West Los Angeles College

Program Review Excerpts

2013 - 2014
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Academic Affairs Area

Allied Health

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

Purpose Alignment
Through quality instruction, the Allied Health division supports students in obtaining skills and knowledge needed to earn a certificate and/or degree, and prepares students for employment. Through student learning assessments, advisory board, division and discipline meetings, the allied health division focuses on enhancing programs in an effort to provide students with a diverse learning community dedicated to student success.

02. Effectiveness Assessment & Continuous Process Improvement
Assessment of Improvements
The DH program identified a problem with the skills rubrics being inconsistent throughout the 2 year program. At the division meeting we discussed the proposed forms and requested feedback from faculty. We were able to streamline the forms to improve the program. Since the forms are being used for the first time this semester, we will review the outcomes at the first division meeting next semester. CV updates are being requested every Fall semester.

The CNA faculty have been made aware of the updated forms required in the student folders and the importance of tracking student progress.

Improvements in Program
As a result of program review, two full time faculty have been hired in our division in 2013; One in Dental Hygiene and one in Allied Health for the Medical Assisting program. The new hire for dental hygiene allows all didactic courses in dental hygiene to be taught by full time faculty. In essence, it will provide for consistency in methodology since the FT faculty have agreed to weekly meetings to streamline the program. With regards to the allied health full time instructor, we are able to sustain the medical assisting program that was grant funded, and as a result, increasing the number of certificates of achievement and degrees awarded. With a team of full time faculty in the Allied Health Division, regular meetings are being held, participation in governance committees are being attended by the full time faculty members, and the division is being informed at division meetings.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations
Accred Recommend Response
SLO implementation: The Allied Health division has created a google doc to track SLO assessments for each discipline. It allows the faculty to review the data regularly and recommend and discuss needed changes. Beside the college accreditation, the Allied Health Division has accrediting bodies who require maintenance of SLO’s for the program.

Full time faculty in the allied health division are encouraged to join/attend governance committee meetings in an effort to provide the division with up to date events on the college campus, and to represent the division.

PR Recommendations Response
No recommendations were made on the last program review.

04. Enrollment Trends
Enrollment Trends
Consistent with the slight decrease in the enrollment for the college from 2008-2012, the enrollment trend for the Allied Health Division also exhibited a decrease in enrollment from 2008-2012. The enrollment trend decrease was due to cuts to programs and courses in the division. The grant funded medical assisting/Health Occupation enrollment trend increased from 2011-2012. The grant funded program recruited incumbent workers to complete the program. The increase is due to opening the program up to students of the campus once the grant ended. With the inclusion of the new Medical Assisting program to program 100 in 2012, we expect to see a significant increase in the enrollment for the 2013 PR reporting. Besides Medical Assisting/Health Occupations, there was an across the board decrease in enrollment trend for the allied health division. I believe there is an error in the stats for Allied Health discipline, inconsistency with the number of students enrolled and completed from Allied Health courses. Looking into the error therefore, information on the EMT/Paramedic programs will not be reported. The Allied Health Division lost the Pharmacy Tech Certificate/Degree program in 2011 due to budget cuts. Some of those classes were Allied Health courses. Therefore, there is a significant drop in enrollment trends in AH from 2008-2012. We hope to bring the Pharm Tech program back to program 100 in this program review process.

Section Count Trends
The Medical Assisting program/Health Occupations showed a significant increase in average class size from 2011-2012 with the same number of sections being offered. In 2011, the Medical Assisting program was grant funded and most of the students admitted into the program were incumbent workers. Once the grant ended, we were able to open the program up to students of the campus. Hence the increase in average class size. There was great interest in the program. A few of the MA courses are open to all students of the campus with an interest in health science and not just MA students.

In Dental Hygiene, there was a very slight decrease in sections offered and a slight increase in average class size in 2012.

In the CNA program, the same amount of sections were offered as in 2011 as in 2012 but there was a significant decrease in the average class size. That semester, we had a many students who chose not to attend the HHA class which takes part after the CNA courses.

Overall, there was an increase in sections for the allied health division from 2001-2013. The increase was due to the implementation of the medical assisting program and meeting the demands of the students. This semester, 39 certificates of achievement will be obtained by students in MA Administration.

The data for the Pharm Tech program ended in 2010. The program has not been offered in program 100 since 2010.

05. Students and Student Success
Degree/Cert. Trends
The college as a whole has appeared to increase the number of degrees and certificates awarded. In line with the college, the allied health division increased its certificate awards nearly doubling the amount since 2012 and tripling the amount since 2010. The increase is due to the new Medical Assisting program, doubling the number of students completing the HHS
Program Review

Academic Affairs Area | Allied Health

2013 – 2014

certificate program and SLO adoption. As a Division, we have tripled the number of degree and certificates awarded in 2012; AS in DH (19) AS- Health Professions (43); Certificate of Achievements in MA (79) and IHSS (65) totaling 206. The Allied health division is steadily increasing the number of students successfully achieving their goal. We hope to increase the number of degrees offered by working with the counseling and articulation officers to improve road maps for student success. Since the last Program Review, the transcription for the IHSS certification has been corrected and is now identified on the certificate data. However, the program is no longer being offered in Allied Health.

Demographic Trends

The demographic trends in Allied Health show as a predominantly female career path and mostly 25 years of age and older. The ethnic distribution shows as predominantly African American in nursing, Hispanic in Medical Assisting and White in Dental Hygiene. These trends have been consistent since 2008. I believe we will see a change in the program demographics in the coming year with the increase of Hispanic students entering the college.

With the increased enrollment trends in Medical Assisting, we are considering offering a day program with the inclusion of a roadmap to include GE and Health Occupation classes to lead students toward degree completion, and continue to offer the certificate courses at night.

The CNA program has experienced an increase in student enrollment in Fall 2013. With the IHSS/Voc Ed classes being cancelled, emphasis on improving the CNA program has been the focus. We are hoping to bring the Pharm Tech program back to program 100/Allied Health Division since we have reduced our course offerings. The Pharm Tech program has certificates and degree that can be offered through program 100. The program is currently offered through Westside Extension but as Not for Credit. Yet, the program can be offered through program 100 for credit and with a certificate and degree.

Equity Gaps

The equity gap in allied health is very low due to high retention and success rates in the division. The over all gap is 4% in the allied health division. Students in the dental hygiene program have to take extensive pre-requisite courses to enter into the program. They are, for the most part, very serious about their goals. Many of the CNA students use the course as a stepping stone to enter RN programs so they are equally goal oriented. The Medical Assisting and EMT/Paramedic students are career minded and are focused on either moving forward with their education or finding employment after the program. Therefore, the students in the allied health are career driven.

What is the equity gap in terms of percentage? Good explanation.

Success Comparisons

As stated in the last question, the Allied Health Division has a retention rate of 97-100% in all of the programs. We attribute the success in retention and completion to offering tutoring hours, team leaders, program advisors and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills). In comparison to the college retention and success rate, the allied health division far exceeds the college rates. The success of students in the division is attributed to faculty dedication to student success.

Good. Under student demographics, you stated that you expect the demographics to shift this year. Please explain why.

Success Trends

The Allied Health Division has a retention rate of 97-100% in all of the programs. We attribute the success in retention to department tutoring hours, team leaders, program advisors and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements.

06. Staffing Trends

Staffing Trends

Staffing trends in Allied Health showed a significant decrease from 2008-2012. However, not reflected in the data is the grant funded program, Medical Assisting, which ran from 2011 through 2012. The Pharmacy Tech program also affected the FTES trends. The Pharmacy Tech program was previously offered through program 100. It was temporarily moved to Westside Extension for delivery in 2012 due to budget cuts, and the need to decrease course offerings college wide. The program is a high demand program and I hope to bring the Pharmacy tech program back to program 100 as reflected in my planning and resource request. The program offers a degree and certificate that can be awarded if it is offered through program 100.

At this time, the FT/PT faculty ratio is low. In Dental Hygiene there are currently 16 PT faculty and 4 FT faculty; One FT faculty has 1.0 release time as the DH program director and the Chair of the Allied Health Division. Therefore, there are currently three full time faculty members teaching in the DH program.

In the Medical Assisting program, we recently hired one full time faculty member. There are four part time faculty members in that discipline and eight PT faculty in the Certified Nursing program for a total of 27 Part time faculty to 4 Full time faculty in the DH program.

The Allied Health Division programs require applications for admittance which includes immunizations, pre-reqs, review of GPA, and other information necessary to protect the students and patients from infectious disease. Answering to an external governing body, the programs are required to track skill assessment, reports to be sent to the state licensing agency, evaluation of pre-requisites for state/accreditation licensing compliance. Tracking of the requirements are necessary but can be cumbersome to the division chair and faculty. According to the Dental Hygiene accrediting board, the program requires a FT office assistant to track the requirements. We also need an office assistant for the Medical Assisting and Nursing program since they also require a similar type of reporting.

07. Functions and Services

Function service list

The Allied Health Division currently consists of 4 programs:

Dental Hygiene (1 cohort per year); Degrees offered: A.S. Dental Hygiene and A.S. Liberal Arts, Health Professions and a state licensure from Dental Hygiene Committee of California/ Accredited by the American Dental Association.

Medical Assisting (1 cohort per year): Certificate in MA Admin, MA Clinical, A.S Liberal Arts; Health Professions

Certified Nursing Assistant (2 cohorts per year): State Certification through Department of Health and Human Services.

Home Health Aide (2 cohorts per year): State Certification through Department of Health and Human Services.

The Allied Health Division invites licensed DH alums back to WLAC for continuing education courses in an effort to maintain licensure.

Allied Health Hosting of Senator Bass: presenting Covered California.

Dental Hygiene Students attend internships at five Veteran’s Affairs Facilities to provide dental treatment to qualified Veterans. They also attend two non-profit organizations: Kid’s Dental Clinic and MEND (Meeting Everyone’s Need with Dignity) Dental Clinic, as well as three UCLA facilities: UCLA School of Dentistry, AEGD, and UCLA/Venice Dental Clinic. They also attend local schools and organizations to provide dental education and screenings to and provide information on local low-cost clinics. They provide treatment to children, adolescents, adults, medically compromised and underserved populations.

Medical Assisting Students attend eight different San Miguel Clinica sites as well as a few other sites, providing services to the community.

The Certified Nursing Assistants provide care in Nursing homes, convalescent homes and skilled nursing facilities, providing care to the elderly, and physically and mentally disabled patients in...
Technological Advances
Since the last program review, we have implemented medical software in the CE building computers for student to simulate medical office charting and billing. However, room availability is limited and we need a designated computer room to upload purchased software and to allow student to learn and practice with the software.

08. Survey Results
Survey Results
In regards to the College Climate Survey, the Allied Health division only had representation in the PIE and FPJP due to having two active FT faculty. Since the new hires in 2012 and 2013, we now have representation in Curriculum Committee, Facilities Committee and participation in Educational Master Plan work-group and the Poster Session work-group. As a division, we are requesting each faculty member to provide a brief report on their committee attendance to the division in an effort to keep the faculty informed.

In 2012, an audit of the certified nursing program was held by Department of Health and Human Services at WLAC and they provided us with recommendations. Since then, the program has been approved and is in compliance with the state licensing agency.

In Regards to the 2013 WLAC Student Survey (draft), it is interesting to see that 61% of students are interested in a health science occupation. Also, it appears that most student are working while attending college with the majority of them working over 20 hours per week, and are first generation college students.

Survey Results Implications
WLAC has done a great job keeping faculty informed of college events through the governance committees, postings of minutes on the WLAC website, and through email. They have also done a good job with providing professional development activities for all faculty. Ultimately, it is up to the faculty to take advantage of what the college offers and to be a part of the team. As we experienced with the college accreditation and being put on warning, when the faculty came together for the good of the student/college, we were able to make great strides in reversing the warning and fulfilling the recommendations.

In regards to the Student Survey, the division will have to consider that most students are working adults, Therefore, mapping of programs is required to expedite the number of years the students spend in a 2 year college. Also, more articulations need to be made between the Allied Health Division and 4 year colleges since students reported the goals of achieving an A.S Degree and transferring to 4 year colleges.

09. Curriculum
COR Update: Missing CORs
The report of missing course outlines was reviewed by the faculty members of Allied Health Division and the courses names and numbers have been distributed to the appropriate faculty for inclusion to the ECD system. As reported by the faculty, some of the missing courses have been completed in the ECD system but were sitting in the ECD box of retired people or held up in the box of persons who are responsible for signing the ECD; one potential problem with completing the ECD's is eleven signature are required per ECD and then if the ECD is found to have missing components after going through tech review and curriculum acceptance, it is rerouted back to the faculty member. I understand that we now have a new chair of curriculum and I look forward to changes in the ECD process. A significant improvement has already been exhibited with the new chair and process.

The Allied Health Division needs more assistance with organizing and re-inputting the information from the hard copy of the COR to the electronic version. The chairs and faculty have competed this task in the past and are being asked to do it again. It will help to have the preliminary information uploaded and then the faculty and Chair can go in and review/update/change the information as needed. Ultimately, it will all have to go through tech review and curriculum committee again.

COR Update: Out-of-Date CORs
The report of out of date course outlines was reviewed by the faculty members of Allied Health Division and the courses needing updating have been distributed to the appropriate faculty for updates. As reported by the faculty, some of the updates have been completed in the ECD program but were sitting in the ECD box of retired people, or held up in the box of persons who are responsible for signing the ECD; one of eleven signature are required per ECD and then if the ECD is found to have missing components, it is rerouted back to the faculty member. That is after it has already been through tech review and curriculum committee.

A meeting was held with the faculty of Allied Health and the Dean of CTE to discuss courses that should be archived prior to sending the list to the Curriculum Chair. At this time, we are waiting for updated and new courses to go through and be accepted by the curriculum committee and district so that we can archive many of the courses that are being re-named and/or numbered.

Course Outline
At the division meeting, the importance of following the COR when developing and/or changing the syllabi is discussed. A quick review how to access the COR is given if any faculty are present who are unaware of how to access it. The syllabi are collected by the division chair every semester and quickly reviewed prior to sending to the office of instruction/ Academic Affairs.

Course sequence
Yes, the sequence of courses and a roadmap is available on the WLAC/Allied Health website for the Dental Hygiene Program. Orientations are held and students are given the roadmap containing pre-req and the sequence of classes so that they can plan accordingly. The Medical Assisting program is sequenced for the administrative and clinical certificates, but the roadmap for the degree needs to published. Orientations are held regularly and student are informed of the sequence of classes.

The CNA program is a one semester program consisting of three courses; it is mapped for students on the WLAC website.

A roadmap is currently being developed for the Medical Assistant to lead them toward an AS degree in Medical Assisting.

Curriculum Impact
We plan on creating a certificate of achievement for the CNA program; incorporating existing nursing course with allied health courses to offer a 12-18 unit certificate. We also plan to combine many of our 1 unit lecture course to the lab courses to make the class a 2 unit and sometimes 3 unit course rather than many 1 unit classes. We plan to offer the pharm tech program through program 100 again and provide students with the degree and/or certificate they deserve.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
We only offer one online course in the DH program; Radiology Interpretation.

The Medical Assisting program offers 3 online courses; Medical Terminology (open to all WLAC students), Medical Insurance and Computers for the Medical Assistant.

All of the courses we offer have a COR addendum for Distant Education.
Program Relevance, Appropriateness & Cur
An survey is sent out to graduates asking for employer information. Then, a survey is sent out to employers asking if our students are meeting the needs of the industry and ask for suggestions for improvement to the program. At this time, the division is reducing the number of 2 unit lab courses and combining it with the related 1 unit lecture course to reduce the number of sections being offered. Also, the rigor of the one unit classes are not consistent with a one unit course.

With the DH: A.S. degree program, we have annual advisory board meeting which includes dentist, dental hygienist, and dental company representatives providing us input on new technologies and emerging trends. The director and faculty attend state and national conferences to keep current on new developments.

The Medical Assisting A.S. Degree and certificates of achievement programs share an advisory board with the Certified Nursing Program. They have regular meeting to discuss new trends.

Since all of the faculty in the allied health division hold a professional license in either nursing, medical assisting or dental hygiene, they are required by the state to attend professional development courses and complete a certain amount of hours of continuing education units.

10. Student Learning Outcomes
SLO Assessment - Course
All of the faculty teaching the course is responsible for the corresponding SLO Assessment. Joy Ogami, the SLO Coach, created a google doc that houses all of our division SLO Addendums and Assessments. She meets with faculty to review their assessments, provides feedback and then uploads it to google doc for review/feedback of other faculty. The faculty are encouraged to bring to the division meeting to discuss or get suggestions for improvement. She will be sharing it at the Senate meeting when Allied Health presents the SLO progress from our division.

SLO Assessment & Resource Request
Yes. Support in the Certified Nursing program is needed. We currently do not have a FT faculty in the Certified Nursing Discipline. With a FT faculty, they can streamline the certificate program, attend curriculum meetings, and support the division.

SLO Course Changes
In the Dental Hygiene Program, all of the skills assessments were changed to a new format for the whole program. The new forms were brought to the division meeting and suggestions were made for improvement. The forms where then uploaded to google drive for all faculty to review prior to using. Once a consensus was reached, the forms were sent to student to begin using in clinic. The forms are now calibrating faculty. This came about from the assessment of DH 101, 151, 201, 251.

In DH 207 and 209, after a team approach on completing the assessment forms, we identified many areas in need of improvement. A faculty member put together a workshop for the faculty teaching DH 207, 209 and all clinical faculty supervising and grading anesthesia. The feedback from the course was incredible. Again, the faculty are now more calibrated in grading students on anesthesia. The changes made to the course are to use standard vocabulary for all oral structures, landmarks, and armamentarium.

SLO Faculty Dialogue
SLO is discussed at every division meeting. Faculty are encouraged to ask for feedback/suggestions for course improvement. The dialogue is documented in the division meeting minutes.

SLO Program Assessment & Changes
a. A meeting was held with the articulating officer to begin to sequence a day Medical Assisting program. Two courses were through the curriculum approval to add distance education options and are currently being offered online.

b. We have changed the sequence of course for the MA program in an effort to have students complete the program in 1 complete year with internships in summer and winter.

c. As stated in the last question, the skills assessment forms for the whole DH program were changed to improve student learning outcomes.

Workshops were developed to calibrate faculty in clinical and theory classes.

d. The Dental Hygiene DH 208-Pharmacology course was changed to Bio 208 to open up to students all students interested in health professions. We realized that a certificate of achievement needs to be created for the Certified Nursing Assistant program. We will create a 12-18 unit certificate by mapping existing nursing courses with allied health courses.

11. Departmental Engagement
Community Connections
The dental hygiene students go out to local elementary schools to provide Oral Health education as part of their community health class, and providing oral health screenings on campus, attend 6 local VA facilities to provide dental hygiene services to our veterans, Children’s dental clinic in Burbank, MEND (Meeting Everyone’s needs with Dignity) non-profit dental facility, and UCLA Dental School to treat patients of the community.

The MA program has contracted with 8 Clinica San Miguel facilities for student internships in the community and other local private practices.

A relationship has been established with Coast Dental to employ DH students after graduation.

Relationships with several Certified Nursing Assisting employers in the community have been establised and job fairs are held each semester for the students in an effort to assist them with employment.

Interdepartmental Collaboration
The dental hygiene students work with the child development program to provide dental education to the children; DH and MA students participate in the poster session on campus, DH students go to science classes to discuss the allied health program. The DH students provide Oral Hygiene information to the science department, Nursing department and the medical assisting department.

12. Professional Development
Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Health professionals are required by state agencies to keep current within their field by attending continuing education courses. Therefore, all faculty are in compliance with meeting professional development.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
Our division would like to work closely with the person in charge of marketing. I don’t feel that our programs are marketed enough. However, we do get quite a bit of interest in our programs so they must be getting it from somewhere; possibly the website but our new programs are combined on the website making it hard to find programs.
Service Evaluation

Service Eval Disagree
The dental and medical assisting lab/facility requires cleanliness due to the nature of the programs. I believe that we need more man power to keep the facilities cleaner. Also, I'm told paper towels are not provided by the college for these facilities since they are labs. We have to purchase them ourselves. We need a budget to be able to purchase them. We are constantly out of soap in the dental clinic and the medical lab. It is essential to wash hands regularly as well as teach how to wash hands but we lack supplies and upkeep. Faculty complain of trash and dust piling up in some of the classrooms.

Service Evaluation

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
The Dental Hygiene Class of 2012 had 100% pass rate on the National Board Exam, and 96% pass rate on the State Licensure Exam. Awards won by students were the National Cora Ueland Scholarship, LADHS Scholarship.

Sara Anderson received the Golden Scalpel Award from Hu-Freidy
Lyndsay Roanhouse received the STAR Colgate Award
Grace (AhKyung) Nam; received the Scholar Award

Club Sponsorship
The dental hygiene students recently changed the name of the campus club from dental hygiene club to Health Professions Club. They felt if will give other health professions students an opportunity to join in the campus functions. The students have held oral health screenings on campus and provide oral cancer screenings exams. They've participated in Earth Day and will host the visit of Senator Bass on Healthcare reform.

15. Environmental Scan

Community Trends
With the Obama care and Covered California, health professionals will be in demand. We can potentially see more students interested in health careers due to the shift. Also, the baby boomers are upon us and the community will require more health professionals to care for them.

Labor Market Trends
Emerging trends, I'm told by the nursing faculty, are that employers want the CNA students to be able to do EKG, Immunizations and blood withdrawal. We are working on a plan to get them the training they need.
All students can prepare well for employment with the simulation manikin. It will be useful for DH, MA and CNA and other potential programs in the e Allied Health division.

Technology Trends
The simulation manikin is the new trend for learning medical procedures and emergency care. We are requesting one through resource requests but they are very expensive. Also, we need purchase training software on HIPAA in an effort to better train our faculty. Finally, we need to start looking at online grading tools for the skills assessment and tracking required in our division. Axium is a great product but very expensive.

16. Facilities

Facilities and division/department goal
With the equipment we have and are requesting, we will need to have a lab conducive to learning. There is a lot of interest in our programs and the rooms are quite small. Bigger labs will allow the programs to accept more students and provide adequate teaching. We will be able to store supplies and equipment as needed.

Facilities Challenges
The certified Nursing program and Medical Assisting program often need the lab at the same time, creating a challenge. I believe that if we lose the SC building, and don’t get the 1st floor of the MSA building, we will then face challenges. We are able to achieve our goals having the labs and classrooms but as the programs increase their student intake, we will have to figure out a room available for one of the programs.

Facility Long Term Goals
To move the MA and CNA to the first floor of the MSA Building; lab and classroom and create a lab for the medical assistance sing they are lacking a lab at this time.

Facility Short Term Goals
We are fine with the facility at this time.

18. Grants

Grant Application
(blank)

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership
Medical Assisting Advisory Board: 2011

Carmen Dones-WLAC, Chair of Allied Health
Todd Legassick- UCLA Instructor
Maria Warner- WERC Associate Director of Educational Programs
Vervant Boghos- WLAC; FT Instructor Medical Assisting
Juan Carlos Castillo- SFP Admin Assistant

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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Lisa Mitchell- WERC IMPLEMENTATION COORDINATOR
Dr. Vachik Shahnazarian- M.D. Private Practice
Sabrina Sarkisian -Manager, Private Practice alumna WLAC program,
Dental Hygiene Advisory Board
Dr. Paul Camargo- Periodontist, UCLA Dean
Lillian Cheng, D.D.S.-Clinic Director, UCLA Venice Dental Center
Alison Corwin, R.D.H.-Graduate, Class of 2008
Liliana Craciun, R.D.H.-Graduate, Class of 2006
Gary Green, D.D.S.- Periodontist/ UCLA Faculty UCLA School of Dentistry Perio Dept.
Erica Johnson, R.D.H.-Graduate, Class of 2006
Frances Leonard-Vice Chair, WLAC English Division
Phyllis Martina, R.D.H., M.B.A.-Colgate Representative
Ronald Mito D.D.S., F.D.S R.C.S.Ed-Dean of Clinical Science- UCLA School of Dentistry
Christopher Nucho, R.D.H., B.S.-Graduate, Class of 2009 -
Steve Okamoto, D.D.S.-Prosthodontist -
Sandro T. Tomita, D.D.S.-General Dentist
Sara Anderson- Class of 2012 alumna
Amanda DelaVega Class of 2013 alumna
Ara Aguiar- Dean Of Curriculum WLAC
Lisa Kaminayashi- FT instructor WLAC

Advisory Board Outcomes
Dental Hygiene: Provides encouragement and recommendations on opening the dental hygiene clinic on WLAC campus to serve the students and community. Recommendation for hiring faculty, trends in the industry, input on outcome statistics.
Medical Assisting: Worked with WLAC to hire MA adjunct instructors and folder review of incumbent workers for grant program, recommendations for employment trends, program assessments, relationship building with community clinics for student internships.
Certified Nursing Program: Discussion on employment needs and trends.

Assess CTE Student Learning Outcomes
Dental Hygiene: Employment surveys are sent to evaluate the SLO of students, 96% of surveys come back stating that our graduates are well prepared in Professionalism, Health Promotion and Disease Prevention, and Patient Care
Employer surveys will be sent out to Medical Assisting employers now that we have a FT faculty.
We are hoping to hire a FT Nursing faculty to assist the division in sending out surveys to CNA/HHA employers.

CTE Accreditation Recommendations
No recommendations were made for the DH program; last visit 2010 only minor suggestions. (skills rubric enhancement, CV updates)
The CNA program is governed by the Dept of Health and Human Services; not accredited. However, a surprise audit was completed last semester. Recommendations were creation of a comprehensive clinical tracking form along with the application for licensure and course work in student files and kept for 3 years.
Medical Assisting program will begin the accreditation process soon.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
Dental Hygiene: Employment surveys are sent to evaluate the SLO of students, 96% of surveys come back stating that our graduates are well prepared in Professionalism, Health Promotion and Disease Prevention, and Patient Care. 70% of students stated they are either completing a bachelor degree or interested in pursuing a higher degree or certificate.
Employer surveys will be sent out to Medical Assisting employers now that we have a FT faculty.
We are hoping to hire a FT Nursing faculty to assist the division in sending out surveys to CNA/HHA employers. in regards to student surveys, of the 30 survey responses, 75% have found employment in their chosen field and 95% are interested in advancing their education.

Labor Market Demand
The labor market shows:
Program Source: IES Data Warehouse

Home Health Aide job opening in California at a mean payrate of $11.65 and said to increase by 42% from 2010 to 2020, 3390 job opening projected.

Nurses Aides 39,000 opening in California at a mean payrate of $13.44 per hour and reported an increase of 22.5% estimated annual pay of $34,982.

Medical Assistants at 38,000 openings in California 80,900 annual average employment; reported to increase to 99,000 by 2020 at 22.4%; payrate of $16.42 per hour 3580 jobs projected in Los Angeles by 2020 due to net replacements.

Dental Hygiene California(2010-2020) estimated employment: 19,900 Projected employment: 23,000; employment change 17.1% 870 job openings projected in Ca by 2020. The hourly mean pay rate is $ 45.00per hour.

Emergency Medical Technicians and Paramedics currently employing 15,900 reported to increase to 22,600 at 42.1%. Payrate $15.91. 750 job opening projected due to replacements in the LA area.

The dental hygiene program and nursing program conduct employment surveys annually. 90% of responses from graduates from both of these programs report finding employment after graduation.

The labor market reports HHA, Personal Care Assistants (IHSS) EMT/Paramedic, Medical Assistants, and Pharmacy Technicians among California’s fastest growing occupations in California. HHA, CNA, Medical Assistants, Pharmacy Technicians, are among the 100 top job openings in California from 2010-2020. Allied health jobs have remained one of the more stable professions.

Programs of interest to the Allied Health Division are:

Dental Assistant has a job 1,430 job opening estimated with 2190 additional opening due to replacements with a mean hourly rate of $17.82.

Pharmacy Technician is also a fast growing occupation, annual average job opening of 1,450 with a mean hourly pay rate of $19.18.

Licensure Exam Performance

Dental Hygiene: 2012 and 2013-1st attempt on National Boards (written exam) = 100%; 1st attempt on State or Regional Board Exam (practical)= 2012 95% passed on the 1st attempt and 100% passed on the 2nd attempt.

Medical Assisting: 2011 and 2012 - 30 graduates 15 of out 30 reported taking the state or NCCT written exam and passing on the 1st attempt. However, 70% of students reported being employed 6 months after graduating. This year we will set a date of examination for the students to take prior to completing the program.

CNA: 89% of students generally pass the state exam on the 1st attempt. 100% pass on the 2nd.

20. Completion
Manager approval
Carmen Dones, Chair of Allied Health 10/25/13.

Applied Technology

01. Department Purpose
Purpose
"Aviation:

To meet the aerospace industry’s demand for well-trained, certificated aircraft mechanics, the college offers an Aviation Maintenance Technician (A&P) Associate Degree, an Airframe Maintenance Technician Certificate, and an Aircraft Powerplant Technician Certificate. Upon qualifying by written, oral, and practical examinations, students are issued Federal Aviation Administration certificates by the agency.

Travel & Hospitality:

The Hospitality and Travel program at West prepares students to enter employment in the growing world of hotels, resorts, private clubs, convention centers, meeting centers, cruise ships, entertainment venues and other commercial settings.

The Travel program prepares students for careers in most segments of the travel industry; touring, lodging, the airline industry, cruising, destination promotion, event planning, airport operations and travel agencies."

Purpose Alignment
"College Mission:

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

All of the programs offered within the Applied Technology Division align with West’s mission to prepare students for careers and obtain certificates and degrees that are recognized in the industry and external certifying agencies."

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
Faculty implemented new ways to assess students. for example using oral presentations similar to the FAA practical exam.

Improvements in Program
"Faculty have meetings to evaluate course and program achievements. Areas identified by the standardized exams by the FAA reports are discussed and curriculum/courses are modified to address the specific areas of need. Changes are implemented and re-evaluated at the end of the semester and then compared to next year certification exam results. This has been an ongoing process for the past four years. The result has been improved certification rates for WLAC graduates.

Travel & Hospitality: minimum efforts have been placed on student employment, certification or curriculum updates to reflect industry standards."
Resource Allocation Evaluation

03. Response to Prior Recommendations

Accred Recommend Response
The CTE programs were commended by ACCJC for the SLO work, Assessment, retention and success rate, and employment referral/internship for aviation program student continue to excel.

PR Recommendations Response
The previous recommendations was to hire a full-time aviation faculty to replace retirement of (2) faculty members.
The goal was achieved and Aviation Department now have 3 full time faculty members.

04. Enrollment Trends

Enrollment Trends
*Aviation:
Program enrollment continuously increasing; however, as a result of the Federal Aviation Regulation placed by the FAA the average class size is limited to 1:25 faculty to student ratio due to safety related mandate.

Current Aviation class size is at an average of 30 students per class as compared to Fall 2012 at 26 students. (Class size increase due to hiring an instructional aide for the labs with VETA funding)
Travel & Hospitality:
Campus enrollment is low when compared to other disciplines.
Online enrollment is average.*

Section Count Trends
*Aviation:
All campus classes due to FAA FAR Regulations, average class size remains steady. Fall 2013 Aviation class size is at an average of 30 students per class as compared to Fall 2012 at 26 students. (Class size increase due to hiring an instructional aide for the labs with VETA funding)
Travel & Hospitality:
trends to online courses due to poor campus enrollment trends from 24 class average in Fall 2008 to 14 in Fall 2009.
However, online class average has also has gone from 54 class average in Fall 2010 to 41 in Fall 2011.
*

05. Students and Student Success

Degree/Cert. Trends
Aviation:
The number of certificates and degrees is stable. Current retention rate in Aviation Department is at 99% for the last (4) academic years. The success rate has increased from 96% to 98% for Fall 2012.

Aviation advisor conduct pre-interview with entry and as well as with prospective aviation program student of the Aviation Program expectation. Program advisor encourage student to pursue high level of education in addition to obtaining FAA Airframe & Powerplant certificates to enhance his/her aviation career opportunity in the aerospace industries.

Travel & Hospitality:
The degree and certificate #s continue to decline.

Demographic Trends
The demographic trend for all programs is consistent with the college with the exception of Aviation Discipline. Aviation faculty actively engaged in recruitment of female student for the program and the result has slight increase from 6% for Fall 2012 to approximately 8% on Fall 2013.

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

Success Comparisons
Aviation:
Aviation success rate is at 98% and with a retention rate of 99% year-over-year (Y/Y). The program success is credited for the continuous support from West Administrator(s) as well as the continuous improvement plans for best practices put in place by the Aviation faculty members.

Travel and Hospitality:
The success rate is lower than all other CTE programs.
Curriculum is not meeting industry trends and needs full re-vamping.

Success Trends
Aviation:
Current retention rate in Aviation Department is at 99% for the last (4) academic years. The success rate has increased from 96% to 98% for Fall 2012. Both the retention and success rate are well above all other college disciplines.

06. Staffing Trends

Staffing Trends
Aviation:
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
The FTEF has remained stable for the past 3 years.

One full time Aviation faculty member has been on medical leave for over 4 years and just recently returns to active status. However, due to the past patterns of this instructor medical leave of absent it has caused detrimental fallout for the aviation program consistency and planning.

Travel & Hospitality:

The only full time instructor retired Spring 2013.

07. Functions and Services

Function service list

Aviation:
The Applied Technology Division provides educational programs in Aviation. Aviation program education not only just provide the student opportunity in the aerospace industry but the it also enrich the student career field in engineering as well as in other industries sector such as automotive, cruise ship, utilities company.

The Travel and Hospitality disciplines provides students the opportunity to enter a large range of entry positions in the Travel and Hospitality industries.

Technological Advances

Aviation:
The lecture classrooms for aviation program are all equipped with ?smart? classroom technology.

Perkin funds are used to purchase needed supplies.

Purchase latest aviation industry instructional training aides to enhance student learning success.

Travel & Hospitality:
The program and software are not up to industry standards.

08. Survey Results

Survey Results

Aviation:
Aviation Department completed the implementation of the aviation graduate surveys on Spring 2013 and aviation advisor has kept update of graduate employment status.

The travel and hospitality disciplines have not implemented surveys to facilitate program evaluation.

Survey Results Implications

Survey results have not been implemented or integrated into the decision making process.

09. Curriculum

COR Update: Missing CORs

All Aviation course outlines are up to date. However, there is a need to align the pre-requisites.

Travel & Hospitality have approximately 50% of course outlines to be completed.

However, currently the department does not have a full time faculty member to achieve this task.

resources are needed to pay non-teaching instructional hours.

COR Update: Out-of-Date CORs

Aviation courses are all up to date. Many of the Travel and Hospitality courses need to be updated, evaluated and articulated for transfer.

Course Outline

Faculty are informed at division meetings and syllabi are provided by chair and previous instructors.

There is a need to hire a non-classroom teaching assignment to evaluate the CORs against the syllabi.

Course sequence

All programs in this division are sequenced and scheduled to maximize program completion.

Curriculum Impact

Aviation will be in compliance with FAA regulations. Post-grad courses need to be developed for life-long learning opportunities and new industry trends.

Travel and Hospitality ---- currently in the process of evaluation by advisory board members.

Degree/ Certificate Changes

(Blank)

Outreach, Online & Hybrid Classes

the aviation program cannot be online. However, faculty plan to have online access to course contents.

the travel and hospitality curriculum is all available online, hybrid and ground classes are supported by online component.

Program Relevance, Appropriateness & Cur

Yearly advisory board meetings.
10. Student Learning Outcomes

SLO Assessment - Course
The Aviation courses from Spring 2013 need to be assessed.

The division will be holding a workshop in November to complete and train all faculty members.

All travel ad hospitality courses need to be assessed.

SLO Assessment & Resource Request
No additional resource requests identified as a result of SLO assessments.

There is a need for faculty to modify curriculum to meet industry standards and transfer or articulation agreements.

SLO Course Changes
Oral presentations in all Aviation classes.

Travel and hospitality did not implement any changes. The program faculty did not engage in assessments and collaborative efforts to evaluate outcomes.

SLO Faculty Dialogue
Yes for the Aviation department.

No, for the Travel and Hospitality. As of the past month the advisory board members along with adjunct faculty have engaged in dialogue to improve program, curriculum, and other program needs.

SLO Program Assessment & Changes
The Aviation Program faculty engage in continuous analysis of program and course outcomes. The primary tool is the FAA certification exam that evaluates student scores to national averages. As a result of the FAA reports, the faculty modify and implement needed changes for student success. Currently the program outcomes when compared nationally meet the average or are above the average in all topic areas of the program and courses.

The travel and hospitality faculty have not engaged in program or course assessment. The program is sequenced to facilitate student completion rates. Employer surveys have not been implemented, retention rates and success rates are below all other CTE programs, degrees and certificates have decreased. The program has engaged the advisory board to evaluate the curriculum and provide feedback to the faculty. Focus groups for travel and hospitality will engage in meetings and provide a proposal for spring 2014. The college will evaluate and make needed changes to meet industry demands.

11. Departmental Engagement

Community Connections
Advisory board meetings have provided an opportunity to engage with external organizations, employers, and internships.

Interdepartmental Collaboration
Minimal interdepartmental collaboration efforts from the Travel and Hospitality.

Aviation program is researching ways to expand the transfer to CSU. The faculty plan to discuss pathway with the Business Department to prepare students for the Aviation Management BS at CSULA.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Aviation faculty frequently attend workshops and conferences to remain up to date in educational pedagogy and industry.
Travel and Hospitality faculty have not engaged in college staff development activities.
New adjunct faculty are attending college meetings and workshops.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The college catalog and class schedule provide an excellent tool for marketing the programs.
Curriculum sequence needs to be part of the college catalog to facilitate student success.
The website needs to be updated and include curriculum maps for the students.

Service Eval Disagree
no answer needed.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Aviation students have earned 8 foundation scholarships, and won at the AMT National competition 4th place nationwide.

None for travel and hospitality.

Club Sponsorship
The aviation student club is very active. they participate in many if not all college activities. this year students participated in the student poster session, the AMT national competition in Las Vegas, and many other campus events.
The travel and hospitality disciplines do not have a student club or engaged in activities.

15. Environmental Scan
Community Trends
Aviation — closure of 2 aviation programs have increased the demand for aviation courses at West. There are long waiting lists and enrollment is limited by FAA standards in the labs to 25 students per faculty member.

Travel — the program needs to focus on current trends and minimize the need for units, create a stackable certificate and degree, streamline the curriculum for student success and employment preparation

hospitality — transfer and employment are the new focus in the management level. the program courses will be articulated and modified to meet industry standards.

Labor Market Trends
Aviation employment opportunities are high-growth.
Travel industry - low growth
Hospitality - management is high, entry level low growth. The program will be modified to focus on management courses in hospitality.

Technology Trends
The aviation program must continuously upgrade and maintain FAA standards. Also engage in developing additional courses for post-grads.

Travel and Hospitality has not changed the software or system to industry standards, the curriculum and technology trends have not been integrated into the course work.

16. Facilities
Facilities and division/ department goal
The improvements planned are in alignment with the division goals to re-instate a day program in aviation.

no impact to travel and hospitality.

Facilities Challenges
Aviation program is highly impacted due to the sharing of the hangar and classrooms in ATA and ATB with the Film Production program.
The construction of a new building for Film Production will alleviate the facilities demand especially the hanger.

Travel & Hospitality no challenges.

Facility Long Term Goals
Facilities will return to adequate levels upon completion of sound stage and labs for film production program.

Facility Short Term Goals
Continue to work with the Film Production faculty and coordinating class schedules and equipment to reduce impact on programs.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
Aviation: Boing, Cal State LA, United Airlines, Fed Ex
Travel & Hospitality: Travel agencies, local area convention center representatives, culver city hotel

Advisory Board Outcomes
Aviation: need to focus on transfer and articulation agreements and internships for students. continued improvement to equipment that is rapidly deteriorating.

travel and hospitality: the need to evaluate all of the curriculum and modify to meet industry needs. Also stream line the curriculum one to focus on Travel and the other on Hospitality.

Assess CTE Student Learning Outcomes
Aviation program continuously monitors student program outcomes via the FAA certification exam. Student and employer surveys are in development.

Travel and hospitality have not engaged in measuring employment or student program outcomes.

CTE Accreditation Recommendations
No recommendations, on the contrary, the aviation program was commended in the past 2 years for its major improvements and student success rates on FAA certification exams.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
the employer survey has not been implemented.

Labor Market Demand
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Licensure Exam Performance
Student performance has doubled on the FAA certification exam. Currently, there is a 100% passing rate of all students that take the FAA exam. A barrier identified has been the cost of the exam.

20. Completion
Manager approval
Jack Moy
Ara Aguiar

Participant List
(blank)

Behavioral & Social Sciences (CTE)

01. Department Purpose

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

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

Public Safety
West Los Angeles College Public Safety Program offers students an Associate in Science Degree in two major areas of study: Administration of Justice and Fire Technology. Both programs are located in the College's Social and Behavioral Science Division. West Los Angeles Public Safety program is designed to prepare individuals for careers in law enforcement, courts, corrections, and fire services.

The Administration of Justice and Corrections Program is essential for those students who are interested in the fields of Law Enforcement and Corrections. The Administration of Justice (AJ) is primarily geared towards law enforcement careers in such fields as deputy sheriff, police officer, security officer at the local level or State and Federal levels. The Correction program is essential to students who are seeking careers as becoming detention officers, probation officers, parole agents, or correctional officers.

The purpose of the Fire program is to provide the students with the knowledge, skills and attitudes that will assist them in being successful in promoting from within the fire service as well as assistance for those desiring employment in the fire service. The three areas of knowledge, skills and attitudes all have learning outcomes designed to meet the over-all institutional (college) as well as the college's district mission, goals and objectives. These student outcomes will be tested and refined to ensure they meet not only the goals and objective of the college and district but also serve to assist the student in successfully meet their career goals and objectives as well.

These options in Public Safety will provide students with the specific and necessary education and training, and will prepare them for a successful career in the field of Administration of Justice, Corrections or Fire Tek. The Public Safety program is designed to provide relevant and engaging curriculum that students need to describe, analyze and explain.

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

FCS:
Family & Consumer Studies:
It aligns with several of the missions statements. But perhaps the most significant goal would be #6, Diversified Modes of Instructional Pathway. The nutrition classes are offered online and as a hybrid class.

AJ
This program will prepare the students to either earn an Associates Degree in the Administration of Justice, transfer students to the Criminal Justice or Sociology major in the CSU or the UC systems. The Administration of Justice (AJ) degree will primarily prepare and is geared towards law enforcement careers in such fields as deputy sheriff, police officer, security officer at the local level or State and Federal levels.

Corrections
Also designed to serve students who are interested in a career in the fields of Corrections, Parole, or Probation, and will provide specific training as it relates to the duties and responsibilities associated with the work environment of the prisons, jails, Department of Juvenile Justice facilities and field offices, Probation Camps, Juvenile Halls, and Area Offices. This aligns directly with the college's mission statement to "enrich students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning."

Fire Tek
Many fire technology students work in fire stations which have a 24 hour work schedule designed on a rotating basis so each week the student will work a different day. This schedule prohibits fire employed students from participating in the educational experience as college class room schedules are programmed with the same day schedule on a weekly basis. West Los Angeles College has resolved this problem by offering on-campus courses as well as on-line courses allowing students to take classes either on campus or on line. Since the 2010, the hiring of a full-time fire instructor; West has experienced a dramatic increase in enrollment which is resulting in an increase in certificate of achievement completions as well as student program completions. A few students have been employed but the economic downturn has impacted the number of department personnel being hired. We believe this condition will improve over the next two years and West students will be well prepared for employment.

West Los Angeles Safety Program has a diverse student population with regards to age, socio-economic status, and ethnicity. Student include those that have recently graduated from high school, non traditional students, women, men, the unemployed, student with full-time jobs seeking a career change.
02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
In-progress

Improvements in Program
Child Development Department:
We have assessed the appropriate improvements and learning that has occurred in our program through feedback from the Advisory Committee, faculty, students, and employers. Being open and receptive to their feedback is critical in the development and progress of our program. Engaging in the larger Child Development field such as relationships we have with CCEC the Community College organization of all ECE instructors, this keeps us current and relevant.

FCS:
More online courses were offered but no materials or equipment has been received.

Public Safety
New classrooms with equipment to make multi-media presentations have been added and all three instructors have indicated improved student success.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
Child Development:
We have fully updated all the recommendations.

FCS:
The one class is FCS is running efficiently. I am the only one in the department and have tweaked the class to be very informative.

Public Safety
SLOs have been analyzed, revised where needed and completed. This is an ongoing process where revisions will be based upon the assessments.

PR Recommendations Response
Child Development:
We have received one of the full-time faculty that replaced but not the other full-time faculty we requested. We need that person.

FCS:
There is only one class in FCS and no recommendations.

