faculty/staff. Nearly all respondents agreed that outreach representatives demonstrated interest in helping, were professional, were effective, helped them better understand the Admission’s process and would recommend visiting the outreach office.

A Jumpstart Survey was also created by the Outreach & School Relations staff. The purpose of this study was to better understand how high school students participating in off-site college classes (i.e. Jumpstart courses) experienced and evaluated their classroom experiences. Survey responses seem to indicate that JUMPSTART participants are motivated in pursuing a college education and are likely to pursue transferring to a 4-year college from a community college following high school graduation. Their responses also reflect a perception of greater preparedness toward that goal. JUMPSTART participants also expressed having a positive experience in their enrollment in the class.

Grade reports for all Jumpstart sections analyzed by (pass v. non-pass) to obtain success rates for all Jumpstart classes, for lecture and activity-based classes, by high school, by academic division, and by discipline. The results indicate a higher pass rate in Jumpstart classes compared with that of classes held at WLAC. Pass rates were higher across all divisions; except for language classes. Student feedback also suggests that JS participants believe they are better prepared to succeed in college as a result of their participation (see JUMPSTART Grade Report).

Discuss the implications of the survey results for the program

Point of contact survey results indicate that respondents were satisfied with the services provided by the outreach office. To ensure that this continues, Outreach will continue its training practices and continue to find ways to better serve students.

The positive student reviews and success rate for the JS program may serve as a signal for WEST to expand the program to additional schools and/or replicate the program at WEST. In fact, the potential for the latter has been moved forward with the creation of the University Prep Academy (UPA). UPA would take the JS concept and form cohorts of students. The cohorts would then proceed through a carefully structured course sequence with the ultimate goal being (a) completing the English requirements for transfer, (b) make significant progress toward completion of transfer requirements, and (c) promote an early, college-going culture among high school students in WEST’s service area.

Recruitment for UPA is ongoing.

**MODULE 8. STUDENT LEARNING OUTCOMES**

*What are the assessment plans for the services of the Office*
Outreach has developed several SLO's to measure the effectiveness of the Outreach Office and its practices.

Mastery of College Processes & Procedures: As a result of utilizing the services of the Outreach office, students will have an opportunity to develop their "College IQ"; including mastery of Admissions & Records processes, successful academic strategies, requirements to matriculate toward an Associate Degree, skills/completion certificates, and development of transfer preparedness.

Utilization of Academic & Student Support Services: By participating in college workshops and advisement provided by Outreach representatives, students will have an opportunity to identify the available services offered by WEST to meet their educational needs. Students will be introduced to financial services, college/career services, and academic support services.

Strengthen transfer preparedness of students utilizing OSRO services: By participating in the JS program, students will have an opportunity to work toward the completion of IGETC requirements while in high school. This will enable students to (a) consult with their counselor on appropriate college course enrollments, (b) have a guiding map toward developing UC:CSU preparedness, (c) lessens the expense and time to a Bachelor's Degree, (de) increase competitiveness of university application, and (e) provide a rationale for attending a community college following HS graduation.

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

Outreach wishes to continue measuring the impact of our programmatic interventions. Outreach will continue to develop better evaluative tools to measure the efficacy of outreach endeavors; including Admissions presentations, campus tours, individualized and group advisement.

Will these planned changes necessitate a Resource Request

Yes, the analysis of our surveys and evaluative instruments would be facilitated with online services like Survey Monkey.

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Office been involved in during the past six years
Outreach continues collaborating with Athletics, the Institute for Student Excellence, and Small Learning Communities (i.e. UMOJA, PUENTE, FACE) to recruit prospective students. Outreach shares its high school contact directory, lists of students served, and Outreach Calendar to facilitate coordination of services. In many instances, Outreach has been able to connect prospective/current students to supplemental support services, small learning communities, and other resources at WEST.

In Spring 2008, Outreach took a central role in coordinating LAUSD’s DISTRICT 3 College Fair. This event brought over 3,000 students and parents to WEST. The college fair permitted WEST to establish better connections with university representatives, to introduce WEST to prospective students, and strengthen our relationships with high school counselors in our service area.