Public Safety
AI- Assessed SLOs- and made necessary adjustments.
Fire program instructor was added in 2010. Fire enrollment has significantly increased during the last 3 years. All Courses have been updated and new revised SLOs have been completed as of 2013. 4 degrees awarded and 3 skill certificates granted.
Corrections skills certificate was completed and approved. Enrollments and number of skills certificates in all three programs are now increasing.
There is a need to create Chancellor approved certificates for the AI and Corrections tracks.

04. Enrollment Trends

Enrollment Trends
Child Development:
Due to budget restraints we have decreased our child development offerings. Because of that out enrollment has decreased. At this time, the budget is not as tight as it was and we were able this fall to add 3 additional classes. If we receive the new faculty member requested, we would be able to expand the program.

FCS:
The age group of the students have varied in one area, the 20-24 age group has increased slightly and the age group 35 and older has declined some,

Public Safety
To increase enrollment we need additional course sections in Public Safety to meet student demands.
Fire Tek- enrollments are increasing and as employment opportunities improve, we expect additional improvements in our enrollment numbers.

If demand is high, then the retention rate and success rate should be improving in the current course offerings.

Section Count Trends
Child Development:
We generally average 49 students in each of our campus classes and 40 students in our online classes. As a rule we average 850 students. The need for additional class offerings is reaching a point that we can no longer expand our program and are having difficulty in serving our current student population. Now that we are offering some courses online, our course offerings on campus have declined. This has forced more students into already overcrowded campus classes

FCS:
FCS is remaining stable in it’s class offerings for nutrition. The online classes fill quickly and the ground classes are robust in enrollment.

Public Safety
Decrease in sections due to budget cuts has caused our students to extend their educational experience by many years. Class enrollments are at the maximum capacity and our students are not getting the attention that they need due to the huge class sizes.

05. Students and Student Success

Degree/Cert. Trends
Child Development Department:
We offer a certificate of completion and skill awards that represent areas of specialization in the field of Early Childhood education. These specialization skill awards are directly related to requirements for the teaching permits. During the Orientation Meeting we encourage all of our students to not only apply for their first teaching permit, but to also apply for the certificates
and skill awards that they are qualified for. In the past we have had the students apply for these awards on their own, but now we have instituted a new procedure which integrates the CD office into the process. We now have more control over the number of students that are successful in receiving their awards and certificates. It is our intention to now prepare these certificates and skill awards to the State so that they can continue to be recorded on their transcripts. We are seeing once again an increase in the number of certificates and skill awards. For the Fall 2012-June 2013 year our CD students earned 23 Specialization Skill Awards and Certificates of Achievement /Completion.

FCS: Consists of only one class. There is no certifcaes and no AA in FCS.

Public Safety
Fire Tek: The demographics of the college are interesting as the college has approximately 62 % female students and only 38 % male. In the past, the fire technology program has been overwhelming male dominated. West Los Angeles college in cooperation with L.A.City and County fire departments during 2013 developed and sponsored an open house training session designed to assist females in passing the physical abilities examination (CPAT). Over 200 females attended, unfortunately, the scheduled hiring of additional fire fighters was cancelled due to budget reductions.

Corrections: Based on the demographic trends for Corrections, it appears that the female population has shown an increase of 12% and the male population has shown a declined of 12% from 2012-13. In the past, the Corrections field has been a predominately male-dominated field. However, as a result of affirmative action and gender equality in the hiring process of the various corrections agencies, this trend is reflected in the college data. As of Fall 2013, approximately 10 Corrections Skills Certificates have been issued and of the 10, at least 2 students have been successfully hired by the Probation Department.

AI: There are no adverse implications as the AI programs are already teaching to a diverse student population.

Demographic Trends
Child Development:
Ninety percent of our students are females. Our age distributions is concentrated on 20 and above. A third of our students are in the age bracket of 20-24, a third in 25-34 and the other third are 35 and older. Most of our students are either Hispanic/Latino or African American/Black. The white population is about 11%.

FCS:
FCS has a larger percentage of females than males due to the fact that we service child development majors. Hopeful dental hygiene students, and nursing students. There is a growing increase of males in this field, but females definitely dominate. The Hispanic population is growing and the African American/Black population is declining.

Public Safety
Fire Tek: The demographics of the college are interesting as the college has approximately 62 % female students and only 38 % male. In the past, the Public Safety program has been overwhelming male dominated. West Los Angeles college in cooperation with local public safety agencies during 2013 have developed and sponsored an open house training session designed to assist females in passing the physical abilities examination (CPAT). Over 200 females attended, unfortunately, the scheduled hiring of additional fire fighters was cancelled due to budget reductions.

The fire tek program has seen a small percentage of growth in female participation. From 17 % of the program in fall 2008 to 23 % of the program during fall 2012.

Corrections: Based on the demographic trends for Corrections, it appears that the female population has shown an increase of 12% and the male population has shown a declined of 12% from 2008-09. In the past, the Corrections field has been a predominately male-dominated field. However, as a result of affirmative action and gender equality in the hiring process of the various corrections agencies, this trend is reflected in the college data.

AI: There are no adverse implications as the AI programs are already teaching to a diverse student population.

Equity Gaps
Child Development:
The equity gap is the same for child development as it is for the college.

FCS:
The equity gap is the same for FCS as it is for the college.

Public Safety
Staff will continue working to increase the success rate. The SLOs process will allow us to keep all our courses updated and relevant.

Need to identify equity as it relates to the discipline. propose ideas to improve beyond that of the college-wide.

Success Comparisons
Child Development:
Because we had to cut back our offerings, our student success rate declined. Many of our students left shortly after they enrolled to go to other campuses where they could finish the program quicker.

FCS:
FCS nutrition classes service 202 students and has a section count of 5. The average class size for both online and ground classes is 40.4. The high standards for the nutrition class does have some effect on student success, but I refuse to lower the standards. This class transfers to UC/CSU and the standards need to remain high.

Public Safety
The overall success rate for the college is 63%. The overall CTE success rate for the Division Is 67%. The factors that contribute to this higher rate are the dedicated Public Safety staff.

Success Trends
Child Development:
Due to the budget restraints we had to decrease our child development offerings. This made it difficult for students to complete the program. We lost some students to Santa Monica and Southwest colleges that were able to increase their offerings. We certainly hope to increase our class offerings so that we can service our students better. At this point it is taking too long for our students to get through the program.

FCS:
Classes have reached maximum capacity and are closed weeks before school starts, especially the online classes. As the population of the school increases, so does the demand for the nutrition class increases.

Public Safety
AI/Corrections: According to the data given, it reflects a 83% retention rate and a success rate of 68%. The Administration of Justice / Corrections program has on the average of 16 students graduating per year. While this number does not reflect those taking classes and then obtaining employment, or transferring to a UC or CSU, it is moving in the positive direction.

Fire Tek: At this time, the fire technology program during the 2012 year seen seven (7) students per year either graduating or receiving a certificate. While this number does not truly reflect the services being provided it does encourage the program director to work harder to retain and have more students be successful. One issue that faces the fire program is that we have a
large number of students who will only take one to two classes at West then move on to another college. For example, El Camino College requires students wanting to enter the fire academy to take the introduction to fire protection course; as a result we have a number of students that attend West to take this one course only.

06. Staffing Trends

Staffing Trends

Child Development Department:

In Child Development the FTEF has not changed over the past 10 years. We had a retirement in 2004 and in 2013. Now there are still only two full time instructors. We need ANOTHER full-time instructor.

FCS:

There is only one full-time faculty member in FCS and with only 5 sections of one class being offered, there is no need to increase staffing

Public Safety

AI/Corrections: Currently, there are three full time tenure professors in the AI/Corrections Program and 17 adjuncts. However, as the class sizes continue to grow and the student ratio of 40 students per instructor increases.

Fire Tech: Currently in the Fire program we are at a average class size of 37% students per course. We have one full time professor with no part-time instructors at this time. The program is increasing and we continue to expect it to increase during the next few years as the employment opportunities expand.

07. Functions and Services

Function service list

Child Development Department:

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

Auxiliary Programs:

California Student Aid Commission
California Mentor Teacher Program
Child Development Training Consortium

FCS:

It is a gateway for future dental hygiene students to gain points to enter the program. It is part of the child development AA and certificate program.

Public Safety

The Public Safety program offers Administration of Justice, Corrections, and Fire Technology. The ETUDES on line system has been integrated into the classroom courses to allow students access to course information and resources on the Etudes system. For their convenience and to facilitate their learning and understanding of the materials. Mid-term and final examination are also made available.

Technological Advances

Child Development Department:

We have been very intentional and thoughtful in what we have done to advance our program in terms of technology. We have for the past 10 years operated a curriculum lab for our students that provides access to computers that support them in their assignments and research. We chose to offer Child Development 1 which is also a general education course as our first class offering on line. We have since Fall 2009 increased the number of courses we offer online. We are currently offering CD1,10,11, 34,38, 39,48, and 65 online. We are going to offer CD2 online in Fall 2014. We have begun to integrate our other courses into the Etudes system not as online delivery, but as an enhancement technique to support student access and success. We have strongly encouraged all of our instructors to be ETUDES certified so that they can host an on line shell for their classes. We are considering a hybrid- short term format for some of the other advanced level courses. Many of our instructors are blogging and infusing U tube clips into their curriculum. We also host an email address just for our CD students to access the office as well as our lead instructor (program director) and office

FCS:

FCS offers both online and hybrid classes that use the etudes platform. The online classes allow students who are unable to attend campus classes a means to achieve their career goals

Public Safety

The department of public safety now has new class rooms with the latest in technologies to assist the instructor in offering a wide variety of multimedia presentations. In addition, internet services are available in the classrooms and a WiFi internet service is provided campus wide. The library and computer lab are open to students not having their own computers. Our public safety instructors have over 250 hours of specialized ETUDES-NG training.

08. Survey Results

Survey Results

Child Development Department:

Every year we do a student survey to get feedback from students in terms of course offering suggestions, time and days classes are offered, and suggestions of services that they would like to see implemented in the program. This has been one of the driving forces behind how we serve our students. The faculty is pooled every semester in our staff meetings and in the Advisory Meeting to get suggestions and feedback from them as well. We use the VTEA survey and the Assessment/Articulation surveys as well. All of this data impacts not only scheduling but mapping and the resources we offer our students.

FCS:

The VTEA survey is used in FCS. In addition, feedback is encouraged by the students to help improve the course.

Public Safety

The program conducts a student survey in every class which allows students to comment on the instructor as well as any other matter regarding their educational experience while at West. All surveys returned to date have been positive with immediate attention given to those areas pointed out in the survey. For example, recent comments regarding the need for cleanliness in the restroom areas. This issue has been resolved.

Instructors are evaluated by their peers in a 4-year interval.

There is a need to obtain employer surveys.

Survey Results Implications

Child Development Department:

In addition to what is done in our more formal surveys we also instituted a vehicle for students to give us ongoing input with the Student Suggestion Box in our Curriculum Lab. The surveys
and student suggestion box have been of great value to us in planning our program curriculum and services. The trends do not always reflect their input but we try to take their suggestions to heart and infuse the feedback into the plans. Our program is a combination of faculty, advisory committee, student input and the organizations and programs that represent the field of Early Childhood Education. We have students participate in the Advisory Committee as well. Our Student Club has in the past also been a means to access information from students that has helped to enhance our program.

FCS:
The nutrition class is always evolving because of changes in current research. That forces me to be constantly on my toes to keep up, because the student’s need to be aware of what is occurring in the nutrition field. Accessing SLO’s has also been useful.

Public Safety
We will be seeking information and training which will improve class presentation in both online as well as the classes conducted on the college campus. We will continue to assess the program SLOs and adjust course content accordingly.

09. Curriculum

COR Update: Missing CORs
Child Development:
None are missing.

FCS:
FCS 21 has been updated this semester.

Public Safety
All courses are current at this time.
Fire tek program has completely updated and revised the SLOs. We are continuing to complete the assessment of the courses on a continuing basis.

COR Update: Out-of-Date CORs
Child Development
None are out of date.

FCS:
None at this time.

Public Safety
None at this time.

Course Outline
The Child Development Department:
The Child Development Department has a syllabus format that is used by all instructors. This format has the course description, SLO’s and course objectives as part of the format for each course taught. The syllabus template mirrors the official course outline. The syllabus is reviewed by the Department and critiqued by the Chair of the CD Program. The instructors have the autonomy to embellish the curriculum but they are required to infuse the material into the required material of the course. We are very intentional that we include our faculty in working on our course content so that it is consistent from one section to the next of the same course. What makes Child Development Departments unique in our District is that we function as a Discipline Committee and we have aligned our courses so that they are the same at each campus.

FCS:
By checking what is in the ECD and assessing SLO’s.

Public Safety
Frequent monitoring of the classes, through the embedded SLOs in the courses and their assessments. In addition, developing standard course outlines with content matching the SLOs and feedback from student evaluations.

Course sequence
Child Development:
We have a matrix that are students are encouraged to follow that will support them in attaining their Associated degree in Child Development, transfer, and or Teaching Permit within either a two or three year plan. Students have a choice that is representative of what their life circumstances and economic situation will afford for them to do. Many of the students that are participants in our program are also representative of the general population of students that attend West. We find that many of our students have work to do on a remedial level in terms of English and Math skills that must be dealt with soon after they enter the program. The State Department of Education on Teacher Credentialing requires a Math and English proficiency level, and therefore they must meet these requirements in order to obtain their teaching permits. We are intentional in designing all of the elements of the program to meet the academic and professional needs of our students. The course maps that have been re-designed assure our students that they are being prepared not only for their A.A. degree, certificates, skill awards, employment and Teaching Permit, but that they will be qualified teachers to serve the children in the ECE field.

FCS:
Again there is only a nutrition (FCS 21) class offered. It is offered on campus, online, and in hybrid format.

Public Safety
The Administration of Justice, and Fire Tek Programs are designed similar. They have two options: a transfer option and an AA degree option attainable in a two year period. There are 6 core courses that are generic to AJ and Corrections, then the emphasis is changed depending on whether the student chooses to pursue a law enforcement, Corrections or Fire perspective. The course offerings will be scheduled in accordance with Academic Mapping, see sample Fire Tek mapping below.

Fall- First semester Units
FT 201 3
FT 202 3
English 1 3
Math 125 3
History 11 or 12 3

Spring? Second semester Units
FT 203 3
FT 204 3
Science + (lab) 4
Pol Sci 1 3
Program Review
Block C Humanities 3

Fall 3 semester
FT 205 3
FT 216 3
Block C Humanities
Block D

Spring
FT 207 3
FT 213 3
Health 1 2
Art 3

Current budget projections allows course offerings to occur in a planned sequence

Curriculum Impact
Child Development:
We are in the process of trying to expand the program by offering day classes, evening and weekend classes, hybrid and online classes. We need the third child development faculty member in order to accomplish this. We are removing courses at this time to streamline our program. Unfortunately, this makes it harder for our students to finish in a timely manner.

FCS:
No plans at this time. Any additional resources received would go to expand the child development program.

Public safety
Fire tek- providing on-line training classes using the California State Fire Marshall's courses.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Child Development Department:
We are not offering the Child Growth and Development courses in the outreach Jumpstart Program this year due to budget cuts that impacted our offerings to WLAC full time students enrolled in our program. For the Fall of 2012 we offered the CD 1 course under contract Education to a ECE school in our community.
We currently offer the following courses online:
CD 1
CD 10
CD 11
CD 34
CD 38
CD 39
CD 48
CD 65.

Fall 2013 we have added the following upper level specialization courses in hybrid format:
CD 30 and CD 31
CD 44 and CD 45

FCS:
FCS:
FCS 21 is offered each semester online, on ground, and in hybrid format.
I have been revising both the online and hybrid classes each semester to improve student's retention and performances.
Public Safety
Fire tek - all courses are approved for distance learning and all CORs are approved and updated. Furthermore, we rotate 2 classes each semester by providing 2 of the 5 courses on-campus and the remaining 3 are on-line.
On-line classes allow fire fighters working in fire stations to complete their education and continue working. By providing the courses in a hybrid manner those working can continue while those wanting campus classes can also participate.
The on-line format saves the students transportation costs and allows the college to offer fire courses state wide. We have been very pleased with the on-line course presentations and are working at improving them by adding additional pictures, videos and research articles in an effort to improve the educational experience.

Program Relevance, Appropriateness & Cur
Child Development:
Child development meets with a advisory committee to make sure that all courses are current within the child development field.

FCS:
Because there is only one class, nutrition, in FCS there is no advisory committee. Lots of nutrition publications are used to make sure that nutrition is up to date with current research.

Public Safety
All three sections of the public safety program work very closely with their advisory committees to ensure that all courses are current and up to date with the latest court rulings and/or new technologies in each of the three areas.

10. Student Learning Outcomes
SLO Assessment - Course
Child Development:
Child Development Department:
Now that we have aligned our courses with the CSU's for the 24 core units for transfer, and are in the process of updating all 28 of our courses, we are planning on trying to assess at least 2-3 courses a semester. We have re-vamped a list of course SLO's for each course and an assessment tool.

FCS:
Program Review

Prepared Source: IES Data Warehouse

For the one course I have, a dietary record and a written assignment is used to access the SLO's. The students have been improving in this area.

::Public safety

Fire tek- The SLOs for each course is assessed two ways- First a written assignment is required on Etudes - Where each student is required to answer a question that is designed to assess student knowledge about the specific SLO. This same question is rephrased and is addressed with a multiple choice question embedded in the mid-term and final examination. I am very pleased with the results as this year's assessed is producing a 92 % success rate.

Faculty is involved in the state-wide fire director association developing SLOs for the fire programs in the State of California. In addition, work has been done on a national basis to validate the SLOs and course content.

We receive SLO training at our division meeting almost on a monthly basis,

SLO Assessment & Resource Request
Child Development:
If we had the other faculty member that we have requested, it would take a huge load off the current faculty.

FCS:
Nothing is required at this time.

Public Safety
Fire tek- No additional funds are needed. All SLOs have been revised this year. And working on obtaining approval to offer State Fire Marshal courses. No cost, but the new courses will need to be approved at the college leave.

SLO Course Changes
Public Safety
Fire tek- reduced the number of SLOs and revised some of them. Added additional resources (photos, graphs and research materials to each class. These additional resource can be found on Etudes-ng under resources.

SLO Faculty Dialogue
Child Development Department:
We meet with our faculty collectively and in small sub-groups to work on our courses in both evaluating them in terms of SLO assessment and in terms of current relevancy in the field of Early Childhood Education. We also participate in outside organizations and WestEd projects that enable us to not only stay current but allows us to be on the forefront of designing curriculum and standards on a State level.

FCS:
Meet with the child development department on a regular basis. Public Safety
We have invited the college SLO coordinator to our division meetings where he has provided training and additional information.

SLO Program Assessment & Changes
Child Development Department:
We have re-vamped a list of course specific SLO's for each course and an assessment tool. This Spring we will be working on designing the rubric for each Assessment and will assess the Spring 2013 courses and in Fall 2013 the Fall semester 2-3 each will be assessed. Our Program SLO's come out of the work done on the 24 Core Project and our in alignment across the State.

FCS:
There is currently only one class and course sequencing does not apply.

Public safety
Fire tek - We have seen an increase in the number of certificates (3) this last year. Now that the job opportunities are somewhat improving I expect we will see students desiring to obtain the fire certificate from us as they will be needing the certificates as they seek employment during the next few years.

Fire students use the fire certificate during the interview phase and it serves to prove that they have completed the 6 required core classes.

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

FCS:
Not a program.

Public safety
Fire tek - we meet with our fire advisory board about 2 times a year. They provide us with suggestions and recommendations for program changes and/or improvements. These allows us to keep current with any new ideas in the area of fire science.

We are active in the California Fire Directors Association as well as the National Fire Academy (Higher education committee). We keep current on any changes/issues impacting the fire service.

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

FCS:
Work with the child development program.

Public Safety

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3/11/2014
12. Professional Development

<table>
<thead>
<tr>
<th>Committee &amp; Prof Dev Activities</th>
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**Professional Development Unmet Needs**

**Child Development:**
Each of us are very intentional about staying engaged in professional developed both directly involved in the ECE field and on a personal development level that ultimately impacts our skills and proficient as instructors.

<table>
<thead>
<tr>
<th>FCS:</th>
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<tbody>
<tr>
<td>The professional development needs have been met.</td>
</tr>
<tr>
<td>Attended several workshops on nutrition and its affect on cancer, diabetes, and heart disease.</td>
</tr>
<tr>
<td>No see previous answer</td>
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</tbody>
</table>

13. Instructional Support: Services and Activities

<table>
<thead>
<tr>
<th>Catalog, Schedule, Website Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development: The resources available to us through the catalog, class schedule and website have been supportive in marketing our program. Our interaction and involvement through the programs we participate in ad our involvement on a State level have given our program exposure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FCS:</th>
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</thead>
<tbody>
<tr>
<td>For the one class in FCS, all of the above marketing tactics work fine.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Safety:</th>
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<tbody>
<tr>
<td>It is necessary to make sure we offer the entire 6 core classes on a rotating schedule. This allows students to plan and complete the program in a planned and timely manner. Continuing funding is important.</td>
</tr>
<tr>
<td>We are currently working with The California State Fire Marshal’s office to obtain approval to offer some of these classes on-line here at West Los Angeles. We are expecting approval soon. If approved this will allow us to greatly expand the program on a state-wide basis.</td>
</tr>
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<table>
<thead>
<tr>
<th>Service Eval Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

14. Programs Clubs Orgs & Special Activities

<table>
<thead>
<tr>
<th>Accomplishments of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development: Typical scholarships that our students have received in the past.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aves Scholarship</th>
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</thead>
<tbody>
<tr>
<td>Dorothy Kahn Galloway ECE Teacher Scholarship</td>
</tr>
<tr>
<td>Child Development Training Consortium Stipends</td>
</tr>
<tr>
<td>California Student Aid Commission Stipend</td>
</tr>
<tr>
<td>L.A. County Cycle Stipend for ECE Teachers</td>
</tr>
<tr>
<td>ASPIRE Training and Stipend</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FCS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Public safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire tek- none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Club Sponsorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development: The charter for the child development club has lapsed. The full-time who was in charge of it has not renewed the charter.</td>
</tr>
<tr>
<td>FCS:</td>
</tr>
<tr>
<td>There is no FCS club because it only has one nutrition class. If the program is ever expanded, a club would be formed.</td>
</tr>
<tr>
<td>Public safety-AI yes</td>
</tr>
<tr>
<td>Fire tek no at this time. But A.I. and Fire will participate in the Annual Job fair held on campus.</td>
</tr>
</tbody>
</table>

15. Environmental Scan

<table>
<thead>
<tr>
<th>Community Trends</th>
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<tbody>
<tr>
<td>Child Development: There are some concerns about the State funded programs. While California’s budget has increased this year for education, there is still underfunding of these programs. Hopefully, with the economy improving, this will be reversed. Head Start was particularly affected by the underfunding at the Federal level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FCS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the division report.</td>
</tr>
<tr>
<td>Public safety</td>
</tr>
</tbody>
</table>
| Fire tek- see the previous answer in regards to employment issues.
Program Review

Labor Market Trends
Child Development:
Because of the recession there was a slight downturn in early childhood programs and enrollment. The economy is starting to improve and some of our students are now getting part-time employment in centers and a few have gotten full-time jobs. This should steadily increase as more Americans go back to work and need to place their children in day-care and preschool programs.

Public safety
Fire Tek- the downturn in the economy has seriously impacted hiring by the local fire departments. As the economy improves we expect the employment outlook to greatly improve. Our student enrollment is now steadily increasing as the economy improves. L.A. City fire department has not hired in the past 5 years. Starting 2014, we expect hiring of 500 personnel for L.A. City fire alone. Other departments are starting the hiring processes. Long Beach, Pasadena and Torrance.

Technology Trends
Child Development:
Online classes and hybrid classes are offered because the trend seems to be going to more technology based classes. We have encouraged all of our instructors to become ETUDES certified. Even children in the youngest programs are now becoming technology aware.

FCS:
Uses technology in both the online and hybrid classes.

Public safety
Fire tek- none- All changes and course updates have been included in the recent SLOs revisions.

16. Facilities

Facilities and division/ department goal
Child Development:
By providing more resources for our students we will be able to facilitate the students being able to accomplish the SLO’s. Additional equipment would also help facilitate this accomplishment.

Public safety
Fire Tek
The number of SLOs for each of the fire classes has has been reduced to three per course.
In this reduction process the SLOs have been adjusted and refined and better reflect the changes indicated as per the feedback obtained from the current course assessments. This process is on-going and adjustments will be made form time to time.

Facilities Challenges
Child Development:
Our facilities are adequate at this time. When we get our third faculty members, the facility issue will have to be readdressed.

FCS:
Business is pushing me out of the classroom (CE-206) I have used for 35 years. I will need to find a new home which may impact the child development program.

Public safety
Fire tek- none

Facility Long Term Goals
Child Development:
We would like to be able to offer more resources in our Curriculum lab that would provide more hands on materials to design their curriculum for Practicum and other classes.

FCS:
None at this time.

Fire Tek
To obtain class rooms for the fire tek program that can be used to store and contain fire equipment and various props (such as Electrical Panels) to allow fire students to use props to add value to their courses. We need to have our own classrooms assigned. As it is now the fire tek classes are moved from one semester to another resulting in no one location for storage of fire tek materials or equipment.

Facility Short Term Goals
Child Development:
For this year, we are fine.

FCS:
Looking for a home for my classroom.

Fire tek
We will continue to assess the course and program SLOs and adjust the courses as we complete the assessments. We will include the State Fire Marshal’s certification classes which once approved will increase our enrollments.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
Fire tek
Chief Mario Rueda

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Program Review
Chief Dennis Whiskus- Ret.
Chief Dan Coffman - Ret.
Chief Steve Hussong
Chief Chris Rose- L.A. City
Chief Brian Cosby - L.A. County
Fire Program director- Dr. Ray Shackelford -retired Chief

Advisory Board Outcomes
Committee reviewed and approved the revised fire SLOS.
Committee also recommended reviewing the State Fire Marshal classes for on-line presentations. Will report back at the next advisory meeting as Director Shackelford is scheduled to meet with the State training director.

Assess CTE Student Learning Outcomes
Fire tek
Only 2 fire students hired during 2012-2013. We expect greater numbers as economic conditions improve 2013-2014.

CTE Accreditation Recommendations
None

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
Fire tek- too early to report. Only 2 students hire 2012.

Labor Market Demand
Child Development:
If the economy continues to grow, we will be slightly behind the labor market demand. California Department of Labor predicts 60,000 preschool teachers will be needed.

Yes we meet the labor market demand as long as the economy continues to grow. Our current growth rate is slower than expected; but it is steady. We use the California Department of Labor as a Data source; it predicts 250 Fire positions here in Southern California per year.
We believe if economic conditions continue to improve our enrollments will increase as we are providing courses that are needed by those seeking employment in the fire service.

Licensure Exam Performance
Fire –none

20. Completion
Manager approval
(blank)

Behavioral & Social Sciences (GE)

01. Department Purpose

Purpose
ANTHROPOLOGY

Anthropology department provides an educational program that allows students to obtain both an AA degree and to transfer to four-year colleges and universities. The courses in anthropology provide students with the fundamentals of the field, which not only is the springboard for continuing on in discipline but also will be a great benefit for any career that involves interactions with people. Students of anthropology gain an understanding of the similarities and differences among people throughout time and space, which will allow them to engage with other cultures with respect and understanding. All courses in anthropology focus on the analysis of problems concerned with the human condition by differentiating fact from opinions, using evidence, and sound reasoning to specify multiple solutions and potential consequences.

ECONOMICS

Economics department provides educational programs that lead to transferring to four-year colleges and universities, as well as career programs that lead to Associate Degrees in Economics. More specifically, the purpose of the department is to develop basic analytical skills which contribute toward the understanding of US and other economic systems, which serve as a valuable foundation for advanced studies in the fields of economics, business and law, and which are necessary for making sound decisions in business or government careers. Economics department prepares each student to participate effectively as an informed citizen in the affairs of our society by enhancing their ability. Economics Department also provides its students with knowledge of current economic thought and develops students' understanding of the role played by economic institutions in our society.

HISTORY

The purpose of the History Discipline is to:

- prepare students in History so that they will transfer to four year universities.
- prepare students in History so that they can earn an AA degree.
- teach students the historical importance of the society in which they live so that they will be able to make contributions that will advance and enrich their own lives and the society-at- large.

POLITICAL SCIENCE

The political science sequence is for those who desire to complete a baccalaureate degree in the subject. Emphasis is on satisfying lower division university requirements in this major. Student who wish to obtain an associate degree in political science may do so by completing the course requirements plus WLAC requirements for associate degree.

PSYCHOLOGY

The purpose of the psychology department is to provide quality instruction and enrich the knowledge of all students in the field of psychology, whether they are psychology majors planning to transfer to a four-year institution, students looking for general education credit, students looking to complete a certificate or major in Alcohol/Drug Studies, or other students seeking to round out their education.
The sociology courses are designed to help students to understand how they are influenced by social group processes, social structures and social institutions. The courses are all transferable to the CSU and UC systems. They are also required for programs like nursing, Alcohol and Drug Counselor and other Allied Health occupations.

**Purpose Alignment**

**ANTHROPOLOGY**

An aim of anthropology is to provide a transformative educational experience to the student. The breadth and quality of the curriculum and instruction enriches students with the knowledge and skills needed to successfully transfer and build careers that are increasingly international in content and global in scope. As a discipline at West, anthropology fosters a diverse learning community dedicated to an overall trend of student success. Anthropology demonstrates consistently higher student success rates compared with the college overall.

**ECONOMICS**

Economics implements its mission through:

1. Transfer Education to provide general education and major preparation for those who plan to continue their studies at a four-year college of universities.

2. Economic Development to develop educational partnerships with business, industry, labor and government in order to offer programs for the working adult or those preparing for work, recognizing that the nature of work grows increasingly international in content and global in scope.”

**HISTORY**

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

**POLITICAL SCIENCE**

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

**PSYCHOLOGY**

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

**SOCIOLGY**

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

### 02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**

**PSYCHOLOGY**

N/A

**Improvements in Program**

**ANTHROPOLOGY**

As a result of Program Review, the Anthropology discipline is working to improve the learning environment of students with the continued upgrading of the technology in the classroom. As well, a variety of delivery modes for academic content are being explored to continue the trend of increasing student success. SLOs have been created for all Anthropology course offerings and are in the assessment cycle.

**ECONOMICS**

As a result of program review, the economics department faculty had more effective communication and clear understanding of our challenges such as a need for improvement in students’ quantitative skills. More students are attracted because of Econ Club meetings and activities. Creating Econ Club was the plan action in the previous program review. SLOs were created and assessed for all econ courses. We will be in the third cycle of revising/editing SLOs.

**HISTORY**

The History faculty have acquired more training and expertise in online technology via workshops and some of our History faculty have been involved in the college-wide Student Success Committee.

**POLITICAL SCIENCE**

Program review led us to assess the SLO that was included in the previous program review. Both full time and adjunct faculty of the department are involved in implementing the SLO.

**PSYCHOLOGY**

The Psychology Dept has now implemented all levels of Student Learning Outcomes (SLOs), including Course SLOs, Program SLOs, and Institutional SLOs.

**SOCIOLGY**

More students are transferring to the CSU and UC systems.

**Resource Allocation Evaluation**

(blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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Anthropology full and part time faculty actively participate in SLO development and the assessment cycle. Collaboration among colleagues has improved rubrics, course-level SLOs, and assessment tools used. Regular discipline meetings are held and minutes taken and disseminated.

**ECONOMICS**

Following one of the recommendation, minutes for once a semester department meeting are held by the discipline vice chair. Part Time faculty is encouraged to participate in division meetings. One of our Econ part time faculty is serving as an adjunct rep. in the division. Discipline vice chair has been serving as a co chair for STD III B in the accreditation committee. Econ faculty, full and part time- was participating in SLOs assessment process.

**HISTORY**

(1) We have been through a rigorous process (UC:TCA), within a sixth month period (February, 2012 - August, 2012) of completely updating ten (10) of our History courses in coordination with the University of California Transfer Curriculum Agreement: the class outlines, textbooks, descriptions, goals, objectives and WLAC SLOs.

(2) The WLAC Curriculum Committee and the Academic Senate Tech Review Committee have approved them as well as the University of California. Our transfer and History Major students will benefit out working relationship with the UC system. All of our faculty learned much from this extensive process which will enhance and expedite our students’ completion of their goals within a two-year period. In addition, because of our work on this process, our students will be more than educationally prepared to handle the academic rigor, environment and workload required at the Universities.

**POLITICAL SCIENCE**

The accreditation recommendation was for the division as a whole that applies to the Political Science department as well.

**PSYCHOLOGY**

The Psychology Department is following the recommendation of assessment and completion of each course SLO.

**SOCIOLGY**

The discipline has used data from previous program review and other data from campus and from the district to help determine scheduling, mapping and the order and rotation of courses offered.

**PR Recommendations Response**

**ANTHROPOLOGY**

Resources will be requested for the replacement of damaged and stolen teaching materials and the improvement of the cast collection. Hands-on opportunities provides students with another mode of learning that has been shown to enhance success.

**ECONOMICS**

Funding could be sought to support guest lecture program which has enhanced the stature of the college and enriched college culture. The discipline has engaged excellent outside speakers in Economics for presentations at the college. There needs to be greater focus on this effort.

**HISTORY**

The faculty within the History discipline have arranged to meet as a discipline more than twice a semester, so that we can find ways to address the student needs and expectations. In addition, the discipline is in the process of reviewing its sequential history offering to ensure that the students, especially, the History majors will be able, within two years, to complete the required courses: the AA degree and transfer to an institution of the students’ choice.

**POLITICAL SCIENCE**

Funding has not been available. the department may receive funding through Global studies Program.

**PSYCHOLOGY**

There were no recommendations from the previous program review.

**SOCIOLGY**

More time is spent with students during office hours and have a open door policy for those in need.

### 04. Enrollment Trends

**Enrollment Trends**

**ANTHROPOLOGY**

Over the past few years, Anthropology has experienced a small growth. From Fall 2008 to Fall 2012, there has been a 7% increase in enrollment. This is not the same trend seen at the College overall, which during the same period showed an 11% decrease in enrollment. During this period, Anthropology experienced a dip in enrollment (a drop of 20%) between Fall 2010 and Fall 2011 due to sharp budget cuts. Between Fall 2011 and Fall 2012, while Anthropology still showed a decline, it was less severe with a 4% drop in enrollment and FTES between the two years. Over this same period both the Behavioral & Social Science (Gen) and the College overall have larger decreases with 8% and 11% respectively.

**ECONOMICS**

Economics department is experiencing a growth. As of Fall 2012, there are 671 students enrolled which represents 12% increase since Fall 2008. Most of the growth took place between Fall 2008 and Fall 2010. Enrollment trends seem stable with no growth between Fall 2009 and Fall 2010 due to cuts. Slight decline from Fall 2011 and Fall 2012. FTES reached its peak in Fall 2009 (76), its lowest was in Fall 2008 (63). There is a downward trend since Fall 2009. Comparing Econ FTES with the division, it can be seen similar trend.

**HISTORY**

Since the History Department offers combined H41/A44 & H42/A45 classes. The following data reflects those combined classes. The trends in Enrollment reflect a strong growth pattern: Fall 2008 = 783 Fall, 2009 = 980 Fall, 2010 = 970 Fall, 2011 = 911 and Fall 2012 = 778. Up until 2009 the History program was growing which shows that the students were being offered a program that was increasingly attracting students to History. In the Fall, 2012 the enrollment fell by 113.

In regards to FTES: Fall, 2007 = 71, 2008 = 78 Fall 2009 = 99 Fall 2010 = 106 , Fall, 2011 = 96 and Fall 2012 = 82. Up until Fall, 2010, there was an increase in the FTES. What these figures reflect is that from Fall, 2005 - Fall 2010 there was an increase in the FTES. By Fall, 2012 there was a decrease in FTES of 14 and a corresponding decrease in enrollment of 16. Obviously, this decrease in enrollment and FTES has a relationship to the reduction in the number of History classes offered. As will be noted the History department utilizes its faculty both full and part-time in an efficient, effective and successful way.”

**POLITICAL SCIENCE**

Prepared by WLAC Office of Research and Planning

Source: IES Data Warehouse
The enrollment for transfer courses in our department is growing rapidly. This trend would help the transfer rate.

**PSYCHOLOGY**

Enrollment has not significantly changed in three of the four educational delivery modes. During the four-year period reviewed, Jumpstart declined markedly as a result of the elimination of course offerings. The proportion of change was closely reflected in FTES across all four modes.

*Please quantify the change for political science. Thank you.*

**Section Count Trends**

**ANTHROPOLOGY**

As a direct result of budget restraints, the anthropology section offerings dropped by nearly 30% between Fall 2008 and Fall 2011. For Fall 2012 there was a small increase (1 section) suggesting a trend toward growth. There was a 17% decrease in the average class size from Fall 2011 to Fall 2012. With fewer sections and needing to service the same number of students, Fall 2011 class size reflects over enrolled sections. In an attempt to keep class sizes manageable for the benefit of both the instructor and the students, classes were not filled to over capacity in Fall 2012, which keeps anthropology classes, while still above, more in line with campus averages.

**ECONOMICS**

Overall, the trend in section counts is stable though it differs based on the mode of instructional delivery. We have offered 14-16 sections per semester since Fall 2008. A substantial change in the decomposition of delivery method. ACT and Online classes were increased, Weekend College classes were decreased. In fact, there was no WEC sections which were offered since Fall 2009. Classroom Based classes showed a stable trend. Considering the ideal average class size is approximately 35-40 students, we have average class size around 44 in economics courses. As of Fall 2012, we have more students in online classes than classroom based classes.

**HISTORY**

*A. Section Counts: Fall 2008 = 27 Fall 2009 = 24 Fall 2010 = 23 Fall 2011 = 22 and Fall 2012 = 21

B. Average Class Size: Fall, 2008 = 28.2 Fall, 2009= 40.6 Fall 2010 = 42.9 Fall 2011 = 42.8. Fall 2012 = 52.2 Due to the cutting (reduction) in History classes offered, the average class sizes have increased.

1)There seem to be problems with the enrollment and trends data which could account for inaccuracy in the final analysis of trends and enrollment both within the History discipline and within the BHSS Division data.

2) It appears that the status/reality of the combined classes (i.e., H41 & AA4 and H42/AA5) are not being considered in the research data as one class.

3) When looking at the 2008-2012 BHSS data ( FTES & Census Enrollment by Mode of Instructional Delivery, the African American Studies classes seem to be counted as separate from History, which it is not the case on this campus.; therefore, it seems that this could produce a false and higher number of classes offered by the History discipline.

4) Looking at the college total for the same year, there is no distinction between History and African American Studies (as a matter of fact, African American Studies is not mentioned nor is it mentioned in the data given for History in the Census Enrollment by mode of delivery..."

**POLITICAL SCIENCE**

Average class size has grown since fall 2010. Section counts has gone down though.

**PSYCHOLOGY**

In the same four-year period, section count remained relatively constant for ACT, Jumpstart, and online. However, classroom sections decreased by 37%. Most of the cuts targeted classroom sections. Additional sections have been added this year in response to increased budgets. Class sizes have remained constant for online but have markedly increased in the classroom. This is probably the result of the decrease in sections which created a much greater demand for each class. We think that the recession significantly increased the number of students seeking an education per class since fewer classes have been available.

**05. Students and Student Success**

**Degree/Cert. Trends**

**ANTHROPOLOGY**

While there is an AA in Anthropology, the focus is on transferring students with a solid foundation in Anthropology to four year institutions. College level training and four year and beyond college degrees are essential for success in the changing work place. This demands that students are trained to in critical thinking and have a comprehensive basic knowledge of the discipline in order to succeed at a four year institution.

**ECONOMICS**

The demand for college level training and college degree is increasing in the job market. Even though the economics department offers an AA in Economics, our focus is more on the transferring students with a strong foundation of economics. There were few students transferred to UC, Davis and UC, San Diego majoring in economics. More students are encouraged to participate Honors programs to increase their chances to transfer highly competitive public and private universities.

There were 2 in 2010, 4 in 2011, 10 in 2012, and 3 in 2013 AAs awarded in Economics last 4 years. Except for 2010 which was the highest degree offered, the number was between 2 and 4.

**HISTORY**

There were 2 AA in History awarded. Unfortunately, according to the data given there were only a total of fifteen (15) degrees offered with a History major in 2012.

**PSYCHOLOGY**

Alcohol and Drug Studies (A/D) certificates have increased over the four-year period examined. This suggests that the college should continue to support the program and consider allocating more resources for marketing. AA/AS degrees in Psychology have increased in spite of decreases in course offerings. If we are allowed to grow, there are other psychology courses that, if offered, would attract additional students.

**Demographic Trends**

**ANTHROPOLOGY**

The trend of more females than males enrolled in anthropology classes is continuing with a 7% shift over the past four years. More and more females are pursuing higher education, a trend seen at most institutions of higher education.

Overall, the age distribution of students has remained similar between Fall 2008 and Fall 2012 with the majority of students being between the ages of 20-24 (43%). There was a change in 2011/2012 when more students between the ages of 25-34 were returning to school as a result of the slump in the job market but we seem to have gone back to early proportions.
Over the past four years (Fall 2008– FALL 2012) there has been a slight shift in ethnic group makeup with Hispanic/Latino population making up the largest percentage of students (38% in Fall 2012). This trend is has not only been in anthropology classes but at the college as a whole.

Flexible course offerings best serve the student community. These students likely have heavy workloads and family obligations in addition to school obligations. Short session and online sections provide students with options that may best fit their schedules.

ECONOMICS

Student demographics are gradually changing. Hispanic student populations are on the rise. In terms of age distribution, students over 25 are on the rise. This may be explained by the recent economic downturn or relatively high unemployment and those who are coming back to school. There was no significant change in the gender distribution. We have 56% female and 44% male students. White student populations are stable at 13% level, has not change since Fall 2008.

HISTORY

*Student Demographic Trends from Fall, 2008-to Fall, 2012

According to the demographic trends information, the younger age groups are predominant. If, we assume that this younger age group is predominant in the day classes, we should look into providing them with more counseling, tutoring and advisory and concrete information regarding transfer and career paths

Assuming that most of those in the older groups are taking evening classes (and on-line/hybrid) classes we might consider offering a more diverse and broader and degree/transfer options/ programs; wherein these students could accomplish their goals in an expeditious, concise and cohort way.

It would help if we had the statistics as to what are the demographics, age group, gender of the different modes of delivery: online, hybrid, ACT, Jumpstart, etc. We could then develop a customized mapping/discipline delivery system and program that could lead to a higher degree of student success. for the diverse groups: Orientation, advisement, input from the students within the different, modes of delivery, etc.

POLITICAL SCIENCE

Political Science: All demographic trends seem to support the need for political science courses. As of Fall 2011, age, gender and ethnic group distribution as support the continuation and growth of the department. In addition this growth would support the addition to new sections and broader breadth requirement in political science. As our current and future students move into the first quarter of the 21st century, it is most evident that they must be better prepared for a career future in which they are going to have to be better equipped to understand their community and their role within it more from a global/international perspective. For this reason, the Political Science Department will be overseeing the initiation of global area studies in order to address this global perspective.

PSYCHOLOGY

Ethnic, gender, and age group distributions have mostly remained relatively constant, although African-American students have lost 6% of the overall Psych demographic while White students have increased by the same percentage. College-wide, African-American demographic fell by 8% while White remained constant. Overall, Psychology is highly popular and that overall trend has not changed. This is reflected by th

Equity Gaps

ANTHROPOLOGY

The equity gap in the successful course completion rate in Anthropology in Fall 2012 is 24 which is the same as the division (Gen) average for the same period. There is some fluctuations between the years that is mirrored in the discipline and the division as a whole.

ECONOMICS

The equity gap in the successful course completion in Economics is stable, averaging around 24 which is slightly lower than the division average of 26 for the last 5 years. The trend seems stable for the BSS division. However, the data suggests we had some significant fluctuations in data year to year. In Fall 2009, there was a big fall in the gap when gap reached its lowest value (14). That is true for other disciplines as well.

PSYCHOLOGY

The equity gap in the successful course completion is on par with the college average at this time.

Please expand on Psychology.

Success Comparisons

ANTHROPOLOGY

Successful course completion rates over the past four years (Fall 2008 to Fall 2012) in the discipline of anthropology is a upward trend with an average of 67% in Fall 2012. In this same period the division (BSS/Gen) also experienced and increase (4%) while the college overall there was a 1% decrease. While there are many variables, higher success rates are likely a product of energetic and highly involved faculty who bring field experiences into the classroom. As well hands-on material available to students make the material more real and understandable. All anthropology instructors use technology (including PowerPoint, web based material, ETUDES) to deliver information to the student as well as have students interact with the material. There are also opportunities for students to visit local museums, zoos, and exhibits that tie into course work.