Outreach also provides informational sessions to students in academic programs. Most recently, Outreach has provided additional support to students in Aviation’s Composite Materials program, WEST's Hollywood CPR program, and the LAPD PoPP program.

Outreach also assists programs like DSP&S in serving its special populations; including students with learning and/or developmental delays.

What has your Office done since the last review to establish connections with schools, institutions, organizations, businesses?

Outreach maintains regular outreach visitations to high schools in WEST's service area. WEST coordinates student field trips to WEST. The field trips include campus tours, admissions/outreach presentations, visits to notable locations for WEST career/vocational programs, and assessment testing (when requested).

Outreach representatives also conduct presentations and outreach services to parent associations, family & recreational centers, and the Los Angeles Chamber of Commerce’s Cash For College events.

**Module 10. Professional Development**

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

The sole full-time member in Outreach is the Outreach Coordinator. He is currently enrolled in graduate level, college-counseling courses. He is also assuming a leadership role in WEST’s Student Services Accreditation Writing team as a means to learn more about organizational issues affecting post-secondary institutions.

The Outreach Coordinator has also served as a mentor to students participating in WEST's PUENTE program.

Are there areas of unmet professional development needs
Yes, Outreach should be a registered member with the National Association for College Admissions Counseling (NACAC), the Western Association for College Admissions Counseling (WACAC). Outreach should also subscribe to the Journal of Counseling Psychology through the American Psychological Association (APA) and The Chronicle of Higher Education. Membership in NACAC and WACAC will provide Outreach access to outreach events reserved for their members and subscription to the publications will enable Outreach to maintain an awareness of issues impacting adolescents relating to post-secondary studies.

**MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Office sponsor a student club or activity**

N/A

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

N/A

**MODULE 12. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology**

With increasing frequency, Outreach is receiving requests for Jumpstart classes in a purely online format. Honoring such requests has increased our need to provide "follow-up" with the students; in most cases, to provide instruction and tutorial for online class set up.

**What are the emerging trends in the community**

Outreach representatives are increasingly hearing from parents, students, and high school counselors about the impact of financial hardships on families and the impact it has on post-secondary planning. As a result, students/parents state they intend to utilize concurrent enrollment with increasing frequency as a means to reduce the overall cost of pursuing a post-secondary degree.

Issues impacting funding at K-12 institutions may also impact Outreach. High school administrators are reducing enrollment opportunities in certain disciplines and during summer intersession. As a result, students are increasingly looking to the community college to meet their unmet need. Unfortunately, the students may find that enrollment into classes at WEST is increasingly challenging as a result of the increased demand from native college students.

Lastly, WEST has enforced the long-standing "Advanced Academic Coursework" stipulation in LACCD's concurrent enrollment policy. As a consequence, students requiring lower-level English or math courses are no longer permitted to do so if the class does not meet Associate Degree or transfer requirements. In response, WEST continues to meet with high school counselors to inform students of the enforcement of policy so that students may make alternative choices.

**MODULE 13. CONTINUOUS QUALITY IMPROVEMENT**

**Describe the improvements in program practice you have implemented as a result of program review**
From conducting the previous program review, Outreach determined it could improve its programs through increased evaluation of its practices. As a result, Outreach has devoted more time and energy to the development of evaluation tools and analysis of results.

For Jumpstart, the Outreach staff took greater care to encourage students to embrace their enrollment/admissions responsibilities. The Outreach staff developed new scripts that were utilized during classroom presentations to promote classes, when meeting with students to collect enrollment forms, and during the "follow up" sessions during the initial class meetings. This was also prompted by a need to better distribute Outreach's human resources (i.e. use of staff time), to lower travel/mileage expenses, and to maximize our availability for on-campus office hours.

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

Outreach developed a series of tools to track student contact, quality of outreach endeavors, and to measure students’ evaluation of the Outreach professionals.

Student Point of Contact Survey: Available at Outreach office, the survey is completed by students/parents and evaluates the service received from the Outreach staff at WEST. This survey was also made available online.