ECONOMICS

The trend in the successful course completion rates of the economics discipline is slightly upward. The college average is around 62%, the economics discipline average is 65%. One of the factors contribute to the higher rate is to use etudes-ng as a supplement to classroom based teaching. Students could access powerpoints, lecture notes, practice quizzes. Students could submit their assignment to digital dropbox to prevent points reduction in case if they miss the class. To encourage students to attend Econ Club organized events such as bi-weekly meetings, guest speaker seminars, and other Club activities, extra credits are given to those who go to the events. This may also contribute to the higher rate. However, not all instructors are offering extra credits.

POLITICAL SCIENCE

Political Science degree success is compatible to the college average received degrees balance transfer to a four-year university is with a degree in social sciences or political science.

PSYCHOLOGY

The successful course completion rates of psychology exactly reflect the overall college average.
Success Trends

ANTHROPOLOGY

The overall retention rate for Anthropology classes in Fall 2012 was 83% which is in line with both Behavioral & Social Science (Gen) averages (82%) and College over all (81%). Comparing Fall 2012 with the year before, Anthropology classes show an increase in classroom retention (6%) and a decrease in online retention (9%). The decrease in online retention is a trend seen in both the division and the college overall. This trend may be best met with information and instruction available to students regarding the online format and what it takes to succeed in an online class.

There is an increase in success rate for anthropology classes. From Fall 2008 to Fall 2012, there was a 3% increase. The overall success rate in anthropology in Fall 2012 was 67%. This is greater than seen in general by the division (Gen) with 60% and the college overall with 63%.

More discussion is needed concerning increases both retention and success rates. Strategies need to be developed for both classroom and online delivery which take into consideration the specific criteria and concerns of the different delivery modes.

ECONOMICS

The trend in retention rate did not show substantial change. The average between 2008 and 2012 was approximately 85% which is 3% below the BSS average. The WEC classes offered the best retention rate with 100% in Fall 2009. One of the implications for the econ department is to apply the WEC and the ACT instructors approach to the classroom based classes which have relatively low retention rate. In fact, the retention rate reached to 90% for classroom based classes. Success Rates Data suggests the Economics department has a slight increase trend. The average rate was 65% in the past five years. The ACT classes had the highest success rate with 85% and the online classes with the lowest, 63%. This trend is consistent with the BSS division data. More attention should be paid in online class success rate and more discussion is needed about how to increase the rate by holding or even increasing the quality of the online instructional delivery.

HISTORY

"It is obvious that retention and success rates are higher in goal-oriented cohort programs as evidenced in the data given to us to analyze. What this would mean to our History majors/transferes is that in History we would develop a program that has a definite educational pathway (relevant and appropriate mapping), so that students can absolutely see that how they can obtain their educational goal(s) within a definite certain time period, i.e., two year period.)

Also, on an annual basis, we need to reexamine/evaluate the effectiveness and assessment of our History program and course SLOs as they relate to the student's progress, toward his/her designated educational and career goals. Also, it is time for the History discipline to offer the students, especially our History majors, a vehicle where they can debate, learn and share information with one another, e.g., a History Club.

In regards to the History discipline we are in discussion about becoming more advisory to our students and we need to be able to let the students know what, exactly, what kind of careers/jobs are available to History majors - we need to establish a History Career Ladder for our students. The entire History faculty could benefit from some workshops/forums that enrich their knowledge about the factors that lead to student success: Establishing clear baselines of student achievement, using student achievement guidelines to measure institutional improvement, and regularly reporting on success outcomes with our History majors. The History department definitely needs to put more emphasis on degrees and transfer, considering that in 2010-11 there were only 4 students who received degrees in History. The History Department must set some realistic concrete goals and objectives that will ensure student success."

POLITICAL SCIENCE

Political Science: Retention r

06. Staffing Trends

Staffing Trends

ANTHROPOLOGY

The FTEF was 2.2 in the Fall 2012. This is an increase form 2.0 Fall 2011 but still a marked decrease from 2.77 Fall 2009. Until there is an increase in section offerings, Anthropology will not be looking to hire another full-time position. The discipline will continue to hire experienced adjunct instructors with expertise in the subfields of anthropology to provide students with the most up to date knowledge.

ECONOMICS

The FTEF by regular/hourly was 2.8 as of Fall 2012. The last five years average is 2.92. Trend is stable. However, the last two years, there was a decline in FTEF which can be linked to the section offerings cut. In order to keep Economics discipline current and strong, the department should hire adjunct instructors who can bring the real world experiences to the class, and to prepare students for employment and job success following graduation.

HISTORY

FTEF: From Fall, 2008 - Fall, 2012:

(1) Regular/Hourly/Adjunct:

(a) Classroom = 3.24 to 3.19; (b) ACT = (F2008) 0.40 to 0.20; (c) Online = 0.60 to 0.20; (d) WEC =(2008) 0.30.

(2) All Staffing Levels:

(a) Adjunct = 1.58 to 0.8

Staffing levels, especially in the hourly/adjunct have dropped significantly, our section counts have dropped, but the class enrollment/sizes have increased significantly. If the college is actually committed to Student Success : (1) Decrease the student size/enrollment in the sections,(2) add back the classes that have been taken from History (3) hire another regular faculty member and or increase the number of hourly."

PSYCHOLOGY

The FTEF has decreased for the last three years from 5.81 to 4.75. This is due to cuts in sections taught by adjunct instructors, which fell from 3.2 in 2010 to 2.2 in 2012.

07. Functions and Services

Function service list

ANTHROPOLOGY

- Offer lower division anthropology courses that transfer to UC, CSU, and other universities.
- Offer an AA degree in Anthropology.
- Provide students with a foundation in the discipline.
- Participate in the Transfer Honors Program

ECONOMICS
1. Offer intro level economics courses which are transferable to UC, CSU, and other universities.
2. Organize monthly seminars and invite speakers to campus to discuss the recent economic, social, ad political issues. (Economics Club)
3. Recommend/Advise Econ Subject tutors to HLRC.
4. Engage in service activities that enhance the development of the College and expanded community of interests. (Economic Impact Report)
5. Participate/Encourage Honors Transfer Program | In Class Transfer Workshop per semester

HISTORY
*(1) The faculty within our History Program advise, mentor and give transfer guidance to our students, especially our History majors. We utilize every opportunity to aid our students toward reaching their academic/educational goals: reviewing the SEPs: student educational plan) and maintaining, active collaboration with our transfer institutions personally and via Assist.com...

*(2) Most of our faculty have both their syllabi and some test materials on line for our students. At this point, we are involved in active discussion, utilizing some of the ATD date, about what other services we can provide for our students that will lead them to graduate and transfer within a 2-year frame period.*

PSYCHOLOGY
The Psychology Department offers 22-23 sections per semester, thereby providing students with ample opportunity for degree and GE credits. Under the psychology umbrella, the Alcohol and Drug Studies certificate is a jumping point for students who plan on becoming A/D counselors and obtaining their license in the state of CA. The discipline chair also serves as the program director of the A/D program and provides many services to the students, such as class and career counseling as well as the liaison for outside addiction rehabilitation centers.

SOCIOLGY
All division members serve on one or more campus committees. In addition, the division has assisted with the development of the Campus Safety Plan and Emergency Evacuation, served on president select committees, and participates in community events such as the Chamber of Commerce. Representatives in the discipline have also volunteered to support extracurricular and union activities.

Technological Advances

ANTHROPOLOGY
The dedicated anthropology classroom (SC 101) is in the process of being upgraded with regards to technology. There is a ceiling-mounted projector and we look forward to a computer, a document camera, speakers, and a new screen in the near future. The planned technology will enhance the learning environment.

Implemented:
Mass email from the district web site for more effective communication among students and instructors.
Using ETUDES as a supplement to classroom based instruction.
The use of interactive websites and video to enhance understanding of course material.

ECONOMICS
1. More effective communication among students and instructors using Mass E-mail at the district web site.
2. Use ETUDES-NG as a supplement to classroom based classes, provide Powerpoint, chapter summaries, and lecture notes.
3. Maintain, update, revise the webpage for the Econ Club.
4. Create email list for Econ Club members
5. Integrating "Commanding Heights" Documentary to Econ 2 classes.
6. Use BLS Website to collect/analyze/interpret data on unemployment, GDP, and inflation.
7. Use interactive chapter assignments, tutorials, news analyses, and experiments to make economics relevant and engaging for online course offerings.
8. Use the textbook publisher's website for interactive quizzes.

HISTORY
Due to faculty's recent move into the new General Classroom bldg. we now have access to (and are utilizing) these "smart classrooms", which offer advanced technology and access to innovative forms of integrating materials into our lectures/classes. We are in the process of optimizing these technological advancements by expanding our students' educational/class awareness and knowledge vis a vis our new "smart classrooms".

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

We moved in to newly constructed offices and classrooms that are equipped with new desktop computers. The classrooms have DVD/VHS players, data cameras, ceiling projectors and
The Etudes platform used in our online and hybrid courses continues to respond to suggestions from instructors and students in order to improve its performance ease of use.

POLITICAL SCIENCE

Smart classrooms in the new building has allowed us to offer students the latest information in the discipline.

PSYCHOLOGY

Since moving in to the new “smart” classroom building in the spring of 2012, the department has been able to make tremendous bounds in technological advances that carry over to the students. For example, projectors in each classroom allow every instructor to use power point presentations as well as the internet for their class instruction.

08. Survey Results

Survey Results

ANTHROPOLOGY

The Spring 2012 Student Survey showed a decrease from Fall 2009 to Spring 2012 as to the number of students who’s ultimate education goal was an AA. This decrease was countered by an increase in a desire for a BA or a MA.

ECONOMICS

The 2009 student surveys suggest that 70% of the students want to transfer and one of the most demanded major is business and finance.

HISTORY

N/A

PSYCHOLOGY

N/A

SOCIOLOGY

N/A

Survey Results Implications

ANTHROPOLOGY

The survey results show the trend that students ultimate educational goal is not an AA but rather a Bachelors or Masters degree. The Anthropology discipline provides students with a solid academic foundation that transfers to the four year institutions and is are applied to these higher degrees. A focus of the Anthropology discipline is on student transfer.

ECONOMICS

The survey results imply that more business/finance and other social science related major interest means more demand for economics since intro econ is required for business major.

Considering students academic background, our students are in need of improvement in the areas of basic skills, particularly in problem solving and critical thinking. Reading, writing and computational skills continue to be a problem for our students and the faculty are discussing options such as advisories and pre-requisites.

HISTORY

Actually, the implications of having no surveys relevant, specifically, to the History program guides us to the fact, that we do need to have annual or bi-annual surveys that are specific to the discipline. This would help guide us in our mapping of our courses for the next two years. We would have the current and accurate data, that would guide us in reevaluating and affirming that our program is highly successful for our students, especially our History majors.

PSYCHOLOGY

N/A

SOCIOLOGY

N/A

09. Curriculum

COR Update: Missing CORs

ANTHROPOLOGY

Of the anthropology courses listed on the Course Outline of Record Report, one has been archived and two were updated last semester (and lost then found in "Area Dean's Box") so therefore the full time instructor will have to find out why these are appearing in this list.

The remaining courses on the list have not been taught in a number of semester due to budget cuts. Now that there appears to be a period of growth, these courses need to be “dusted off” and looked at again. This includes a discussion on their relevance and if they should be updated or archived.

ECONOMICS

Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system. The Department uses the same textbook between sections.

According to the course outline of record report with missing CORs, Econ 1 and Econ 2 have the updated course outline, which are updated in 2007 and in 2008 respectively. Both courses will be updated this semester (Fall 2013). There will be major change in the course outline except for updating the textbook edition. ECD system will be used to update the course outlines. There were some delay in approving the course outline changes since the file can move one's inbox to another inbox. Assigning someone who can coordinate the steps and/or creating report such as Course Outline of Record Report can resolve the potential problems.
"Every semester the faculty submit their course outline, which is kept on record. Within the History department (discipline) the Vice Chair of the discipline and Chair of the Division review the course outline to affirm that all of the requirements are on the outline (i.e., course SLO). In the evaluation process of a faculty member, the course outline is reviewed again, along with the student comments and instructor material and responses to questions asked by either the discipline Vice Chair or the Division Chair.

Actually, this is a discussion that needs to be expanded at the regular discipline faculty meeting(s)."

PSYCHOLOGY

All of the courses were updated in 2011, but most of them were "stuck" in someone's inbox who either no longer worked at West or did not exist. Due to this, it appears they have not been updated, some of them for many years. This is being remedied this semester with the help of a course update coordinator who is searching for all missing updates. Once they are all found, they will be revised and submitted to the curriculum committee.

SOCIOLOGY

Copies of the approved course outlines are available to all instructors through the ECD system and copies are presented to all new instructors during their orientation.

COR Update: Out-of-Date CORs

ANTHROPOLOGY

Anthro 134 was archived

Anthro 111, 121, 132 were updated Spring 2012

Anthro 109 and 119 will be updated Fall 2013

ECONOMICS

Economics discipline does not have out of date course outline as of Fall 2013.

POLITICAL SCIENCE

Political Science 4 and 14 were archived until later date

PSYCHOLOGY

All of the courses were updated in 2011, but most of them were "stuck" in someone's inbox who either no longer worked at West or did not exist. Due to this, it appears they have not been updated, some of them for many years. This is being remedied this semester with the help of a course update coordinator who is searching for all missing updates. Once they are all found, they will be revised and submitted to the curriculum committee.

Course Outline

ANTHROPOLOGY

The anthropology full time instructor is responsible for course outline updates. Anthropology instructors each semester meet to discuss course syllabus content, including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. Academic Affairs, the Division Chair, and the Discipline Vice-chair make sure that all discipline syllabi include all required SLOs.

ECONOMICS

Full Time instructor in the Economics discipline has been required to update the course outline on regular basis. Every instructor in the division is contacted before the semester starts to discuss the contents of the course syllabus including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record.

The Academic Affairs and the division chair have required all faculty to use the syllabus guidelines approved by the Academic Affairs. The division chair and the full time instructor make sure that all syllabi include Student Learning Outcomes and course objectives as required by the college.

POLITICAL SCIENCE

Course outlined are reviewed by the curriculum office and report to us when they are up for review.

PSYCHOLOGY

The department checks the syllabus of each section with the coinciding course outline of record.

Course sequence

ANTHROPOLOGY

Yes. The anthropology classes and required courses have been mapped for both the completion of an AA and for transfer. The discipline expert, a counselor and others met to prepare the maps. The requirements for the AA and IGETC were consulted to create the maps. All Anthro courses are UC/CSU transferable.

ECONOMICS

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

All Econ courses (Econ 1, 2, 10 and 11) are CSU, UC transferable.

At the beginning of the semester all students are encouraged to create their SEPs (Student Education Plan).
Program Review

History Discipline: Now that we have, recently, updated the majority of our History courses and had them approved by the UC (TCA) we will be in discussion about how often we should update our courses: how many, when and upon what criteria. Potentially, we are thinking about assessing at least 2 courses per semester. In addition, we are in discussion of requiring an English (28 or 101) advisory for students wanting to take our History courses, which require critical thinking and writing of essays, reports and research papers.

POLITICAL SCIENCE

Political Science courses are scheduled in appropriate sequence so student may finish their program in 2 full years.

PSYCHOLOGY

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

Curriculum Impact

ANTHROPOLOGY

As budget permits, anthropology will offer courses that have been not taught in a number of years due to cuts. Anthro 119 (Forensic Anthropology) will be the first brought back into regular rotation in the schedule. The plan is to link this class into AI to create possibly a certificate.

ECONOMICS

No major changes or additions to the curriculum planned. We are planning to offer Econ 10 Online for Spring 2015.

HISTORY

No major changes planned.

PSYCHOLOGY

No major changes planned.

Degree/ Certificate Changes

(blank)

Outreach, Online & Hybrid Classes

ANTHROPOLOGY

Anthro 101, 102, 103, 104, 111, 121, and 132 have been offered online.

Anthro 101, 111, 102, and 121 have been offered in a hybrid format.

Anthro 101 has been offered in an outreach program.

The online sections are the first to fill during the enrollment period. Students seem to want the flexibility of short session online classes.

Hybrid classes are gaining in popularity and have been successful. Anthropology would like to vary the delivery mode of all courses to give as many options to students as possible.

The inclusion anthropology courses in outreach programs have been curtailed. Students were not successful in these courses due to their already heavy work loads and the difficulty of the subject matter.

ECONOMICS

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

Online classes can be improved by providing greater interactivity with learning materials. Online students experience greater interaction with learning materials that are multifaceted and dynamic, such as lectures containing interactive graphics and electronic readings with embedded videos.

According to the U.S. Department of Education, students who combine online learning with face-to-face instruction (hybrid classes) outperform students who study solely on-campus and those who learn solely online. Currently, the budget issues prevent the hybrid classes from being taught.

In an online course students work both independently and with others, as students interact in the "online classroom." Students work closely with the instructor and the students in online classes, just as they would in a traditional classroom. In addition, students will also learn to work online, both independently and with others. Students interact in an online classroom and develop new skills such as participating in the class through online discussions or forums. Students also learn good organizational and time-management skills to be successful as an online student.

POLITICAL SCIENCE

Department offers on ground, online and hybrid classes every semester.

PSYCHOLOGY

The Psychology Department currently offers JumpStart, online, and hybrid courses. The benefits are tremendous in that we can reach a diverse population of students in these formats, much more so than with traditional classroom only offerings. Only one issue has arisen with the Jumpstart classes; the high school counselors are not always reliable and sometimes do not want to offer the same classes every semester or even every year, which presents an issue with consistency in staffing. Online and hybrid classes can be improved with a better portal for the classes as Etudes is quite archaic in comparison to other online shells used by other colleges (such as Blackboard or Moodle).
All Instructors are active in their fields with continuing field work, publications, and attending professional meetings. All anthropology faculty are active members of professional organizations.

Students are enrolling in the offered anthropology courses. AA in Anthropology have been awarded and students are transferring to four year universities.

**ECONOMICS**

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

Economics Department offers AA in Economics which requires 20 units, mainly focusing on economics and quantitative skills.

The Department uses the same textbook between sections.”

**PSYCHOLOGY**

The Alcohol and Drug Studies program must meet the standards of its governing agency, CAADTE, in order to continue to be accredited. Psychology textbooks are constantly being updated to reflect the dynamic, ever changing field. For instance, this year, the Diagnostic and Statistical Manual, which is the way that all psychiatrists and clinical psychologists diagnose mental disorders, was updated for the first time in years. Substantial changes were made that are now reflected in the new textbooks relevant to diagnoses and mental disorders. Also, the vice-chair of the department attends many conferences every year to keep up with the latest research in psychology.

**10. Student Learning Outcomes**

**SLO Assessment - Course**

**ANTHROPOLOGY**

Anthropology is actively engaged in the SLO assessment and revision process. All anthropology faculty are active participants in this ongoing cycle. According to the map, all faculty teaching the course will assess the course-level SLO(s).

**ECONOMICS**

The SLO course assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies and is a part of the larger accreditation cycle that the college is engaged in. In Semester 1 (Spring 2013): Courses (Econ 1, 2, and 11) were administered and assessed. In Semester 2 (Fall 2012): Dialogue and course revision. In Semester 3 (Spring 2013): Implementation of changes.

This sustained improvement process ensures that course content, delivery mechanisms and exams yield the most up-to-date information and achieve the greatest degree of student success.

Economics faculty are sharing our rubrics and assessment tools with the economics discipline and the social sciences division, as well as some other colleges such as LMU and El Camino College. We participated in SLO projects as an adjunct faculty at other colleges.

**HISTORY**

History Discipline: Now that we have, recently, updated the majority of our History courses and had them approved by the UC (TCA) we will be in discussion about how often we should update our courses: how many, when and upon what criteria. Potentially, we are thinking about assessing at least 2 courses per semester. In addition, we are in discussion of requiring an English (28 or 101) advisory for students wanting to take our History courses, which require critical thinking and writing of essays, reports and research papers.

**POLITICAL SCIENCE**

Both full time and adjunct faculty decided collectively on the SLO assessment. Each semester, each section will have assessment that was agreed upon and includes, multiple choice question, essays and term paper.

**PSYCHOLOGY**

Most part time and both full time instructors were involved in assessing their own courses in psychology last year. It was a successful endeavor.

**SLO Assessment & Resource Request**

**ANTHROPOLOGY**

Yes, as resources become available, Anthropology would like to increase the caste collection as well as install in the classroom a projecting document camera to all students better visual access to the material.

**ECONOMICS**

N/A

**HISTORY**

N/A

**PSYCHOLOGY**

N/A

**SLO Course Changes**

**ANTHROPOLOGY**

Based on SLO assessments from prior years the anthropology discipline has standardize assessments between instructors of the same course, developed rubrics, and are currently developing or refining course-level SLOs.

**ECONOMICS**

Econ 1 will offer more international comparisons in income inequality in US and the rest of the world.

Econ 2’s SLO: Collect, analyze, and interpret data on GDP, price level and unemployment rate. Economics Faculty will focus on the 2008 data to see how significant changes happened due the Great Recession of 2008. The SLO assessments in the prior year indicated that students are more interested in the events that affects them or experienced. Economics Faculty agreed to make some changes in the course schedule to spend at least one lecture on the recent financial crisis focusing on the causes and consequences of the economic downturn in 2008 and 2009.
No major changes was implemented.

PSYCHOLOGY

No major changes will be made.

SLO Faculty Dialogue

ANTHROPOLOGY

The anthropology faculty hold regular meetings as well as are in regular contact regarding course assessment and improvement. The minutes of the meetings are available as well as emails between the faculty. All anthropology faculty are included in the discussions.

ECONOMICS

Economics Department Meetings with online and on campus faculty are held once a semester. Faculty Dialogue among online faculty has been conducted via emails which are saved in the Faculty Dialogue Folder by the Full Time Faculty.

HISTORY

Prior to the UCTCA experience, we had not, at our discipline meetings, actually discussed and come to a conclusion as to how the assessment results and improvement plans will be conducted and documented. But, after a stringent academic process, it has become obvious that we need to have a discussion and plan at the top of our agenda during each of our meetings. We do have minutes of our meetings and this dialogue regarding assessment results and plans for improvement will be part of the documentation in the minutes of our meetings.

PSYCHOLOGY

During faculty evaluations, the chair is able to determine the methods of assessment each instructor uses and provide information on conforming to SLO standards. This is then documented on the faculty evaluation form.

SLO Program Assessment & Changes

ANTHROPOLOGY

Based on continued SLO assessments, anthropology is planning on continuing to refine the assessment tools, rubrics, and the course-level SLOs. This continued improvement should have an impact on both course retention and success rates.

Also tied into retention and success rates are the hands-on materials used in the classroom. The discipline would like to see the collection increased to reflect the major fossil finds

The degrees/certificates awarded as recorded by the college does not appear to accurately reflect what students are doing. Anecdotally there are more students majoring in anthropology (or believe they are), earing degrees in anthropology and/or transferring to four-year colleges into anthropology programs than are being recorded by WLAC. The discipline would like to work with the college to develop a tool to take these measures in a meaningful way. Students who not only earn and are awarded an AA degree at WLAC but also those who are majors and transfer to a four-year institution, or those who transfer into the discipline at a four-year institution instead of earning an AA, need to be tracked.

ECONOMICS

For Econ2, State of the Economy Assignment is being planned. Students will write a short paper about GDP, Inflation, Unemployment and the future growth based on BLS and BEA statistics.

HISTORY

Since most of our courses were recently (July, 2012) updated and approved by the UC (based upon guidelines supplied by the UC) we will be working on redesigning the rubric for each assessment, where applicable. At our first discipline meeting in the Spring, 2013 we will discuss and move to calender the courses that we will be assessing based upon criteria learned during the UCTCA process.

PSYCHOLOGY

The only changes being planned are to add back sections of classes that were once available every semester and are now only available once a year.

11. Departmental Engagement

Community Connections

ANTHROPOLOGY

Anthropology students have been both sent to make connection with and recommended for internship programs in local museums and field studies.

ECONOMICS

The Econ Department has established connection with UCLA Social Science Education in Asia. The program co-director, Prof. Zackey, was invited to the campus to discuss future activities with the program.

The following presenters came to WLAC to give economics seminars:

1. G. Zimmerman (The Federal Reserve)
2. A. Hassan (LMU)
3. J. Barth (The Milken Institute)
4. J. Noyes (El Camino College)
5. M. Thomaszade (USC)
6. C. Mendez (H&R Block)
7. J. Devine (LMU)

During the Econ Club meetings, In addition to having insightful conversations on different topics, the club members go out for field trips and participate in various events which take place the community.

HISTORY

We have had continuous collaboration with the English discipline, we taught our History 11 with the English (ESL) course for several years.

POLITICAL SCIENCE
PSYCHOLOGY

The discipline chair is continuously networking with outside agencies in a variety of ways. She visits drug rehabilitation centers for the Alcohol and Drug Studies program, attends a minimum of two conferences a year, and maintains an excellent relationship with other full-time psychology faculty at several other colleges. She also meets with advisory board members once a year to collaborate and discuss news in the Alcohol/Drug field.

Interdepartmental Collaboration
ANTHROPOLOGY
Antropology has collaborated with English in the Reading Apprenticeship program. Anthropology faculty regularly shares teaching materials and instructional ideas with faculty from sociology, Child Development, and Family Consumer Studies.

ECONOMICS

Seminars organized by the Economics Club attract not only economics students but also political science, history, sociology, and psychology. Econ 10: US Economic History was reinstated and will be offered next year if the budget situation improves. This course will be a bridge between economics and history department. Econ Discipline has involved in the Global Studies Program. Econ 1 course outline includes a topic on "Income Inequality and Poverty in the US" which is also part of sociology discipline. Some ideas, articles, and the handouts on the topic of income inequality are exchanged between econ and sociology faculty.

HISTORY

The faculty in our discipline have developed a very collaborative relationship within the Culver City community, which has provided our faculty with a great 2+2 relationship with the Culver City Unified School District and with the community as a whole - active membership in the Culver City Chamber of Commerce and within the local governing Boards of community organizations: Culver City Unified School District and that of the Broithman Medical Center. One of our faculty members was appointed to one of the Culver City Council’s Committees, which has proven to be of great advantage to some of the programs that are offered within our History discipline. All of our faculty’s connection has helped create a beneficial and reciprocal relationship, not only for our College but within our discipline and the community.

PSYCHOLOGY

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

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

12. Professional Development
Plate & Prof Dev Activities
(Blank)

Professional Development Unmet Needs
ANTHROPOLOGY

No, there are no unmet professional development needs among anthropology faculty. All instructors are current in their field as well as up to date on technological innovations for classroom use.

ECONOMICS

There is only one faculty (out of 9) left without etudes-ng training. We plan to to provide the faculty to complete the training so that all faculties can use etudes as a supplement to their classroom based classes even they don’t teach online. We are planning to complete the etudes-ng training for all Economics Faculty by Spring 2014.

POLITICAL SCIENCE

All department faculty except for one is trained on Etudes and qualify to teach on line and hybrid courses.

PSYCHOLOGY

There are no unmet needs at this time.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
ANTHROPOLOGY

While it seems that most students use the online version of the class schedule (likely because there is a charge for the paper version) the Anthropology faculty would like to work with those commissioned with the layout of the paper class schedule. For many semesters now, the offerings of anthropology have been split between pages and most recently the slit was accompanied by a blank space, making it seem like there were no more offerings (Spring 2014). Anthropology is planning on providing images of students interacting with anthropological material to be used in the schedule as a way to draw in students who may not know what anthropology entails. As well, a flyer is going to be developed defining anthropology and its offerings to let students know what the discipline includes and what educational and career paths can be taken by majors in the field.

ECONOMICS

We may need extra promoting on the new course (Econ 10) which will be offered in Fall 2014 depending on the budget cuts. First, we plan to offer online to see how strong the enrollment will be. During the Fall 2012 semester, we have created/updated our email list from Econ Club members and seminar attendees. The email list is used to communicate with the members, promote the new course if necessary.

HISTORY

“*The college catalog is problematic at times due to the last minute changes (cuts, additions, etc.) in classes, times and dates of classes = which is confusing to our students and our adjunct faculty. In addition, there is no marketing, at all, for our history discipline: i.e., the importance of history both academically and vocationally (e.g., what jobs, vocations, careers are available for History majors).
At this time we do not have a definite plan for working in association with the P.R. section of the college. We need to know what is available to us in the area of networking with P.R. It would be great if a pamphlet or information sheet is developed, letting us know the scope and limit of advertising for our discipline.

We need to know when and how, we can confer with the P.R. person in determining how we can advertise and enlighten our students and community about the values of taking History. The main problem is, that we do not know what the limitations or expansion of the P.R. service are available.

Up to this time, we have relied upon our community relationship to advertise or help us with getting the word out for our classes.”

PSYCHOLOGY

All three marketing tools could be better utilized to market the Alcohol and Drug program. I have worked with the marketing personnel in the past. I need help creating mailings/signage, etc. I have created three “maps” of each of the three degrees under the psychology umbrella that will be posted in the schedule and course catalog.

Service Eval Disagree

Many students complain to me every semester that the counselors tell them incorrect information either about what they need to take or the order of classes in different programs.

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

ANTHROPOLOGY

Anthropology awarded the Selma E. Morley Scholarship.

Anecdotally, students have transferred into anthropology programs at UCLA and Cal State Dominguez Hills.

ECONOMICS

Two students were accepted to UCSD Econ Program for Fall 2012.

One student was accepted to UCLA Math/Econ Program for Fall 2012.

One student was accepted to UCLA Business/Econ Program for Fall 2012.

HISTORY

Many of our students are active in the Honors Program and the Honor society. At least 20% of our students have receive scholarships and recognition from the Academic Senate, Service Awards and other college scholarships.

POLITICAL SCIENCE

None

PSYCHOLOGY

Several students are in the Honors Transfer program. Several students are also transferring to UCLA, USC, and some are applying to nursing programs at 4 year institutions. Also, because psychology is a popular graduate degree, several of my students already have BA's and are applying for graduate schools such as Art Therapy at LMU.

Club Sponsorship

ANTHROPOLOGY

The Anthropology Club's charter was not renewed this semester.

ECONOMICS

Yes, we support the Economics Club. Besides organizing seminars and on campus activities, the club is committed to creating a more in depth perspective of the nature and task of economics as a professional pathway relating to business and the individuals relationship to the broader market system. Also, the club tries to help students understand what econ major can do. The club also fosters relationships between faculty and students through events in a casual and social atmosphere. Members are notified of upcoming meetings and events by e-mail.

The Club is planning to organize daily trip to the Federal Reserve in Downtown. In addition to a tour of the facility, the members will receive special presentations from senior economists about how conduct monetary policy.

HISTORY

At the present time we are in discussion of creating a History discipline club. One of our faculty members is the faculty advisor to the Black Student Union, which helps with the demographic (and others... that takes the African American History courses.

PSYCHOLOGY

Research Methods and Bio Psych students took part in the research display in the spring. It was highly successful and several Psych students won awards.

POLITICAL SCIENCE

We do have a political Science club that is headed by one of our adjunct faculty.
Community Trends

Labor Market Trends
ANTHROPOLOGY

According to the Bureau of Labor Statistics, Occupational Outlook Handbook Employment of anthropologists and archaeologists is expected to grow 21 percent form 2010 to 2020, faster than the average for all occupations. However, applicants should face strong competition for jobs because of the small number of positions. This means students in the program need to have a strong foundation in the discipline provided by instructors who are currently working in the field. Also students need to be made aware that anthropology makes a strong foundation for many other career paths in addition to that of anthropologist.

ECONOMICS

According to the BLS, despite slower than average employment growth, job opportunities for individuals with econ degree are expected to be good. In particular, those with strong quantitative and analytical skills and related work experience should have the best job prospects. That’s why the Econ Department focuses on how to improve students’ quantitative skills.

According to the BLS, as more companies contract out economics-related work, most job openings for economists will be in consulting services. Applicants with a bachelor’s degree are expected to face stiff competition for jobs. Although there will be greater demand for workers with knowledge of economics, many bachelor’s degree holders will likely find jobs outside the economist occupation, working instead as research assistants, financial analysts, market analysts, and in similar positions in business and finance. Employment opportunities in government are expected to be highly competitive. Employment of economists is concentrated in large cities.

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

HISTORY

"The emerging trends within the labor market seem to be on vocational and service-oriented careers. While much advertising from the college is directed toward our innovative vocational programs, not much is directed to the programs within the academic area. It would help our History discipline if the college directed more of its grant-funded efforts towards the academic area. In other words, we need to develop grants that will broaden and strengthen our academic/discipline programs.

Statistically (since we do not have the data), we do not know how many of our potential students are swayed away from the academic degrees in comparison to the acquisition vocational degrees/certificates. It would be great to see the comparison - and perhaps we could incorporate some vocational/career subjects into our academic areas."

PSYCHOLOGY

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

Technology Trends
ANTHROPOLOGY

The continuing increase in the importance of the internet to students as well as academic fields means that more and more students are using and/or need to be using the internet. Anthropology offers online and hybrid class sections. Most on campus sections have internet based assignments and a class web site or ETUDES shell. Assignments require students to conduct web-based research and instruct students how to evaluate online resources.

ECONOMICS

The use of the internet is still the emerging trend in technology that affects the program. The new classrooms are equipped by live web access, wifi, and projection capabilities, faculty can support a regular face to face lecture or discussion by taking students into virtual trips to public web sites to show for example video clip about the Great Depression or the 1970s Stagflation. When students have access to the web outside of the classroom, they take advantage of the any time / any place flexibility of the web to access course specific information. In addition, the econ department uses the Microsoft Excel to show the real world applications of micro and macroeconomics.

HISTORY

Besides our growth of our online classes, the educational importance of internet as an educational/learning center is becoming of paramount issue with which we need to examine and discuss. Some of our faculty are very ETUDES efficient and do utilize the ETUDES system as a resource that enhances and expands the students’ understanding and assessibility to information online. It is important that all of our faculty is comfortable and knowable about the importance of incorporating technology within our on-the-ground (campus) classes and curriculum. Our faculty have put their class outlines, tests, and other materials online for the benefit of our students. This will be a subject of continual discussion and review within our regular discipline meetings.

POLITICAL SCIENCE

Live broadcasting of latest news.

PSYCHOLOGY

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

16. Facilities

Facilities and division/ department goal
ANTHROPOLOGY

The improvements will provide students with yet another way to interact with the course material. The technology will allow instructors to use the internet and access interactive anthropology sites, and show up to date and relevant images and video in the classroom. Having a document camera is the best way to show large groups of students details on bone material. These and other uses will stimulate students who’s world is full of sound bits and the internet. Bringing to students information in formats they are not only familiar with but ones that keep their attention will directly impact student interest. This will go a long way to increasing retention and ultimately student success.
ECONOMICS

In the smart classroom (GC 340), we can use Microsoft Excel. Economics Faculty agree that economic models can be presented to students in one or more of the following four ways: verbally, with tables, with algebraic formulations, or with graphs. Combining two or more of these adds to students' ability to learn the lessons we wish to teach. Microsoft Excel provides an excellent medium for combining the tabular, algebraic and graphic formulations of our economic models. Even verbal representation can be facilitated by the insertion of comments into cells and text boxes into the worksheets.

HISTORY
N/A

PSYCHOLOGY
N/A

Facilities Challenges

ANTHROPOLOGY

The plan was to have the dedicated anthropology classroom upgraded to first be equivalent with the technology available in the new classrooms on campus (including smart boards, a computer, etc.), then second to install the specific equipment needed for anthropology (document camera, speakers, cases). To date there is an overhead projector taken from a dismantled classroom is the only technology in SC 101. The desired technology would enhance the learning environment, directly impacting retention and student success.

ECONOMICS

The location, quantity and the quality of current facilities are great. Once the budget situation improves and we add more day time early afternoon classes, we may need one more classroom on the third floor but, the current need is well satisfied.

HISTORY

We have no goals for facilities improvement and functionality at this time.

POLITICAL SCIENCE

We moved to the new building last year. Having smart class room is a big plus.

PSYCHOLOGY

Several other disciplines have now moved into our building, GC. This has caused a problem with adding any additional psych classes. This semester one psych class is in the FA building, and this might occur again in the spring.

Facility Long Term Goals

ANTHROPOLOGY

Long term goals include the document projector and the upgrading of the cabinetry that houses the teaching material.

ECONOMICS
N/A

HISTORY
N/A

POLITICAL SCIENCE

Offering political science courses of different part of the world.

PSYCHOLOGY
N/A

Facility Short Term Goals

ANTHROPOLOGY

For the short term, the goal is to install a computer and smart board into the dedicated anthropology classroom.

ECONOMICS

Using interactive and pull-down maps in the classroom. Maps can be used to teach the concept of a negative externality or spillover effect. Using an interactive map, Economics Faculty can direct students to known graffiti sites within a ten or five-mile radius of campus. Next, a map of recent criminal activity can be presented. And then, median home values, disposable income, or other census-level data can be presented as well. These maps facilitate a search for critical thinking and exploration.

HISTORY

The only problems at this time, is that there are pencil sharpeners in the classrooms for student usage. In addition to the aforementioned, there are no maps of any kind in the classrooms on the 3rd floor of the building where History, Political Science, etc. are taught.

POLITICAL SCIENCE
N/A

PSYCHOLOGY
None at this time.

18. Grants
19. CTE Programs

Advisory Board Meetings

Advisory Board Membership

ECONOMICS

N/A

PSYCHOLOGY

Carrie Canales West LA Alcohol/Drug Studies Program Director

Carlton Blanton CADE Board Member

John Bagniisey Free N One

Bruce Reinauer West LA adjunct instructor

Glenn White West LA adjunct instructor

Fred Walker Weingart Center

Lori Phelps CADE Executive Director, CSU Fullerton

Michael Robinson CLARE Foundation

Advisory Board Outcomes

PSYCHOLOGY - Alcohol/Drug Studies

The major outcome from this year's meeting was to implement more writing skills assignments to improve the English grammar and computer skills of the A/D students. We are also continually working on improving the understanding of counseling ethics in each advanced A/D course. This has been a second important outcome from the last two advisory board meetings.

Assess CTE Student Learning Outcomes

PSYCHOLOGY

Student graduation rate has increased in the last several years, so this is evidence for the success rates of the A/D students.

CTE Accreditation Recommendations

N/A

CTE Program Accreditation

(blank)

CTE Programs Offered

(blank)

Employer Satisfaction Survey

PSYCHOLOGY

N/A

Labor Market Demand

According to the BLS, employment of economists is projected to grow 6 percent from 2010 to 2020, slower than the average for all occupations. Businesses and organizations across many industries are increasingly relying on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. As a result, demand for economists should be best in private industry, especially in management, scientific, and professional consulting services. However, employment in the federal government, the largest employer of economists, is expected to decline. As a result, demand for economists in the federal government is likely to be limited. Despite slower than average employment growth, job opportunities for individuals with a master's degree or Ph.D. are expected to be good. In particular, those with strong quantitative and analytical skills and related work experience should have the best job prospects. As more companies contract out economics-related work, most job openings for economists will be in consulting services. Applicants with a bachelor's degree are expected to face stiff competition for jobs. Although there will be greater demand for workers with knowledge of economics, many bachelor's degree holders will likely find jobs outside the economist occupation, working instead as research assistants, financial analysts, market analysts, and in similar positions in business and finance.

Employment opportunities in government are expected to be highly competitive.

Employment of economists is concentrated in large cities.

PSYCHOLOGY

The Alcohol and Drug Studies certificate meets the growing demand for substance abuse counselors. This field has been growing for several years, and education is becoming a necessity to stay in the field as CA laws have been recently passed to mandate the certificate as a minimum requirement for all substance abuse counselors. Eventually, the state will mandate an AA degree, which we already have in place.

Licensure Exam Performance

PSYCHOLOGY

Of the graduates from the A/D program who have taken the licensing exam, they have all passed.
20. Completion
Manager approval
Aimee Prezioso - Anthropology
Meric Keskinel - Economics
Patricia Siever - History
Carrie Canales - Psychology

Participant List
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**Biological Sciences**

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01. Department Purpose

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

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

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
1. Encouraged formation of instructor facilitated study group.
2. Introduction and encouragement of students to utilize the online learning tools such as the ?Mastering of? series by Pearson Publishing or LearnSmart by McGraw-Hill as a supplement to required textbooks.
3. Recruited upper division or graduates to tutor students, and preferably having the tutors attend classes with the students, whenever possible.
4. Provided more drill problems, in addition to making lecture notes accessible on line through the Science Division website
6. Introduction of computer based interactive laboratories such as Anatomy & Physiology Revealed or Practice Anatomy Lab to lectures

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**Resource Allocation Evaluation**
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03. Response to Prior Recommendations

**Accred Recommend Response**
The Dean's office of Teaching and Learning continues to lead the discussion about the implementation of these recommendations into our curriculum.

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**PR Recommendations Response**
The biological disciplines' faculty met and had an extensive discussion about integrating them into the curriculum.

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04. Enrollment Trends

**Enrollment Trends**
Over the period 2007 - 2011, Fall semester enrollments were stable in Physiology 1, Biology courses (3A, 3B, 6) and Microbiology 20, but increased for Anatomy 1. Similarly, the FTES followed the same pattern as enrollment.

**Section Count Trends**
The trend in section count, remained constant every Fall. Average class sizes also were stable through Fall 2011.

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05. Students and Student Success

**Degree/Cert. Trends**
Over the period 2008 to Fall 2011, there were 37 AA degrees awarded in General Biology. In addition to granting AA degrees, the course offerings of the Biological Sciences discipline with its five subject areas (Anatomy, Biology, Microbiology, and Physiology) also serve multiple programs: to prepare students to fulfill a GE requirement in natural science or biological science (IGETCE); to prepare students for admission into allied health programs –dental hygiene, nursing; to prepare students to enter other professional schools – medical, dental, pharmacy, or physician assistant programs.

To assist students in the completion of their certificate or degree, the Biological Science Division has published roadmaps that outline the prerequisite and required courses that students must take in order to complete their AA degree in Biology. These roadmaps have been created to ensure that the students enroll in the correct classes and can complete their AA degrees in a timely manner. The Division plans on making these roadmaps available to students through the newly created Divisional website.

In the future, the Division wishes to improve their collaboration with the counseling office. Specifically the Division plans to liason with guidance counselors within the counseling office so as to assist them in their guidance of our students. Goals of such an interaction would include a discussion of the roadmaps we have created within our Division, the goals of each of the courses within this roadmap and the pre-requisites required to successful complete our program.

**Demographic Trends**
The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-24 year-old students constitute over 70%. This data has no apparent implication for the discipline.

**Equity Gaps**
They are comparable at about 60/40.
Success Comparisons
The division’s is ~65% as compared to ~62% of the colleges. There is parity here; we are meeting the standard.

Success Trends
While retention rates remained steady at ~74%-80%, the success rates were about 15% lower than the retention rate. This suggests that students performing below their own expectations and reduced personal performance may lead to less overall engagement with the class. Providing tutoring services may prove to be an effective strategy to improve student success and retention within a class. In addition, verification and enforcement of pre-requisites for the upper level biology courses (e.g. Biology 6, Biology 7, Microbiology 20) may ensure that students are correctly enrolled and increase their chances of success in these courses. For those students not prepared for upper level courses, creation of more introductory level courses and/or increasing the section numbers for existing introductory courses (e.g. Biology 3A, 3B) will also improve student success by giving those students a stronger foundation on which they can now build.

06. Staffing Trends

Staffing Trends
Except for a decrease of FTEF for Biology in the Fall of 2009, every Fall FTEF remained stable for every subject area in the discipline. The decrease of FTEF in the Fall of 2009 was due to the college wide reduction in course offerings. There were fewer sections of Biology 3A and 3B offerings during that semester than previous Fall semesters.

07. Functions and Services

Function Service List
The Biological Sciences course offerings and programs: (1) Satisfy the natural science or Biological science general education requirements for an AA degree or for entry into professional and vocational programs such as medical hygiene and nursing; (2) Satisfy requirements for AA degrees in biology and chemistry; (3) Satisfy the transfer requirements for transfer to the UC or CSU systems as a Life Science major. In addition, those students with AA degrees in biology and chemistry and/or who have transferred to the UC or CSU students as life science majors frequently continue on to post-baccalaureate degrees such as MD or DOs degrees or continue on to post-graduate work within these universities.

Technological Advances
During Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The Biological Sciences discipline has six laboratory classrooms –Anatomy, Non-Majors Biology, Majors-Biology, Field Biology, Microbiology and Physiology laboratories - Each lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera and Internet access.