JUMPSTART PRE & POST Survey: The surveys, distributed at the outset and in the last weeks of the Jumpstart class, are completed by the students in the classes and evaluates the classroom experience, level of service provided by WEST faculty and outreach professionals, and obtains information about the perceived value of the class to student's personal and education experience.

Verizon Field Trip Survey: Distributed to students visit WEST on a field trip, the survey asks participants to discuss their field trip experiences. More importantly, the survey gathers the student's perceived mastery of important college processes (e.g. Admissions, Financial Aid, Transfer/Career processes, etc). The survey is collected, evaluated by Outreach staff members, and the information is used to help the Outreach representative better prepare for his/her "follow up" with the students. The Outreach staff reviews the important college processes with the students and then asks the student to complete the survey once more. The results are then compared to determine how/if the students perceived mastery of information has been impacted by the follow up.

**MODULE 14. GRANTS**

Has the Office applied for any grants in the last 2 years

Yes

**MODULE 15. PART 1 AND PART 2 COMPLETION**

List faculty and staff who participated in this Program Review

Angel Viramontes, Outreach Coordinator
Puente Project

Program Review Part 1:
Reflection and Assessment
Fall 2010

Module 1. Department Purpose

Describe the purpose of the Office Program Service

The Puente Project is an academic preparation/Transfer readiness program that is co-sponsored by the University of California Office of the President and the California Community College Chancellor’s Office. The mission of the program is to increase the number of educationally disadvantaged students who enroll in four year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. The program assists students to progress from pre-transfer to transfer level English while incorporating Mexican American and other multicultural authors, experiences, and issues within the accelerated writing course sequence. The English courses are paired with two UC/CSU transfer level Personal Development courses which focus on college survival and career development respectively. Students also receive counseling that provides students with career and academic guidance until graduation/transfer. The Puente model includes a mentoring component. Mentors from the professional community are recruited, trained, and matched with students in order to provide career advice and to share their own personal experiences of integrating culture and family with academic and professional success. Puente is open to all eligible students who are willing to commit to the program’s requirements.

Describe how the stated purpose aligns with the college mission statement

The Puente Project is "...a diverse learning community dedicated to student success." Puente aligns with the college mission by providing an opportunity for the creation of positive close relationships, through the idea of "Familia," among its diverse student participants. Students achieve this through active involvement in the learning community as well as in extra curricular activities. Puente is specifically a university transfer readiness program whose main goal is to provide its participants with the "...quality instruction and supportive services" necessary in order to enroll in four year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations thereby, directly aligning with the college mission to develop "...leaders who encourage excellence in others." Puente students are actively involved in their education. They participate in Puente sponsored motivational conferences, northern and southern university campus tours, cultural enrichment opportunities, and mentoring activities, among other educational experiences, which provide 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. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review

The WLAC Puente Project initiated in the Fall of 2008. Therefore, no previous program review recommendations addressed.
What has the Office done regarding implementation of accreditation recommendations

The WLAC Puente Project initiated in the Fall of 2008. Therefore, no previous program review recommendations addressed.

Module 3. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Based on college statistics, college wide, student enrollment reflected 2.74% growth from Fall 2008 (28,351) to Fall 2009 (29,127). Enrollment increased at a slightly higher level for Puente (5.36%) from Fall 2008 (56) to Fall 2009 (59). Even though our ability to recruit earlier for our Puente cohorts was hampered by the insecurity of the budgetary situation statewide, which in turn provided us with approximately two weeks in which to recruit, we were able to maintain approximately 29 first and second phase Puente students. What is not considered in this data is the fact that the Puente learning community is not composed solely of students enrolled in the English and Personal Development courses. In fact, Phase 1 and 2 (English and Personal Development enrollment in the Fall and Spring semester) students are not the only students served by Puente. The Puente counselor and English professor also serve 3rd phase students (those who completed the first two phases) until graduation/transfer. The Puente counselor, in particular, is involved in counseling and assisting all Puente students in the process of transfer requirement completion as well as the university application itself.

Describe the trend in section counts and average class size

Puente is a two course (English 28 and Personal Development 40 in the Fall semester and English 101 and Personal Development 20 in the Spring semester) learning community. Average class size was 20 in the Fall 2008 compared to 26.1 students for the general college population. In Fall 2009, average class size for Puente was 27 compared to 33.8 for the general college population according to WLAC data. As stated elsewhere in this report, the effect of not being able to recruit and enroll students earlier in preparation for the Fall semesters has had a detrimental effect on enrollment and on the commitment level of some students.

Module 4. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Office
In keeping with national statistics which indicate that females outnumber males in college attendance, college wide, the female (60%) to male (40%) breakdown in the Fall of 08 changed slightly in the Fall of 09 with female (59%) and male (41%). Puente reflected a similar trend in both semesters. In the Fall of 08 female students (57%) and male students (43%) also changed slightly and reflected the exact breakdown of the college in the Fall of 09 with female students numbering (59%) and Male students numbering (41%). Puente enrolled more males than the college as a whole in the Fall of 2008 and an equal amount in Fall 09. Because students self select into the program, we do not target males specifically. However, the fact that our program has enrolled more males than the college as a whole is indicative of the possibilities of reaching this very important need for an increase in male enrollment. In particular, underrepresented Latino and African American males. With regard to age, Puente students tended to be in the age range of 19 and under at a significantly higher rate (59% in Fall 08 and 63% in Fall 09) than the college population in general (24% in Fall 08 and 22% in Fall 09). We believe the reason for a higher number of participants age 19 and under is due to the collaboration between the Outreach Department and Puente in reaching out to the local high schools for recruitment purposes. In terms of ethnic make up, even though it is open to all those who are eligible, the majority of Puente students are Latino 71% (Fall 08) and 60% (Fall 09) which reflects a significant difference from the college's Latino population of 29% (Fall 08) and 31% (Fall 09). The high percentage of enrollment of Latino students in Puente exceeds the college's requirement for HSI (Hispanic Serving Institution) status. It is imperative that Puente remain as a viable program serving the growing Latino Population at WLAC. Retaining HSI status will ensure additional funding which will not only serve the Latino student population but also the college as a whole.

Describe the trends in Success Rates and Retention Rates

The college wide success rate in Fall 08 (62%) remained constant in Fall 09 (62%). Puente students experienced a success rate which was very similar to the overall college rate (61%) in Fall 08 and had a noticeable drop in the Fall 09 with 46%. It is important to note the effect of the state's budgetary situation which impeded early recruitment in Fall 09 (And, again in the current Fall 2010 semester). This contributed to the lack of the level of commitment required of the rigors of the program's course content of those students who did not do well in the Fall of 09. The lack of commitment has to do mainly with the fact that, in the current college climate where course sections are being eliminated due to budgetary issues, some of the Puente recruits are those that show up to the English class on the first day of instruction in the Fall semester and agree to participate in the Learning community. Also noteworthy is the lack of preparation for pre-transfer level English most notable in those students who did not succeed in the Fall 09. Even though placed into English 28, and in some cases having completed the pre-requisite course requirement, it is obvious that students don't necessarily possess the fundamental writing skills required of the academically rigorous Puente English 28 and Personal Development courses. Therefore, the English instructor is faced with "refreshing" the basic concepts which should have been obtained before English 28. Ideally, because of this factor, the Puente faculty were planning to require a writing sample of its recruits. However, due to the late notice to "go ahead with Puente" we were not able to follow through with the original plan. College wide retention rates in Fall 08 (83%) remained relatively high in Fall 09 (85%). The retention rate for Puente students in the Fall 08 was 71% and it increased in the Fall 09 to 92%. Puente fared well in the Fall 08 and exceeded the college wide retention rate in the Fall 09. The high retention is mainly due to the continued efforts of the Puente faculty to provide quality services even with an inadequate amount of resources, allotted time for team co-coordination, and administrative and operational funding as compared to other more established Puente programs in the state.
Describe the trends in degrees and certificates awarded

Currently, this data is being gathered. With the shortage of course offerings and sections being eliminated at our college, as is the case throughout our state, Puente students have attended multiple campuses in order to continue on their path toward their timely completion of desired academic goals. In June of 2009, two Puente students participated in the graduation ceremony at West Los Angeles College. One has transferred to UCLA after being admitted to UC, Berkeley, UC, San Diego, and UC, Irvine. Currently, a number of students from the first cohort (Fall 2008) are in the application process. Some are now at other community colleges and tracking their graduation and transfer is challenging but currently in progress. Some students’ transfer plans were also put on hold due to the early closures of universities due to their respective budgetary issues.