08. Survey Results

Survey Results
The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees in the Life Sciences, such as Biology. Such surveys are relevant for the biological sciences, as part of the college Family. Of course some of these students would have interests in science, and therefore would get opportunities to participate in the life sciences programs and develop fulfilling careers in a scientific setting. Some others will enroll in these courses for their GE requirement for an AA degree and yet others will enroll in these classes for their life science IGETC requirement.

Survey Results Implications
The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges' function is primarily to prepare them to make the leap. The Biological Sciences program at West will do its best to inspire and motivate all students to excel in their chosen field.

09. Curriculum

COR Update: Missing CORs
Essentially all courses in the division have updated course outlines. However, most of them are currently in the chair's ECD inbox. As we discuss these updates at the divisional meetings, the Chairperson will soon initiate the approval process by shepherding them through curriculum committee.

COR Update: Out-of-Date CORs
The division is actively discussing these issues with its members and quick actions will be taken to bring the division to be in compliance.

Course Outline
There is a divisional directive to do that. The full time instructors and adjuncts in the discipline meet at the start of every semester to ascertain that the directive is to be carried out. Further, the adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. Each syllabus must reflect what is on the course outline. To assist them in preparing their syllabi, the Division has template syllabi available to all Faculty members - both full-time and adjunct. If the need arises, these templates may be made available to all faculty using the Divisional website. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

Course Sequence
Biological course offerings are aligned with all other science courses in the Division, in addition to mathematics courses in order to facilitate the student in their completion of an AA degree or transfer to the UC or CSU systems within two years. In addition, many offerings in the course sequence also serve as pre-requisites for the acceptance of students into vocational and professional programs, such as nursing, dental hygiene, CVN and LVN programs. The Science Division has created road-maps that outline how the student may obtain an AA degree in Biological Sciences within two years or transfer to various UC and CSU Institutions as a Life Science major. To ensure students have better access to this roadmap, we plan on making this roadmap available to students through the Biological Science page on the newly created Science Division website.

An example of such a roadmap is given here. (* = Electives)
Year 1 Fall
Math 260 7.5 units
Chem 101 7.5 units
Library Sci 101 7.3 units
*English 101 7.3 units
16 units total

Year 1 Spring
Math 261 7.5 units
Chem 10 7.5 units
Biology 6 7.5 units
*Art 101 7.3 units
18 units total

Year 2 Fall

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Program Review

Academic Affairs Area | Biological Sciences

2013 – 2014

Biology 7  5 units
Chem 211  7 5 units
Health 2  7 3 units
*Speech 101  7 3 units

16 units total

Year 2 Spring
Chem 212  7 5 units
*Anth 101  7 3 units
*Phys Sci  1 7 3 units
*Phys Sic 14  7 1 unit

12 units total

This roadmap gives the students a simple to follow course sequence but allows them flexibility in terms of the electives they choose. The sequence is designed so that the students complete their “foundation” courses in the fall of their first year (e.g. Math 260, Chem 101). In subsequent semesters, the students then complete more advanced courses. This roadmap has many iterations and can be used by a wide variety of students. For example, those students wishing to continue on to professional schools such as nursing could alter the roadmap to include more suitable courses such as Anatomy 1 and Physiology 1 in Year 2.

While the course sequence and roadmaps for a Biological Science AA degree have been created to facilitate the student's time within our division, bottlenecks do exist. For example, Biology 6 and Biology 7 are both required to transfer to the UC and CSU systems as a Life Science major and are required for acceptance into many health science programs such as medical school. Currently, these courses are taught on alternating semesters, increasing the length of time students spend at WLAC. Some students opt to leave the LACCD system for another college so that they may take these courses concomitantly and thereby fulfill their requirements in a timely manner. The Division will be offering these two major Biology courses in the Spring 2014 semester and plans to subsequently offer these two courses each semester. This change in course sequence will facilitate the timely granting of an AA. In addition, the flexibility it affords may not only maximize student retention within the college as students will no longer have to go off-campus to find these courses and complete their AA degree within a reasonable time frame, but may also increase enrollment in the Biological Sciences division as we attract new students from surrounding school systems.

Curriculum Impact

As stated above, ensuring continued scientific advancements will be dependent upon the entry of highly skilled biologist entering the workforce. The Biological Science Division is well-placed to help train many of these biologists. However, additional upper level Biology courses, such as molecular biology and genetics, should be created in order to better prepare these scientists as they transfer into the UC and CSU systems to begin their Life Science education. In addition, expansion of our existing Microbiology 20 course to a 5 unit class will not only benefit these students but will bring our microbiology offerings on par with that of other colleges in the area. These course changes represent a significant expansion of the existing Biological Science curriculum, but is justified. These courses may be the first time these students will encounter such advanced level classes. The foundation that they will receive through our expanded curriculum will increase their chances for success in the labor market and for future jobs within the community.

In order to help meet the need for highly skilled lab technicians working in research facilities, the Biological Sciences division wishes to create a new two-year AA program focusing on the training of laboratory technicians. These students will be given an intensive theoretical foundation, in addition to hands-on training within a laboratory setting. Completion of this course will enable these students to work in laboratories in both the academic and industry setting. Several of the theoretical courses will overlap with that of our proposed expanded Biology curriculum. Moreover, many students may chose to enter this program through their exposure to an advanced level biology course.

Degree/ Certificate Changes

(blank)

Outreach, Online & Hybrid Classes

The college catalog lists 5 different Biological Sciences courses and each has a laboratory component. To-date, they are all taught in classrooms. However, Biology 3A was offered as a hybrid for the first time in Spring 2011 and we continue to support one such class every semester. Since this is a relatively new effort, Biology 3A hybrid classes will be evaluated in the coming year to assess its effectiveness and whether it meets the Division and College’s mission. Using the results from this evaluation, additional hybrid courses will be designed for other biology disciplines.

Program Relevance, Appropriateness & Cur

All courses and programs are approved by the curriculum committee and the academic senate.

10. Student Learning Outcomes

SLO Assessment - Course completed

SLO Assessment & Resource Request

The Division is actively engaged to establish S-STEM programs. Five regular science faculty are recipients of a five-year NSF grant and are currently preparing to submit another one to the Department of education, perhaps a cooperative grant proposal in partnership with one or two area colleges and universities.

SLO Course Changes

No changes.

SLO Faculty Dialogue

At divisional and college meetings. The office of teaching and learning has been leading the way.

SLO Program Assessment & Changes

Nothing specific but divisional conversations are ongoing.

11. Departmental Engagement

Community Connections

The Division was recently the recipient of a five-year NSF grant to implement the S-STEM program. This program is designed to mentor and support those students interested in careers in science, technology, engineering and mathematics by providing them with a yearly stipend so that they may focus on their studies. Our S-STEM program was designed to promote the development of science and engineering within the community by participating in the development and training of highly skilled workers that will enter our community's labor market. As such, one of the goals S-STEM program is to work with the surrounding institutions, organizations and businesses within our community in order to ensure that their professional needs are met by future workers.

To increase our connection with the community, the S-STEM program is also in the process of developing a seminar series that will invite professionals within our community to come an give

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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Talks to not only our S-STEM students but to the students of the Science Division. These talks will not only introduce our student body to the opportunities that exist within our business community but will also allow these businesses to meet our student body and discover the advanced level of education that the Division is bringing.

Finally, the Science Division as a whole is in the planning stages for cooperative grant proposal in partnership with one or two area colleges and universities to the Department of Education.

**Interdepartmental Collaboration**

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

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

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

As the field of Biological Sciences is continually evolving, there is a need for on-going professional development. New grant funding has assisted with some of this on a national level. However, additional development is necessary and critical for the continued success of the division.

New funds are proposed for:

1. Professional Society membership for full-time faculty members
2. Attendance and participation by faculty members in regional conferences and workshops.
3. Enrollment by faculty in Short Courses sponsored by Professional Organizations.
4. On-line subscription of relevant Journals and Magazines

The Division is also continuing our recently established a mentoring program to foster academic growth in new tenure-track faculty.

lack of adequate ECD software.

**13. Instructional Support: Services and Activities**

**Catalog, Schedule, Website Impact**

During the summer of 2012, with the assistance of the College's PR office, the Science Division website was upgraded substantially. The new website provides vital information about the numerous science courses offered within our 13 Science Division disciplines. In addition, it also lists the faculty, full-time and adjunct, and the staff that run these programs. The website also provides a valuable planning and learning tool for WLAC students by: (1) publishing future course offerings and road maps to obtaining AA degrees of transferring to universities, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-partinent information.

The Science Division houses thirteen science disciplines, including that of Biological Sciences, and currently has eight full-time faculty and about thirty adjuncts. Each faculty member, together with the staff, are dedicated professionals who help our students reach their goals by providing quality instruction and a rigorous curriculum that emphasizes critical thinking and intellectual development. The Biological Sciences instructional facilities are housed, along with the rest of the Science Division, in the new Science-Math complex. We have laboratory classrooms for: Anatomy, Astronomy, Field Biology, Majors Biology, Non-majors Biology, Inorganic Chemistry, Organic Chemistry, Earth Sciences, Geology, Microbiology, Physics and Physiology. All of our laboratories are equipped with state-of-the-art and appropriate instruments and accessories.

The new Divisional web-site emphasizes these many improvements.

However, additional improvements to the site are planned. The development of individual webpages for full-time faculty members is proposed. The webpages would not only introduce the faculty and their professional backgrounds to both current and prospective students and those members of the surrounding community, but would also allow the faculty a place to post lecture notes and centralize all of their lecture and laboratory materials. Having individual web pages for each full-time faculty member will enable our student body to obtain information more efficiently when they are outside of the classroom, thus enhancing their learning experience and increasing their chances of success. The Science Division will work closely with the college PR department in the development of these individual faculty web-pages.

**Service Eval Disagree**

There was no "disagree"

**Service Evaluation**

(blank)

**14. Programs Clubs Orgs & Special Activities**

**Accomplishments of Students**

Quite a few of West’s former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The science faculty has written (and continues to do so) numerous letters of recommendations as the road to a career in the sciences passes through science programs. West’s gifted science students were recipients of JPLUS (jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

**Club Sponsorship**

Does the Division Department Program sponsor a student club or activity Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish S-STEM programs.

**15. Environmental Scan**

**Community Trends**

With the aging population, there has been a dramatic increase in the demand for health care workers within the LA community. The Biological Sciences Division at WLAC can meet this community need through the expansion of our discipline curriculum, specifically through the development of AA and certificate programs that will train vocationally oriented students to enter the workforce, providing needed service to the community as nurses, lab technicians, dental hygienists and other health care related careers. In addition, an expanded curriculum may also contribute to the community in the form of increased enrollment of life science majors planning to enter the workforce as doctors, dentists and researchers.

**Labor Market Trends**

Biological Sciences based programs are central to all other science programs as every facet of life is biologic. Many of our students are preparing to enter clinical programs such as nursing, respiratory therapy, physical therapy, and other professional programs, including those in medicine, dentistry, pharmacy. Demand in these fields is anticipated to dramatically increase within the coming years. As the demand for nurses, dental hygienists, pharmacy-technicians, doctors, pharmacists and dentists increase, it is evident that the Biological Sciences discipline will need
to develop more innovative programs to train and attract those students wishing to enter these fields.

In addition to an increased need for highly skilled and trained health care professionals, there is a definite need for highly skilled technicians and scientists in today’s labor market. An increasing segment of the market today requires advanced training in STEM, including that of the biological sciences. Future technological and scientific advancements in fields such as stem cell research, regenerative medicine and biomedical engineering will require the services of well-trained and skilled laboratory technicians. To meet these needs, the Biological Science division will need to expand their core curriculum to include more upper level biology courses such as molecular and cell biology, genetics and biomedical technology.

**Technology Trends**
The Laboratories/classrooms of the Biological sciences meet modern standard of lighting, ventilation, and comfort. The faculty have computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed in order to facilitate their teaching. However, with the increased prevalence of on-line, interactive learning programs being used by some of our students, the Biological Sciences Division is realizing a need for an increased number computers that can be made available to our students both during and outside of class time. As more and more information and learning tools become available to students online, the lack of adequate technology in the division will dramatically impact the success of our program and our students.

16. Facilities

**Facilities and division/ department goal**
Student success and increased matriculation/transfer.

**Facilities Challenges**
none for the biological sciences.

**Facility Long Term Goals**
Currently, the Biological Sciences building lacks dedicated computer lab space. Development of a separate computer laboratory will give students access to the online and virtual materials discussed above and used in many of our current courses. Many students may not have access to adequate computer facilities once off campus. The creation of a computer lab within the Biological Sciences building will give them this access. In addition, the creation of a Learning Resource Center, containing many of the same laboratory materials used in our curriculum (e.g. models, slides, preserved specimens) will expand the learning time students can have on campus and enhance their success rates within our program.

**Facility Short Term Goals**
The Biological Sciences division has identified several short-term goals that will greatly enhance our current programs and improve the success rates of our enrolled students.

1) While the laboratories and classrooms of the Biological sciences have adequate provision for the use of computers and on-line media, the proposed increased use of on-line supplemental teaching methods and interactive virtual laboratories will necessitate better student access to computers. As such, biology students will benefit from better computer facilities within the Biology building, including an increase in the number of desktop computers placed within the classrooms and loaded with the latest in virtual teaching programs. These computers and programs will allow faculty to enhance their teaching capacity by allowing them to conduct virtual laboratories, in addition to giving the students immediate access to supplementary teaching materials that accompany their required textbooks.

2) Another short-term goal is the expansion of our Human Anatomy program to include an increased number of models and the purchase of cadavers. With the increasing costs and ethical problems associated with the dissection of cats, the Anatomy division feels the purchase of cadavers, dissected by the anatomy faculty, and made available to the students will not only maintain their current level of understanding, but advance it significantly. The purchase of addition models will supplement this learning.

3) Immediate improvements in the Microbiology program include the establishment of a microscope servicing contract that will maintain the numerous microscopes will have within the microbiology lab. In addition, the purchase of a demonstration microscope/projection system will allow our microbiology faculty the opportunity to show students laboratory material at a more detailed level, increasing their understanding of the laboratory material.

4) The purchase of virtual Physiology systems such as BIO-PAC is also desired by the Biological Sciences division. Such systems will give our physiology faculty the chance to better teach advanced physiological concepts such as EKGs, cardiac function, blood pressure and respiratory volumes without relying on the student’s ability to use pieces of equipment that can be difficult and time-consuming to learn to use.

20. Completion

**Manager approval**
Abrah Bahta, Division Chair
Oct 25, 2013

**Participant List**
(blank)

## Business

### 01. Department Purpose

**Purpose**
To provide access to a learning environment for our students in the area of Business Administration, Accounting, Finance, Marketing, Real Estate, Law, Paralegal and Management so they will be equipped to continue their education through transfer or obtain employment in the Business and legal environments.

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

### 02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
In the last year we have evaluated several areas that we felt needed improvement. One area is in Student success. We found that our students needed help in math. We have added two tutors and are negotiating to have a math specialist give special classes to paralegal students. This should increase the number of graduates in ratio to enrollment.

**Improvements in Program**
We are seeking to involve more adjunct faculty members in the Program Review Process. However, we are still terribly understaffed. We presently need (3) three additional fulltime faculty members. This would also greatly improve the shared governance of the division. One Retirement took effect this year and one next semester, we now need three replacements. This need is urgent!!

**Resource Allocation Evaluation**
(blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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PR Recommendations Response
The Paralegal program was added to department purpose which was omitted in error. The election of a new chair is intended to assist in the inclusion of all available faculty in the decision making process. Again, this is very limited do to a lack of fulltime faculty in the Business Division. Committee membership is impaired for the same reason. Answer minimaly addresses the question. One recommendation from last year was to pursue the hiring of a classified member. Last year’s program review did not request a classified position. This position was also identified by the ABA team at the last visit.

04. Enrollment Trends
Enrollment Trends
The Business Division’s enrollment continues to grow. Online courses are impacted more than others. In the classroom (ground based), we are experiencing over crowded classrooms in each discipline. Additional faculty is desperately need to meet this challenge. Business, Marketing and management continue to be without faculty. We are anticipating two additional retirements within the year. The Business Division is far from being close to compliance with AB1725.

The FIPR process is cumbersome and tedious, long and fail to meet the basic needs of the college. In my opinion some of its requirements are without merit.

The answer once again goes to the faculty needs instead of FTEs trends. Classrooms for the Business Division are too small to meet student demands. Most of the classrooms only seat 35 students, the current enrollment limits are set at 49 for ground classes.

Section Count Trends
As a result of pass budget cuts, the number of sections being offered are still low in comparison to 2008 and 2009. This in turn has increased our average class size. The Business Division now averages more than 50 students per section during census week. This in turn has created a room availability problem. Most classrooms accommodate 35-40 students only. One solution to this problem is to remove walls from existing classrooms to increase their size. The Business department has initiated this process for the Career Education Bldg. We will need to update the class rooms technologically. Our enrollment will continue to have modest increases over the next few years.

05. Students and Student Success
Degree/Cert. Trends
The AA/AS degrees and certificates increased annually until the 2012-2013 year. The loss of Full-time faculty support contributed to this lower rate of awards in the past year. The loss occurred in Management and Marketing . We lost our Business/Management faculty member in 2010 and the result of that loss is now showing up in our awards of degrees and certificate completions in those disciplines. To alleviate this trend, we need to employ a full-time faculty member for those disciplines. The Division talk with students to encourage them to consider business as an option. Each faculty member counsels students on career goals. Some faculty bring in outside speakers and business professionals to talk with our students on the benefits of a business degree or certificate. In 2010 we lost our lead management/marketing professor.

Demographic Trends
We are experiencing a slight increase in enrollment of Hispanic students in the same ratio as the college as a whole. This increase will not impact the Business Division or its disciplines as of now.

Equity Gaps
Within the Business Division, the equity gap is identical with that of the College.

Contributing Factors
- Students require additional support in the areas of writing, research, and critical-thinking.
- Require pre-requisites in the areas of English and Mathematics.
- Provide needed specialized tutoring for at-risk students.
- Faculty should emphasize SLO’s commencing with the first class.
- Faculty should realize that if a student enrolls at our College, they want to be here and have decided to attend.
- Faculty should not assume that certain groups of students are "un-teachable" and that they do not "belong" in College.

some of the answers above are anecdotal and do not address the equity issues that could improve student success.

Pre-reqs, curriculum maps, student advising, access to learning center and faculty engaging students and provide support for college navigation.

Success Comparisons
The following disciplines within the Business Division have experienced lower than college average course completion rates over the past four years:

Entrepreneurship
- This is a new program offered every other semester.
- Strategy
  - We plan to offer this course each semester once we have additional full-time faculty.

Accounting
- This Discipline has reached the College average.
- Strategy
  - We plan to increase accounting software technology to ensure that students are exposed to recent accounting tools and practices.

Finance
- This discipline offers only two classes at present. The classes are offered every other semester.
- Strategy
  - With additional faculty, we plan to offer these classes each semester.

Entrepreneurship and Finance need to be part of a degree. Currently these courses do not meet any core or elective requirements in the business degrees. Simply increasing and or offering more often may not be the answer for lower enrollment in these courses. Students need to complete quickly.

Success Trends
As per the WLAC Program Review Data, the Business Division has maintained its prior success with fewer faculty. However, we could achieve our goal of 100% success if we had additional faculty. We are one of the largest divisions at the College. Our outstanding success and retention rates could be vastly improved with the addition of full-time faculty. Due to the sheer size of our Division, any improvement in the success and retention rates will be represented in a higher College retention rate. Since 2010, we've lost 50% of our full-time faculty. As of 2013, we lost another full-time faculty and anticipate two additional losses in 2014 and 2015, respectively.

Discipline/Program/Service implications
- We are not adequately serving our student body.
- We are unable to adequately participate in college-wide committees as mandated.
- We are unable to provide advisor/leadership to our various student activities.
- We cannot adequately provide career guidance to our Business students.
- We are not able to develop and implement additional course that are relevant to the local, regional, national, and global business trends.
06. Staffing Trends

Staffing Trends
The trend in FTE has decreased annually since 2008. The Business Division went from a total of 29.20 FTE to a low of 14.71 in fall of 2012. This will dip even lower if the anticipated number of faculty retire in the 2014-2015 school year. We do not have a full time business teacher in the business division. This also increases the part-time to full-time ratio, which takes us farther away from compliance with AB1725. Most importantly this lack of full-time faculty limits the division’s ability to support the various committees that is essential to the good management of the Division. In addition there is no support in managing the division affairs.

07. Functions and Services

Function service list
The Business Division offers the AA/AS degree, Certificate of Achievement, and skill certificates. We also offer a transfer program. We offer an ABA approved paralegal studies program which is considered one of the best available. The following disciplines are part of the Business Division: Business Administration, Accounting, Management, Marketing, Paralegal, Finance, Entrepreneurship, Finance, Law and Real Estate.

Technological Advances
We are still anticipating the new Technology Learning Center (New building for Business and Computer Science). When this building is complete, we will have the latest in technology. At this time we are attempting to equip existing classrooms with dual overhead projectors in rooms we have expanded to accommodate the larger student enrollments. We continue to plan for the construction of the Technology Learning Center. The completion of this building will make available the updated and technological advanced equipment needed to enhance the student learning outcome.

08. Survey Results

Survey Results
The Division continues to carry out its surveys of students. Most important, are the surveys carried out by the paralegal Studies Program. This include Student satisfaction surveys, Employer satisfaction surveys, job availability surveys. The results indicate that the employers are very satisfied with the skills and abilities of our students. Employers find that our students are competent in executing their job requirements. The job placement surveys continue to give us a good listing of job availability for our graduates. The implication is that the school is doing an excellent job and meeting its goal of producing graduates who excel in the workforce.

Survey Results Implications
Although the surveys imply we are diligently educating our students, it should be noted that the lack of full-time faculty inhibits the development of Departmental goals. These goals include the development and management of a Business Institute, the Entrepreneurship Program, and the establishment of an International Business Program. The business community has received our students favorably and report that they are satisfied with their skills and professionalism.

09. Curriculum

COR Update: Missing CORs
Presently the Business Division is missing 14 course outlines of record in the ECD system. To complete these outlines, additional faculty are needed. At this time, we have not taken steps to correct the problem as we are insufficiently staffed. We are asking for additional faculty to accomplish the goals of the Division. One goal is to complete the COR’s within a reasonable time frame.

COR Update: Out-of-Date CORs
Presently the Business Division is missing 14 course outlines of record in the ECD system. To complete these outlines, additional faculty are needed. At this time, we have not taken steps to correct the problem as we are insufficiently staffed. We are asking for additional faculty to accomplish the goals of the Division. One goal is to complete the COR’s within a reasonable time frame.

There are courses that need archiving and updating. There is a need for faculty or a budget to pay adjunct faculty to update curriculum.

Course Outline
We require the submission of syllabi from instructors each semester. The Department Chair ensures that the syllabi are consistent with the course outline of record and then submits the documents to the Dean of Academic Affairs. All introductory courses are taught from the same textbook for that discipline. The Chair of the Division monitors and evaluates all instructors on a regular basis and through the evaluation process. However, in order to conduct a thorough assessment and implement an effective quality-control process, additional faculty are desperately needed.

Course sequence
All courses in the Business Division are sequenced in such a manner as to assure that all students are able to meet their educational requirements for graduation and or completion within the prescribed time. Students are able to complete their studies within 2 years as this is a 2 year college. Also, certificates courses are sequenced to insure that the student can complete the studies in the prescribed time according to the catalog. This process is done each semester. Real Estate courses are sequenced and aligned to meet State requirements. Paralegal courses are scheduled according to ABA guidelines. The certificate sequencing takes into account the “stackable” certificate model.

Curriculum Impact
Once we have adequate faculty and our building is completed, we will be able to concentrate on long-term planning. At present, the limited faculty is exhausted dealing with the details of the Proposed Technical Learning Center, which will house the Business Division.

Degree/ Certificate Changes
(Blank)

All of the program certificates and degrees need to be evaluated in terms of courses. There is a need to create more flexibility.

The Business Administration TMC degree was approved this academic year.

Outreach, Online & Hybrid Classes
The Business Division is the online instruction leader at the College. Students can obtain a certificate, A.A. Degree or transfer by completing requirements entirely online. We also offer hybrid, jumpstart and ACT classes both online and in the classroom. The online classes can be improved by providing the student with better interfacing with the instructor, and improving the communication process. Also, we need to find ways to assist those students who want to join us online but cannot because the classes are limited to 40 students per class. The 40 student limit is insufficient to meet current enrollment demand.

Data reflects our online enrollment is increasing; however, our faculty continues to decrease. To address this disparity, we need additional full-time instructors to meet the demand.

Program Relevance, Appropriateness & Cur
The Division has Advisory Boards where faculty and community leaders convene to discuss the needs of the business community. Adjunct faculty ensure that the Division is teaching the latest technology and needs of the workforce. One of the determinations of these meetings is the fact that we need to develop additional programs to address the global aspect of business. In that light, we are developing an International Business Program. However, this progress has been hampered by lack of adequate faculty to support the planning, development, and
implementation of this program as well as the development of a Business Institute, which we find is greatly needed to assist small businesses in the community to improve their managerial skills.

We have nine disciplines: Accounting, Business, Entrepreneurship, Finance, Law, Management, Marketing, Paralegal, and Real Estate.

The student data and environmental scan data reflect decreasing enrollment and retention specifically in the Business discipline from 2010 through 2013. This can be attributed to the loss of our principal instructor. We need to replace this position as soon as possible to recapture and rebuild our Business curriculum and Division.

10. Student Learning Outcomes

SLO Assessment - Course
Faculty were required to evaluate student outcomes with the course objectives and provide evidence of this process in the semester syllabi.

SLO Assessment & Resource Request
Yes. We will need full-time faculty as well as additional math and English tutors. Unclear is to why the Business Division is requires math and English tutors.

SLO Course Changes
Based upon the faculty SLO syllabi evaluations, and the routine review of the course syllabi, it was discovered that charges to courses were not required at that time. Evaluation of course syllabi and comparison to CDR is needed. The new TMC required modification of Business 1 and Acctg 1 and 2. These changes need to be integrated into the syllabi and all faculty members must be informed.

SLO Faculty Dialogue
Faculty dialogue regarding assessment results and improvement plans is a regular agenda item for Business Division meetings. The SLO coordinator is present at most meetings and generally reviews and updates the division on these matters.

SLO Program Assessment & Changes
Our departmental implementation plan is to scrutinize the course sequencing to determine the most efficient method of matriculating our students. Specifically, we plan to make students aware of the opportunity to earn both an AA degree and a certificate of achievement in various disciplines within the business division.

We have discovered students are sorely lacking fundamental math computations and English-writing skills. As a result, we plan to increase tutorial services in these areas. Additionally, we have noted that paralegal enrollment is high (approximately 600 students); however, our graduation rate remains very low (at about 20-25 students per year). This is due to the lack of completion of the math requirement for the AA/AS degree.

We are in the process of developing a program that will address this problem. Need to establish pre-requisites to enter Paralegal program. In order to receive certificate or AA, students must complete the course of study for employment and degrees. Low completion rate needs further evaluation. Most of the business certificates and degrees require many courses without flexibility, the curriculum needs to be analyzed.

11. Departmental Engagement

Community Connections
We are working with Total Model Curriculums (TMC’s) to meet new CSU requirements. We continue to conduct Advisory Board meetings where we discuss surveys and the needs of the business community to determine any changes we need to make in our curriculum to meet current demands of the marketplace. Additionally, we continue to survey the business community on an annual basis.

Interdepartmental Collaboration
During the past six years, we have collaborated with the Counseling Department. The Department Chair regularly attended monthly Advisory Board meetings in order to remain informed of university transfer requirements, changes in UC/CSU course articulation agreements, and pre-requisites. Additionally, we worked with the Counseling Department to ensure student success in the overall scheduling of classes. We also collaborated with the CAOT Department in order to facilitate student success in the required courses (CAOT 84, 39, and 93). Lastly, we collaborated the English department in order to ensure students mastery of English 28 and 101. As a result of the collaboration, we added CAOT 93, Legal Document Production, an ABA requirement, to the Paralegal curriculum.

12. Professional Development

Committee & Prof Dev Activities
(Blank)

Professional Development Unmet Needs
As a Department, we need to improve our cohesiveness and ability to work collaboratively. We need to be able to promote professional development once we have full-time faculty. The lack of adequate faculty prevents a variety of ideas (required to grow and build the Department) to be explored. As a result, traditional consensus processes cannot take place. In terms of voting and getting everyday matters accomplished, one or two people can cause gridlock for the entire department. More faculty would eliminate this part of the problem.

In terms of keeping current with new developments, we are unable to effectively accomplish this task. For example, in the Real Estate discipline alone, a plethora of recent regulations have flooded the profession. It is imperative students be educated as to these changes in order to be well-informed and prepared for work in the marketplace. When the Department is able to hire full-time faculty, we could discuss these issues and augment our curriculum accordingly.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The college catalog and class schedules are effective marketing tools for this Division. We are in the process of updating our brochures for the various disciplines in the Business Division. We also plan to create flyers, email blasts, and information sessions introducing students and the business community in order to advertise skills certificates, the creation of the Business Institute, and the International Business Program.

Budget request? timeline? website?
Service Evaluation
(Blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Our students are awarded scholarships each year. Many of our students receive scholastic honors at graduation.

Club Sponsorship
We sponsor the Paralegal/Law Club and PBL (Phi Beta Lambda).
The Paralegal/Law Club was created to give the students input into the offerings of the Paralegal Studies Program to afford the students an opportunity to meet and discuss various activities that improve their skills and abilities. This also is an organization to represent the student to the administration and other entities. This club is an integral part of our ABA approved Program.

PBL is a professional business association available to students at any college. This organization provides for student involvement in the political process and to participate in parliamentary procedures. The club promotes seminars and other activities to acquaint the student with the business world. The organization also allows the student to participate and compete for various scholarships and honors.

15. Environmental Scan
Community Trends
In the Community, small businesses require employees who are well-trained in the areas of customer service, computer usage, and a knowledgeable set of business skills, such as web-page creation, bookkeeping, marketing, and management. These technical skills serve to be part of our Business Department curriculum to ensure our students are well-prepared for industry.

Labor Market Trends
Emerging labor market trends indicate that the workforce is evolving into a mixture of talent from a variety of employment experiences. The workforce is trending to reflect a variety of talent: independent contractors, freelancers, and full-time employees. This new labor trend is dubbed the “Open Talent Economy.” This is defined as "a collaborative, transparent, technology-driven, rapid cycle way of doing business [Deloitte, 2013]." The traditional workforce is being re-defined. The impact to the Program is significant. Students must be educated to in the area of soft skills (people skills), as well as technical skills. Soft skills, such as communication, problem-solving, team building, and motivating, serve to be part of our Business Department curriculum to ensure our students are well-prepared for industry.

Technology Trends
A plethora of technological trends have inundated the Business Program. Businesses will increasingly rely upon social media trends such as Facebook, Twitter, LinkedIn, the Google+ suite of applications, to remain connected to customer needs while providing relatively low-cost marketing options for businesses, particularly small business start-ups. Smart technology such as Cloud Computing, will dominate the industry as this particular tool becomes easier to access and understand. All of these trends affect the Program. The business department will be required to expose, train, and encourage our students to master these tools so that they are prepared to be gainfully employed by the industry.

16. Facilities
Facilities and division/department goal
These improvements will create more space to accommodate the increasing number of students and provide enhanced teaching practices. It will allow the teacher to utilize recently learned technology.

Facilities Challenges
An improvement in the current facilities would improve the quantity and quality of student access. Staffing and dedicated office space would greatly improve the overall delivery of education to our students. Additionally, our classrooms are too small to meet the current average enrollment for all classes in the Business Division.

Facility Long Term Goals
The completion of the new Learning Technology Building will satisfy our facility needs into the near future.

Facility Short Term Goals
Our short-term goals are to first, expand existing classrooms by removing walls and second, re-equip the rooms with smart classroom technology. This short-term plan is to meet the immediate needs for larger classrooms due to increased enrollment.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
PARALEGAL PROGRAM ADVISORY BOARD

Aguilar, Ara Dean, West Los Angeles College, Paralegal Advisory Board Member
Berkowitz, Marsh, Office of City Attorney, Attorney, Vice President, Paralegal Advisory Board
Biggs, Beverly, Paralegal, Paralegal Advisory Board Member
Bravo, Maria Paralegal, Paralegal Advisory Board Member
Broussard, Lois, Paralegal, Paralegal Advisory Board member
Brown, Libby, Paralegal, Los Angeles District Attorneys Office, paralegal board member
Brown, Sharon K Paralegal, Paralegal Advisory Board Member
Centeno, Miguel, Paralegal Advisory Board Member
Cowen, Mary Paralegal Advisory Board Member
Fate, Michael Attorney, Law Office of Michael Fate, Paralegal Advisory Board Member
Fox, Brad Miles Los Angeles Superior Court Commissioner, Paralegal Advisory Board Member
Friedman, Susan Senior Litigation Paralegal, Latham & Watkins, LLP, Paralegal Advisory Board Member
Gladney, Jessica, Community College Recruitment Specialist, Paralegal Advisory Board Member
Greacen, Carmella Paralegal, Rutter, Hobbs, & Davidoff, Inc., Paralegal Advisory Board Member
Halstead, Lisa Paralegal Advisory Board Member
Harris, Larte Chair, Business Division, West Los Angeles College, Paralegal Advisory Board Member
Mehrpoo Jacobson, Nikki Attorney, West Los Angeles College, Paralegal Studies Faculty, Paralegal Advisory Board Member
Kennedy, Lori Student, National University, Paralegal Advisory Board Member
Klep, Robert, Attorney, U.S. District Court, President Advisory Board, Paralegal Advisory Board Member
Lee, Ken, Librarian, West Los Angeles College, Paralegal Advisory Board Member
Mckay, Pattie Jo Honorable Judge, Los Angeles Superior Court, Paralegal Advisory Board Member
Morris, Patricia Manager of Paralegals, Assistant Director, WLAC Paralegal Studies Faculty, Paralegal Advisory Board Member
Nicholas, Vanita Former Paralegal Program Director, West Los Angeles College
Pulone, Robert Supervising Assistant City Attorney, Office of the City Attorney, Paralegal Advisory Board Member
Rimas, Bobby Paralegal, Paralegal Advisory Board Member
Rouzan, Sherron Chair, Counseling Division, West Los Angeles College, Paralegal Advisory Board Member

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
REAL ESTATE ADVISORY BOARD

Bailey Sherry Fidelity National Title, Advisory Board Member
Brass, Glenda Broker, GB Mortgage Solutions, Advisory Board Member
Brown, Jeanna J.D. Global Financial Group, Advisory Board Member
Carter, Jill J. Carter Realty Group, Advisory Board Member
Chen, Victoria Broker, Masters Realty, Advisory Board Member
DeCosta, Crystal Broker, Advisory Board Member
Elahi, Faz Broker, WLAC Faculty, Advisory Board Member
Enciso Givhan, Gnejai Broker, GEG Enterprises/NkKai Properties, WLAC Adjunct Faculty, Advisory Board Member
Grayson, Chantal Broker, Four Seasons Realty & Management, WLAC Adjunct Faculty, Advisory Board Member
Grimes, Butc

Advisory Board Outcomes
The Paralegal Board has served the Paralegal Program well in keeping the program current on the new technology in the legal profession as well as where the greatest needs are trending. This allows the school to offer courses that meets the latest need of the legal community. The advisory also provide scholarships for our students as well as guidance on best areas for quick employment.

The Real Estate Board brings to the Faculty and students the current trends and movements of the Real Estate Industry. This gives the faculty an opportunity to provide for additions/deletions to the curriculum to enhance the students employment opportunities. The Board is instrumental in suggesting and reviewing new textbooks for use in our Real Estate Program.

Assess CTE Student Learning Outcomes
The West Los Angeles College Paralegal Program is well known throughout the greater Los Angeles Area. The Curriculum continues to be outstanding. We were recently re-approved by the American Bar Association which enhances the Degrees and Certificates issued by our program. Our graduates are quickly employed by the Legal community. A majority of our students find employment prior to graduation. We attribute this to the outstanding internship program we have.

Although some of our Real Estate offerings have been reduced, we continue to have an excellent program. Because Real Estate Activity follows the economic conditions, we do experience declines in poor economic conditions. We try to offset this decline by offering more courses online. This step has proven to be successful and our success rate has improved. Employment is difficult to measure because many of our graduates go into business for themselves.

CTE Accreditation Recommendations
Our Paralegal Studies Program was recently re-approved by the American Bar Association. Recommendations have been implemented. All reports are available in the paralegal office located in the A9 building. The Office is open from 8:30 until 5:00 P M Monday thru Thursday, and on Saturdays by appointment.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
Employer surveys indicate that the legal community have high regards for our graduates. As indicated earlier, our graduates are readily employed by the legal community and other entities in need of Professional legal help. Our students report that they do well in the search for employment. Many of our students are employed before graduating from the program. Employers contact us frequently for employable paralegal students.

Labor Market Demand
Labor market demand is met by training students in market-relevant skills, knowledge, and information. This information is acquired through employer, corporate and industry surveys. We have on site bulletin boards where employer’s request for employees is posted. This has been a very successful process for placing our students into the labor market.

Licensure Exam Performance
No licenses are required for paralegals. Several Organizations do offer Certification, NALA (National association of Legal Assistants) is the major organization that offers certification. We do not keep records of students taking this type of examinations.

20. Completion
Manager approval
LARTEE L. HARRIS, CHAIRMAN, BUSINESS DIVISION OCTOBER 25, 2013

Participant List
(blank)
Program Review

This is the first program review for the Curriculum Department at the College.

CTE Divisions generate their own individual resource request allocation as part of program review.

The Business Division requires a classified staff member for the paralegal department and division support.

The Film Production Program requires a lab tech/instructional aide position for program support.

Resource Allocation Evaluation

(Blank)

03. Response to Prior Recommendations

Accred Recommend Response

The curriculum team are in the process of compliance with the State Chancellor's Office TMC/ADT implementation by Fall 2014.

Currently, West is in full compliance due to the efforts by faculty and curriculum unit.

Course update information is now being reported at Division meetings, Academic Senate, Divisional Council and other areas of the college.

PR Recommendations Response

No previous program review existed for this area of the college.

04. Enrollment Trends

Enrollment Trends

Enrollment is impacted by course transferability and course content and updates.

It is critical that the curriculum unit provide the necessary support and implement new procedures to maximize student enrollment.

Establishment of a curriculum unit will facilitate the college's goals to update courses, develop new programs, and provide college reports.

All CTE programs are in high demand and impacted. There is a need to provide classified staff support to all programs to initiate a process of tracking employer surveys, alumni surveys. This will enhance the college's evidence based decision making model for enrollment management strategies and new program development.

05. Students and Student Success

Degree/Cert. Trends

The curriculum unit supports the college's initiatives to improve degrees and certificates through the following:

1. articulation agreements that lead to transfer of courses and (2+2) curriculum pathways

2. minimize the # of electives to develop realistic graduation timelines (2 years)

3. establish inter-departmental strategies and curriculum that students can use across degrees

Demographic Trends

The curriculum unit will need to respond to college demands for curriculum development, TMC/ADT compliance, expansion to meet labor trends in the community.

CTE programs reflect the college demographic trends.

Success Trends

Retention and Success rates are directly correlated to curriculum matters.

For example:

implementation of pre-requisites to student success

compliance with co-requisites

CTE programs have a higher success rate than the college wide trends.

06. Staffing Trends

Staffing Trends

Currently the curriculum unit is in need of a program assistant.

The curriculum chair and articulation officer can share the resource to support the operations of the unit.

07. Functions and Services

Function service list

New Programs and courses

Implementation of State regulations as it relates to Curriculum

Coordination with faculty for curriculum development and course updates

Training of ECD system for faculty and other members of the college

Articulation of courses, programs with 4 year institutions

development and maintenance of articulation agreements

Prepared by WLAC Office of Research and Planning

Source: IES Data Warehouse

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Compliance with UC and CSU reporting

Technological Advances (AU)

District wide Curricunet is being evaluated as a new system that will enhance the current system

08. Survey Results
Survey Results
A survey needs to be conducted.

The faculty have made many verbal statements about the inefficiencies of the ECD system and the curriculum process.

Survey Results Implications
see previous response.

10. Student Learning Outcomes
SLO/SAO Dialogue
this process has not been formally implemented.

SLO/SAO Program Assessment
SAO has not been developed for the curriculum unit.

This unit is a new concept implement in August of 2013 to better serve the needs of faculty and students.

11. Departmental Engagement
Community Connections (AU)
This is the first review.

Interoffice Collaboration (AU)
The recently established curriculum unit is developing the network to support faculty and college with all curriculum matters.

12. Professional Development
Professional Development Unmet Needs.
All members of the curriculum unit meet professional development requirements.

There is a need to get more training in ECD for the unit and the faculty.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The college catalog, class schedule and college website reflect the current status of curriculum matters.

These materials must be aligned with each other and the COR which is a primary duty of the faculty and curriculum committee.

Therefore, there is a direct link between these college materials and the curriculum.

Service Eval Disagree
None

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
There is a demand to improve student graduation rates, degrees and certificate completions.

Having up to date curriculum, improving articulation, and establishing articulation with 4 year institutions will improve the college’s position in the community.

Technology Trends
There is a need to obtain a software management system that is commonly used at other colleges.

This software will facilitate articulation efforts with other institutions.

16. Facilities
Facilities and division/department goal
The unit will develop outcome measures for future.

Facility Long Term Goals
The unit will be fully integrated into the college process. It will become the “curriculum resource center”.

Facility Short Term Goals
Establish an identity with the college as a unit.

Provide ECD training workshops.
18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)

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**Computer Science**

**01. Department Purpose**

**Purpose**
The Computer Science and Application division has four primary goals.

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

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

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

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

**Purpose Alignment**
There is an exact one-to-one correlation between the Computer Science and Application division primary goals and the college’s mission statement.

The college mission statement: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Computer Science and Application division uses advanced technology and industry skilled instructors to prepare students for transfer and technology careers. The division also helps students build basic computer skills and update existing skills through continued learning.

**02. Effectiveness Assessment & Continuous Process Improvement**

**Assessment of Improvements**
We assess improvements in student achievement using the following metrics:
- Course completion rate.
- Number of Certificates and Degrees awarded.
- Number of students successfully passing industry certification exams.

- Successful course completion rate has improved from 55% in fall 2008 to 64% in fall 2012.

- Number of Certificates and Degrees awarded has increased from 27 (year 2010) to 53 (year 2011) and 83 (year 2012).

- Number of students successfully passing industry certification exams-The division has 35 students who have become IT industry certified between September 2012 to Aug 2013.

**Improvements in Program**
We analyze the data reports from the college research office that provide “successful course completion” and “degrees and certificates awarded”. The following are current improvements to increase the rate of successful course and program completion.

- Participation in the Pathways Academy? program which is for students majoring in Administration of Justice, Business, or Computer Science at West and planning to transfer to CSUDH.
  While at West, students will have access to mentors, tutors, high impact learning opportunities and bridge activities at CSUDH to prepare for completion of a Bachelor’s degree.

- Participation in the grant awarded by the US department of Labor to provide IT training to long-term unemployed and Veterans. The eligible students graduating from our programs will receive job placement assistance.

- Update computer network and security program by implementing Vmwar training:
  The improvement was to leverage, expand, and add more student value to our existing vocational training programs, such as CompTIA Security+, Microsoft and Cisco Networking Academies. While at the same time addressing new job demands that are being created by companies and organizations migrating to virtualization and cloud solutions. Becoming a VMware IT Academy was student oriented and market driven.

- Provide tutoring service-
  Tutoring has been of a great help to the students who are pursuing a computer science degree or certification track. Learning computer science topics, which often are complex, involve a lot of mathematical analysis, logical, and critical thinking. So, hands on approach with a faculty or a learned tutor are essential to the success of the students. Currently, there are three tutors providing over 32 hours of tutoring assistance. Tutoring services are available Mondays through Thursdays and Saturdays. Tutoring is typically available afternoons and evenings. Tutoring is provided in both the CE101 and CE106A computer lab. Assistance includes helping students with homework and lab assignments. This has also helped students improve their grades and hence contributed greatly to the student success rate for each of the computer science classes.

- The division has worked with Articulation Office and identified courses with four year universities that map to our courses for course to course articulation agreement.

- The division has updated the entire web curriculum to better align with industry trends. Update manu course outline through ECD process.

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**Resource Allocation Evaluation**
(blank)

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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03. Response to Prior Recommendations

Accred Recommend Response
The division has encouraged all faculty members to participate in committees to enhance the college needs pertaining to accreditation recommendation.

Anna Chiang, contributing member of SLO Committee, has assisted with the implementation of the accreditation recommendation 3. SLO?7s. Manish Patel and Marcus Butler are members of Technology Committee; Anna Chiang is member of Divisional Council and Curriculum Committee; Marcus Butler reports to the Senate on behalf of the Technology Committee; Ashok Patel is member of ATD core team. Ken Taira is involved in AFT.