MODULE 5. STAFFING TRENDS

List the current staffing levels

Two faculty members, one English Instructor and one counselor, who co-coordinate the Puente Project.

Are staffing levels adequate to fulfill the purpose of the Office

No. The Puente Project Memorandum of Understanding between the Statewide Puente Office at the University of California, Office of the President and West Los Angeles College indicated that Puente would obtain clerical assistance of at least 10 hours per week. This has not been provided as of Fall 2008.

MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES

Who is served by the program

The Puente Project serves educationally disadvantaged/underrepresented students who aspire to earn transfer degrees at state and private universities. However, students who aspire to earn two year degrees only are also eligible to participate in Puente. In the 2009-2010 year, 53 students, including 1st, 2nd, and 3rd phase, were served. Overall, the program serves all of the cohorts since program initiation and continues to do so until graduation/transfer.

List the functions and services provided by the Office

The Puente Project provides educationally disadvantaged/underrepresented students who are eligible for Intermediate English 28 with; writing instruction which explores a variety of cultural experiences, personal counseling, referrals to outside resources, career exploration, Student Educational Plan development, transfer counseling, transfer application assistance, leadership development, enrichment opportunities, the development and reinforcement of important college survival skills, tours to UC, CSU, and private universities, mentoring partnerships with the professional community, networking opportunities, and ongoing support.

What outreach activities has your department hosted or was engaged in

The Puente Project has participated in the yearly WLAC staff and faculty Flex Day disseminating informational literature, Club rush, presentations given at WLAC campus tour hosted by outreach department, the yearly Puente Mentor training and orientation sessions, disseminated Puente Project communications via e-mail in coordination with the outreach department for the purposes of recruitment, hosted a presentation to the college community by Pulitzer Prize winner, and New York Times columnist, Hector Tobar among other things.
**Describe the technological advances that have been implemented**

Personal Development course utilizes Power Point presentation formats in order to target different learning styles. Puente students have developed "E-folios," obtained through The SEMILLAS grants, supported by the Walmart Foundation. The grant is part of Excelencia in Education’s “Growing What Works” national initiative. The grant was awarded to WLAC for its commitment to Latino student success. As a Hispanic Serving Institution, with Puente involvement, WLAC will benefit from other grant opportunities for its Latino and general college population. Puente students learn to navigate important transfer related websites including: Assist.org, CSU Mentor, www.ucop.edu/pathways, www.californiacolleges.edu, www.aiccu.edu, as well as others.

**MODULE 7. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**

Point of service surveys in progress. The WLAC Puente team has had Site Visits by University of California, Office of The President Directors and Regional Project Coordinators to assess and verify implementation of Puente model. Assessment was communicated to Student Services Vice President in a formally scheduled meeting.

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

We do not have any data regarding survey results at this time. We are currently working on obtaining such data utilizing the district wide point of contact surveys. We will also utilize the Puente statewide survey and will report our findings in the future.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the services of the Office**

Student Learning Outcomes are utilized by the English and Personal Development Instructor and are listed on their respective syllabi. They coincide with the college SLO's and are currently in the process of being synthesized with the Statewide Puente Project Student Learning Outcomes.

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

Puente English and Personal Development courses coincide with the college SLO's and are currently in the process of being synthesized with the Statewide Puente Project Student Learning Outcomes.

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

At the very least, Puente would benefit from the minimum original financial support agreement, based on the Memorandum of Understanding, of $5000 to cover administrative and operating costs for books, trips to universities, field trips, mentoring, and cultural enrichment activities.