PR Recommendations Response
Curriculum Pedagogy discussion, reflection, SLO and SLO assessment have become very important topics and agenda items in our monthly division meeting.

We are in the process of completing the Course-Level SLO assessments for spring 2013. An important step in the process is dialogue among faculty members. Computer Science division chair, Anna Chiang, as a contributing member of SLO Committee, has assisted with the implementation of the accreditation recommendation 3. SLO?7s.

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

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

2) Provide course advice, career path consultation and orientation on regular basis by the faculty advisors.

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

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

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

6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

04. Enrollment Trends

Enrollment Trends
Our total enrollment and FTES increased by over 25% from year 2008 to 2010 (enrollment from 1,333 to 1,670). This growth can be attributed to the recent creation of two new degree and five certificate programs.

Enrollment and FTES decreased by 20% from 2010 to 2012 (enrollment from 1,670 to 1,367) due to budget cuts and reduction of course sections. We expect continued growth with the expansion of VMware IT Academy, Apple training program, and the TMCS Computer Science degree option.

Section Count Trends
Budget restraints have forced section counts to be cut from 46 in 2008 to 39 in 2012 and average class size has increased by 35% from 27 in 2008 to 37 in 2012. Section counts will not increase, but we expect average class size to grow steadily. Growth can mainly be attributed to new degrees (Network Security and Web Database track) and certificates that were put in place at the end of fall 2009 and incorporated in the new 2010-2012 Catalog.

Growth can also be attributed to the job demand for skilled Computer Information Technology employees and new Federal program to retrain returning veterans.

In order to help students succeed and to increase course success rate in Computer Science, the Division has enforced the prerequisite requirements for intermediate and advance Computer Science classes. This has resulted in lower average class sizes for those classes.

05. Students and Student Success

Degree/Cert. Trends
The number of degrees and certificates awarded has been growing as new vocational degrees and certificates were in place in 2010. The awardees of CSIT certificate and degree have increased 80% in year 2012 & 2013 (83 awardees) compared to year 2011-2012 (43 awardees).

In 2012-2013, the program with the most degree/certificate awardees is Computer Network and Security Management, there are 46 students receiving this award; Legal secretary certificate has 12 students completed the program; 16 students graduated from web and database certificate program.

There is a surge of students who are pursuing either a career change to IT fields or to modernize their skills for the high demand IT job market. These students are focused on getting knowledge and skills in order to quickly join the IT labor force or improve their attractiveness to employers and less likely to pursue associates degrees/certificates or transfer status.

We do not see significant number of students completing degree or certificate in Computer Science, as in the case with vocational training, since most of students in this track are pursuing transfer to a four-year University.

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

1) Update the course outline and programs to better align with industry's standards.

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

3) Provide course advice, career path consultation and orientation on regular basis by the faculty advisors.

4) Provide tutoring service to computer science and Vocational students.

5) Track each student as they progress through the program.

6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.
8) The CS division has established academic alliance with Microsoft, CISCO, CompTIA, Oracle, Apple and VMWare.

**Demographic Trends**

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

**Equity Gaps**

The overall success rate of our CS901 course (GE elective, 10 Sections) is 54%, CAOT program is 84% and CSIT programs is 67% compared to college-wide rate of 63%.

One of the contributing factors for low success rate in CS 901 is that students often cannot afford required course materials. For example, purchasing MyITLab, the online application training tool is $89. Some of the strategies to improve success rates we are planning to implement are as follows:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher’s text or software. It should cover the file management, Windows basics, Technology career, Internet security/etc.

   The first-three-week material will be developed by CS901 faculty during the Winter session and posted on CS_UTUDES course shell that instructors can copy to their course shell.

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

3. Enhance tutoring service and instructor’s office hour.

   For the CSIT Programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence.

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

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

   2) Provide course advice, career path consultation and orientation on regular basis by the faculty advisors.

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

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

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

   6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

**Success Comparisons**

The overall success rate of our CS901 course (GE elective, 10 Sections) is 54%, CAOT program is 84% and CSIT programs is 67% compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is the lack of funding sources to access required course material like MyITLab. Some of the strategies to improve success rates we are planning to implement are as follows:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher?s text or software. It should cover the file management, Windows basics, Technology career, Internet security/etc.

   The first-three-week material will be developed by CS901 faculty during the Winter session and posted on CS_UTUDES course shell that instructors can copy to their course shell.

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

3. Enhance tutoring service and instructor’s office hour.

   For CSIT programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence.

**Success Trends**

Overall retention rates for Computer Science division for on-campus from Fall 08 to Fall 12 have increased 4 % from 80% to 84%. Hybrid rates for Fall 12 are at 80% and online rates have increased from 77% fall 08 to 81% Fall 12.

Success rates for on-campus from Fall 08 to Fall 12 have increased 8 % from 57% to 65%. Hybrid rates rose from 57% to 69% from Fall 08 to Fall 12; online rose from 51% in Fall 08 to 61% in Fall 12; ACT dropped from 58% in Fall 08 to 39% in Fall 12.

Success rates in CS901 including ACT have been below the division average rate, the division is holding meetings with all CS901 instructors to discuss ways to improve success rates of CS901.

**06. Staffing Trends**

**Staffing Trends**

FTEF is growing, but only one full time tenure track faculty member was hired in year 2012 for our new Web and Database degree program.

The division will be initiating the process to request one additional full-time faculty member based on the following justification:

TMC degree was proposed to align with CSU Bachelor of Science in Computer Science to help students for transfer degree and to prepare students for a career in computer related occupations.

This new TMC degree in Computer Science was approved in July 2013 by the District. CS division will be offering TMC courses and programs starting Spring 2014. The division will need a full time faculty to better commit student’s engagement and student’s success. In addition, this new faculty will be teaching Network Security program since the division chair has 0.4 released assignments and she has dropped Network Security courses.
07. Functions and Services

Function service list
The division offers instruction to students who intend to obtain an associate’s degree, transfer to a 4-year university, gain industry certification, or update their technical skill set to compete or function more effectively in the workplace.

The Computer Science and application division has four primary functions. The first is to prepare students majoring in Computer Science for transfer to four-year universities. Second, deliver career Information Technology oriented vocational training. Third, support paralegal and office technology students learning word processing and office automation technology. Forth, offer computer literacy course for students to fulfill general education requirement. These goals are supported by the division offering of degrees, certification and certificates.

Our programs include degree and certificates in the following tracks: Computer Science, Business Applications & Database Management, Computer Network and Security Management, Web Development & Administration, Legal Secretary.

Technological Advances
1) The CSIT Division has incorporated NetLAB to deliver many of its vocational training curriculum. NetLAB is one of the most advanced way to deliver IT training. West is one of the few colleges that was an early adopter. This technology has allowed the division to lower its IT training cost significantly.

2) To leverage, expand and add more student value to our existing Computer Network & Security Management program such as the CompTIA security+, Microsoft and CISCO networking academies, and to better equip our students with the most demanding IT job skills, CS division has become an authorized VMware IT Academy. The VMware IT Academy Program has been developed to introduce students to VMware technologies. It offers students a major in-demand career track.

The VMware IT Academy Program provides faculty with services and tools to support delivering a quality learning experience for students by providing faculty with:
Access to web based courses for use in class preparation and class presentation,
Access to a secure web site with course set-up guides and lab files,
Authorization to purchase discounted course materials directly from a authorized publication eBook vendor,
Authorization to purchase discount certification vouchers directly from a authorized certification provider.

3) We have purchased and installed 36 MacMini to establish Apple lab to support the following:
CS912-Apple App Development and CS913-Apple Care Administrator.

4) Purchased an additional server to support our Business Information System curriculum;
SharePoint training incorporated into Microsoft application and database courses;
Incorporate SharePoint administration into CS988-Microsoft SQL server administration.

08. Survey Results

Survey Results
Student Surveys are conducted approximately every year at the division level. 219 students from CSIT, CAOT and CS901 were polled. The following survey highlights were of interest to the division:

- Education goals: 45-55% of students are pursuing degree, transfer and certificate, 33% are updating job skills.
- Employment: 71% of students are not working only 28% are working
- Reason to take class at West-88% because of programs and courses
- Schedule-51% students are in favor of evening class and 47% in favor of on-line class
- Course offering-93% students agree that the course offering meet their career and educational objectives.
- Prerequisite-75% students agree that course prerequisite help them in completing advanced courses
- Tutoring service-61% students are not aware of tutoring service that our division offers.
- Tutoring service-67% agree that the tutoring service is available and helpful
- Faculty advisor-50% students are aware of faculty advisory, 48% are not aware.
- Division web Site-73% students have visited the division web site and have found useful information
- Road map-70% students are aware the degree and certificate road map are posted on the division web site

Survey Results Implications
Student Surveys are conducted approximately every year at the division level. 219 students from CSIT, CAOT and CS901 were polled. The following survey highlights were of interest to the division and the implication of the survey results is listed below:

- Education goals: 45-55% of students are pursuing degree, transfer and certificate, 33% are updating job skills.
- Course offering-93% students agree that the course offering meet their career and educational objectives
Implication: Our degree and certificate program tracks meet student’ts educational goals.
- Employment-71% of students are not working only 28% are working
Implication: Students will need job placement assistance after graduation

- Reason to take class at West-88% because of programs and courses
Implication: Our programs and courses offers the entire spectrum of Computer Science and Information Technology transfer and career pathways

- Schedule-51% students are in favor of evening class and 47% in favor of on-line class
Implication: Many of our students are working adults with job and family obligation
- Prerequisite-75% students agree that course prerequisite help them in completing advanced courses
Implication: Our division has enforced prerequisite in Computer Science courses

- Tutoring service-61% students are not aware of tutoring service that our division offers.
- Tutoring service-67% agree that the tutoring service is available and helpful
Implication: We will continue to request tutoring service

- Faculty advisor-50% students are aware of faculty advisory, 48% are not aware.
Implication: The division needs to promote the faculty advisory system
09. Curriculum

COR Update: Missing CORs
The division has recently archived 12 courses which have not been offered for more than 2 years or missing CORs. The division is in the process of updating course outline through ECD process and to assure every course has a current and up-to-date course outline of record.

COR Update: Out-of-Date CORs
In order to keep up with the IT industry, the division has been updating the course outline on regular basis. Anna Chiang is the division representative in Curriculum Committee. The division is in the process of updating course outline through ECD process and ensuring every course has a current and up-to-date course outline of record.

Updating course outline through ECD process is a lengthy process, it could take more than 6 months to complete the process and see the updated course outline approved & uploaded in District’s ECD database. We would like to see if the ten-signatures can be eliminated to five-signatures in the near future.

Course Outline
The official course outline of record is stored in ECD and is accessible through LACCD portal, every instructor in the division has been required to update the course outline on regular basis.

Every instructor must meet with the division chair the week before the semester starts, to discuss the contents of the course syllabus including course objectives, student learning outcomes, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. The division has also required faculty to follow the syllabus guideline provided by the Academic Affairs.

Course sequence
Degree and vocational programs are structured, such that any student can complete their coursework within two-years. Students pursuing two-year degrees can also complete their coursework within two years. Vocational programs are structured for one-year and two-year tracks.

The degree and certificate roadmap and course sequence were developed, reviewed and approved by the division and Academic Affairs as a reference for class scheduling. They are posted on the division web site as a guideline for students to lay out their educational plan.

The required and basic-level courses are offered every semester; advanced and elective courses are offered every other semester. All required courses are offered at least once during the academic year to assure a student never waits more than one semester for a required course. When budget permits, additional required courses are offered during the summer to assist acceleration and curriculum diversity. Our course structure permits students to start most of programs either in spring or fall semester.

Curriculum Impact
The web technologies are in a constant state of flux. New programming languages and development frameworks are being used in the IT industry.

We are updating all of our web development course outlines to reflect these changes. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more Web Development Technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Service Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS902, CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

TMC new degree was proposed to align with the CSU Bachelor of Science in Computer Science for transfer degree and to prepare students for career in computer related occupations. This new degree was approved by the District in July 2013, the division plans to start offering TMC courses in Fall 2014.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Since a significant percentage of students participating in our programs are working adults, our core courses are offered in a hybrid format and during the evening, weekend, and on-line. The goal is to improve class availability and accessibility.

For example we adopted a new online model for teaching programming classes. The class had many online lectures and lab sessions, scheduled through CCCConfer webinar system. Student feedback on this new approach was very favorable and many students asked for more online courses to be offered in the same format. We plan to incorporate more online courses using this new webinar based approach.

In order to help students succeed in completing Computer Science courses, the division has offered CS courses by alternating between on-line and on-campus. Since 2011 on-campus classes have demonstrated better student retention rates and student success rates.

Program Relevance, Appropriateness & Curriculum
Degree and certificate program track #1 - Computer Network and Security Management program focuses on the following IT certification training: CISCO, Microsoft, VMware, CompTIA A+, Network+ and Security+. Between fall 2012 to Aug 2013, there are 15 students passed Security+ certification exam; 8 students passed CISCO certification exam; 7 students passed A+ Network+ and 3 students passed Microsoft and Oracle database.

Degree and certificate program track #2 - Computer Science track helps students transfer to 4-year university, there are 8 students transferring to CSU LA, CSU DH, CSU LB and UC Irvine in Spring 2013.

Degree and certificate track #3 - Web support and database management. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more Web Development Technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Service Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS902, CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

10. Student Learning Outcomes

SLO Assessment - Course
All instructors are required to assess their courses taught during the Fall 2012 and Spring 2013 semester. The assessment methods include sample test questions and assignments from each course that measure specific Student Learning Outcomes. So far we are at 80% completion of all course assessments defined in the SLO calendar.
Program Review

11. Additional hardware (Servers, Newer Workstations & Memory) is needed for many of the advanced courses, specifically those using the new Netlab environment. This information was garnered from discussion with instructors and recently conducted student survey.

2. Hire another full time instructor that will concentrate on course development and student engagement.

3. Due to the request for more evening and weekend courses, there are not enough computer classrooms or labs to accommodate increased demand for these vocation courses.

4. A need to expand the NetLAB environment to be able offer more online labs providing students with better access and more lab time. Also, the ability to repeat labs multiple times results in better SLO outcomes.

SLO Course Changes
CS901
- Request free-three-week software access with the publisher while students waiting for the financial aid.
- Enhance tutoring service and instructor’s office hour.
- Make the first 3 weeks’ topics more relevant, more interesting and more useful to retain students.

CS 913
- Increase in-class hands-on lab exercises.

CS 953
- Roll out NetLAB, browser based Oracle Database Server environment for enhanced on-campus and online accessibility for this Hybrid course.
- Students will have 24/7 access to their personal database lab environments.

CS972
- Online exam access was extended. Each exam is now active for a 20-day period.

CS974
- Online exam access was extended. Each exam is now active for a 20-day period.

CS985
- Make final exam comprehensive to better prepare CompTIA Security+ certification exam.

CS980 & CS985
- Roll out NetLAB which is browser-based on-line lab environment to enhance students accessibility for these on-line courses.
- Students will have 24/7 access to their personal security-based lab environment.

CS 988
- Used the Microsoft Official Academic Course online labs.

SLO Faculty Dialogue
The division faculty members meet on regular basis to standardize curriculum and implementation.

The division faculty members also meets with advisory board members to assess needs of IT community to ensure up-to-date methods are used and skills sets are relevant.

1. The division will continue to request tutors to provide tutoring service for computer science and CISCO students.

2. The division needs to identify tutors for CS901 students.

3. CS has developed and implemented the following strategies:
   - E-mail the course syllabus to students two weeks before semester starts.
   - Work on course to course articulation agreement with UC and CSU.
   - Update course outlines to stay current with ever-changing IT industry.
   - Track each student as they progress through the program.
   - Assign a faculty adviser to each student who has declared a major with our division.
   - Enforce prerequisite for advanced courses.
   - Faculty SLO course assessment dialogue for instructors teaching the same course at the monthly Division Meeting.

SLO Program Assessment & Changes
For Computer Science- will seek more course to course articulation agreement with UC and CSU, we would need the support from college articulation officer.

For Computer Network and Security Management-will require a comprehensive closed-book final exam with the advanced courses to prepare students for IT certification.

For Web and database program- will use CS937 as capstone final projects course that encapsulates all the skills studies in the program. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more web development technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

For Legal secretarial program - meet with advisory board members to assess needs of legal community to ensure up-to-date methods are used and skills sets are relevant.

11. Departmental Engagement

Community Connections
1) Our division has established an internship program at the City of Los Angeles. This internship program allows students to acquire real world industry experience. The internship is with the Department of Transportation, Information Systems Division. The students get a chance to work with real IT professionals on advanced computer systems in the field of ASP.NET programming, SQL Server, and Oracle databases. This year 4 students were placed in this internship program.

2) Our division has also established an internship program with Aerospace Corporation. The Aerospace Corporation offers summer internship positions at their headquarters location in El Segundo. The internships are designed to give students the opportunity to work in scientific, technical, or administrative areas of the company. Recently, Hanane Stanford, a WLAC student, was hired as an Intern in the information Technology Department. The department maintains a variety of Linux and virtual infrastructures (VMware and OpenStack). The courses completed by Hanane at WLAC gave her the technical background to integrate extremely well into a team of highly technical system administrators. She was able to collaborate with other team members and complete assignments with little supervision. Her assignments included; VMware administration, Linux installations, and configuration of an enterprise monitoring systems.

3) The division has also established connections with the following organization as Academic Alliance member, the benefits are that instructors and students can access numerous technology resources and course material at no cost or low cost.

Microsoft Academic Alliance
CISCO Networking Academic Alliance,
Oracle Database Academic Alliance,
Computer Technology Industry Association CompTIA A+, Network+, Security+ Linux+, Apple University Alliance,
VMware IT Academy alliance.

4) The division responds to inquires from local community regarding CS programs by offering course advice and career path consultation.

Interdepartmental Collaboration
1) Yes, the division has incorporated with Paralegal program (in Business division) to propose a certificate of achievement in “Legal Secretary Certificate”, it was approved at the end of year 2009 by the State Chancellor.

2) Our web support and administration certificate will allow maximum two courses from digital art or multimedia areas, this provides flexibility for students who want to combine technical and computer art skills.

3) The division provides a number of shared computing resources for the various instructional programs, the division houses six computer classrooms plus one open computer laboratory. The division is the primary user of these computer facilities, the other department like, Allied Health, Pharmacy Tech, and Tech Fair are the secondary users.

4) Our adjunct faculty, Ken Taira, has held numerous workshops through Tech Fair.

5) Coordinated with Math department to ensure requirements are met for the new TMC Computer Science Degree, specifically a course in Discrete Structures (CS 942) would be offered by Computer Science. This course can be taught by Computer Science or Math departments.

12. Professional Development
Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
The computer industry is evolving at an unprecedented rate. This constantly changing environment requires instructors to commit to frequent training. This burden is unique to this industry. Neither the college nor the district provides any adequate mechanism that allowed technology instructors to stay current. Essentially, instructors have to commit their own resources and time to maintain relevancy and deliver courses or training based on current, acceptable technologies. This is a significant problem. However, many of CS faculty members have used their own resources and time to engage in the following professional development activities:

Marcus Butler - VMware Horizon View and EMC Storage training workshops June and July 2013
Anna Chiang - VMware workshop August 2013
Manish Patel - VMware and Windows 8 mobile development, 2013
Ashok Patil - Mobile App Development and Content Management Systems - June 2013
Clyde Titus- CERT (emergency response) training.
Ruby Kownaey - ICT Educator Conference, Title V Faculty Inquiry Group 2013

From Diane Matsuno-This summer, I completed an Etudes Professional Development course on Humanistic Approaches to Online Learning. I teach CS 901 online and I wanted to get some ideas on how to make the online course more accessible, student friendly so students would have a better chance of doing well in the course. I learned some interesting, simple, low-cost and relatively low-tech strategies that could be applied to both online and campus classrooms. Being yourself, interested and being quick to reply to students were very easy ways to make students comfortable in an online environment. Using of videos or graphics that show yourself or other elements that show your personality were effective strategies as well. I then surveyed my online summer CS 901 class on how “student friendly” or humanistic the course was. Most were very positive and felt that the online tools like Discussion, Chat, and the organization of the course made it seem like a real class.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
The college catalog, class schedule, and web site are the primary marketing platforms for the CS division. The division’s web site is a secondary resources for students seeking additional program information.

In addition, the division has developed program and informational brochures. Collectively, all marketing efforts have been effective in reaching potential students. We do seek creative ways to create a more targeted effort.

Our division has been diligently updating the division web site providing road map, course sequence, requirement of each degree & certificate program, faculty adviser, faculty office hour, lab open hour, frequently asked question, course advice & career consultation session...etc. About 90% of the students who participated the division survey agree that they have found the CS
The division will also implement faculty web pages once Kentico, the new content management system is implemented.

**Service Eval Disagree**

The computer classrooms and laboratories are supposed to be clean all the time. The custodial services does not this requirement in a timely manner.

- Rooms and/or labs are not dusted.
- Floors are often not swept.
- Computers, keyboards, and monitors/displays are never cleaned.
- Tables are almost never cleaned or washed.
- Windows often have build up of spider webs and dead bugs.

**Service Evaluation**

(blank)

### 14. Programs Clubs Orgs & Special Activities

#### Accomplishments of Students

**Internship:**

Student Hanane Standford was hired as an Intern in the information Technology Department. Quoted from the employer: ? The department maintains a variety of Linux and virtual infrastructures (vmware and openstack). Hanane?s technical background allowed her to integrate extremely well into a team of highly technical system administrators. She was able to collaborate with other team members and complete assignments with little direction. Her assignments included vmware administration, Linux installations, and configuration of an enterprise monitoring systems. Hanane was able to bring her educational background and add real-world experience which will greatly enhance value as her career advances?.

Students who have passed IT industry certification exams from September 2012 to August 2013:

- CompTA A+ and Network + certified: 10 students
- CCENT-Cisco Certified Entry Networking Technician: 7 students
- CISCO CCNA certified: 8 students
- CompTIA Security+ certified: 12 students
- Oracle Database : 2 students
- Microsoft System Administration: 2 students

**Student Employment:**

- 3 students from the Web and Database Certificate track have been employed in this area of IT industry.
- 4 CISCO students were hired in August and September 2013.

**Club Sponsorship**

1) Computer Science club and projects. Sylvester Zewonu and Lori Oliver both helped pioneer the first Computer Science club at West. After taking an array of computer programming classes at West, Sylvester and Lori partnered up to make a drone that samples air quality. Through Sylvester?s leadership and dedication, and Lori?s eagerness to learn, an idea became a reality. With funding from the computer science department the Airspace Analytics Probe will begin sampling air quality in the near future.

2) The division chair offers students "one-on-one" course advice and career path consultation on regular basis, any student or potential student can walk in her office and seek advice. There are 100+ students per year have benefited from this service.

3) The CS division will be joining CyberWatch West as an educational member. CWW is consortium of higher education institutions and industry partners whose mission is to improve the quantity and quality of Cyber security education and workforce. The division will prepare Computer Science club students for Cyber security competition next year.

4) The division has required all on-line instructors to offer "on-line student?s orientation" on the week before semester starts. This orientation has significantly improved the student?s retention and success rate.

5) The division has participated the college-wide open house and orientation events on regular basis.

### 15. Environmental Scan

#### Community Trends

Recent increases in unemployment and recently returning veterans in our community have driven up the demand for relevant job skills. Many students understand that technology-based skills may present real second-career opportunities.

Our program(s) have contributed in a positive manner. Enrollment has increased, but demands on our resources are over-extended. Students are requesting more tutoring, more lab hours and more up-to-date facilities. Students are also requesting more courses offerings in order to graduate in time.

#### Labor Market Trends

Employers and major corporations are embracing technology as a way to reduce cost and improve efficiency. While this trend is not new; corporations have accelerated this effort over the last three years. This is primary due to two new emerging technologies; cloud computing and virtualization. Both technologies will facilitate lower energy cost, reduce computer equipment acquisitions, and reduce IT administration expense.

There will be an enormous demand for individuals skilled in both technologies. Our curriculum will continue to adopt in order to help prepare students for this industry shift.

#### Technology Trends

There are six emerging technologies that will change the way people and industry will use technology.
Program

They are:

1. Virtualization
2. Cloud computing
3. Wireless
4. Mobile
5. Web-based application development
6. Computer Security

While all six have ties to the Internet; each uses or depends on the Internet in profoundly different ways. Today's industry professionals will have to change and adapt to this paradigm shift occurring now. We have courses and programs addressing all six trends.

16. Facilities

Facilities and division/department goal

1) A redesigned CE103 or a new space should have enough desk real estate to support two systems; each having a dedicated keyboard and monitor. The facility should be designed to allow students and instructors to move about the room freely. The current layout prohibits movement within the Isles. The room should also have a network infrastructure that supports 1GB connections, an audio system with speakers mounted in the classroom and a video system that can support multiple inputs.

2) If the proposed changes are put in place, the environment would allow students to excel at learning new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of certificate completion and increased enrollment.

3) Computer Science is using six computer classrooms in CE which were not designed to deliver technology training; the classroom infrastructure and bandwidth are outdated. We have not seen any technology classroom in this campus except SS8420 which is an assessment center for matriculation service.

Conclusion: We are overbooked for evening and weekend classes and West does not have any technology classroom and need to build modern technology classrooms to deliver technology courses and programs.

Some of our classes are held online just because some classrooms are not suitable to support the course.

Facilities Challenges

All the computer classrooms in CE Building were not originally designed for computer technology training, in addition, classroom seating capacities are inadequate.

1) Every course in our division has hands-on components that we must teach in a computer classroom. To accommodate our working adult students and to recruit the skilled instructors from the field, we have to schedule the classes in the evenings and Saturdays. Looking at Spring and Fall 2013 schedule, every usable computer classroom is already taken in the evening and Saturday.

2) There are many grant programs that our division participates in; this will increase the number of class sections during the evening and weekend which we will not be able accommodate with the existing space. There is no additional computer classroom for us to expand our program training to fulfill the grant requirements.

3) CE104-the comments from instructor: CE104
I have request to have new hardware (computers) purchased for CE-104 Lab. Following are the justifications.

When I teach CS935, I wanted students to have their own Linux virtual machine to do Testout's practice and the lab exercise I designed, as you know, most Linux have two different architecture (386 and x86_64), in the real world production environment, I can say 99% are using the x86_64, the 64bits version, which is also the version I promoted as I wanted students come out from our class can fit into production world with less impact. But, all the tower systems in CE104 are all 32 bits, and not capable of supporting 64 bit Linux.

The situation comes even worse when I teach CS967, since CS967 is a more advanced course, my goal is to arm students with real-world operating environment experience, 64 bits Linux is a must, luckily, the division have been upgrading some computers in the CE104, so that I can accommodate students need by sharing the newer system that lay on top of the tower systems. Since open-source cloud (Open-stack) was also taught in CS967, the main stream Open-stack uses KVM hypervisor which in turn requires Type 1 virtualization (VT-x or AMD'S SVM), those limited newer systems were able to serve KVM as they do have VT-x support in CPU, but the physical RAM is coming short as newer software release coming out require more physical RAM to support proper operation. For CS967.

4) CE105A: In the beginning of the semester we have about 60 students in the class, but there are only 42 computers in CE105A. This is discouraging to the students as they are required to work on the computers and there are simply not enough. Also, at the beginning of the semester, some students will be standing and some sitting on the corner tables, some even sit on the floor. This is not a good learning environment for the students. We need to move to larger classroom with more computers.

5) CE103: Currently in CE103, the room does not adequately provide the space needed to support dual systems, one system supporting the Windows platform and the other supporting Macintosh. A Keyboard Video Monitor (KVM) switch has been put in place to minimize desk real estate usage. The KVM facilitates the use of a single monitor and keyboard for both systems. This setup has impacted the student’s ability to utilize certain aspects of the Apple administration course. The room also has a limited network infrastructure and bandwidth capacity. The network limitations impacts teaching and demonstrating techniques that use client server technologies. This greatly interferes with the student’s ability to fully grasp the concepts being taught and does not provide real world experiences.

Facility Long Term Goals

The division's long term goal is to move into TLC building.

The TLC (Technology Learning Center) was designed to allow the division to deliver Computer Science Information Technology courses and programs. The division has submitted the "building programming questionnaire" which include the following instructional space requirements:

One specialized computer lab open to students with 50 workstations.

Six highly specialized computer classrooms for the following program and classes:

1. CISCO lab computer classroom with 50 computer stations plus 10 sets of switches and routers.
2. Microsoft and Oracle database computer classroom with 50 computer stations.
3. VMware computer classroom with 50 computer stations plus additional 4 of rack-mount servers.
4. Apple and Linux computer classroom with 50 Apple computer stations.
5. Computer programming, Web design and development computer classroom with 50 computer stations.
6. Computer Hardware classroom with 50 computer stations.
7. Dedicated server and network room (Main Distribution Facility).
Facility Short Term Goals

1) For security purpose, CE101 need to build a wall to enclose the patch panel, switches and routers.

2) Upgrade the switches and routers from 100Mbps to 1Gbit or 10 Gbit.

3) Upgrade the cabling system.

4) Move C5902 to a larger classroom with 55 computers like CE226 which needs to upgrade the computer stations.

5) Designate a computer classroom for Apple care training.

6) Replace computers in CE104, CE103, CE105A and CE225 with faster CPU and larger memory.

7) Purchase more servers to support VMware, SQL server and SharePoint training.

8) Upgrade the projector and screen

18. Grants
Grant Application

19. CTE Programs
Advisory Board Meetings

Advisory Board Membership
Ashok Patil-faculty-Computer Science, WLAC
Kabway Chanda-Network Specialist-Southwest College
Steve Gonsocki-Programmer Analyst-LACCD
Michael Satmper-Information Service Manager, Pepperdine Univ.
Linda Wallace-E learning Specialist, Pepperdine Univ.
Larry Wong-Senior Linux engineer
Bill Williams-IT Manager
Kent Taika-e-commerce consultant
Manish Patel-Web database architect
Patricia Morris-legal secretary
Mimi Wong: legal secretary
Marcus Butler: faculty-CISCO, Microsoft, and VMware, WLAC
Clyde Titus: Office application, WLAC
Anna Chiang: operating system, A+, Network+, Security+, WLAC
Yuen Yuen-Software Engineer, Northrop

Advisory Board Outcomes

- The first outcome is that our division was able to update web technology curriculum. This triggered a re-evaluation of our existing web courses and subsequent updated to the course outlines for CS 938 (Web Application Development), CS 937 (E-Commerce) a

Assess CTE Student Learning Outcomes

1) It has been very difficult to track or reach students after program completion to determine employment success. Based on our recently conducted student survey, over 70% of students in our vocational programs are not working in the IT field. Currently, our most viable measurements are degree & certification completion and industry certification exam passing. Between Sept 2012 to August 2013, there are 14 students passing CompTIA Security+ certification exam and have become computer security certified; there are 10 students passed A+ and Network+ certification exam; there are 6 students passing Cisco CCNA and there are 5 passing Microsoft and Oracle certification exam. This IT certification make our students extremely marketable for the IT job market.

2) The division has established an internship program with Aerospace Corporation, Recently, student Hanane Standford was hired as an Intern in the Information Technology Department. Quoted from the employer: "The department maintains a variety of Linux and virtual infrastructures (VMware and OpenStack). Hanane's technical background allowed her to integrate extremely well into a team of highly technical system administrators. She was able to collaborate with other team members and complete assignments with little direction. Her assignments included VMware administration, Linux installations, and configuration of an enterprise monitoring systems. Hanane was able to bring her educational background and add real-world experience which will greatly enhance value as her career advances."

3) Our Microsoft and Oracle database program director has established an internship relationship with City of Los Angeles, having this internship program benefits the students and makes WLAC more competitive when students are choosing a college to attend. Quoted from the City of Los Angeles, Department of Transportation: "The WLAC CSIT internship program is tremendous assets to the City of Los Angeles, many of the students who have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have been prompted into the IT department at their current organization. I would like to emphasize my gratitude for this internship program, due to the fact that the City now has very limited resources in acquiring talented IT employees."

CTE Accreditation Recommendations

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

CTE Program Accreditation

(blank)

CTE Programs Offered

(blank)

Employer Satisfaction Survey

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

1) The division has established an internship program with Aerospace Corporation, Recently, student Hanane Standford was hired as an Intern in the Information Technology Department. Quoted from the employer: "The department maintains a variety of Linux and virtual infrastructures (VMware and OpenStack). Hanane's technical background allowed her to integrate
extremely well into a team of highly technical system administrators. She was able to collaborate with other team members and complete assignments with little direction. Her assignments included VMware administration, Linux installations, and configuration of an enterprise monitoring systems. Hanane was able to bring her educational background and add real-world experience which will greatly enhance value as her career advances.

2) The division has established an internship relationship with City of Los Angeles, having this internship program benefits the students and makes WLAC more competitive when students are choosing a college to attend. Quoted from the City of Los Angeles, Department of Transportation: “The WLAC CSIT internship program is tremendous assets to the City of Los Angeles, many of the students who have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have been prompted into the IT department at their current organization. I would like to emphasize my gratitude for this internship program, due to the fact that the City now has very limited resources in acquiring talented IT employees.”

Labor Market Demand
According to EMS (Economic Modeling Specialist Inc., the scope of this report covers Los Angeles County), the following five occupations are expected to add over 3,100 jobs by 2014, with another 9,000 current positions requiring replacement. The average employment growth rate over the 7 years span could make up 24%. The fastest growing occupations group is "Network and Computer System Administrator”", it currently employ 8,813 people, and is projected to grow by 10% and result in 10,260 total job by 2014.

1) computer network system and telecommunications
2) computer and information science
3) computer and support services
4) system administration
5) computer application
6) mobile technologies
7) cloud computing

The rapid and widespread use of the Internet and electronic business (e-commerce) has generated a need for highly trained workers capable of implementing business solutions. Our division offers degree and certificate programs that cover almost the entire spectrum of the Information Technology industry’s career pathways to meet local business needs and to provide students with convenient and affordable learning opportunities.

Licensure Exam Performance
Not applicable.

20. Completion
Manager approval
Anna Chiang
Oct 21, 2013

Participant List
(blank)

Contract Education

01. Department Purpose

Purpose
Westside Extension offers a wide variety of short-term community services classes and contract training classes for the community, business and industry. The program offers lifelong learning opportunities, and serves all ages, from young toddlers to seniors. Westside Extension is self-supporting, and operates much like a college within a college, developing classes, processing student registrations, hiring instructors, publishing class schedules and running classes. Extension’s contract education program oversees fee-based training programs for individuals and companies.

Purpose Alignment
Westside Extension is the primary vehicle for satisfying the college’s mission of lifelong learning. The program serves populations not served by traditional college programs, thereby increasing the college’s diversity. Extension offers short-term workforce training programs that help individuals train for a new career or improve their job skills for current careers, along with classes for personal growth and development.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
In 2009, we implemented an online registration system that has saved postage and staff time, as well as made things more convenient for our customers. It has been difficult to make any other improvements without proper staffing.

03. Response to Prior Recommendations

Accred Recommend Response
There were no accreditation recommendations that applied to Westside Extension or contract education.

PR Recommendations Response
Some of the recommendations merely supported our recommendations, so I’m not sure how to answer the question as to how we addressed them. We still experienced severe problems with accessing computer lab space, so that recommendation seemed to go nowhere. However, the college was supportive of Extension’s need for classroom space during the winter and summer months. The recommendations regarding tracking certificates and SLOs were not shared with Westside Extension until now, so that is a flaw in the program review process.

The college needs to better integrate yet allow for flexibility of the Westside Extension Program. More support is needed with staffing, access to facilities and resources. It serves the college well, yet the college community does not yet perceive its value.

04. Enrollment Trends

Enrollment Trends
Community services enrollments have largely been steady for the past few years, as the country’s worst recession since the depression has limited discretionary income and chilled spending. Extension has responded to changes in student demand and developed and emphasized career and workforce preparation classes and decreased the number of recreational offerings.

Extension has also developed new sources of revenue, creating contract education courses for business, industry and individuals. Our two comprehensive workforce preparation programs – the 6-month Medical Coding & Billing program and the 10-month Pharmacy Technician program – have garnered strong enrollments in 2013 and we expect that trend to continue and build.

On the flip side, enrollments in some of our recreational offerings have decreased and our computer class registrations are down as well. One major challenge for us is finding computer lab space on campus, so this has negatively impacted enrollments and revenues.
On the contract education front, our relationship with Dale Carnegie Training is stronger than ever and training enrollments and revenues for 2013 are far ahead of a typical year. And our Covered California training program that began in the 2013 summer looks to generate many training sessions and result in strong revenues for the college. This will likely be a short-term program, but we have aligned ourselves very strongly with California Corporate College based on our performance. We are also seeing more growth in the contract education portion as the economy slowly recovers.

05. Students and Student Success

Degree/Cert. Trends

Demographic Trends
Westside Extension community services classes are primarily driven by the amount of discretionary income in our community. In that regard, economic trends are key, rather than demographic trends. The unemployment rate reached 13% in California in 2012 and is improving slowly. Similarly, the Consumer Confidence index which has been very low has improved in the past year, indicating Americans are more optimistic but still cautious about the economy and job prospects. The economic climate for much of the past five years has been choppy and difficult. The implications are that by focusing on workforce training Extension can continue to weather this deep recession and establish a foundation for solid growth once the economy gets strong again.

Success Trends
Success rates and retention rates are difficult to measure for Extension because the nature of most of our community services classes is that they are primarily short-term, lasting at most five sessions, and are not-for-credit. With no grades and students not matriculating, this is a difficult measurement. On a overall basis, however, registrations remain pretty steady, indicating that the Extension program is doing a great job serving the community and providing worthwhile classes.

However, looking at two of Extension’s workforce preparation programs, we can start to measure our effectiveness. The Medical Coding and Billing Program is a six-month program comprised of 10 classes. Seventy-two students began the cycle in Fall 2012 and Spring 2013 and 50 completed. This percentage rate of 69% has held steady for the past three semesters. A follow-up survey of the program revealed strong satisfaction among the students for the instruction. Registration rates for the Fall 2013 cohort were extremely strong, with 62 students registering to start the program in October 2013.

In Spring 2012, Extension also began a 7-month, 360-hour Pharmacy Technician training program. Since then, we have expanded the program to now encompass nearly 490 hours of instruction over 10 months. Of the 91 students who began the program in three cohorts since then, 71 have completed, with most submitting to become a state licensed Pharmacy Technician. Our success rate is steady at 78%, which is a good indicator that our program is doing well.

06. Staffing Trends

Staffing Trends
The Extension office has been understaffed for the past four years. It operated without classified staff in '11-12 despite enormous effort to hire personnel. It currently has 2 full-time employees and some part-time unclassified support staff. The office has two classified vacancies and intends to fill at least one in 2014. Getting proper staffing in place is a most critical effort for the program.

07. Functions and Services

Function service list
Westside Extension functions as a college within the college. Extension develops and runs classes, processes student registrations, selects and hires instructors, produces and publishes class schedules, manages marketing, publishes a website, coordinates classroom instruction, and resolves student issues.

The contract education component works similarly, working with companies, schools and organizations to offer classes. The need to register students varies by program, but there is a lot of follow through that is necessary to make sure classes run properly, students get registered and succeed and revenues are collected.

Technological Advances (AU)
In 2009, we transitioned to a web-based registration system that allows our students to self register online, 24/7. Students are able to select and pay for their classes, and class confirmations are automatically emailed to them. In addition, instructors are able to access their rosters and email students. Slightly over half our students now self register, sharply reducing the registration workload. This online registration program also helps produce our website and has greatly increased staff productivity and resulted in a number of cost-saving reductions, including postage.

Also, efforts to use social media to create awareness and build interest in our Pharmacy Tech program have paid substantial dividends. Registrations for the Spring 2012, Fall 2012 and Spring 2013 cohorts grew sharply over the previous year and the programs Facebook and Twitter pages are informative and also serve as a year-round recruitment tool.

08. Survey Results

Survey Results
Westside Extension surveys students using class evaluations in the majority of our classes, and conducts online Survey Monkey surveys when more information is needed. These evaluations address matters for the specific class and teacher, along with general Westside Extension and college-wide topics. Overall, students report that they are very satisfied with the instruction, but they often comment about problems facilities or classroom equipment issues. We use student feedback to help guide us in improving existing classes and programs and also to develop new classes that are of interest to the community.

Survey Results Implications
We do our best to address the concerns of the students in the surveys and results of class surveys are used to initiate discussion with instructors when needed. Some survey issues - parking, dirty restrooms or classrooms, etc - would require assistance from other departments, and this is an ongoing challenge. We do have access to nicer, more presentable and professional classrooms now, but none are near parking - which matters for one-shot workshops where the instructor has to unload a lot of materials. One implication of the survey results would be for West to improve our facilities usage during periods when the credit program is not in session, as was the case in winters and summers prior to 2013, and is still the case Sundays. Students complain that parking lots, bathrooms, and elevators are shut down at these times.

There is a need to coordinate with Plant Facilities that restrooms and parking lot be open and prepared for weekend use.

10. Student Learning Outcomes

SLO/SAO Dialogue

Although SLO/SAO have not been established, there is continuous dialogue between faculty, participants and the program staff to improve and obtain feedback.

SLO/SAO Program Assessment
Westside Extension's community services offering are not required to have SLOs or incorporate them into our curriculum or program. However, we see the merits in doing so and we are beginning to work with other community services/extension programs in the district as well as knowledgeable staff at our own campuses to develop programmatic SLOs.

A June 2014 timeline needs to be established for SLO/SAO completion.

11. Departmental Engagement

Community Connections (AU)

Prepared by WLC Office of Research and Planning
Source: IES Data Warehouse
Program Review

Westside Extension has established new and maintained existing partnerships with other training providers in the community. These partnerships allow Extension to broaden our offerings and deliver classes that frequently require special facilities, such as ice skating, gymnastics or sailing. Extension currently has partnerships with the following organizations/businesses/organizations:

Northrop Grumman Corp., Time Warner Cable, Boeing, Dale Carnegie Training (and California franchises), College Bound 4 Kids, The Study Institute, Education 2 Go, Santa Monica College Extension, Third Street Dance, UCLA Outdoor Adventures/Recreation and Marine Aquatics, Josephson Academy of Gymnastics, LA Ice Ventures, Avant Garde Fencing, Brit-West Soccer, Creation Station, JB Casting Networks, CEO Services, Brown & Associates, the Institute of Reading Development, and more. We are currently exploring relationships with Security Industry Specialists and El Camino College Extension.

Westside Extension is also conducting or planning to conduct contract education training with California Corporate College, the Chabad Garden School, Hamilton High School, CCEO YouthBuild and the United Job Creation Council.

Interoffice Collaboration (AU)

Westside Extension frequently and regularly collaborates with academic divisions and other programs on campus. We have worked very closely with Allied Health to offer Pharmacy Tech and CNA Acute Care programs and International Dental Hygiene seminars. We have worked with Physical Education, Dance, Athletics and Aviation to offer classes. In conjunction with the Language Arts division, Extension developed the West Language Academy for intensive English instruction. The Academy began classes in Fall 2010. In the past, Extension has worked with divisions to develop offerings in film production, aviation, business, real estate and paralegal, to name a few. We are currently exploring collaboration with the Administration of Justice program and Hollywood CPR. The Extension class schedule has also provided ad space for travel, real estate, paralegal, WISE, Study Abroad, Foster Care and other campus programs.

For contract education, Extension has been working with the Computer Sciences, Business and the Behavior and Social Science divisions to offer Computer Science, Business and Child Development credit classes off-site for various schools. We also work closely with Humanities and Fine Arts to present a two-year transfer-oriented Architecture program in conjunction with the Los Angeles Institute of Architecture and Design.

Additionally, we have begun to work more closely with programs like Upward Bound to share classrooms and have been able to work more closely with Plant Facilities to support our programs facilities-wise.

12. Professional Development

Professional Development Unmet Needs.

Yes. We need to ramp up our marketing in order to remain competitive. This would include greater knowledge of how to use multimedia tools as part of our site, and perhaps some social media marketing know-how and planning. We have begun some initial exploration of this with a consultant. Also, we need to start learning about and implement strategies for creating a program “community” and creating content with that community to become a “connected” organization. But this effort requires sufficient staffing to be able to attend professional development activities and to have someone have time to then implement.

We should also learn about how we should redesign ourselves for the 21st century, as traditional organizational structures are outmoded, but this may not be useful since we exist within the college and district.

13. Instructional Support: Services and Activities

Impact Catalog schedule website

Westside Extension prints and mails its own class schedule three times a year. This information is separate from the college catalog and class schedule, which focus on credit classes and programs. The Westside Extension schedule and our website are absolutely crucial for marketing our program services. Print/direct mail are critical to community ed programs; this is confirmed by research and experiments and espoused by our professional organizations. It is the primary way that members of the community discover our classes. We distribute the Extension schedule by mail three times a year to 155,000 residents in the surrounding community. We update our website almost daily to feature upcoming programs and classes. The website is tied into our online registration system, so interested customers can read about a class or program and register online 24/7.

The college’s main catalog, class schedule and college website are less critical for the marketing and success of Westside Extension. There is very little information in the catalog but the class schedule does run a full-page ad, so we might get a few referrals from that. The main website is more effective, with a nicely prominent link to Extension on the homepage. Promotion of the Pharmacy Tech program on the college’s main page was helpful in creating awareness and generating registrations.

Additionally, we have gotten excellent assistance from Michelle Long-Coffee and Clarissa Castellanos in 2012 and 2013 with the production of the Extension printed schedule. Both have also been very helpful for development of the West Language Academy website and some marketing materials we have been developing for that. Michelle has also been involving us more in campus activities and promotions.

Service Eval Disagree

Insufficient computer lab space available to teach computer courses or computer components within the Pharmacy Tech and Medical Coding & Billing programs. Little if any lab space is available on Saturdays and most weeknights, and CE-226 is virtually unusable due to the poor condition of the few remaining computers in that room. Upgrading CE-226 in the short-term will be critical given the facility constraints.

Also, office computers and campus networks do not handle our volume well or efficiently. This has a negative impact on customer service, efficiency, productivity, and revenues. And the new email system is more difficult to manage and maneuver than the previous system.

Service Evaluation

(blank)

15. Environmental Scan

Community Trends

As previously stated, Extension enrollments and revenues are driven by discretionary income, so the employment rate and economic strength of our community is a barometer for the success of the program. Extension has responded to changes in student demand and developed and emphasized career and workforce preparation classes and decreased the number of recreational offerings.

And again, we will need to keep up with emerging technologies. Considering the pace of change, this will be challenging. But we function on a free enterprise model and must keep up in order to provide value.

Technology Trends

The main trend in the community is an emphasis on gaining workforce training and a de-emphasis on taking recreational classes. High unemployment, the burst of the real estate bubble and a tight economic environment have left members of our community with less and less discretionary income. Our students are more conscious of spending their money wisely, and they are taking more classes that improve their job skills or lead to a new career. Accordingly, we have developed new career and workforce preparation classes, re-tooled existing ones and have tried to meet this need as best we can.
Program Review

Academic Affairs Area | Dance, Health & Physical Education

2013 – 2014

Constantly-changing technology is very challenging for Extension, even more so than for the regular program because we function on an enterprise model in which students pay the full cost of instruction and expect top value.

Longer term, the trend towards portable and tablet computing will impact Extension as we will need to develop offerings to respond to community, business and organizational needs for training in this area and will need suitable equipment and facilities.

The program is well connected with new trends and demand by external community.

16. Facilities

Facilities and division/department goal

Improved facilities and better access to facilities allows us to provide an excellent learning experience for the community. For instance, student feedback from our Medical Coding and Billing and Pharmacy Tech certificate program students always indicate when facilities issues are detrimental to their learning experience. The most commonly cited issues are lack of access to nice, modern rooms during the Winter or Summer months and inadequate computer labs. Improving facilities access and quality will mitigate many of those issues and contribute to happier students, better able to learn and be successful.

Longer-term facilities planning that involved non-traditional programs would allow for more events and activities, larger events and activities, and ultimately more community members served and more revenues.

Facility Long Term Goals

1) Get a designated multi-use computer lab for Westside Extension and keep it current.

2) Create a campus-wide process where Westside Extension and other grant programs can get their facilities needs considered in the planning process for facilities.

3) Create longer-term planning for campus facilities use.

Facility Short Term Goals

1) Improve the access to Saturday and weeknight computer lab space for Extension programs and classes.

2) Create a campus-wide process where Westside Extension and other grant programs can get their facilities needs considered in the planning process for Winter and Summer facilities.

3) Get keys to rooms or buildings so Extension teachers can access their rooms on time.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Dance, Health & Physical Education

01. Department Purpose

Purpose

The Dance department seeks to foster a deeper understanding and appreciation of movement as a form of artistic expression. With the growth of movement vocabulary students are encouraged to express themselves in new ways. Students develop the strength, agility and fitness level required to properly execute a variety of dance techniques. By teaching choreographic techniques the Dance program encourages the use of movement vocabulary as a way to broaden personal artistic expression. With regular dance concerts students learn to work as a team while creating a unified artistic dance performance for the community.

The Physical Education department develops a deeper understanding and appreciation of all aspects of physical fitness. Students learn how to develop strength, agility, conditioning and the flexibility required to safely execute a variety of exercises.

The Health department seeks to foster a deeper understanding of the issues that particularly affect physical fitness, nutrition and health.

The Dance, Health and Physical Education division at West Los Angeles College is committed to providing an exciting and stimulating educational experience for all of our students. The division supports and encourages all students to reach their educational goal be it a certificate, Associate degree or life-long learning experience.

Purpose Alignment

The Dance program cultivates a deeper understanding of the arts, especially using or viewing movement as a creative form of expression. Physical Education cultivates a deeper understanding of fitness. The Health department gives the students the knowledge needed to live healthy lives. The Dance Health and Physical Education division gives the students the knowledge and skills needed to earn a certificate, Associate degree, transfer to a four year university or support life long learning and support of the arts.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
(blank)

Improvements in Program

The Dance Health and Physical Education Division assessed all class sections in the 2012-13 school year. The instructors are now reviewing the data and discussing possible changes in how class information is assessed. Full time instructors are working towards the second SLO assessment for their class sections. Part time instructors will continue to use the first SLO assessment. Instructor teaching techniques are being discussed at divisional meetings.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response

The Dance, Health & Physical Education division is moving ahead with department and course SLOs along with assessment plans.

The Division is working with the articulation officer and the SLO coordinator.
Program Review
Academic Affairs Area | Dance, Health & Physical Education
2013 – 2014
All sections were assessed in the 2012-13 school year.

PR Recommendations Response
The Dance, Health & Physical Education division is moving ahead with department and course SLOs along with assessment plans. Recommendation: The Division is working with the articulation officer and the SLO coordinator.
Update: All courses were assessed in the 2012-13 school year.

Reviewed by Kathy Walton

04. Enrollment Trends

Enrollment Trends
FTES for Dance, Health and Physical Education have dropped from 246 in 2008 to 182 in 2012. The drop is mainly due to fewer sections being offered on campus and with distance learning. Classes through the Jumpstart program have also been cancelled.

Reviewed by Kathy Walton

Section Count Trends
The Dance, Health and Physical Education division total section count was 60 in 2011 but dropped to 57 in 2012. The section drop is in line with the overall campus cuts due to a budget shortfall.

05. Students and Student Success

Degree/Cert. Trends
An Associates? degree with an emphasis in Dance, Physical Education or Athletics was established in 2011. There was one degree in Physical Education in the 2012-13 school year.

Demographic Trends
The Male/Female demographic has remained the same since 2007, 58% Female and 42% Male.
No substantial change in the age group distribution.
No substantial change in the ethnic group distribution.
Based on these numbers I do not see any implications for the division.

Equity Gaps
Course completion rate:
College DH & PE 2012 College 2008 DH&PE 2008
Afr Am/Black: 55% 68% 54% 60%
Asian/Pac Isl: 77% 92% 75% 73%
Hispanic/Latino 64% 59% 63% 70%
White 77% 75% 75% 73%

The main increase in completion is with the Asian/Pacific Islander student population.
The biggest decrease is with the Hispanic/Latino student population.

Reviewed by Kathy Walton

Success Comparisons
Course completion rate:
College Overall DH & PE
Afr Am/Black: 55% 68%
Asian/Pac Isl: 77% 92%
Hispanic/Latino 64% 59%
White 77% 75%

The division is more successful than the overall college with African American/Black and Asian/Pacific Islander students. Slightly less successful than the overall college with Hispanic/Latino students and about the same in terms of success with the White students.

Regarding the previous question - a recommendation has been made to hire more hourly Health instructors and request for a full-time dance instructor through the FPIP process.
Reviewed by Kathy Walton

Success Trends
The average retention rate was 88% in Fall 2007 and 86% in Fall 2012. The POPP students have a 100% retention rate.
The highest success rate, 96% by mode of instructional delivery, was in the classroom with the POPP program.
The face to face classes were next with a 73% success rate. Online classes had a 67% success rate.
The division will add additional face to face classes and reduce the number of online sections offered. Academic Affairs has been asked to advertise for part time health instructors.

06. Staffing Trends

Staffing Trends
In Fall 2012 Dance had .67 FTEF, down from 1.30 in Fall 2007.
The Dance program has survived because of the dedication of its sole adjunct instructor, Janet Roston, who puts in an enormous number of unpaid hours to produce the Fall and Spring student dance concerts. Because of Ms. Roston’s dedication the students enrolled in the Dance Production class have the opportunity to express themselves creatively. The course requirement's foster responsibility and encourage the students to develop artistically and also as responsible adults. The students learn to be reliable and supportive of their fellow classmates while going through the process of choreographing, rehearsing and performing. Technically the students show clear improvement during the semester however their progress is hampered by the lack of a sprung wood floor in the dance studio. By not providing an adequate teaching environment Ms. Roston is not able to safely instruct the students in a number of essential dance movements. Hopefully this problem will be remedied with the new Master Facilities Plan. In addition by only having one adjunct instructor for the program we are not able to offer classes in different levels. To establish a TMC in dance we need to offer Dance History, Choreography, Dance Appreciation and technique classes in Modern, Ballet and Jazz. All technique classes need to be offered at Introduction, Beginning, Intermediate and Advanced levels. Course outcome assessment rubrics need to be established for all movement classes. To do this we need a full time instructor and more adjuncts.

In Fall 2012 Health had 3.24 FTE, down from 3.60 in Fall 2007.
Health is a required course for the AA degree. There is one Full Time health instructor, Melinda Smith, who has worked with the SLO Coordinator, Todd Matosic, to establish course learning outcomes for the department. Ms. Smith set up the assessments for the health classes in a way that the adjunct instructors can easily follow. Because of her hard work the department is able to assess all Health classes each semester. Ms. Smith also worked with the publishing company to provide the students with a custom textbook at a lower cost. Textbooks are available for rental and also on reserve for all health sections. In the Fall 2013 semester we are offering 20 sections of Health, 5 are taught by Ms. Smith, 15 sections are taught by adjuncts. With so many
sections being taught by adjuncts it's difficult to establish a unified program. The adjunct instructors vary in the course content offered and rigor expected from the students. Another full time instructor for the department will help provide a more unified program.

In Fall 2012 Physical Education has 4.30 FTEF, down from 5.28 in Fall 2007. The Physical Education department has one Full Time instructor, two additional Full Time instructors are each .5 head coach and .5 instructors, and the remaining Full Time instructor has a .4 release as department chair and .6 release as Curriculum Chair. The department is offering 36 sections with the equivalent of 2 Full Time instructors. 30 sections are taught by adjunct instructors. The department has not been able to establish a consistent level of instruction because of the large number of adjuncts. When two full time instructors, Charles Sands (2000) and Jim Raack (2002), retired their positions were never replaced.

07. Functions and Services

Function service list
The Dance program produces a very well attended student dance concert every Fall and Spring semester under the direction of adjunct instructor Janet Roston. The Health classes, required for the AA degree, are in the process of relocating to the new General Classroom building. The Physical Education department supports the Athletic teams and offers an Associate's degree with a Physical Education or Athletic emphasis. One unit of an activity class is required for the AA degree.

Proper facilities plays an important role in the success of students as well as technology that includes use of smart classrooms and mobile devices.

Reviewed by Kathy Walton

Technological Advances
Some health classes have been moved to the new General Classroom building. The students respond well to the smart classrooms.

08. Survey Results

Survey Results
Faculty and staff surveyed would like:
- Sprung wood floor dance studios
- LED screen and DVD player in the Dance studio.
- Replace stolen wireless mic system in the dance studio
- Funds for the dance production director assistant and lighting technician
- Funds for student dance concert costumes
- Replace or repair broken and damaged equipment in the Fitness Center and Weight Room.
- Service contract for the Fitness Center and Weight Room.
- No Slip mats for PECS from the pool to the locker room.
- Convert PECN 11 to a "Smart" classroom

Students surveyed would also like more sections offered in all areas and cleaner restrooms.

Continue to document information and data collected through surveys.

Reviewed by Kathy Walton

Survey Results Implications
The division is working with the Facilities committee to improve the dance studios update PECN and PECS.
Division dean is trying to find funds for equipment repairs in the Weight Room and Fitness Center.

Reviewed by Kathy Walton

09. Curriculum

COR Update: Missing CORs
Hard copies for all the Dance Studies (DA ST) courses will be posted to ECD by the end of the Fall 2013 semester. Dance Technique (DA TQ) courses are being re-written as level classes (I, II, III & IV) as requested by the state. New courses will be submitted by the end of the Fall 2013 semester.

Additional course updates that are due (4) will be completed by the end of the Spring 2014 semester.

Reviewed by Kathy Walton

COR Update: Out-of-Date CORs
N/A

Reviewed by Kathy Walton

Course Outline
A copy of the course outline of record is given to all instructors. Instructors? all send the division chairperson an electronic copy of their syllabus each semester. Instructors? syllabus is then evaluated with that outline in mind.

Course sequence
With the hiring of a Full Time instructor in Dance we will be able to offer a sequence of Dance classes.
Health classes are not appropriate for sequencing. Health is a required course for CSU General Education Certification as well as Plan A & B. As such it is offered every semester.

Kinesiology Athletics skills courses are offered in the appropriate semester to develop skills needed for an Athletic team. One unit of activity is required for CSU General Education Certification as well as Plan A & B. Kinesiology classes will be offered in levels (I, II, III & IV) starting in Fall 2014.

Curriculum Impact
Requesting a Full Time instructor in Dance to offer a broader range of technique and academic courses.

Requesting a Full Time instructor in Health to offer a more consistent level of academic rigor.

Requesting a Full Time instructor in Physical Education for a more cohesive offering of activity and academic courses.

Request for full time faculty is recommended and supported.

Reviewed by Kathy Walton

Degree/ Certificate Changes
(blank)

Discussions have taken place regarding developing new certificates.

Reviewed by Kathy Walton

Outreach, Online & Hybrid Classes
Outreach and hybrid classes were not offered in the past school year.
Program Review

Prepared Source: WLAC Office of Research and Planning

Academic Affairs Area | Dance, Health & Physical Education

2013 – 2014

11 section of Health were offered online in the Fall 2013 semester. The Distance Education addendum is on file for the classes offered.

The retention and success rate for online classes is the same as the classroom rate.

Special efforts were made to promote courses within the division when the name change was made from Physical Education to Kinesiology. Outreach is accomplished during promotion for dance recitals and other external activities such as master classes.

Reviewed by Kathy Walton

Program Relevance, Appropriateness & Cur

Health is a required course for CSU General Education Certification as well as Plan A & B. One unit of Physical Education or Dance is required for CSU General Education Certification as well as Plan A & B. There is an AA degree in Physical Education.

Document student data (completion/transfer) for reference purposes.

Reviewed by Kathy Walton

10. Student Learning Outcomes

SLO Assessment - Course

All Dance classes were assessed. Students were asked to recall and demonstrate a movement combination.

All Health classes were assessed using a multiple choice quiz on the components of physical fitness.

All Physical Education classes were assessed using a pre and post fitness test to measure improvement.

SLO Assessment & Resource Request

No

Reviewed by Kathy Walton

SLO Course Changes

No changes to the Dance department assessments until a full time faculty member is hired.

No change to the assessment used by the adjunct instructors. The Full Time instructor will assess the second course SLO.

No change to the assessment used by the adjunct instructors. The Full Time instructors are still discussing assessment changes they would like to implement in the coming year.

Reviewed by Kathy Walton

SLO Faculty Dialogue

Yes, discussions are still underway in the Physical Education department.

Discussions also take place during division meetings.

Reviewed by Kathy Walton

SLO Program Assessment & Changes

FPIP requests will be submitted for additional Full Time faculty in each area.

Request of full time faculty is supported.

Reviewed by Kathy Walton

11. Departmental Engagement

Community Connections

The Dance program worked with the Music Center to offer a Master dance class taught by a member of the Alvin Ailey Dance company.

Interdepartmental Collaboration

The Dance department has worked with the Music department when presenting the student dance concerts.

Health offers courses required for graduation and transfer.

The Physical Education department works with the Athletic program to offer supportive classes for the Intercollegiate Sport teams.

12. Professional Development

Committee & Prof Dev Activities

(blank)

Professional Development Unmet Needs

Faculty have not indicated they have any unmet professional development needs.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

The college catalog and class schedule provide the basic course and department information needed for graduation or transfer. Brochures with the department information would be helpful to hand out to the students.

Recommend developing program/department brochures in addition to specific information on the website.

Reviewed by Kathy Walton

Service Eval Disagree

Students complain about dirty restrooms in PEC, PECN and PECS. PEC restrooms are cleaned too late in the day. We have classes at 6:30am. Restrooms need to be cleaned and open by the start of class.

Locker room shower areas, men’s and women’s, need deep cleaning every semester.

Facility restroom floor in PECS & N is usually dirty. Please hire more custodians!

PECN needs to be updated to a "Smart" classroom. If that isn’t done then all the health classes need to be moved to the GC Building.

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Prepared by WLAC Office of Research and Planning

Source: IES Data Warehouse

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Accomplishments of Students

(blank)

Club Sponsorship
The division provides rehearsal space for the ASO Cheerleaders club when requested.

15. Environmental Scan

Community Trends
Students are interested in a wider offering of dance styles and levels.

Students are more interested in fitness classes, particularly as they relate to health.

Reviewed by Kathy Walton

Labor Market Trends
More career and vocational dance opportunities are emerging.

As more health information is available online students need to know how to accurately evaluate its worth.

The community is becoming more aware of how regular exercise contributes to fitness and improved health.

Development of certificates and degrees aligned with labor market trends is recommended. Full time faculty needed to address this.

Reviewed by Kathy Walton

Technology Trends
Would like to make PECN a “Smart” classroom.

An infusion of technology for the program is recommended and supported. The request should be a part the facilities plan for improvement.

Reviewed by Kathy Walton

16. Facilities

Facilities and division/ department goal
Replacing the boardbase in the PEC S hallways will give the building a finished look. Right now it looks like we’re in the middle of a remodel project.

Updating and converting PEC N 11 into a smart classroom gives the students a more hospitable environment for learning.

Adding spring wood floors the Studio A & B and building a new, larger, dance studio will allow the department to offer more advanced technique classes.

Remodeling PEC S will bring a 44-year old building up to the 21st century giving instructors a pleasant place to work and meet with students.

Updating PEC N & S locker rooms and restrooms after 44 years of use is needed to meet ADA rules and to provide a safe environment for the students.

A maintenance and repair contract for the Fitness Center and Weight Room needs to be done for the continued safe use of aging equipment.

Non slip mats for the hallway in PEC S is a safety issue.

Lighting equipment for the dance concerts is necessary to create a theatrical environment. Current lighting leaves many parts of the stage too dark to see the movement.

Safety aisle lighting in the FA Theatre is not operational.

The division’s goal is to offer a safe, pleasant and appropriate learning environment for all students. We believe the students positive response to the requested improvements will be demonstrated with continued SLO assessments.

Facilities Challenges

PEC S
The building was constructed in the 1970’s and shows it. The building accent colors are avocado green and burnt orange. The hallways were painted within the last 5 years however the baseboard was never replaced as it was assumed that the division would be moving to a new building and this one would be torn down. The linoleum floors in the building are a mish mash of colors thanks to using a variety of leftover tiles to replace broken ones.

Studio A has a wood on concrete floor. The room can accommodate 35 dance students. There is a mirror on the front wall across 3/4ths of the room, a ballet bar on 2 sides and a sound system that uses CD’s, MP3’s or iPods. There are speakers mounted on the front walls which are partially blown out. The wireless mic system has been stolen and needs replacing. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. The studio is mainly used for dance classes, dance rehearsals and fitness classes by the accredited college and Westside Extension program. Unfortunately the concrete floor severely limits movement options, particularly jumping.

Studio B has a wood on concrete floor. The room can accommodate 15 dance students. There is a mirror on the front wall across most of the room. There is a ballet bar mounted on one wall. The bar mounting has been damaged. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. There is no music system in the room. The window film has been pulled off various parts of the windows. The studio is mainly used for dance rehearsals and Westside Extension classes. There is a storage room adjacent to Studio B where the dance flats used in the student dance concerts are stored.

Studio C has a linoleum floor. The room can accommodate 10 dance students. There is a mirror on one wall across most of the room. There is no sound system or ventilation. The linoleum is slippery and dangerous to dance on. It is a last resort dance studio. As a classroom it can accommodate 25 desks but every class offered was disrupted by the music from Studio A (right across the hall).

Women’s locker room needs to be remodeled with new, larger lockers, new showerheads, shower curtains and paint.

Students coming from the pool and returning to the women’s locker room in PECs are at high risk of injury as the linoleum floor becomes very slippery when wet. Non slip mats are needed for the hallway.

Women’s restroom needs to be updated to meet ADA requirements. Commodes, stalls, sinks and flooring are all in terrible shape.

The dance program needs additional storage space for costumes and lighting equipment.

Faculty offices need to be cleared out for painting, replacement flooring and deep cleaning.

PEC
Pool needs replacement shower heads and hoses. Tiles surrounding the pool edge need to be deep cleaned.

113 is a classroom that is rarely used as it frequently smells of chlorine from the adjacent pool. Classes cannot be held in the pool and in 113 at the same time as the noise from the pool is disruptive.

105 Aerobic Fitness Center carpet needs to be replaced with rubberized flooring. All equipment needs to be oiled and have the cables checked for replacement. Cardio equipment (treadmills, elliptical trainer, Arc trainers, rowing machine, cardio squat and stair master) all need to be tuned up.

PEC N
11 is an outdated classroom that needs to be remodeled and converted into a smart classroom.

Men’s locker room needs to be remodeled with new, larger lockers, new showerheads and paint. The attached bathroom needs new commodes and a very deep cleaning.

Improvements need to be made to the facility as described. Other areas/divisions of the college use the facilities and this causes an impact on the condition of the buildings with no revenue for improvements or repairs.
Facility Short Term Goals

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
(blank)

Advisory Board Outcomes
(blank)

Assess CTE Student Learning Outcomes
(blank)

CTE Accreditation Recommendations
(blank)

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
(blank)

Labor Market Demand
(blank)

Licensure Exam Performance
(blank)

20. Completion
Manager approval
Jane Witucki, Chairperson
October 25, 2013

Participant List
(blank)

Distance Learning

01. Department Purpose

Purpose
The mission of the Distance Learning Program is to support students enrolled in the College’s online, hybrid and web-enhanced classes and their instructors. Our goal is to create an online pedagogical environment which maximizes opportunities for student success by providing technical support to both students and faculty and by facilitating access to online student support services.

Purpose Alignment
College Mission: West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The program supports the College’s Educational Master Plan Goal of “Ensuring the highest levels of educational quality within West’s diversified modes of instructional delivery”.

In order to provide a “transformative educational experience” and to keep up with the changing needs of our students, West supports a variety of instructional methodologies including online, hybrid and web-enhanced classes. Student surveys clearly indicate that many find online classes to be a convenient and effective way of completing their educational goals. Online classes aid in student persistence by enabling students with work and family obligations to complete their educational goals online.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The DL Dean offered two Quality Matters workshops through Tech Fair and completed the Improving Your Online Class QM online training. He worked with the Dean of Teaching and Learning and the DE Coordinator for LAPC to offer the Applying the QM Rubric workshop to 30 instructors, 17 from West. We have also collaborated to plan the QM Peer Review training for
The Dean of Distance Learning and the new Multimedia Specialist have worked with the Dean of Teaching and Learning and the Academic Media Production Consultant to support the Digital Design Studio. In addition, we have worked with the architectural firm who are responsible for the renovation of the HLRC to ensure that the Distance Learning Center is adjacent to the Digital Design Studio so that we can share a computer lab and better coordinate shared staffing.

The DL Dean has worked closely with Dean of Teaching and Learning and Public Relations staff to plan training and implementation for the College’s new content management system, Kentico.

**Resource Allocation Evaluation**

 decided upon by the Dean of Distance Learning and the Academic Affairs Area.

**03. Response to Prior Recommendations**

**Accredited Recommend Response**

West received the following commendation from the ACCJC, but no recommendations:

“The team commends the college for expanding its online learning program in a thoughtful and effective way that combines technological and pedagogical innovations while maintaining high instructional training standards, collegial oversight, and a strong commitment to student learning. Both the growth and the quality of the online program are impressive.”

**PR Recommendations Response**

To ensure that West continues to meet all Distance Education Regulations and Compliance Requirements the DL Dean has taken leadership at the District level regarding our responsibility to get state authorization, when required, for our online programs. In addition, the DL Dean participated in the Council of Higher Education Accreditation Summer Workshop.

The DL Dean worked with the Dean of Development and the Associate Dean of Academic Affairs on potential contracts with the World Education Group and CBC Consulting. The DL Dean also worked with the Articulation Officer to extend our articulation agreement with Trident University International and several transfer pathways are being developed. The DL Dean met with the Community College Representative for Regis University and several representatives from National University. In addition the DL Dean worked with the Dean of Development and the Dean of Academic Affairs on a Film Studies Program.

In order to ensure the continued quality of the instructional technology support that is available to West’s instructors the DL Dean worked with the Personnel Commission and several District DE Coordinators to interview potential candidates and create hiring lists for the Online Technical Support Assistant. The DL Dean also worked with the Personnel Commission and the DE Coordinator for LAPC to rank applicants for the Multimedia Specialist position. The DL Dean worked with the Dean of Teaching and Learning to interview candidates and to fill both the provisional and permanent positions.

To ensure that we continue to meet the professional development needs of our instructors a faculty development needs survey was distributed to all instructors earlier this semester. The results are being analyzed to identify our needs.

The DL Dean participated in the Online Teaching Conference, the DE Coordinators’ Statewide Annual Meeting and the Distance Teaching and Learning Conference. In addition, the DL Dean participated in QM training, become West’s QM Institutional Representative and attended the QM Annual Conference.

DL Center staff have participated in outreach activities including Semester Kick Off events and ACT Orientations. In addition, the Multimedia Specialist developed videos showing students how to use the student email system and a promotional video for the Semester Kick Off. A video tutorial demonstrating how instructors can make their syllabi public have been developed in addition to several welcome videos for specific classes.

**04. Enrollment Trends**

**Participation Trends**

There has been a significant increase in the number of sections of web enhanced classes. West offered online classes this summer and will be offering online classes in the winter for the first time in several years. In order to better address these changing professional development needs a faculty development needs survey was distributed to all instructors earlier this semester. The results are being analyzed to identify our needs.

**05. Students and Student Success**

**Degree/Cert. Trends**

Since degree completion is not currently tracked by mode of delivery it is impossible to determine the impact or implications regarding trends in online degrees or certificates.

**Demographic Trends**

West’s service area is becoming more Latino and less African American. Traditionally Latino students have less access to computers at home which may increase demand on the College’s on-campus computer labs. In addition, West’s online programs are now popular with our younger students who will expect greater use of video, audio and interactive multimedia in their classes.

**Success Trends**

Overall student success rates for the past 5 years have improved and are now at 60%. However, there was a dip in Fall 2012 which may be due to the reduced staffing which has made it difficult to provide on-going support to both instructors and students. The 5 year statewide average success rate for online classes from 2005 - 2010 was 57%. We have exceeded that success rate for the past three years. In addition, the average gap statewide between success rates for online classes vs. on-campus classes is 10%. Our gap of only 3% is significantly better than that.

Retention rates for both online and on-campus classes have declined. However, West’s retention rate for online classes is 80% which is equal to our retention rate for on-campus classes. The statewide average retention rate for 2009-10 in online classes was 78% compared to the statewide average retention rate of 85% for on-campus classes. So whereas West’s retention rates for online and on-campus classes are equal, statewide there is a 7% gap. This is an impressive achievement.

**06. Staffing Trends**

**Staffing Trends**

West has increased the number of new full time faculty hires. Not only are new hires more likely to have online teaching experience they also routinely request Etudes sites to support their on-campus classes. This has implications for staff support and increased LMS costs.

**07. Functions and Services**

**Function service list**

The Distance Learning Program:

- Provides access to courses sites for online, hybrid and web enhanced classes

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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Program Review

Prepared Source:

2013 – 2014

? Provides technical support for the College’s LMS and assists instructors with multimedia and web development.

? Supports training opportunities related to distance learning and other innovative instructional technologies.

Technological Advances (AU)
The website has been recently updated to include Winter and Spring 2014 schedules. Video tutorials demonstrating how use the student email system and how instructors can make their syllabi public have been developed in addition to a Semester Kick-Off promotional video. Welcome videos for specific classes have been developed. The College has recently purchased a new content management system which will be used for the Online International Portal as well as for division/department and individual faculty webpages.

08. Survey Results

Survey Results
In January 2011 West participated in the California Community Colleges Chancellor’s Office survey of students who enrolled in and dropped a distance education course in the Fall 2010 term. There were 1,846 students from West Los Angeles College who were contacted and 514 that responded to the survey.

When asked to indicate how important several factors were in their decision to enroll in a distance education course the following items were cited as being very to somewhat important by the great majority of respondents:

84% My work schedule is heavy and a distance education course is more convenient.
83.1% Personal circumstances (family, health, etc.) made a distance education class more convenient.
77.4% I had a good experience with a distance education course before.

It is also interesting to note that although this survey was only for students who had dropped one or more online classes over 86% indicated that they were very or somewhat likely to register for another online course.

Online Student Evaluation of Instructor survey results document high rankings for West’s online instructors. The great majority of the online students who completed the survey agree or strongly agree with each of the following:

7A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the Web by the first week of the term. (99%)
7The instructor clearly defines the course requirements and posted them on the Web. (98%)
7The online instruction related to the course objectives. (98%)
7I now feel able to communicate course material to others. (96%)
7The instructor’s website is well prepared and organized. (95%) on the Web.
7The online instruction related to the course objectives. (98%)
7I now feel able to communicate course material to others. (96%)
7The instructor’s website is well prepared and organized. (95%)

Survey Results Implications

The high percentage of students who cite heavy work schedules and personal circumstances for important factors in deciding to take an online class may make the option of taking synchronous online classes less attractive. The high scores on Online Student Evaluations of instructors indicate that instructors are effectively using the Etudes tools.

To ensure that we continue to meet the professional development needs of our instructors a faculty development needs survey was distributed to all instructors earlier this semester. The results are being analyzed to identify our needs.

10. Student Learning Outcomes

SLO/SAO Dialogue
The Deans of Distance Learning and Teaching and Learning will meet to discuss survey results and develop improvement plans.

SLO/SAO Program Assessment
The DL Dean will work with De Center staff, the new SLO Coordinator and the Dean of Teaching and Learning to develop service level outcomes for the Distance Education Program.

11. Departmental Engagement

Community Connections (AU)
We have developed partnerships and articulation agreements with Fort Hays State University, Regis University, Trident University International and Brandman University. Brandman University has leased office space and classrooms from us for their award winning MBA program. Brandman plans to expand their program and will be leasing a second classroom starting in Fall 2014. Trident University International has extended our articulation agreement by two years and we are working on several transfer pathways with them. National University is also interested in a partnership agreement.

We have also partnered with Educating Young Minds to assist with their development of the Access/No Excuse website which will provide links to our academic programs, tutorial services, job placement and more. As a result of our partnership with the Foundation for Successful Solutions West’s students now have free access to a mid-city computer lab with high speed internet access and technical support.

West has partnered with LAPC on a Quality Matters initiative and 30 faculty and administrators have completed the initial training to become certified QM Peer Reviewers.

Interoffice Collaboration (AU)
The Dean of Distance Learning (DL Dean) has worked with the Articulation Officer and other Academic Affairs Deans on partnerships and articulation agreements with Fort Hays State University, Brandman University, Regis University, Trident University International as well as on community partnerships with the Foundation for Successful Solutions and Educating Young Minds. The DL Dean has also worked with the Facilities Director and Bookstore Manager on a leasing agreement with Brandman University.

The DL Dean serves on the District’s Technology Planning and Policy Committee, on the District’s Learning Management System Task Force, on the District Distance Education Committee, as a resource to West’s Technology Committee, the administrative co-chair for West’s Distance Learning Committee and on the College’s Budget Committee and Enrollment Management Committees. He also represents the LACCD on the Etudes Board of Directors and serves on the Distance Education Stakeholders’ group.

The DL Dean and Distance Learning staff have also worked with the Office of Teaching and Learning on the development of the Digital Design Studio, Tech Fair, Quality Matters and iTunes U.

The DL Dean is an International Student Ambassador and serves on the International Stakeholders’ Group. He has worked with the group on contracts with Study in the USA and Zinch China. In addition, he served on the selection committee for the global studies instructional positions.
12. Professional Development

Professional Development Unmet Needs.
The Multimedia Specialist will present at the Etudes Summit in November 2013. He needs to receive Kentico training.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
Public Relations staff are very responsive to requests for assistance. The hard copy catalog and schedule are helpful but online students usually access these resources on our website. The hard copy schedule is unreliable as instructor assignments change, new classes are added and others are cancelled. We will be working closely with Public Relations staff to announce and promote new university partnerships.

Service Eval Disagree
There are insufficient hours available for online counseling. Frequently the online chat feature is unavailable during scheduled hours. We need an online process for Student Education Plans that doesn’t rely so heavily on email. The Transfer Honors application is available online, but students can’t submit it online.

15. Environmental Scan

Community Trends
Our service area is becoming increasingly Latino and less African American. Traditionally Latino students have been less likely to have access to computers at home which may increase demand on our on-campus labs. Younger students are increasing mobile computing devices to access our websites and classes. Students expect more use of audio, video and interactive multimedia in their classes.

Technology Trends
Students are increasingly using mobile devices to access our websites and online classes.

Faculty are requesting iPads and laptops.
On-campus faculty are starting to rely heavily on our LMS increasing our staffing needs and LMS costs.
Instructors are incorporating more custom made video into their online, hybrid and web enhanced classes.
MOOCs are becoming more prevalent and are offered by both community colleges and universities.
The use of Open Educational Resources is increasing.
There is an increasing interest in learning analytics.

16. Facilities

Facilities and division/department goal
Distance Learning and Teaching and Learning are working towards several common goals. Sharing facility resources will assist us in meeting these goals and sharing staff will improve overall office coverage. As more instructors make use of our services and facilities the instructional design of our classes will improve increasing learner engagement and success rates.

Facility Long Term Goals
Once the current Distance Learning Center Lab is relocated it should be accessible from the Digital Design Studio. The office for the Dean of Distance Learning should be included within the Distance Learning Center to improve staff coverage and supervision. The new Distance Learning Center should include a small conference room which can be shared with the Teaching and Learning Center and the Digital Design Studio. There should be a reception counter which will be staffed by a Student Worker in addition to workstations for the Multimedia Specialist, the Online Technical Support Assistant and the SFP Technician. There should be several instructor workstations and an area for shared office equipment (copies, scanner, etc.).

Facility Short Term Goals
We have not received details regarding the timeline for the office relocation.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Earth Sciences

01. Department Purpose

Purpose
The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. The Earth Science discipline has the following subject areas: Environmental Science, Geography, Geology, Earth Science, and Oceanography, under its umbrella. In particular, Geology is a subject area in the Earth Science discipline that allows students to explore and learn about our planet's history and the changes it undergoes continuously.

Purpose Alignment
In alignment with the Division's mission to equip the student with the knowledge and skills to explore and learn about our planet's history and the changes it undergoes continuously, the Geology program aims to prepare students to pursue careers in fields such as geology, environmental science, and related areas. The program emphasizes the integration of theory and practice, fostering critical thinking and problem-solving skills, and encouraging students to pursue further education or employment in these fields. By focusing on the study of Earth's natural systems, students are equipped with the knowledge and skills to contribute to the understanding of Earth's past and present, and to address contemporary environmental and geological challenges.
02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
1. Encouraged formation of instructor facilitated study group.
2. Introduction and encouragement of students to utilize the online learning tools such as the iMastering of series by Pearson Publishing or LearnSmart by McGraw-Hill as a supplement to required textbooks.
3. Recruited upper division or graduate students to tutor students, and preferably having the tutors attend classes with the students, whenever possible.
4. Provided more drill problems, in addition to making lecture notes accessible on line through the Science Division website.

Introduction

Resource Allocation Evaluation


Labor courts: Geology, Earth Science, Oceanography, Geography and Environmental Science are currently only housed in two laboratories, each equipped with the appropriate instruments and accessories. The Earth Sciences that include: Earth, Geology and the other courses and programs serve multiple other programs: (1) Geology 1, and 6 satisfy the natural science general education requirement for the associate degree and the physical science IGETC requirement. Current geology and the other programs are expected to expand to include training programs for Laboratory Technicians with AA and skill Certificate.

Improvements in Program

During the Fall semester of 2010, Science Division moved into a new modern building. It houses all of our programs. Geology 1 and 6 satisfy the natural science GE requirement for an AA degree and the physical science IGETC requirement. This is attributed to the hiring of a tenure faculty member. The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree and 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member.

Resource Allocation Evaluation

(Blank)

03. Response to Prior Recommendations

Accred Recommend Response

The office of teaching and Learning has been facilitating faculty dialogue and we continue to work with each other to implement them into the college's working, the end result being to enhance student success.

PR Recommendations Response

Faculty members in this program conducted meetings to address these recommendations and had extensive discussions about their implementation into the division's curriculum.

04. Enrollment Trends

Enrollment Trends
The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree and 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

Demographic Trends

They are comparable at about 60/40. The Division is at the same level as the campus structure.

Success Comparisons

The Division's success rate has consistently been ~65%. This is about 2-3 % higher than the Colleges. This a reflection of the quality of the faculty we hire to maintain a high standard in their curriculum.

Success Trends

While the retention rates were in the range of ~75% - 88%, the success rate was ~70% - 75%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.

05. Students and Student Success

Degree/Cert. Trends
From Fall 2008 to Fall 2012, the total number of graduates has remained about the same. However, the number of offerings in geology has been increasing. The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree and 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

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Success Comparisons

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Success Trends

While the retention rates were in the range of ~75% - 88%, the success rate was ~70% - 75%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.

06. Staffing Trends

Staffing Trends

During each of the Fall semesters from 2008 to 2012, the Faculty has remained stable. As enrollments for Oceanography, Earth science, Environmental Science, and Geography have jumped to 108. Geology 1 is one of 18 courses that satisfies the natural science GE requirement for an AA degree and is one of 11 courses satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure faculty member. The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree and 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

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They are comparable at about 60/40. The Division is at the same level as the campus structure.

Success Comparisons

The Division's success rate has consistently been ~65%. This is about 2-3 % higher than the Colleges. This a reflection of the quality of the faculty we hire to maintain a high standard in their curriculum.

Success Trends

While the retention rates were in the range of ~75% - 88%, the success rate was ~70% - 75%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.

07. Functions and Services

Function service list

Geology and the other courses and programs serve multiple other programs: 71% of Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree. 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

Technological Advances

During the Fall semester of 2010, Science Division moved into a new modern building. It houses all of our programs. Geology 1 and 6 satisfy the natural science general education requirements for an AA degree. The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree and 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

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06. Staffing Trends

Staffing Trends

During each of the Fall semesters from 2008 to 2012, the FT E/F for the various Earth subjects have remained stable. The data reflects the total enrollment in two Geology classes; Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1's tone of 71% of courses that satisfies the natural science GE requirement for an AA degree. 71% of tone if 711 courses that satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure track faculty member. The data primarily reflects the demographics of the college's students/population: Females consistently at ~65% and males at ~35%. The data has no apparent implication for the discipline.

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08. Survey Results

Survey Results

The data collected from the various surveys over the years, were used to answer the following questions:

- What percentage of respondents express an interest in transferring to universities, and what is their preference?
- What are the preferred courses and programs?
- What is the percentage of respondents who want to transfer?
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12. Professional Development

Committee & Prof Dev Activities (blank)

Professional Development Unmet Needs


13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

The website of the Science?Division was primitive. However, during the summer of 2012, with the assistance of the College’s Mr. To office, we have upgraded our website. The website provides vital information about the numerous science programs and the faculty, full-time and adjunct, and the staff that run these programs. The Division houses thirteen science disciplines and currently has a full-time faculty and about thirty adjuncts. West’s science instructors are supported by two full-time and two half-time laboratory technicians. They are dedicated professionals who help our students “reach” their goals by providing quality instructions and assistance. The rigorous curriculum that emphasizes critical thinking and intellectual development. The Divisional instructional facilities are housed in the new Science & Math complex. We have a laboratory classroms for Astronomy, Field Biology, 7majors’ Biology, Nnon-#820; majors’ Biology, Inorganic?Chemistry, Organic Chemistry, Earth Science, Geology, Microbiology, Physics, and Physiology. All of our laboratories are equipped with state-of-the-art and appropriate instruments and accessories. The website now provides that available planning? and learning tools for West’s students by: (1) publishing?future offerings; and (2) allowing students; hour; access to syllabi, problem sets, course-related internet?

Service Eval Disagree

The library should have more periodicals and advanced multimedia setups for its students. It should also have longer service hours.

Service Evaluation (blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Quite a few of West’s former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The Science faculty have written, and continue to write, numerous letters of recommendation as the road to a career in the sciences passes through the Division’s science programs. West’s gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory) letters of recommendation as the road to a career in the sciences passes through the Division’s science programs. West’s gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory) letters of recommendation as the road to a career in the sciences passes through the Division’s science programs. West’s gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory) letters of recommendation as the road to a career in the sciences passes through the Division’s science programs. West’s gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory) letters of recommendation as the road to a career in the sciences passes through the Division’s science programs.

Club Sponsorship

Currently there are none. However, 7our STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters. As we start to test orivate STEM programs.

15. Environmental Scan

Community Trends

Expand the Geology curriculum and develop PA and a computer science program to train vocational-oriented students to enter the work force, providing opportunities for service to the community.

Labor Market Trends

Geology classes can fulfill the Natural Science requirement as well as the IGETC physical science requirement. The discipline would have to develop more innovative vocational-oriented programs that would help students to transition to the work force.

Technology Trends

The program covers many areas such as Geology, Oceanography, Environmental Science, and Geography. It meets the standard of “lighting, ventilation, and comfort. They have adequate provision for using computers, CD-ROM, and laser disc. Is the camera and Internet access available? Is the equipment in place? If not, order it.

16. Facilities

Facilities and division/department goal

Earth Science programs will flourish; more students would be attracted and matriculate to our science programs.

Facilities Challenges

Specialized Labs

A DEDICATED SPACE FOR THE PLANNED ENVIRONMENTAL SCIENCE LAB?

Scope of the Project:

This Environmental Science laboratory course will be specifically designed for practical applications of Science to Environmental problems. The course will also provide students with hands-on experience of important scientific principles and approaches.
Environmental Problems
The following is a selection of labs:
- Test Kit for Chemical Pollution of Water
- Air Quality Measurement System (including ECO-Badge Ozone monitoring system)
- Wind Power Generator
- Solar Power Unit (with panels, alternators, battery, etc.)
- 16 Computers (a computer to be shared by two students)
- Waste-Management
- Alternative Energy (biodiesel, solar energy, wind energy)
- Air Quality
- Water Quality
- Oceanography
- Marine Geology
- Limnology
- Environmental Science
- Botany
- Zoology
- Physiology
- Ecology
- Conservation

Facility Long Term Goals
17 and 22 in previous answer.

Facility Short Term Goals
1. All cabinets and drawers in the Earth Sciences laboratories should be keyed.
2. Earth Science Stockroom shelves should be made seismically secure. Replace wooden book shelves with specified depth of metal shelves for laboratory grade. (No book shelves).

18. Grants
Grant Application (blank)

19. CTE Programs
CTE Program Accreditation (blank)

CTE Programs Offered (blank)

Employer Satisfaction Survey (blank)

20. Completion
Manager approval
Completed: Oct 25, 2013
Abraha Bahta, Science Division Chair

Participant List (blank)

General Education & Transfer Studies

01. Department Purpose

Purpose
The General Education and Transfer Studies area of the Office of Academic Affairs is responsible for all instructional and educational activities related to Behavioral and Social Sciences, Humanities and Fine Arts, Language Arts, Mathematics, and Science.

The office is given the task for ensuring curricular program compliance with the standards and policies of the California State Department of Education, the Board of Trustees of the Los Angeles Community College District and WASC accrediting agency. Activities of the office focus on curriculum development and improvement, the creation of new programs, the appointment/reappointment of faculty and faculty development.

In addition, the office supports the Student Success Committee (Dean is co-chair) and ACT.