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Office been involved in during the past six years**
As of Fall 2008, the initial year of implementation at WLAC, the Puente Project counselor has been actively involved in providing the counseling department with weekly Puente updates during its divisional meetings. Puente counselor has collaborated with EOPS, TRIO SSS, TRIO EOC, the transfer center, DSP&S, Athletics division, ASO, DSP&S, Admissions and Records, the Evaluation Unit, the Business Office, and the Financial Aid office in the interest of Puente students. Puente counselor has also served as liaison between students, college instructors, off campus resources, and UC/CSU/Private university personnel.

What has your Office done since the last review to establish connections with schools institutions organizations businesses

The Puente Program was not in existence at WLAC in the last program review. As of Fall 2008, the first year of implementation, WLAC Puente has established connections with all of the statewide community colleges which implement the Puente Project through the various conferences and meetings held on a semester by semester basis and sponsored by the Puente Statewide office. The Puente counselor has made connections with California and out of state institutions of higher learning for the benefit of the Puente students. The English professor and counselor have established and maintained connections with mentors from the local professional community including local industry participants.

MODULE 10. PROFESSIONAL DEVELOPMENT

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

Both English professor and counselor attended the Puente Summer Institute (PSI). PSI is a mandatory, intensive, weeklong, summer, residential training institute for new community college Puente writing instructors and academic counselors. PSI is designed to introduce the Puente team members to the key principles of Puente writing, counseling, and mentoring. It also includes best practices for meeting the challenge of increasing the number of educationally disadvantaged students who transfer to four year institutions as well as co-ordination of the Puente program at our campus.

Both English professor and counselor attended Puente team regional and component training requirements. All Puente teams in the northern and southern California regions gather at least once a year with a focus on developing program implementation strategies and sharing best practices. Active participation is required. Puente teams develop specific strengths in deliverance of the Puente model components. English professor has gained valuable first hand recommendations for lesson planning by actual authors of novels used in the Puente English courses.

Are there areas of unmet professional development needs

The Puente Counselor and English Professor will need to maintain abreast of best practices and programmatic changes which may occur at the state level for the Puente Project. It is important for both to continue to participate in the required ongoing, Puente Statewide office sponsored and funded team regional and component trainings, conferences, and meetings.

MODULE 11. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Office sponsor a student club or activity
The Puente Project Faculty serve as advisors for the Puente Club. The Puente Club has participated in events such as fund raising in order to purchase textbooks for future Puente cohorts. Some club members, phase 3 Puente Students, provide tutoring to current Puente students particularly in Math and English. The club provided notable volunteer assistance in the May 19, 2009, Celebrating Excellence day.

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

The Puente Club provided notable volunteer assistance in the May 19, 2009, Celebrating Excellence day.

- The Puente Club has won first place in a college club related activity.
- Two Puente students were awarded multiple scholarships in the WLAC "Celebrating Excellence Day," held in May of 2009.
- Four Puente students earned their placement in the Fall 2008 Dean's List.
- Two Puente students were awarded multiple scholarships in the WLAC "Celebrating Excellence Day," held in 2010. One Puente student was accepted to UC, Berkeley, UC, Los Angeles, UC, San Diego, and UC, Irvine.
- Two Puente students earned their placement in the Spring 2009 President's Honor List.
- Two Puente students earned their placement in the Spring 2009 Dean's List.

Puente students were able to communicate and arrange for Pulitzer Prize winner, and Los Angeles Times Columnist, Hector Tobar to give a lecture to the campus community. Non-Puente English classes were present and were awarded credit for attendance. Mr. Tobar agreed to provide one hour specifically for the Puente class. Out of this opportunity Mr. Tobar wrote about one of our Puente student's struggles and triumphs in his weekly Los Angeles Times article. They have developed a relationship which continues to provide personal and academic fruits for both Mr. Tobar and the student.