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

The purpose of the General Education and Transfer Studies Office aligns with the mission of the college because the office supports five key academic areas that are required for earning certificates, degrees, and transfer opportunities. The office provides administrative assistance to ensure that the courses and programs offered at West meet requirements sets by WASC and the LACCD.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
This is the first program review that this office has completed.
03. Response to Prior Recommendations

Accred Recommend Response
This is the first program review that this office has completed. However, the interim dean and new Articulation Officer have developed new ACT pathways that will begin Fall 2014.

PR Recommendations Response
This is the first program review that this office has completed.

04. Enrollment Trends

Enrollment Trends
FTES and Enrollment is down in Behavior and Social Sciences, Humanities and Fine Arts, and Language Arts. In Mathematics, the enrollment trend is down, but the FTES is growing. In Science, the enrollment trend and FTES trend are both rising.

05. Students and Student Success

Degree/ Cert. Trends
The majority of students in the five divisional areas in General Education and Transfer receive associate degrees in Liberal Arts. The data confirms that most students at West are not receiving associate degrees in the General Education and Transfer disciplines.

Demographic Trends
All five divisions serve a population that is overwhelmingly female, 20-24 years of age, and are either African American or Hispanic.

Success Trends
Jumpstart and POPP have higher success rates, but both of those programs should be covered in other program reviews, so this response is limited to classroom, ACT, hybrid, and online.

- BSS students have better success rates in hybrid classes (69%); followed by classroom (59%), online (61%), then ACT (47%). The retention rate in BSS is between 81% (hybrid and classroom) and 84% (ACT). The data suggests that students are not as successful in ACT classes. Perhaps the classes have been offered in 8 weeks and should be extended to 16 weeks. The interim dean will ask the Office of Institutional Research for more data related to these classes.
- HFA students have better success rates in classroom (65%), followed by ACT (63%), online (56%), then hybrid (44%). The retention rates for HFA is between 63% (hybrid) and 99% (online), including 82% in the classroom. The data suggests that classroom, ACT, and online classes might be more suitable for students taking HFA classes. It also suggests that hybrid classes might be less suitable for HFA students.
- Language Arts students have better success rates in hybrid classes (75%); followed by ACT (74%), then classroom (60%) and online (57%). The retention rate for Language Arts is between 79% (classroom) and 95% (hybrid). Retention in ACT was 86% and the retention in online classes was 79%. The data suggests that Language Arts students are less successful in online classes. Students perform well in hybrid classes, however.
- Math students have higher success rates in the classroom (49%); followed by hybrid (39%) and ACT (23%). The retention rate in math is highest in hybrid classes (72%), followed by in the classroom (69%), and ACT (53%). The data suggests that hybrid classes are a good alternative to the classroom because the success and retention rates are similar to the rates in the classroom. The data suggests that students do not do well in ACT classes. Perhaps the classes have been offered in 8 weeks and should be extended to 16 weeks. The interim dean will ask the Office of Institutional Research for more data related to these classes.
- Science students have higher retention rates in hybrid classes (85%), followed by ACT (84%); and the classroom (80%). Science students have the highest success rates in the classroom (63%), followed by ACT (60%) and online (58%). The data suggests that students are more successful in the classroom. Because science students who took online classes had a lower success rate in fall 2012 (58% as opposed to 78% in fall 2010 and 73% in fall 2011), hybrid classes may be a viable option for science students. We should continue offering hybrid classes and compare the data in future years.

In terms of ACT classes, the data suggests that student success and retention rates vary between divisions. BSS students have higher retention rates and lower success rates. HFA students have high retention rates and comparable success rates. Language Arts students have high success rates and retention rates. Science students have high retention rates and comparable success rates. Math students, however, were the least successful in the ACT program when compared to other modalities and they also had the lowest retention rate when compared to other modalities. The data suggests that we should work with research to offer ACT classes that students will be most successful in. The interim dean is new to the position, so she is unfamiliar with whether the classes were taught in 8 weeks or 16 weeks. ACT classes represent a small fraction of all of the classes offered at West.

06. Staffing Trends

Staffing Trends
The majority of classes are taught in the traditional classroom. Approximately 21% of all classes taught are taught online. Hybrid classes are relatively rare at West as evidenced by the fact that under 5% of all classes were taught by hybrid. ACT classes represent a small fraction of the classes at West (under 5%).

Regular faculty is up by approximately 4 FTE as compared to Fall 2008. Adjunct is down by approximately 59 FTE and Hourly (classes taught as an overload by regular faculty) is down approximately 7 FTE.

The implication for the program is that we are stabilizing after the recession.

07. Functions and Services

Function service list
Class scheduling for academic divisions and ACT, catalog info for academic divisions, instructor assignments, maintaining integrity of the seniority and priority lists, compliance, and trouble shooting with divisional chairs, faculty, and students. In addition, represent the area on campus committees. The leadership role that Dean Alcala plays is critical and effective. She is visible, collaborative, and supportive to the needs of the faculty, staff, and students.

Technological Advances (AU)
There have not been any technological advances in this office since the interim dean began in June 2013, however the following technological tools are used: email, ESC, and ECD, and electronic seniority and priority lists.

08. Survey Results

Survey Results
The interim dean serves as a co-chair for the Student Success Committee. The spring semester kick off was the result of faculty, staff, and student input on a campus wide survey.

Survey Results Implications
The results of the survey suggested that students needed an opportunity to gain knowledge about being a student at West Los Angeles College before the semester begins. In response to the survey, the Student Success Committee implemented a semester kick off in spring 2013 and again in fall 2013. The kick off allows students to purchase their books, learn about available
Linking GETS divisions with services in the Library will be important too at kickoff events.

10. Student Learning Outcomes
SLO/SAO Dialogue
N/A

The office participates in SLO dialogue at divisional council and division meetings.

What are some examples for each division?
SLO/SAO Program Assessment
N/A

Each division has reported on their SLOs and assessment methods.

What are the GETS evaluations of process and substance?

11. Departmental Engagement
Community Connections (AU)

This is the first program review that this office has completed. In the four months since the new dean began this position, she has attended a gala event at Culver City High School and one Culver City Martin Luther King, Jr. event community meeting.

In the student community, Professor Holly Bailey-Hofmann’s poster showcase unites divisions from academic, transfer, and CTE programs.

Interoffice Collaboration (AU)
The dean and senior department secretary collaborate with the five academic areas on an ongoing basis for scheduling classes, hiring new faculty, and recording faculty evaluations. The interim dean collaborated with the new Articulation Officer to create new pathways for the ACT classes. The interim dean serves as an evaluator for transfer honors applications. Additionally, the dean collaborates with Student Services on issues related to students.

12. Professional Development
Professional Development Unmet Needs.
The interim dean is new to academic affairs and can learn a lot more from serving on a district wide academic affairs committee. Additionally, attending ACCCA Admin 201 and ACCCA’s Great Deans program would be beneficial.

The interim dean is interested in bringing more professional development training for faculty, particularly new faculty.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The college catalog, class schedule and college website play important roles in marketing programs and services. The interim dean will work with the academic divisional deans and encourage them to market their programs and services.

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
The emerging trend is for local businesses and organizations to utilize West Los Angeles College as a place to hold meetings and events. This trend could result in many opportunities for West and its students, including service learning or an internship program.

Working with other entities on campus and work off-campus that is nascent are strengths, especially working effectively with SS Division staff members.

Technology Trends
LACCD will be implementing a new Student Information System shortly. The SIS will have a major impact the day-to-day operations in academic affairs. Furthermore, West will be implementing Kentico websites for faculty and departments. The system is expected to allow faculty to create their own webpages and share information with their students.

Providing the catalog online is the next step for catalog production and uses.

Use of Kentico is a need to plan for.

These comments appear here because of the yellow-blue wheel or the freeze out taking place in IES now.

16. Facilities
Facilities and division/ department goal
N/A

Each division responded to this in their program reviews.

Facility Long Term Goals
This office will be moving as a result of bond construction plans.

Facility Short Term Goals
N/A
Each division has written about this in their program reviews.

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)
**Humanities & Fine Arts (CTE)**

**01. Department Purpose**

**Purpose**
Film/TV Production

The purpose of the Film/TV Production Program is to prepare students for a career in Motion Picture, Television and Stagecraft. The 2-year, 27 unit Certificate of Achievement is recognized by the Motion Picture and Television industry producers and unions as the only accredited craft-based certificate. Upon completion of all courses the students will be eligible to take the written, oral and practical examinations by the Hollywood Cinema Production Resources ?Hollywood CPR? certification team. Successful graduates are eligible for placement on the coveted AMPTP/IATSE roster which allows them to work on union productions.

The program provides industry-driven Motion Picture and Television Craft training with Digital Applications to underserved residents in Los Angeles, California to prepare them to attain highly coveted and well-paying Entertainment Industry jobs, by providing them with the latest technological skills needed to get and maintain their employment in this highly lucrative -- with some of the highest paid and best benefits in all of California and the nation -- but competitive industry. This project not only brings a traditionally disenfranchised under-employed population into the middle class, but it will simultaneously preserve the current workers' place in the workforce.

This unique partnership brings together for the first time in the entertainment business history: ? College accredited classes designed by industry professionals exclusively taught at West Los Angeles College; ? Hollywood CPR Entertainment Industry Artists, Technicians and Crafts Certificate ? the nation?s only Alliance of Motion Picture and Television Producers (AMPTP) and International Alliance of Theatrical Stage Employees (IATSE) sanctioned certificate.

**Purpose Alignment**
Film/TV Production

The Film/TV Production Program aligns with the college mission statement through its recruitment of a diverse population and providing them with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

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Proposed transfer programs in Multi Media and Recording arts may be converted into future CTE programs.

**02. Effectiveness Assessment & Continuous Process Improvement**

**Assessment of Improvements**
Film/TV Production

The Film Production program uses a variety of tools to assess the improvements in student achievement and learning:

Anonymous surveys are collected at the end of every class on the day of the final. The surveys are reviewed by the advisory committee and goals are set for improvements. In addition we can determine how previous changes/improvements have affected the students success.

We enlist an outside consultant to evaluate the program.

We solicit employers to provide us with feedback on the students accomplishments.

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Multi Media

Assessment is based on success as an intern being converted into a paid position.

Success is accessed based on revenue generated by products and serves rendered.

**Improvements in Program**

FILM/TV PRODUCTION

Provided students with more resources (books, publications, websites, seminars and conferences) in their craft, i.e. grip, set lighting, camera, costume, set dressing

Scheduled more field trip to film and television locations

Increased guest lecturers with specialties in new areas of the specific craft

Revised curriculum to expand digital & reduce film

Worked with unions on specific curriculum needed

Met with students individually before class starts and mid way through the semester to help them stay focused and on track. Retention rate improved dramatically.

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Humanities and Fine arts has identified areas in multimedia, arts, music and foreign languages of commercial Education to provide skills certificates and align transfer and graduation concentrations.

Develop curriculum to align there specialized areas.

Create advisory groups for certificate programs.

**Resource Allocation Evaluation**

(blank)
03. Response to Prior Recommendations

Accred Recommend Response
Film/TV Production
Identified student learning outcomes that are related to course objectives for all courses
Evaluating all courses through an on-going systematic review of the relevance, appropriateness and achievement of SLO's
Conducting assessment of student achievement

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Humanities and Fine Arts

The Division Chair with the two Vice-Chairs have been checking records in filed material to finish the required SLO reports. This information has been presented to the entire faculty through the monthly, scheduled divisional meetings and via email to the adjuncts who are not able attend these meetings. A brief presentation by the new Faculty Accreditation Officer, Alice Taylor, was made at the November divisional meeting of the recommendations regarding the SLO reporting of Course SLO's was made to help clarify the work needed. To comply with the recommendation that all full-time faculty participate in college-wide activities, an attempt to enroll all the division's faculty in an official collegial committee has been made.

PR Recommendations Response
Film/TV Production

The Film/TV Production Program addressed the recommendations from the previous program review in a timely and favorable manner which included:

Changing classes to meet opposite award shows
Adding more production grip exercises & terms
Revising curriculum to expand digital & reduce film
Working with unions on specific curriculum needed

Meeting with students individually before class starts and before class ends to help them in their success. The area of Multi Media, Music and Fine arts have been seen as a low priority, generating a sense of being largely ignored.

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04. Enrollment Trends

Enrollment Trends
Film/TV Production
Interest has increased 30% (waiting list) while enrollment has increased only 10% due to capacity issue. We were able to add sections to help with the some of the capacity, however in order to add more sections we would need additional instructors.

We are sharing space with the Aviation Division which has prevented Film/TV Production from expanding until there is a sound stage.

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The enrollment trends for HFA have increased slightly over last year, and all have continued to remain at higher levels.

The division CTE programs which are directly related to job opportunities in the technological/art, multimedia and recording/broadcasting fields also continue to see increased enrollment. HFA notes that even general art and music courses tend to lead to job choices available for our students.

An area in the HFA division of high continuing growth that is in dire need of resources has been identified - that of multimedia - an area with explosive interest and job growth. This point is easy to illustrate, evidenced by all of us carrying smart phones that require multimedia information. (Being in the computer graphics field, I have been watching this interest grow for the better part of the last decade.) Concrete evidence of the potential in the industry is that Google bought Motorola several years ago with the intention of creating smart phones to serve their add/search platform. Our college is behind the curve in this area compared to our sister colleges. Note Mission's program. Closer to home - over the past three years our campus has cut 60% of the classes in multimedia yet the current enrollment figures show multimedia enrollment being up 50%. These figures come from the last Program Review. Checking enrollment for Fall 2012, the trend is slightly down from last Fall semester but up 45% from that of 2010.

In Spring 2012, a certificate in web design was submitted - still awaiting approval; and certificates for animation and video editing are being prepared for submission. The certificate courses that need to be approved to establish the foundation for a solid Multi Media program. In addition all multi media courses incorporate computer graphics in their outcomes/projects linking and strengthen the two programs. Computer graphics certificates and enrollment are also increasing as students recognize the need for those skills of producing professional design for websites and video.

Section Count Trends
Film/TV Production
We added two sections to meet some of the need, but were unable to add any more due to lack of space and instructors.

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Section counts have gone down as a result of the budget cuts, but section numbers have gone up do to the same reason. Class size continues to grow as more students enroll in less available spaces. Since many of the division's courses are needed for Humanities requirements, this impact of too many students for the fewer spaces has been hard to negotiate.

05. Students and Student Success

Degree/Cert. Trends
Film/TV Production
45 students received a Certificate of Achievement in Film/TV Production Crafts, up 78% from 2011, with all indications to increase each year. To encourage Certificate and Degree completion we meet with each student every semester and go over their progress and help them with anything they need to complete the requirements.
**Demographic Trends**

**Film/TV Production**

One of the implications for Film Production would be more females enrolling. We saw a slight increase last year (3%) but are hopeful that with the large female population on campus more females will take an interest in Film/TV Production.

As the demographic trends tend to reflect the same demographics of the college as a whole, the implications are the same for this division. These demographics have apparently not changed dramatically since the last Program Review session.

**Equity Gaps**

**Film/TV Production**

Film Production successful course completion equity gap compared to the college is:
- FLM PRD African American = 83%
- College African American = 55%
- FLM PRD Asian/Pac Isl = 100%
- College Asian/Pac Isl = 77%
- FLM PRD Hispanic/Latino = 97%
- College Hispanic/Latino = 64%
- FLM PRD White = 97%
- College White = 77%

The factors that may contribute to this are: 1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed. 2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits. 3) The faculty bring guests from the industry who help engage and mentor the students. 4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.

**Please discuss the implications of the data on equity. From what you point out above, students in the program have higher successful course completion rates in the program compared to the college average.**

**Within the program, the largest gap is between Asian/Pacific Island students (100%) and African American students (83%). What do you think are the reasons for this gap? How large was the N?**

**Success Comparisons**

Film/TV Production has a high successful completion rate (93%). The factors that may contribute to this are: 1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed. 2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits. 3) The faculty bring guests from the industry who help engage and mentor the students. 4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.

**Success Trends**

**Film/TV Production**

Film Production had a 93% successful completion rate in 2012 school year and expects similar success rates for the 2013 school year.

Success has decreased as enrollment has increased. The implications are that with the class size ballooning, instructional quality has decreased. Instruction in the Arts requires a large amount of individual attention to the individual student, which has by necessity, decreased. This need is natural, since some students enter the classes with previous training, and others are rank beginners, and each needs instruction commensurate with their abilities. Another factor might be students taking courses for financial aid payouts with no intention of completing the course work.

**06. Staffing Trends**

**Staffing Trends**

**Film/TV Production**

FTEF = 2. In order to expand the program to meet the student needs, 2 additional full time instructors would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants have ended, and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 2 additional full time faculty are necessary one in Multi-media to meet the growing demand in the Digital Media Industry.

Classified (one position) support would benefit the program to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.
Staffing has been drastically reduced as course sections have been reduced. Retirements in art, foreign languages, humanities, and music have never been replaced and resulted in reduced staff trends. These have limited the implications for each department - Art, Cinema, Music, Philosophy, Foreign Languages (American Sign Language, Arabic, Chinese, French, Japanese, and Spanish), Humanities, Multi-Media and Theater, all of which have been heavily impacted with reductions in courses, therefore in adjunct staff.

### 07. Functions and Services

**Function service list**

**Film/TV Production**

The functions and services of the Film/TV Production program are to educate, train and place underrepresented minorities, veterans, and incumbent workers in high paying, high demand jobs in the ever growing Entertainment Industry.

Film/TV Production Craft faculty educate all students with high ethical standards that prepare them for future employment. Faculty help students succeed by providing them with current industry standard curriculum and technology, internship opportunities, program advisors, tutoring, referrals to student supportive services, remediation opportunities and early identification of below standard progress.

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**Technological Advances**

**Film/TV Production**

The technological advances that have been implemented include:

- The establishment of a state-of-the-art Apple media lab funded through a Department of Labor grant
- Introducing students to the latest in 3D and digital technology through professional facilities including PardiseFX, Sony Pictures, Cinemills
- Providing students with the latest technology in lighting, grip, sound, decoration, and costume through WLAC partnership with Hollywood CPR’s and its relationships with vendors

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**08. Survey Results**

**Survey Results**

**Film/TV Production**

At the end of each session Film/TV Production conducts anonymous surveys/evaluations of the staff and program with a rating of 1-5 and space for written comments on a series of questions. The results are:

- Staff: 4.9 Good to Excellent;
- Program: 4.4 Good;

Most common critique was schedule related.

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**Perkins funds are used exclusively by the CTE program and do not generate income for Program 100.**

**Survey Results Implications**

**Film/TV Production**

Implications each session are that we improve in areas we can control (i.e. more “hands-on” learning) and do our best to accommodate students’ needs as it relates to schedules.

Student survey results are shared with faculty and advisory board members. Feedback from the advisory board members (employer representatives, union reps) are incorporated into curriculum and program operations to ensure that student feedback is integrated.

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I never see the resulting numbers generated from the survey and have no idea where the funds are applied.

### 09. Curriculum

**COR Update: Missing CORs**

**Film/TV Production**

All courses of record have course outlines

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Missing CORs have been assigned to faculty teaching in those disciplines. UCD training would be very helpful for these faculty members.

I have met with Jane W. chair of CCC and requested a training session for early spring to educate full time and interested adjunct faculty to acquire passwords and basic training in course updates and development.

**Please add timeline for COR. Thank you.**

**ECO system training is to be requested to the Academic Senate Curriculum Committee.**

**COR Update: Out-of-Date CORs**

**Film/TV Production**

Determines that the classes are taught consistently with the official course outline by reviewing the syllabi each semester to make sure it follows the course in the outline of record. All film
production syllabi were derived from the COR.

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Out of date CORs are being assigned to be updated by faculty teaching in those disciplines. UCD training would be very helpful for these faculty members.

I have met with Jane W. and requested a training session for Early spring to educate full time and interested adjunct faculty to acquire passwords and basic training in course updates and development. Please add timeline for COR. Thank you.

Course Outline
Through classroom observation, personal dialog with students and faculty.

Course sequence
Film/TV Production
No, we need additional faculty to include more courses in a session so the students can complete their Certificate of Achievement. Previously we had grants to pay for the additional classes needed to complete the appropriate sequence.

The plan to alleviate this is to hire additional faculty, to apply for more grants, hire adjunct as P100 funds become available.

Yes courses are sequenced. Due to shrinking section offering time options are less accommodating.

Curriculum Impact
Film/TV Production
We are working on creating an AA degree in Film Studies which will incorporate Cinema, Multi-media, Film Production and related classes in accounting, marketing and legal.

We need to expand course offerings in the areas of Multi media, computer graphics and recording arts. These areas need to provide intermediate level and advanced level course work to aid in CTE and GE transfer programs.

The timeline is consistent and on-going. Development never ends.

What is your timeline?

Degree/ Certificate Changes
(blank)

This is great. What is the timeline for developing these certificates? The curriculum committee approved a credit curriculum. Uncertain why they are listed as noncredit certificates.

Outreach, Online & Hybrid Classes
Film/TV Production is developing online courses for its Directed Study Classes.

The CTE areas require mostly "hands on" instruction. Use of an online course content shell is being discussed. The intent is to support and supplement classroom instruction with access to syllabi, links, resources, tracking of assignments, externship hour tracking via google docs (currently in use).

Film/TV Production is developing online courses for its Directed Study Classes.

Online course development is planned for completion in Fall 2015.

What is the timeline for developing the online classes?

Program Relevance, Appropriateness & Cur
Film/TV Production
The Film Production program uses a variety of tools to assure the relevance, appropriateness and currency of its program.

Anonymous surveys are collected at the end of every class on the day of the final. The surveys are reviewed by the advisory committee and goals are set for improvements. In addition we can determine how previous changes/improvements have affected the students' success.

We enlist an outside consultant to evaluate the program.

We solicit employers to provide us with feedback on the students accomplishments.

Finally, our retention (85%), completion (93%) and employment (85%) rate gives us a good measure of student achievement and learning.

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10. Student Learning Outcomes

SLO Assessment - Course
Film/TV Production
At the end of every semester each course will have a minimum of one Course Level SLO assessed. Faculty that teach the course will meet and discuss assessment methods, identify changes needed and modify the course outline, assessment method, curriculum, program sequence. The program level SLOs will be evaluated on a cycle that is approved by all faculty and consistent with the college wide SLO assessment cycle.

3 Course SLOs assessed
5 Assessment Method

6 Summary of Results

7 Actions Taken

8 Actions Planned

9 Need resources

**SLO Assessment & Resource Request**
Film/TV Production

Yes, in combination with our request for additional faculty in order to expand the program to meet the student needs, 2 additional full time instructors would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants are ending and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 2 additional full time faculty are necessary.

Classified (one position) support would benefit the program to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.

********************************************

uncertain at this time

**SLO Course Changes**
Film/TV Production

We added quizzes weekly as a way to help students prepare for midterms and finals. We also created more practical hands-on tests so the students could see immediately what they have learned and what areas they need to focus.

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To be determined as discussion continues.

**SLO Faculty Dialogue**
Film/TV Production

Faculty that teach the course meet and discuss assessment methods, identify changes needed and modify the course outline, assessment method, curriculum, program sequence as needed. The program level SLOs are evaluated on a cycle that is approved by all faculty and consistent with the college wide SLO assessment cycle.

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3 Course SLOs assessed

4 Term Assessed

5 Assessment Method

6 Summary of Results

7 Actions Taken
9 Need resources

FLM PRD 100 A, B, D, G Spring 2012 Multiple Choice Exam, Group Activity, Quizzes At least 75 percent of students achieve this course SLO.

FLM PRD 105 A, B, D, F, G, H Spring 2012 Hands-on demonstrations of skills at the Hollywood Palladium reviewed by industry professionals At least 75 percent of students achieve this course SLO.

FLM PRD 110 A, B, D, F, G, H, I Spring 2012 Multiple choice & T/F Exam Demonstration of skills during midterm and final production Portfolio At least 80 percent of students achieve this course SLO.

FLM PRD 115 A, B, D, F, G, H Spring 2012 Multiple choice & T/F Exam Demonstration of skills during midterm and final production At least 80 percent of students achieve this course SLO.

FLM PRD 120 A, B, D, F, G, H Spring 2012 Multiple choice & T/F Exam Demonstration of skills during midterm and final production practicals At least 75 percent of students achieve this course SLO.

FLM PRD 125 A, B, D, F, G, H Spring 2012 Multiple choice & T/F Exam Final editing projects will be judged according to a departmental rubric. Final editing projects will be judged according to a departmental rubric. At least 75 percent of students achieve this course SLO.

FLM PRD 130 A, B, D, F, G, H, I Spring 2012 Multiple choice & T/F Exam Demonstration of skills during midterm and final production Portfolio At least 75 percent of students achieve this course SLO.

FLM PRD 140 A, B, D, F, G, H Spring 2012 Multiple choice & T/F Exam Demonstration of skills during midterm and final production practicals these demonstrations will be judged according to a departmental rubric At least 75 percent of students achieve this course SLO.

FLM PRD 145 A, B, D, F, G, H Spring 2012 Demonstration of skills (painting walls faux finishes) these demonstrations will be judged according to a departmental rubric. At least 75 percent of students achieve this course SLO

FLM PRD 185, 285, 385 A, B, D, H, I Spring 2012 Students meet individually with faculty to provide guided direction on their path and opportunities. Students prepare a directed study journal/portfolio which includes time sheets, call sheets, project logs and evaluations from production supervisors. These portfolios are graded according to a rubric created by the department for thoroughness, presentation, organization and professionalism At least 75 percent of students achieve this course SLO.

Add Answers Delete Answer

Wonderful detail.

11. Departmental Engagement

Community Connections

Film/TV Production

The Film Production faculty have established relationships with:

Unions
Local 33 Stagehands;
Local 44 Affiliated Property Craftspersons;
Local 80 Motion Picture Studio Grip;
Local 600 International Cinematographers Guild;
Local 695 Production Sound Technicians, Television Engineers;
Local 700 Motion Picture Editors Guild;
Local 795 Motion Picture Costumers;
Local 706 Makeup Artists and Hair Stylists Guild;
Local 728 Studio Electrical Lighting Technicians;
Local 729 Motion Picture Set Painters and Sign Writers;
Local 800 Art Directors Guild &#8208;&#8208;Art Directors, Graphic Artists, Illustrators, Matte Artists, Model Makers, Scenic Artists, Set Designers & Title Artists

Studios/Networks/Production Companies

ABC Television;
CBS Television;
DreamWorks SKG;
FOX Television;
HBO;
NBC/Universal;
Paramount Pictures;
Sony Pictures;
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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02/22/2013

Twentieth Century Fox Studios;

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Interdepartmental Collaboration

Film/TV Production — a hybrid of creative art and applied technology.

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

Film/TV Production is a hands-on technology-driven craft with classes running for 6 hours with lots of equipment, building, moving and loud activities and is located within and near the Aviation Buildings which are suited to the noise and movement of large equipment and vehicles. Currently, the Aviation faculty and Film Production faculty meet regularly to discuss

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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3/11/2014
The working together of both similar CTE programs has created synergies that have built over time, strengthened both programs, and provided a united opportunity in the college shared governance process.

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12. Professional Development

Committee & Prof Dev Activities

(Blank)

Professional Development Unmet Needs

Film TV Production

Film/TV Production changes continuously. There are seminars and conferences held monthly to address the changes. We were able to take advantage of those training opportunities in the past as we had grant funds that were used to cover the expenses. We are currently writing additional grants to try to meet this important professional development need of our department.

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13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

Film TV Production

The impact could be stronger. Film/TV Production plans to work with WLAC marketing to do a new website that features all of the programs with up-to-date information, directions, procedures, important announcements and pictures.

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14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Film TV Production

Students have received Jewish Woman's scholarships, film awards, deans honor list and have been featured in the Los Angeles Times and KCET.

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15. Environmental Scan

Community Trends

Film/TV Production

The entertainment industry and the unions that work at production jobs have a need for new workers. Within a mile or two SONY Studios, Univision, Culver City Studio, and Fox Studios employ thousands of workers, and hundreds of small employers serve these studios. The new structure of the Entertainment Industry which is made up of hundreds of small production companies instead of a few large studios to produce content has brought with it a need for trained workers. In addition, the average age of motion picture and television production workers is over 50, in a career field where retirement usually takes place in the mid-50 years of age. Further, the entertainment industry employers and the unions in production are seeking to diversify their work force by increasing under-represented workers, especially women, African Americans, and Latinos. These factors underlie the need for West's vocational education program and the program's fit with West's student body which is 64 percent female, predominantly minority, and unemployed or working poor. Union and non-union workers in entertainment production receive good salaries with benefits, with first-time, entry-level assignments in union production averaging about $25 per hour.

As the industry explodes with new media, West is positioned to be the premier educational institution and in concert with the growth of the programs, we are requesting a full time faculty position who would teach a full load of five classes with primary focus in Multimedia and Film/TV Production digital media crafts and also serve on relevant committees including the Academic Senate, Curriculum Committee and the Motion Picture and Television Advisory Board.

According to the 2012 Otis Report on the Creative Economy:

The 2012 Otis Report on the Creative Economy of the Los Angeles Region is the sixth edition of an annual report commissioned by Otis College of Art and Design to do the impossible: quantify creativity by analyzing the financial impact of creative industries and practitioners in the Los Angeles region. It puts real numbers to creativity.

The findings continue to astound. The economy driven by the arts, design, and entertainment again ranks 4th out of 66 industry clusters in L.A. County. Supporting one in eight jobs in the region in 2011, the creative economy had a total regional output of $230 billion in revenues. The creative economy is undeniably powerful in Southern California. Like sunshine and diversity, creativity is a defining resource of our region.

And like sunshine and diversity, the creative economy appears to be naturally occurring here and thus has been largely taken for granted. The reality is that the current competitive advantage of our region cannot be assumed going forward. According to the Public Policy Institute of California, the State of California is not educating a sufficient supply of workers for an economy that
Program Review

is shifting toward higher-skill jobs and away from lower-skill jobs. In 2025, that gap could reach a million. In addition, global competition for creative innovation and services is fast emerging. Only consider how aggressive China and Singapore have been in developing digital effects services to understand the extent to which Southern California’s dominance is being challenged in one creative field. Our dominance in other creative fields is being similarly challenged.

The conclusion to be drawn is clear. We must invest proactively in the creative economy to assure our region’s future, and we must do this in three main ways.

First, we must invest in our place. Southern California is a high-cost, high-benefit destination. Even with a business climate that perennially ranks low in national studies, our regional economic performance is surprisingly strong. This fact has certainly contributed to a lack of proactive policies and support, but what is our opportunity cost? If the cost of doing business is lowered, if we actively incubate

**Labor Market Trends**

**Film/TV Production**

Total creative industry employment in Los Angeles County in 2016 will rise to about 316,600 jobs, a 4.2% increase (12,600 jobs) from 2011. This represents a significant improvement over the previous five-year period during which employment dropped by 46,000 jobs (13.2%). Excluding manufacturing, employment in Los Angeles County’s creative industries is projected to grow by 12,676 jobs, or 5.6% by 2016.

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

Creativity is a highly valued and recognized professional attribute. In a survey conducted by IBM of the employee attributes most sought after by CEOs, creativity was listed among the top three along with collaboration and communication.

**Labor Market Trends in Entertainment Arts:**

Sarah Murr of The Boeing Company provided this comment on labor market trends as it relates to the creative arts:

There is much public opinion about the need for creativity and arts education in the classroom. Perhaps it’s because there is a disconnect, at a very basic level, in how many people perceive arts education and what skills it can teach. In his book, "The Global Achievement Gap," author Tony Wagner details what business leaders have defined as the "seven survival skills" for the 21st century workforce:

1. Critical thinking and problem solving,
2. Collaboration across networks and leading by influence,
3. Agility and adaptability,
4. Initiative and entrepreneurialism,
5. Effective oral and written communication,
6. Assessing and analyzing information, and
7. Curiosity and imagination.

The arts are one of the most powerful ways to build creative minds. The actual teaching of an arts discipline and/or the integration of the arts with other core subjects are real game changers for students. The arts bring connection, wonder, and understanding to a student’s mind and enable that student once again to become engaged and excited about learning. “Creativity is now as important in education as literacy, and we should treat it with the same status,” writes Sir Ken Robinson. We do everything possible to ensure students are receiving a quality education including the arts to education, arts, learn the seven survival skills that business leaders have defined.

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Digital imagery, social media, web and sound/ recording are expanding employment areas! You would have to be in a coma to not recognize these trends and common sense should tell you that some artist is being paid to fabricate, assemble and present that mobile material for consumers. We must modernize our programs! We are behind the times in our industries we have not upgraded software to keep abreast of the industry. We have not modernized techniques.

I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.

**Technology Trends**

**Film/TV Production**

According to the 2012 Otis Report on the Creative Economy Digital media is expected to grow the fastest between 2011 and 2015 with employment rising by 11.3%. Considering the strong demand for video games, smart phones and tablet computers there is good reason to expect a healthy rate of growth over the next five years.

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The conclusion to be drawn is clear. We must invest proactively in the creative economy to assure our regions future.

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16. Facilities
Facilities and division/department goal
Film/TV Production

Student Learning Outcomes will increase 10-fold once the students have the appropriate instruction lab space (Sound Stage).

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These goals will provide a seamless over arching educational experience for the students.

Facilities Challenges
HFA
The digital equipment in the three smart class rooms is 13 years old. It should be updated. Faculty request class rooms in the new general classroom building as the equipment will not support media they employ.

FILM PRODUCTION

Film Production needs a sound stage. Film Production has been using a third of the aviation hanger and it has severely impacted our program. It was meant as a temporary space until the Watson Center was completed, which when the program moved to the campus in 2009, the Watson Center was slated to be completed in 2012. The aviation hanger is not appropriate instructional space for the students needs. It was not designed to be a sound stage and therefore has safety and educational concerns. Doesn’t have appropriate power therefore the program needs to rent a generator every semester at a high cost to the program. The ceiling does not meet industry requirements for rigging in film and television productions.

Students are not exposed to the proper elements of a sound stage and therefore their learning is compromised. During the interim we had a partnership with Sony to provide a sound stage, however the component of that partnership ended in early 2012 as they needed their sound stage back. This temporary aviation space does not allow us to offer the appropriate lab and instructional space for the 50 Film Production craft classes we offer, and thereby will prevent students from getting proper training and the Film/TV Production crafts Certificate of Achievement and the Hollywood CPR Certificate which leads them to union jobs in the entertainment industry.

Film Production also needs a larger shop to construct set walls and storage for set walls. Most set walls are between 10 feet and 12 feet high. The current Aviation space we are using does not allow us to build and/or store set walls, which are a required element in the instructional needs of the program.

Film Production does not have adequate space for storage of props and set dressing and is currently storing all instructional materials at the LAX campus.

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HFA
Upgrade of Smart classrooms new smart classroom, Updated computer software, New Computers for student labs and faculty. Remove electrical "buzz" in the recital hall. Reclaim FA 104 and adjoining store room for music and theater courses. Develop a print making studio with printing press. The metal doors expand in the sun and cannot be opened or closed.

Facility Long Term Goals
Film/TV Production
To work with the Facilities Committee on the construction of a sound stage and shop for the instructional lab space required.

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Replace/update smart classroom equipment. Replace broken and unsafe and dangerous easels and drawing horses. Replace stolen drawing tables.

Install mounted digital projectors in studio classrooms to facilitate lectures and presentations.

Facility Short Term Goals
Film/TV Production
In the short term Film Production will look for sound stage space at the various studios in order to provide our students with the appropriate lab space required to meet their goals of learning the skills needed to graduate.

In addition we will work with the Academic Affairs and the aviation faculty on ways we can utilize the outdoor space for instruction temporarily until the Film/TV Production facility is built.

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Faculty will have to supply their own lap top computer for teaching in the classrooms currently referred to as "Smart Classrooms".

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
Film/TV Production
List of Members of Advisory Board Members
NAME AFFILIATION
Gerald Alcantar 20th Century Fox
Mitsy Wilson 20th Century Fox
Janice Piber Sony Pictures Entertainment
Mike Miller International Alliance of Theatrical & Stage Employees
Thom Davis Local 80 Grip
Program Review
Academic Affairs Area | Humanities & Fine Arts (CTE)
2013 – 2014

Scott Budnick Todd Phillips Productions
Alan Rowe Safety and Training Local 728 Set Lighting
Kent Jorgensen Safety and Training Local 80 Grip
Kevin Considine WLAC Film Production Faculty; President & CEO Hollywood CPR
Laura Peterson WLAC Film Production Faculty; Vice President Hollywood CPR
Jan Pfeiffer WLAC Film Production Faculty

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Parks
Staples
X
American
Hangover
Weeds
True
NCIS
Glee
Pretty
Pantages
How
The
Hollywood
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Loca...
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Students have taken on unpaid internships to gain field experience.

Students are creating their own businesses.

**CTE Accreditation Recommendations**
(blank)

**CTE Program Accreditation**
(blank)

**CTE Programs Offered**
(blank)

**Employer Satisfaction Survey**
Film/TV Production

Feedback positive with regards to the preparedness, skills and attitude of program participants. Most employers report participants in some ways more knowledgeable, professional and enthusiastic than veteran workers, and thus reported a willingness to hire more program participants.

**Labor Market Demand**
FILM/TV PRODUCTION

Otis College of Art and Design has been analyzing what it calls the “creative economy” of Los Angeles and Orange Counties for the past six years.

The economy driven by the arts, design, and entertainment again ranks 4th out of 66 industry clusters in L.A. County. Supporting one in eight jobs in the region in 2011, the creative economy had a total regional output of $230 billion in revenues. The creative economy is undeniably powerful in Southern California. Like sunshine and diversity, creativity is a defining resource of our region.

Its latest report says creative industries employed 341,500 people directly in 2011 in the two counties and supported another 323,000 jobs indirectly. The creative economy generated more than $3.3 billion in state and local tax revenues last year, according to the report.

The entertainment industry remains the brightest star. Last year, it employed more than 120,000 people and brought in $51 billion.

But the report also highlights the importance of design industries like fashion, furniture and architecture.

"We have entered an age of ideas that emphasizes originality that cannot easily be outsourced," said Otis College President Samuel Hoi. "We are in a new economy that demands a creative and skilled workforce."

The report shows employment in creative industries fell significantly during the recession, and outsourcing played a role. The fashion and furniture industries lost the most jobs, as their manufacturing operations moved to other countries. The manufacturing jobs may be gone for good, but other creative sectors like digital media are starting to create new ones. The Otis report was released in a location that underscored that trend: Google's new YouTube production facility in Los Angeles.

"When YouTube was first acquired, L.A. was not in particular a meaningful market for YouTube Channels," said Liam Collins, who heads the YouTube facility. "That's obviously changed. Now it's one of the biggest markets."

The report projects creative employment in Los Angeles and Orange counties will total 355,500 jobs by 2016, up by 4.1 percent (14,000 jobs) from 2011 levels. That's a stark contrast to the 14 percent decline in creative employment (55,400 jobs) that the region suffered between 2006 and 2011.

Film Production meets the labor market demand by updating the curriculum, providing supplemental industry professional instructors who teach and train the students in the latest technological advances. We work with the unions and producers to learn areas of growth and provide training to students to meet those needs.

************************************************************************

2. Fine Art,
A. Computer graphics: Graphics and Design demand will continue to expand with the influx of mobile devices and applications as computing moves further from the desktop into mobile applications. You have all experienced this information explosion shift by possession of smart phones and tablets.
B. Design
3. Multimedia: I have identified an area in the HFA division of high continuing growth that is in dire need of resources. This would be multimedia, an area with explosive interest and job growth. This is easy to understand evidenced by all of us carrying smart phones. Being in the computer graphics field I have been watching this interest grow for the better part of the last decade. Concrete evidence of the potential in the industry would be the fact that Google bought Motorola a couple years back with the intention of creating smart phones to serve their add/search platform. They certainly saw it coming. Our college is behind the curve in this area compared to our sister colleges, have a look at Mission's program. Closer to home—over the past three years our campus has cut 60% of the classes in multimedia yet the current enrollment figures show multimedia enrollment being up 50%. These figures come from the last Program Review. I checked enrollment for Fall 2012, the trend is slightly down

**Licensure Exam Performance**
Film/TV Production

88% of students been successful on their first attempt in completing the Hollywood CPR Certificate which is recognized by the producers and unions.

**20. Completion**
Manager approval
Michael Arata

**Participant List**
(blank)
# Humanities & Fine Arts (GE)

## 01. Department Purpose

### Purpose

The many departments that comprise the HFA Division are engaged in teaching varying types of communication that are as diverse as the departments themselves. The Humanities/Fine Arts Division's purpose is to provide students with a comprehensive academic education containing practical and modern as well as traditional, historical views of human cultures. Significant accomplishments throughout time are highlighted in teaching our courses, illustrating progress in our fields in order to encourage students to complete concrete projects, written, visual and aural. Each of the departments in this Division is striving to fit students for transfer programs/degrees and/or to meet humanities requirements for other division's humanities requirements for their transfer and/or degree. Our departments include:

1. **Art**
   a. Art History - For transfer programs/degrees and meeting humanities requirements.
   b. Studio / Digital Art - For transfer programs/degrees/certificates and meeting humanities requirements.
   c. Ceramics

2. **Broadcasting** - Supports Music, Recording, and animation programs including proposed certificates and degrees.
3. **Cinema** - Supports programs and planned/proposed certificates and degrees for the commercial film industry.

4. **Environmental Design** - Contract education program delivering extensive capital to the general college fund.

5. **Film Production** - a CTE program preparing applicants for employment as union members trained in technical support for the commercial entertainment industries.

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

7. **Humanities**: For transfer programs and to meet humanities requirements for other Divisions. Supports programs and planned/proposed certificates and degrees by exposing students to a broad aspect of social evolution, learning to identify current trends and apply successful practical solutions.

8. **Multimedia**

9. **Music** - Music majors' transfer/degree programs support students in learning current trends of music which may lead to related employment, in entertainment industries through studies in
   a. Musicology - the historic view of musical development and progress
   b. Theoretical/Harmony - the language of music as it is written.
   c. Performance - correct, accepted technical and performance practices

10. **Philosophy** - For Major students, transfer programs; also for meeting humanities requirements in for other college Majors. Supports programs and planned/proposed certificates and degrees. To expose students to a broad aspect of social evolution, learning to identify current trends and apply successful practical solutions.

11. **Theater** - Supports programs and planned/proposed certificates and degrees for the commercial acting industry with instruction in historical, written, technical and performance practices in film, television, stage presentations.

### Purpose Alignment

In order to provide a transformative educational environment and in cooperation with the current State mandated requirement (TMC) of moving students through the community college system expeditiously to transfer to a four year educational institution, we are providing a comprehensive educational foundation in all varied departments of this Division. We are also providing our students with knowledge to secure employment within related industries - primarily that of the entertainment field.

## 02. Effectiveness Assessment & Continuous Process Improvement

### Improvements in Program

There is little to report on this subject, due to the facts that none of the recommendations that we have made were not granted - for the last four writings of Program Review; the majority of the of the courses in this Division are taught by one individual per course, and little to challenge expansive thought. We have been greatly limited by our scarcity of full-time instructors and the limitations of transferable adjunts. Despite the realities of those facts, all the course SLO's have been completed. Brief consultations have been conducted with students, especially through the Performing Arts Club members, who want to discuss practices and possibilities.

Foreign Languages: Although more dialogue among faculty who teach the same course is necessary, FL is in its second SLO assessment cycle with the implementation of rubrics. All course SLOs were completed and approved with one specific change at level one courses. Feedback from students and faculty members has also been critical for the development and progress of our program.

### Resource Allocation Evaluation

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## 03. Response to Prior Recommendations

### Accred Recommend Response

We began to hold regular Inter-Departmental Divisional meetings (which is difficult due to the many adjunct instructors on our rosters) in conjunction with the established weekly Chair/Vice-Chair meetings. We have compiled with the mandated Student Learning Outcomes, and are up to date with those requirements, and busy working on updates. We are collegial in dialogue between departments, all of which is an improvement.
**PR Recommendations Response**

1. Replace furniture and equipment, that has been either broken or stolen, in painting and drawing labs. 
   Nothing has happened
2. Upgrade and expand smart classroom digital equipment in Fine Arts Building class rooms. 
   Promised, but nothing has been started or finished to this date.
3. Upgrade all software for our diverse departments that is redundant or out of date - preferably on a rotating basis depending on need
   Nothing has been done.
4. Expand Multimedia department with new courses and approval of proposed certificates of achievement
   One new Multimedia course has been added. Certificates are still pending.
5. Expand Recording Arts program with needed courses and include approval of proposed certificate of achievement
   Voice-Over class (Broadcasting 017) has been added. Nothing has happened on the certificate which is desperately needed since this is apparently regarded as a "stand alone" course.
6. Modernize music theory program to include jazz and electronic innovations as well as the required music theory lab.
   Nothing has been done. The Long-Term Substitute Staff Accompanist has been assigned to assist in establishing a theory lab.
7. Expand Humanities department by adding new courses
   One course has been successfully added with adjunct instructors.
8. Coordinating Film Production Courses with Cinema to develop full Cinema department
   Nothing has been accomplished at this time.
9. Locate adequate space for acting classes in Theater department's classes
   Still in need of space, since Theater is scheduled to be moved again.
10. Expand Foreign Language Department with new courses and certificates of achievement
    Nothing has been accomplished at this time.