As a result of being selected to participate in UC, Riverside's week long Puente Student Leadership Program, one of our Puente students initiated and is the President of the Environmental Club at West Los Angeles College. Puente students also have held and hold leadership positions in clubs such the Puente Club, The Economics Club, Alpha Gamma Sigma, and the Green Campus Internship Program at WLAC.

In the Puente spirit of giving back to the community and "becoming mentors of future generations," some Puente students volunteer their time and energy in both the English and Personal Development courses. They assist their fellow Puentistas in succeeding in their studies. On occasion they will also assist the English professor and the counselor with minor clerical duties.

### Module 12. Environmental Scan

**What are the emerging trends in technology**

There is a need to increase students' competence in the use of computers. With the budgetary situation affecting course offerings and students' ability to complete their graduation and transfer requirements within two to three years, the program is looking toward the introduction of a "hybrid" Personal Development/English mode of instruction in order to introduce and/or encourage distance learning. The program is looking at social media such as FACEBOOK in order to maintain communication for phase 3 students. Depending upon funding availability, Puente is looking at the possibility of making available instructional trips to academic institutions that provide "Green Technology" majors in California. Class presentations are also planned which will include Renewable Energy related careers.
What are the emerging trends in the community

According to the data, the Latino student population at West Los Angeles College is on the rise. As a Hispanic Serving Institution, it behooves the college to support the Puente Project. With more public university systems limiting their enrollment and releasing non performing students, the college has seen and will continue to see more students attending our campus in order to complete their particular educational goals. More people are being laid off from their jobs. Students in need of degrees and retraining are likely to begin to return to the community college for this reason. Puente can be a viable option for this population. Specially those students who have transfer goals in mind no matter the age.

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

An immediate revamping of data gathering will be implemented. Point of contact surveys will be requested by all student participants of the Puente Project. We will seek to recruit earlier whether or not the budgetary situation is resolved. Because of our deep desire to assist our student population and our belief in the Puente model, as well as our HSI status, we will engage in grant writing in order to support the institutionalization of this learning community at WLAC. We will continue to collaborate with the campus community for the benefit of the Puente students and the college as a whole. Student Learning Outcomes will reflect those of the college and those of the Statewide Puente Project.

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

The assessment of appropriate improvements in student achievement and learning is a work in progress. At this time we plan to continue to implement the Puente model which consists of the three major components: Writing, Counseling, and Mentoring. The Puente team will continue to work toward improvement in student achievement and learning as per the college and Puente Project Student Learning Outcomes.

MODULE 14. GRANTS

Has the Office applied for any grants in the last 2 years

No

MODULE 15. PART 1 AND PART 2 COMPLETION

List faculty and staff who participated in this Program Review

Vidal Valle
Fran Leonard
Module 1. Department Purpose

Describe the purpose of the Office Program Service

The purpose of the Transfer Center at WLAC is to provide the opportunities and access to valuable tools and resources that prepare students to efficiently transfer to 4 year universities.

Describe how the stated purpose aligns with the college mission statement

In alignment with the college mission statement, the Transfer Center at WLAC is a place where students prepare for their futures.

Module 2. Response to Prior Recommendations

How has the Office addressed the recommendations from the previous program review

N/A (New Program Director)

What has the Office done regarding implementation of accreditation recommendations

N/A

Module 3. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Enrollment continues to grow. Class availability continues to drop. Students come to the transfer center to research options; therefore we need to advance our technological resources.

Describe the trend in section counts and average class size

Number of sections continue to decrease as class size increases, due to lack of course availability. Students are turned away with no alternatives.

Module 4. Effectiveness: Students and Student Success

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

Based on the budget crisis, students are returning to school for career options. Online enrollment is increasing. We need to expand online transfer services to meet the needs of the non-traditional student.

Describe the trends in Success Rates and Retention Rates

Students retention and success rates at WLAC have not changed significantly over the past several years; however there has been a steady increase in student success when utilize alternative or non-traditional modes of study. To provide the non-traditional student with efficient transfer preparation, the Transfer Center needs to increase available online access to transfer related tools and resources.
Describe the trends in degrees and certificates awarded

Students are taking advantage of distance learning and other alternatives to the traditional school schedule. For the transfer center, it means we need to increase access to online transfer services.

Module 5. Staffing Trends

List the current staffing levels

1 Full time faculty
1 Full time classified

Are staffing levels adequate to fulfill the purpose of the Office

NO. The transfer center is a resource for student access to transfer possibilities. Need at least 2 full time classified employees to assist students when visiting the transfer center. Staff needs training in available online resources. Many times the counselor has conferences. Classified staff should be able to attend also without closing the Transfer Center.

Module 6. Effectiveness: Functions and Services

Who is served by the program

Transfer bound and info seeking students; approximately 4574 students served 2009-2010 school year.

List the functions and services provided by the Office

Access to literature and online programs relating to career and transfer, transfer fairs, transfer counseling, field trips, workshops, one on one advising with prospective university reps.

What outreach activities has your department hosted or was engaged in

High School College Fair
Transfer Fair

Describe the technological advances that have been implemented

Utilizing the ONLINE WEST WEEK has been a huge ADVANTAGE. Student are notified of dates and deadlines regarding transfer related activities. They are notified of visits by university representatives, etc.

Module 7. Effectiveness: Survey Results

Describe the results of relevant surveys

Survey results indicate that students generally visit the Transfer Center because they see the center when they are on campus. The majority of students who come into the Transfer Center are traditional daytime students.

Discuss the implications of the survey results for the program

The resources and activities of the Transfer Center are mainly accessible to the traditional daytime student. The transfer center function does not reach the online student and the evening student who works full time.

Module 8. Student Learning Outcomes
**What are the assessment plans for the services of the Office**  
N/A

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

**Will these planned changes necessitate a Resource Request**  
N/A

### Module 9. Departmental Engagement

**What interdepartmental collaboration has your Office been involved in during the past six years**
- Transfer Honors Program Workshop
- TRIO program and Transfer Prep. Workshop.
- E.O.P.S and Transfer Center, Field trips.

**What has your Office done since the last review to establish connections with schools institutions organizations businesses**
- Hosted open house. Invited local university reps. Establish relationships and increase presence of reps. on campus. Chaperoned students to visit universities. Attended counselor conferences for UC/CSU systems and many individual university counselor conferences including private schools. Allow reps. increased access to transfer center to meet with students, conduct workshops, etc.

### Module 10. Professional Development

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

1. Attended the E.T.S (Ensuring Transfer Success) conference hosted by the U.C system. In particular, as the Transfer Center counselor, I found it valuable to attend the U.C-TAG workshop. I was able to assist students according to changes in the U.C-T.A.G agreement to guarantee admission to the U.C system for Fall 2011.
2. Attend meetings as a member of the DISTRICT TRANSFER COMMITTEE for the LACCD. Collaborate with other schools in District for Transfer process. Communicate with Cal State representatives to improve transfer rates.

**Are there areas of unmet professional development needs**
- New transfer center director. Would like to attend the new director training.

### Module 11. Programs, Clubs, Organizations and Special Activities for Students

**Does the Office sponsor a student club or activity**
- No

**List any awards honors scholarships or other notable accomplishments of students in the program**
- N/A

### Module 12. Environmental Scan

**What are the emerging trends in technology**
- Online and distance learning options are in demand. Students need access to transfer services online. Our services are expanding however minimally. We have not utilized the full potential of our technological advances available @wlac.
**What are the emerging trends in the community**

Students have very busy schedules. They are more transitory. They are looking for convenience and options in education. Many private organizations are capturing students. We need to be able to inform the students to make educated and practical choices. Communities are promoting “Go Green”. Transfer Center needs to be virtual to keep up.

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**Module 13. Continuous Quality Improvement**

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

First program review; new Transfer Center Director.

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

Tracked number of students visiting transfer center, tracked number of students meeting with 4 year university reps. Increase in number of transfer students.

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**Module 14. Grants**

Has the Office applied for any grants in the last 2 years

No

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**Module 15. Part 1 and Part 2 Completion**

*List faculty and staff who participated in this Program Review*

Andrea M. Frederic