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**04. Enrollment Trends**

**Enrollment Trends**

The enrollment trends for HFA have increased over last year, due to more sections of our courses being allowed, and all have continued to remain at higher levels.

The division's CTE programs which are directly related to job opportunities in the technological/art, multimedia and recording/broadcasting fields continue to see increased enrollment, with students on waiting lists for entry into them.

An area in the HFA division of high continuing growth that is in dire need of resources has been identified - that of multimedia - an area with explosive interest and job growth, evidenced by all of us carrying smart phones that require multimedia information. Concrete evidence of the potential in the industry is that Google bought Motorola several years ago with the intention of creating smart phones to serve their ad/search platform. Our college is behind the curve in this area compared to our sister colleges. Note Mission's program. Closer to home- over the past three years our campus has cut 60% of the classes in multimedia yet the current enrollment figures show multimedia enrollment being up 50%. These figures come from the last Program Review. Checking enrollment for Fall 2012, the trend is slightly down from last Fall semester but up 45% from that of 2010.

In Spring 2012, a certificate in web design was submitted - still awaiting approval; and certificates for animation and video editing are being prepared for submission. The certificate courses that need to be approved to establish the foundation for a solid Multimedia program. In addition all Multimedia courses incorporate computer graphics in their outcomes/projects linking and strengthen the two programs. Computer graphics certificates and enrollment are also increasing as students recognize the need for those skills of producing professional design for websites and video.

In 2009, the computer graphics lab was retooled with new computers and software - a fabulous addition. Unfortunately we are not getting as good a return on that investment as could be. The lab and schedule has the capacity to handle all proposed courses and more. The saddest part as the courses filter through the curriculum committee, is that some of the new animation software will never be able to be used as the software licenses are near expiration and will cost more money to be renewed.

In spite of cuts in class offerings, the trends in enrollment and FTES in the Foreign Language department show a slight decrease in some of its disciplines over the past three to four years. A significant example was a huge cut in Spanish online classes when only one class was offered in 2012 compared to 17 in 2008.

1. American Sign Language: On-campus enrollment and FTES trends are steady since fall 2011. Jumpstart classes were offered from 2008-2010 but enrollment and FTES trends declined and the offerings were cancelled.
2. Arabic: Its enrollment and FTES trends have been steady for the past two years. Arabic classes were offered for the first time in 2011.
3. Chinese: Enrollment trends show a decline from 36 in 2008 to 27 in 2012. FTES trends were the same.
4. French: Enrollment and FTES trends from 2008 -2011 show an increase but in 2012 from 288 went down to 112. An online lab class was offered in 2011 with 151 students and a Hybrid with 18.
5. Japanese: Enrollment trends are almost the same. In 2008, a Hybrid class was offered with 37 students; two on-campus classes were offered in 2011 and 2012 with almost the same enrollment and FTES trends.
6. Spanish: Enrollment and FTES trends show a small variation until 2012 when enrollment trends went down to 400 from 945 in 2008, FTES from 108 to 68 in the same two years, affecting online service, 395 online students in 2008 and 36 in fall 2012. On-campus students including ACT, Hybrid and Jumpstart were 527 in 2008 compared to 364 in fall 2012. Averaging the last three semesters, student demand is 693 while enrollment trends show a s

**Please explain the hold up regarding the certificate in web design and certificate courses in multimedia.**

**Good analysis of the departments.**

**Section Count Trends**

The performance discipline classes are holding their own in spite of the mandatory budget cuts within the college. The technical classes of both Art and Music disciplines have increased, and students are asking for more, indicated by the fact that the Performing Arts Club members are preparing a request petition for this.

Class sizes are increased in multi media and fine arts as sections decrease. Instruction suffers for individual students. Combining classes to boost enrollment decreases the quality of instruction.

Foreign Languages: Most of our disciplines show a high decline in class offerings while our average class size has incremented drastically, except Arabic and Japanese section count trends remain the same.
Chinese: Section count trends declined from 2 to 1 and class size average increased from 18 to 27 in 2012. FTEF trends in fall 2008 were 0.67 and 0.33 in fall 2012.

French: Section count trends declined from 5 to 3 in 2012 and average class size trends has increased from 30.8 to 37.3 and 69.6 in 2011.

Spanish: It is interesting that section count trends during the same 4-year period went down from 35 to 11 but average class size trends went up from 23.1 to 35.5 and 47.1 in 2010. These trends are observed on on-campus data (from 15 to 7 in 2012) as well as online (17 to 1 in 2011) and Act (4 to 1); Hybrid shows an increase (1 to 2) since first offered in 2010. Online classes get full two months before the college opens enrollment and students indicate they have to wait up to three consecutive semesters to enroll. Only 11 Spanish sections were offered in 2012 and only one of them was online compared to 35 in 2008 when 17 were online.

**05. Students and Student Success**

**Degree/Cert. Trends**

We have been requesting the acceptance of several Certificates - one in Recording Arts and another in MultiMedia for a number of years, which have been either lost, forgotten or neglected. We are bringing them forward to the Curriculum Committee again this October, fully updated with hopes that they will be accepted. These two Certificates in particular are in areas that are highly sought out by the students. The courses connected with them teach job skills they want and need to obtain lucrative employment in today’s entertainment industry. Degrees are low, due to the fact that diverse, but needed classes are not yet taught here. Requests to enhance faculty - and offerings in special areas - are repeated denied.

Foreign Languages: French and Spanish programs offer AA degrees and data shows that four Spanish students are successfully receiving their degrees in 2012-2013, and increment over previous years; French has awarded one AA degree in 2011-2012. The Spanish Department is in the process of changing its AA degree requirements to make it compatible with the Transfer Model Curriculum (TMC) Degree implemented statewide. We are adding Spanish 004 to our AA degree requirements and updating Spanish 001, 002, and 003 course outlines this semester. Conversational Spanish 008 needs to be increased to 3 units or develop Elementary and/or Intermediate Conversational Spanish courses. It is also required the addition of at least two new courses: Spanish Composition and Introduction to Spanish/Hispanic/Latin American Literature, three units each.

**Demographic Trends**

Foreign Languages: Its ethnicity gap was at its highest point in 2011 at 37 and at its lowest in 2009 at 24, in 2012 was at 29. Its course completion rate by ethnicity has been steady during the past three years and tends to reflect the same demographics of the college overall, e.g. Afr-Amy/ Black 56.3%; Asian/Pac Is 74%; Hispanic/Latino 63%; and White 74.7%.

**Equity Gaps**

The equity gap in HFA/ge is 21, 2 points below the college average. These figures have been fairly consistent for the past 5 years with a 3 point fluctuation. Students want and enjoy the classes of this Division.

In Speculation- It has come to my attention that counselors steer students toward traditional job generating careers because they are not familiar (uneducated) with the prospects of jobs in the creative industry. I also suspect there is a persistent stereotype of the “starving artist” romanticized from the late nineteenth century. One and a half centuries ago- talk about behind the times. They didn’t even have i phones.

*The equity gap is significant and important. Please speculate more on the reasons why it might be lower than other divisions. What could other divisions learn from HFA? Thanks.*

**Success Comparisons**

Foreign Languages: The successful course completion rates of the FL Disciplines in the HFA Division are consistent with the college average and the division except the Arabic evening program. Some of the factors include the need of a full-time Arabic instructor to coordinate the curriculum and offer day, online, and hybrid classes as well as enforce and monitor students/ lab work in the Foreign Language lab and online, and develop an AA Degree and/or a certificate to help students to successfully obtain a transfer degree, a translator certificate and eventually, a well paid job.

**Success Trends**

Foreign Languages Success Rates: The American Sign Language shows an increment on its on-campus classes while Arabic evening class has been declining consistently. Chinese is stable with 2% variation except in 2010 with an increase at 87%. French shows an average of 86.66% during the last three years; Japanese exhibit a consistent increment in its evening and Saturday hybrid classes; and Spanish, an average of 53.7% during the last three years.

Retention Rates are between 67% - 84% except in Arabic; its rate has declined to 53% in 2012. We attribute this to the need of more full-time instructors, and tutors, online and on-campus, in the Foreign Language Lab to support student retention and success. Other factors are the lack of faculty members to enforce students Lab attendance, and to the increased class enrollment, limiting interaction among students, and the required individual instructor’s attention in our language classes.

**06. Staffing Trends**

**Staffing Trends**

Music has two full-time instructors and two local adjuncts and one out-of-town adjunct available only online. A full-time Music instructor retired ten years ago and has never been replaced. A second full-time instructor that divided teaching duties between Music and Humanities, retired two years ago and has not been replaced. Art has two full-time instructors - one of which is limited to teach at a remote location. Humanities has one full-time instructor that has release time elsewhere and four available adjuncts. Philosophy has one full-time instructor and several adjuncts that are available, but seldom used due to budget constraints. Theater has four adjunct instructors and one out-of-town adjunct available only online.

Cinema has two full-time instructors, teaching Film Production courses only and six adjuncts available when budget allows them to teach.

Foreign Languages: There are three full-time instructors, two in Spanish (25%) and one in French, and 13 adjunct instructors: two in American Sign Language; one in Arabic, Chinese, French, and Japanese; and six (75%) in Spanish. Due to budget constrains, we could not offer classes to the majority of our adjunct instructors and if we did, it was only one class, and alternating semesters and classes. Our Spanish program has suffered a huge cut in class offerings, online as well as on-campus, and our students had to wait up to three semesters in order to enroll, mainly online. Spanish online classes reach their enrollment limits (49+) two months prior to semester start date, although in 2012, only one (1) online class was offered, a 69% reduction in class offerings. In spite of this reduction, four AA Spanish degrees were awarded and we are confident that we will offer again the program we had and the necessary staff members to serve our students. One Spanish instructor retired in 2002 and he has not been replaced. At least, two new full-time Spanish instructors are needed to fulfill on-campus and online students demand, and provide the evening department support, guidance and orientation our students deserve. We are in direct need of replacing and adding new Foreign Language faculty members to better serve our students. We need to create new advanced courses, and offer varied schedules and formats, update course outlines, and enhance our evening FL programs and tutoring services in the Foreign Language Lab. This year, we are submitting two applications to the FRPP committee members requesting two full-time Spanish instructors to help us to better serve our evening, online, and on-campus students demand.

**07. Functions and Services**

**Function service list**
Program Review | Academic Affairs Area | Humanities & Fine Arts (GE)

Provide instruction for the various AA and transfer programs for the disciplines in HFA.
Provide instruction for the remaining college disciplines required to complete their AA degrees and transfer status. (All students are required to take Humanities courses to complete any and all degrees)
Provide skill certificates to specific areas of technological and practical application for future and continuing employment.
Provide entertainment and music for college events, such as graduation.

Technological Advances
Smart classrooms were introduced in 2000-2001 in the Fine Arts Building. Software programs were purchased for Multi-Media and Music, but now upgrades are needed to maintain technological level comparable to practicing industries. The newer computers will not support the music software any more and licensing for all software must be renewed. Through an independent grant, the Recording Arts Program has been able to improve and streamline their burgeoning program. This is a very successful and popular program that needs to be fully supported.

08. Survey Results

Survey Results

Vtea/surveys of the Division's many, diversified CTE courses help to provide income for the entire college.

Between 30 and 35% of students consistently chose the arts, audio/visual - technical & commercial - as a first through third choice as areas of study. This data comes from the past program review and was specifically pointed out to the chair as the preparation of this report was being written.

Survey Results Implications

The implications of the surveys tend to strongly indicate consistent student interest in all of the division's programs, therefore it would be beneficial to strengthen the courses, programs and departments. HFA interest in areas - Average 30+% This is higher than most other disciplines.

This indicates a high student interest.

09. Curriculum

COR Update: Missing CORs

It has come to my attention that original hard copy outlines are missing from the files. Several of the missing course outlines have been rewritten in electronic form, and those that need updating have been noted and are in the process of being updated and/or archived. The Division has noticed that several of the COR's that are listed are among the ones that had been submitted to the Curriculum Committee and got "lost" in the system of the necessary signers and never have completed the circulous route to the approving committee. Additional assistance would certainly be appreciated, especially student workers to keep papers organized, but whenever requested - either at the beginning of the semester, or in the middle of the semester, or near the end of the semester - the Division is told that there is no more money, and even once that we do not qualify.

Foreign Languages: For the past two years, FL course outlines have been updated and submitted for approval without success. This semester, three Spanish courses were re-submitted and it seems they will complete the approval process. Other disciplines are scheduled to re-initiate it, plus the addition of Spanish 004 course to our Spanish AA Degree to comply with statewide TMC. New Spanish course outlines will be develop in order to expand our offerings and comply with the new Spanish TMC this semester. We have been working directly with the College Articulation Officer, the new chair of the Curriculum Committee, the Transfer person, and the Curriculum Committee members, and Dean.

COR Update: Out-of-Date CORs

The Chair and Vice Chair have held working meetings with the new Chair of the Curriculum Committee and a large number of the courses in the varied departments have been archived. Courses requiring updates are being assigned to those faculty members teaching in the specific course.

I have asked Jane Witucki to educate the fulltime faculty and interested adjuncts This spring in course development and to assist them in getting passwords to submit updated ecd's.

Please add a timeline outlining the steps to get the curriculum approved.

Course Outline

In several of the departments of this Division - such as performance music courses, Philosophy courses, and Theater courses - courses are being taught by a lone instructor, so there can be no consultation between instructors of specific courses, but salient points of the outline are aligned within the scope of academic freedom. Individual instructor' syllabi content is being checked at the time of instructor evaluation to ascertain agreement with the official Course Outline on record. Of course, there remains the factor of academic freedom to contend with.

Foreign Languages: Two hands-on ECD workshops were developed and offered, and course outlines were updated and revised by faculty members. FL Course Outlines are taken through the Curriculum Committee process for approval this fall 2013 semester. Spanish courses follow the descriptors implemented at a state level, and a TMC will be developed. Faculty members send Syllabi to division chair- and vice-chair person each semester and they are evaluated accordingly.

Course sequence

Yes they are scheduled in sequence, but in several instances, the necessity of alternating semesters to permit students to complete the program has been necessary. Due to severe budget cuts in our Division, and courses are put on an alternating basis, students have experienced delays in completing a program. In all of the Arts programs, individual attention is required, as students are producing classroom work on an individual basis. Singularity is the essence of the product in all the Arts, whereas conformity is not. Classes in intermediate and advanced capabilities have been either eliminated or postponed, to the detriment of the student, the program and the college. Attracting majors, and thereby transfer into our specific areas of study has been curtailed and in several instances eliminated by this practice of cutting our class offerings. The entire Division, and thereby the students, would benefit largely by offering more variety of courses within the various departments.

Foreign Language: We are not able to offer a variety of FL class levels each semester due to budget constrain but we have been alternating and offering at least one intermediate class each semester to expedite students? transfer. Due to reductions in the number of sections offered, students are not always able to enroll in the semester they would like although increasing the class limit to 49 has alleviated this situation.

Curriculum Impact

We need to expand course offerings in the areas of Multi media, computer graphics and recording arts. These areas need to provide intermediate level and advanced level course work to aid in CTE and GE transfer programs.

Degree/ Certificate Changes

(blank)

Outreach, Online & Hybrid Classes

20% or more of HFA courses fall in the category of hybrid, online and outreach in most discipline areas in this division. Art, music, philosophy, cinema, theater, humanities and foreign languages are all either on line, hybrid and outreach.

Benefits include convenience for working, or home-bound students that need the online courses for degrees or transfer. The hybrid courses are essentially the same as online with the addition of an on campus experience and part of the larger program of ACT. This is good that it exposes students to a broader range of courses with a structured program to follow. Some student prefer to questions answered face to face. Weekend courses make education accessible for working students.

Outreach provides a service to high school students are are ready for a college level course and training. The main problem is these courses draw resources away from the college, and some high schools want to regard these courses as an extention of their own programs.
Regular students have less opportunity to achieve their academic goals as fewer courses are offered on campus.

**Program Relevance, Appropriateness & Cur**
Unfortunately for this Division, budget cuts have forced us to curtail varied and in-depth courses from our offerings. As a consequence, our students are going to neighboring colleges to get those courses, which are required for degrees. We are in need of being allowed to grow in the variety and depth while retaining the mandatory basics. We are offering courses in a relevant, serious group of studies. The common view appears to be that only the "talented" are interested in our classes. This is erroneous. These courses are able to lead to many seeming unrelated employment possibilities. One instance, a student that had a single voice class was inspired by the course to go to performances at the Music Center. She was then lead to seek employment there. She is now fully employed at the Music Center in production.

Spanish Supports lower division course work for a Spanish degree.

Fine arts/studio- Linked to all multi media film production, computer graphics, visual commercial applications. Doctorate in Therapeutic applications.

Fine Art/ ceramics- Doctorate in Therapeutic applications.

Computer graphics. Commercial design, both corporate and freelance.

The performance Departments - Music, Theater, Cinema - endeavor to keep abreast current trends in both Commercial and "Serious" instruction. Performance practices for music, stage, film and recording instances are stressed to help prepare students for employment in the professional field. All of the Division's music and theater instructors or have been professional, working musicians/actors and are able to teach from a practical instead of a theoretical view point. These instructors must keep current in their fields and teach from that standpoint. Film Production must keep relevant to its industry to comply with the various unions' rules and regulations.

The Division is desperately trying to get a Certificate in Recording Arts; a second, a Certificate in Animation; and a third, a Certificate in Multimedia Web Design. After four years of submitting these Certificates and having them all lost in the system four times, the prospects of all three of our proposed Certificates finally getting accepted appears to be imminent this semester. The Division has been persistent, recognizing the importance and the relevance of our offerings to the students of this college. This will help the Division in linking several of its programs - Art, Music, Theater, Multimedia, and Recording Arts - and thereby helping the students to achieve employable skills. All of the courses linked with this Certificate are consistently requested by the students on a regular basis and have large enrollments, with retention rates remaining high.

Philosophy- Ba / Ma applications. as well as supporting the mandatory requisite for all AA transfer degree.

*Please add the student data/environment scan info.*

**10. Student Learning Outcomes**

**SLO Assessment - Course**

Many of the courses being offered had been single sections with only one instructor to assess the SLO. Courses with multiple sections being offered had also been assign a single instructor to assess those courses.

Foreign Languages: SLOs were created and assessed for all FL courses in the department. The FL faculty members are working on the second cycle of implementing/revising SLOs. Rubrics were created and implemented during the assessment process. FL faculty members were involved since the beginning of this process and have met/contacted the SLO Program Director in various occasions or by e-mails.

**SLO Assessment & Resource Request**
Yes. Digital equipment requires upgrading on a consistent regular schedule. New equipment needs to be procured and applied to growing programs.

*I will approve this once the other SLO answers justify this answer, but the analysis is currently missing to draw this conclusion.*

**SLO Course Changes**

No course changes have been recommended from the assessment data.

Many courses had been assessed with a single SLO in the Spring period. We have added a second level slo for the next slo cycle. The discussion of assessed courses between relevant faculty (those teaching the same discipline) have concluded they are presenting the proper course content to achieve the assessed slo.

You provided good feedback regarding the FL SLOs. Please discuss the progress on the development and assessment of other SLOs in the division.

**SLO Faculty Dialogue**
At this time, we have not had group dialogue pertaining to SLOs. We expect the cycle to include group dialogue.

Instructors teaching similar courses are scheduling meetings to discuss those course assessments. If I do not see results form those meetings, I will use the division meetings to break those instructors with similar courses into group discussions to assess their data.

*When will the group dialog take place? I suggest that you make this an agenda item for the division meetings or that you hold a working meeting/retreat on SLOs. Choose a date.*

**SLO Program Assessment & Changes**

a. Multiple section offerings taught by various instructors will be assessed by as many instructors as possible.

b. Course sequencing is continually being monitored and adjusted to meet student?7s needs to complete certificates and facilitate transfer degrees.

c. No state exams or employer surveys are applicable currently.

d. Student success, retention, degrees and certificates are continually updated and assessed to serve student demand.

From the SLO assessments we determined that the courses are being taught in alignment with the course outcome of record and achieving the desired outcome. This will change with some courses that are dependent on technology and as that technology advances

*Please discuss the findings from the course SLO assessments.*

**11. Departmental Engagement**

**Community Connections**
Faculty in HFA division are in constant (monthly if not weekly) communication with colleges, universities, private colleges, businesses, organizations and institutions working on joint projects. Many have international relationships/projects.

I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.

The HFA has established connections with the New American Theater Group to use WLAC facilities for productions, with the proviso that our students will be utilized on either an intern or understudy basis. Film Production Program has a working relationship with Sony and the Pantages Theater which gives WLAC's students incredible opportunities in instruction and job possibilities. We had started a relationship with the Philharmonic Orchestra of Los Angeles and received ten violins and scholarship money for music students (which was awarded instead to math students causing great discourse with the POoLA). A course program has been written to utilize the violins, but due to the budget constraints, this had to be put on hold; and due to a financial mismanagement, half of the scholarship money went to an English major and not to a Music student. The Orchestra has not been in contact since that mistake.

One of our Foreign Language instructors is a member of the Modern & Classical Languages & Literatures Advisory Board at California State University, Northridge where they assist articulation and transfer efforts for community college students; create a mentoring program for potential language majors, and facilitate networking and participation in grant proposals,
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and curriculum development. She was also appointed by her Academic Senate to serve on an FDRG and as a C-ID CoR reviewer/evaluator at state level (CORE).

**Interdepartmental Collaboration**
We collaborate with the POP program, providing suitable instructors in several areas of instruction; ESL program through a collaborative English and Humanities aegis. Outside entities such as HOLLYWOOD PCR. A Humanities course is making a slow journey through the Curriculum Committee to utilize resources of local museums, theaters and concert halls as major resources. On a regular basis we have been meeting with these arts organizations, and include student participation as an important portion in these activities.

**12. Professional Development**
Committee & Prof Dev Activities
(blank)

**Professional Development Unmet Needs**
Most professional development needs are met by HFA faculty. The majority of the faculty members are professionals in their discipline working extensively developing private enterprise projects. Other faculty meet their professional development requirement by attending seminars or initiating meetings with faculty from sister colleges to discuss the issues pertaining to their discipline.

**13. Instructional Support: Services and Activities**
**Catalog, Schedule, Website Impact**
The class schedule and catalog in both digital and hard copy format seem to be the best form of marketing for HFA programs. Our marketing staff have done exposais feature some CPA programs. I continue to send marketing info and published reviews and they post them on the college website.

I cannot speak to the offf campus professional development of some of the full time faculty as they are not required to submit that material to me. However I do know that the full time faculty are active and current in their disciplines. Mayock participates in philosophy conferences, White conducts music for a local church group. Sweeney guides the performing Arts Club in campus activities, Haunted house and other events. I participate actively in my discipline.

The information in the majority of this section is fine, however the full time faculty professional development section is missing information for most of the full time faculty. Please go back to the section and complete the list. Thank you.

**Service Eval Disagree**
Foreign Languages: There are roaches in FA-20B classroom including the computer podium; students and instructors drink and eat in the classrooms and therefore trash cans are full and smelling in the mornings. They also eat and smoke in the building staircases which are filthy. Signs are urgently needed!
The Library needs to update and buy FL literature books and Hispanic magazines and periodicals.
The computer services provided by the library for multi-media and computer graphics are provided on a user/ timer set up- ie- 20 minutes per user which can be renewed. Problem is that if the clock runs out the student looses their work. Digital imaging requires more time to complete especially when learning a new program.work block times should be extended to at least a one hour period.

Service Evaluation
(blank)

**14. Programs Clubs Orgs & Special Activities**
**Accomplishments of Students**
Spring 2013 fine art scholarship.

**Club Sponsorship**
The performing arts club is an umbrella (over Arching) club for the entire HFA.

Accomplishments vary from presenting and staging live performance to mounting student art exhibitions.

**15. Environmental Scan**
**Community Trends**
Trends indicate the voracious appetite consumers have for social media and visual content. Our community is the fields of entertainment - the Arts - especially in the film and television areas. We need to modernize our departments to be able for our students to compete in these changing fields. This field continues to grow.

**Labor Market Trends**
Digital imagery, social media, web and sound /recording are expanding employment areas! You would have to be in a coma to not recognize these trends and common sense should tell you that some artist is being paid to fabricate, assemble and present that mobile material for consumers. We must modernize our programs! We are behind the times in our industries, we have not upgraded software to keep abreast of the industry. We have not modernized techniques.

I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.

**Technology Trends**
Much of the Music industry is computer based as is the Multi-Media industry. Animation and most graphics is entirely done digitally. We desperately need to modernize our offerings to keep up with our representative industries.

I read your comment but this seems to be the incorrect area to address the PAC accomplishments since this about tech trends.

Although- Low tech performance is an underground movement gathering steam and respect in performing and visual art communities.

Please add more detail about the PAC. The Halloween Haunted House was excellent and they have many other contributions. Please add a couple of sentences about their accomplishments. Thank you.

**16. Facilities**
**Facilities and division/ department goal**
These goals will provide a seamless over arching educational experience for the students.

**Facilities Challenges**
The digital equipment in the three smart classrooms is 13 years old. It should be up dated. Faculty request classrooms in the new general classroom building as the equipment will not support media they employ.
Facility Long Term Goals
Replace/update smart classroom equipment. Replace broken and unsafe easels and drawing horses. Replace stolen drawing tables.

Install mounted digital projectors in studio classrooms to facilitate lectures and presentations.

Facility Short Term Goals
Supply their own lap top computer for teaching.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
The Advisory Board is responsible for providing oversight and guidance to the processes by which WLAC develops the multimedia program curriculum materials.

Multimedia and Computer Graphics Advisory Board Members:
Brian Olson
Michael Arata
Shantelle Stanley
John Chang
Patricia Cruz
Shadi Harrouni

The Education Advisory Board:

Makes recommendations for continuous development of practice analysis process by which courses are developed
Selects body of knowledge sections to be reviewed each year and sets priorities for the rolling practice analysis
Assists in development of WLAC and specialized Bodies of Knowledge
Balances topic areas of programs and acts as a group/task force as needed to prepare educational matrix for the program which specifies the degree of understanding and frequency of testing for topic areas
Provides guidance in the development and review of the Program curriculum in line with practice analysis and test specifications
Provides guidance in process of managing curriculum
Assists in identifying and developing guest lecturers: talent search for topic area experts, speakers, writers, and reviewers
Assists in idea search, such as new content, conference topics and services, in coordination with other groups as necessary
Other activities as designated

Brian Olson
Michael Arata
Shantelle Stanley
John Chang
Patricia Cruz
Shadi Harrouni

There is a proposed Advisory board for a Recording Arts Certificate. This is waiting for the Certificate to get through all the hoops that have been placed along the way. It was proposed two years ago.

Advisory Board Outcomes
Keep software and equipment updated and relevant.
Focus on web proliferation/content/media delivery.
Create skill certificates and AA transfer degree in Multimedia and Commercial Music.
Find business to partner with the goal of creating student internships, jobs and individual businesses.

Assess CTE Student Learning Outcomes
Students have taken on unpaid internships to gain field experience.

Students are creating their own businesses.

I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
None

Labor Market Demand
A. There is consistent explosive job and product demand in Multimedia as a result of hand held mobile devices.

B. There is great potential demand for Voice Over work to be combined with multimedia animation applications.

C. Computer graphics. Demand for certificates in Computer graphics is increasing along with project demand because of the influx of hand held mobile devices. This mobile mode will
D. Digital Recording Arts media continues to expand as MP3 replaces traditional recording techniques.

E. Print Making is growing in both a two dimensional outcome and as couture application.

F. American Sign Language as applied to DSPS translation requirements.

These six programs are designed to support one another resulting in a fully developed employable student outcome. Multimedia stats /note for program review and area-deans.

I have identified an area in the HFA division of high continuing growth that is in dire need of resources. This would be multimedia, an area with explosive interest and job growth. This is easy to understand evidenced by all of us carrying smart phones. Being in the computer graphics field I have been watching this interest grow for the better part of the last decade. Concrete evidence of the potential in the industry would be the fact that Google bought Motorola a couple years back with the intention of crating smart phones to serve their add/search platform. They certainly saw it coming. Our college is behind the curve in this area compared to our sister colleges, have a look at Mission&rsquo;s program. Closer to home- over the past three years our campus has cut 60% of the classes in multimedia yet the current enrollment figures show multimedia enrollment being up 50%. These figures come from the last Program Review. I checked enrollment for Fall 2012, the trend is slightly down from last Fall semester but up 45% from 2010.

Last semester, Spring 2012, I submitted a certificate for web design; I am currently working on certificates for animation and video editing. In addition all multi media courses incorporate computer graphics in their outcomes/projects linking and strengthen the two programs. Computer graphics certificates and enrollment are also increasing as students recognize the need for those skills to produce professional design for websites and video.

In late 2009 we retooled the computer graphics lab with new computers and software. A fabulous gift. Unfortunately we are not getting as good a return on that investment as we could be getting. The lab and schedule has the capacity to handle all of these proposed courses and more. The average computer replacement period is about 3 years. We are in the fourth year. Computer and software maintenance and replacement cycles MUST be included and planned for in the colleges annual budget.

20. Completion
Manager approval
michael Arata 10.19.13

Participant List
(blank)

Language Arts

01. Department Purpose

Purpose
The purpose of English, ESL and Communication Studies is to enable students to become effective communicators. English and ESL guide students to evolve into proficient readers and writers. Communication Studies teaches students how to become confident and credible speakers in dyads, small groups, and in front of large audiences. All three disciplines focus on critical thinking, and all content is anchored in classic texts with in-depth research required in most courses.

Note: The division no longer offers Jewish Studies.

Purpose Alignment
By enabling students to become effective communicators, the Language Arts division provides a transformative educational experience and enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Language Arts division provides quality instruction and fosters a diverse learning community dedicated to student success.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The following are current improvements resulting from the resource request on 1 FTEF made through program review:

? Participation in the FELI in June
? Training in Quality Matters Rubric in August (ensuring quality in online instruction)
? Professional development/Tech Fair: using Twitter and Facebook pages in instruction
? Training on Etudes in August
? Serving as Senate rep on Distance Education Committee
? Revising COR for English 209 (California Literature)
? Assisting in COR revision for English 21
? Teaching five classes (two 21s, two 101s, and a 103)
? Presenting on Habits of Mind at Strengthening Student Success Conference next week
? Participating on Student Success Committee (non-voting member)
? Serving as Senate rep on tenure review committee of newly hired CDC director (this just happened today)

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
The Language Arts division works collaboratively and with increased frequency to develop course level SLO’s and assessment strategies. The division has assumed leadership roles in governance, policy changes, and innovation.

The full time faculty member assigned with the implementation of the accreditation recommendation 3, SLO7% has been helpful. Faculty are reminded of SLO assessments and timelines. Each discipline in the division 7 Communication Studies, English and ESL 7 have updated course outlines, met the requirements for SLO assessment and worked on the proposed calendar for all SLO assessments going forward.

In F 2013, a full time faculty member applied to and was selected to be the faculty co-chair of the college’s Educational Master Plan workgroup. This will facilitate and provide excellent leadership to efforts related to accreditation recommendations 1, 2, 5 and 7. Full time faculty continue their involvement in ATD core and data teams, the Student Success Committee, all of which focus on improving a culture of evidence and student success.

Additionally, the division has set measurable outcomes for each planned action tied to division goals. Almost all full time division faculty serve on college wide committees, thus participation
in and communication about governance, policy setting and discussion about effective student learning. These efforts contribute to developing and nurturing trust as specified by Recommendation 13.

The Accrediting Commission’s reaffirmation of West’s accreditation, based on a follow-up report and site visit confirms the effectiveness of the division’s efforts as detailed above.

PR Recommendations Response
In the validation process, dean Judith Ann Friedman asked us to provide more information regarding the planned actions. We had overlooked a button in the program. We provided the needed information and resubmitted for validation. The program review was validated.

04. Enrollment Trends

Enrollment Trends
In this period, in English enrollment declined from 2,523 in 2008 to 2,225 in 2012. FTES in English declined from 271 in 2008 to 228 in 2012.


E.S.L. enrollment decreased slightly from 180 in 2008 to 177 in 2012. However, there was a larger decline from 210 (210 students) to 2012 (177 students). E.S.L. FTES declined from 34 in 2008 to 31 in 2012.

Jewish studies enrollment declined from 35 in 2008 to 32 in 2011 and was canceled in 2012. Jewish Studies FTES declined from 4 to 3 from 2007 to 2011 and was canceled in 2012.

Implications: During the period of 2008 to 2012, the college reduced class sections across all offerings, which impacted the rate of growth in all Language Arts disciplines.

Section Count Trends
In Fall 2008, 79 classroom sections were offered compared to 40 sections in Fall 2012. This reflects an almost 50% reduction in classroom offerings. Online, 36 sections were offered in Fall 2008 compared to 35 in 2012. Hybrid sections increased from 0 in 2008 to 4 in 2012.

The average class size increased from 28.8 in Fall 2008 to 33.7 in Fall 2012. The most dramatic increase in class size occurred in classroom sections, with an average of 29.4 students per section in Fall 2008 and an average of 42.5 students per section in Fall 2012, and in ACT sections, which averaged 19.5 students per section in Fall 2008 and 33.8 students per section in Fall 2012.

Implications: Although class sections were reduced by nearly 50% in the period from Fall 2008 to Fall 2012, class size in classroom sections increased by 45%.

05. Students and Student Success

Degree/Cert. Trends
For English, degrees and certificates have increased from e in 08-09 to 13 in 09-10 and 11 in 2010-11.

Speech had 1 in 2010-11.

Liberal Arts, which is supported by English and speech classes, shows an increase from F08-09 of 203; F09-10 183; 2010-11 shows 248 and in 2011-12 an increase to 237. This appears to be trending upward.

English will work on a TMC (Transfer Major Curriculum) in 2012-13, and this should positively impact the numbers of degrees in English.”


Demographic Trends
The demographic trends from F 2008 to F 2012 indicate that while most age groups have remained stable, there was a 5% increase in the 20-24 age group and a slight 3% decrease in the under 20 age group.

This implies that faculty understanding and grasp of what teaching approaches work best with the millennial student is paramount.

Over the F 2008 - 2012 time period, African American/Black enrollment decreased 8% from 44% to 36% while Hispanic/Latino enrollment increased 10% from 28% to 38%. Other groups remain stable. Better understanding the learning challenges of Hispanic/Latino students with regard to language, and its implications for reading and writing, is worth exploring. The increase of Hispanic/Latino enrollment suggests that we increase support for the Puente program.

Further, the college would do well to examine more closely what factors might account for the decrease in African American/Black enrollment.

The demographic trends do not translate accurately in terms of self identified E.S.L. Students.

We do not have data that reflects the different demographic groups in the E.S.L. Program at West. (linguistically) Ethnicity may not be accurately documented by E.S.L. Students and the ethnic categories may not match our students.

Also, we do not have the demographic data for students who do not self identify, such as African students, Middle Eastern students, etc. (again, we need the linguistic data to help us determine if a student is being served or should be served by academic English language instruction for multilingual students.

We are trying to fit a potentially large group of students into very broad demographics.

Based on Program Review Data page 3 of 3 Language Arts, From Fall 2008 to Fall 2012, ESL ranges in the 70% success rate compared to English which is at the high 50% or low 60% rate. The E.S.L program tends to range in the ‘high’ success range comparatively in the college, yet the program has not been restored to the pre prop 30 course offerings.

Enrollment Trends:
Based on the instructions in the College Equity Student Equity Plan October 2013 (Chancellor’ Office dsheldon@ccc.edu Updated Student Equity Plan) C. ESL and Basic Skills Completion, the document states “Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy. E.S.L. paired courses meet this definition of rigor by pairing with transfer content courses of 3 units.

Further:
The document states: The analysis of ESL data can be challenging because (b) ESL students do not necessarily intend to persist through ESL programs and may take college courses prior to completing the final ESL basic skills course or may never complete the final ESL or basic skills course

Options for measuring course completion for ESL and Basic Skills include indicators taken from or related to the (d) completion of recognized milestones for ESL students (f) local college options. Although the Scorecard and the Basic Skills tracker offer a slightly different definition of cohorts, college could begin to tie efforts to these instruments available on the Chancellor’s Office website.

In light of this more specific language in the Equity plan, we suggest that the E.S.L. Program is a highly successful program. Yet, the funding for the program is cut and the numbers of the students decline based on the cuts. We believe that our success data is compelling. Despite cuts to our program, our success rate holds and our retention rates are strong.

If we are supported with effective marketing, International Student connectivity, and most importantly restored sections to the ESL program, our success rate can continue to stay strong and...
Equity Gap
The 22-point equity gap in the division is the same as the college; it has decreased since 2010 when there was a 30-point equity gap. In English, the gap is 19 points; in E.S.L. the gap is 28 points; and n Communication Studies, the gap is 23 points.

E.S.L. instructors are implementing Reading Apprenticeship strategies in their classes as well as pairing their classes with content classes. These strategies should increase success and decrease this gap.

We are not sure how to address language minority equity, but we would like to illuminate the ‘ESL’ issue at West.
Many students are not identified as ‘ESL’ because they do not enroll in the ESL sequence. This action can occur for many reasons. 1. Students self select English assessment because of the stigma of ELL form K-12. 2. Students see English remedial as a cheaper and faster way to proceed 3. Students do not understand the rigor of ESL at a college level and they do not understand the difference in curriculum between developmental English courses and ESL credit courses. 4. Students may have been somewhat successful with ‘C’ grades in English in high school, only to find out that they are designated as developmental or remedial in college. I see this as an equity issue.
I do not know how to define this equity issue, but I do think that:
  a. Some students may not have the linguistic knowledge to accurately choose which path they need.
  b. Some students may not have gotten counseled prior to first enrollment.
  c. Some faculty/counseling may not understand the financial and transfer advantages of the ESL path
d. Some administrators may see ESL as “too expensive”.
If we take each point, we can carefully examine the pros and cons of a more equitable assessment and advisory path for students who need more intensive academic English language instruction for multi-linguals.

Success Comparisons
College successful course completion rates range from 62 to 63%. E.S.L. Successful Course Completion rate between Fall 2008 and Fall 2012 fluctuated between 70% and 77%. English Successful Course Completion rates between Fall 2008 and Fall 2012 fluctuated between from 50% and 61%. Communication Studies (Formerly Speech) successful course completion rates between Fall 2008 and Fall 2012 fluctuated between 61 and 69%
Disciplines success rates within Language Arts are either higher than college average (i.e. E.S.L.) or close to the college-wide rates (i.e. Communication Studies and English). However, English success rates are consistently a little bit lower than the college’s rates. One factor that may contribute to students’ lower rates of success in English classes is the concentration of underprepared students in developmental English classes (20A, 21, and 28). The division is working on strategies to increase those success rates like increasing professional learning opportunities for implementing sound pedagogy and motivational strategies, instituting a cohort program for students who assess into foundations skills classes, pairing classes, instituting a bridge program for students who assess into foundation skills classes, working more closely with DSPS, working more closely with the college Writing Lab and Learning Center, evaluating assessments, offering a lab to supplement class time, and reducing class size.

E.S.L. instructors are implementing Reading Apprenticeship strategies in their classes as well as pairing their classes with content classes. These strategies likely contribute to the higher success rate in that discipline.

Success Trends
Overall retention rates for English, ESL, JEWISH, Communication Studies from F08 to F12 have decreased 3%, from 84% to 79%. Hybrid rates increased from 94% to 95%. Online rates have risen from 75% to 82% to 83% to 79%, a 2% increase. Success rates in English classroom decreased from 62% to 60% from F08-F12; online rose from 51% in F08 to 57% in F12, a 6% increase; hybrid success rates are 75% in F12. We need to conduct deeper analysis to identify factors contributing to the increases in retention and success rates, especially the notable 95% in hybrid instruction.

E.S.L. has paired with content faculty to contextualize language studies. ESL has paired hybrid ESL courses with online content courses in Humanities, Counseling and Behavioral Science. From Fall 2008 to Fall 2012, ESL retention rates are - in classroom, 84% in F08 to 79% in F12. Hybrid for F09 was 96% and for F10, it was 91%. Online for F10 was 91%, all quite high. Success rates for the classroom ESL are: F07 86%, F08 90%, F09 68%, so a significant drop of 22%. Hybrid success rates for F09 indicate 94% and F10, 91%. In F10, the ESL online success rate is 71%.

E.S.L. retention rates are: for classroom, F07 88%, F08 91%, F09 98%; hybrid is F09 92%; F10 91%; F11 90%. Hybrid F09 is 92%, F10 91%, F11 90%, all high. Online E.S.L. retention rates are F08 69%, F09 90%, F10 89%, a significant increase.
For E.S.L., success rates are for classroom F07 82%, F08 72%, F09 82%, so while dipping in F08, the rate rose again in F09. Hybrid success rate is F09 69%, F10 77% and F11 80%, so a notable increase of 11%. Online E.S.L. success rates are F08 69%, F09 80%, F10 78% and F11 72%.

06. Staffing Trends

Staffing Trends
ESL FTEF trended slightly upward for Regular from 1.0 in Fall 2008 to a low of 1.0 in Fall 2010. Since then, it has trended upward, so that Fall 2011 and Fall 2012 is steady at 2.0. The dip reflects the cuts in class sections due to budget restraints imposed by the recession. ESL FTEF for adjuncts has fallen from a high of slightly higher than 3.0 in Fall 2008 to a low of 1.0 in Fall 2010. While it rose slightly in Fall 2011, it has since fallen below 1.0. ESL FTEF hourly was at its highest in Fall 2011 at 1.0, rising from a low of slightly above 0.0 in Fall 2008. For Fall 2012, is around 0.75.

In English, Regular FTEF has risen from 4.33 in Fall 2008 to 7.75 in Fall 2012. FTEF adjunct has fallen from 12.75 in F08 to 6.14 in F2012. FTEF hourly has fallen from 2.75 in 2008 to 0.75 in 2012.
For Communication Studies (speech), F08 FTEF was 5.37. This fell to 4.00 in F2012. These drops reflect the cuts in class sections due to budget restraints imposed by the recession. With the passage of Proposition 30, class sections have been increased for Fall 2013.
Language Arts FTEF has declined from 28.38 in Fall 2009 to 24.50 in Fall 2011, with the majority of classes being taught by adjunct faculty members. Full time faculty members spend more time on campus and are better able to model a commitment to West LA College than adjunct instructors. Thus, our division is committed to making more full time instructors available to our students.

07. Functions and Services

Function service list
The primary responsibility of the Language Arts Division is to offer high-quality instruction to students enrolled in English, Communication Studies, and ESL courses at West. In addition, the Writing Lab is under our division’s purview. Also, our instructors sit on a variety of campus committees and participate in countless extracurricular activities and initiatives, including learning communities like Umoja and Puente, the annual student poster showcase, the Semester Kickoff, African-American History Month and Women's History Month activities, WestLAC online literary magazine, the Literacy Project and the Reading Apprenticeship FIG.

Technological Advances

#NAME?

08. Survey Results

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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Survey Results
In Spring 2013, West Los Angeles College conducted a Campus Climate Survey. The survey results indicate that 93% of respondents (comprised of faculty, classified staff, and administrators at West Los Angeles College) agree or strongly agree with the statement, "My job contributes to this college's mission." The survey is not disaggregated by division or discipline.

Other survey questions indicate faculty and staff at the college are satisfied with the campus climate. For example, 80% of respondents agree or strongly agree with the statement, "I am proud to be part of this college." Seventy-eight percent of respondents agree or strongly agree that "overall, my department/division is a good place to work."

The areas on the Campus Climate Survey with the least favorable ratings concern budget and planning processes, communication among faculty, staff, and administrators, and whether concerns were adequately addressed through the shared governance process.

Survey Results Implications
The survey results seem to indicate job satisfaction and a positive campus climate; however, as data is not disaggregated, one cannot conclusively say that division faculty and staff are satisfied with the campus climate.

The division is actively working on improved communication. For example, we have agreed upon ground rules that are printed on each division agenda and minutes.

09. Curriculum

COR Update: Missing CORs
Missing and Out of date CORs
a. and b. Communications Studies: 101, 104, 121, 151 were all approved 5/13. Linda Alexander is currently working on Communication Studies 111.

ESL: 4B, 5A and 5B are up to date. 4A, 6A, 68, 78, and 8 have gone through Tech Review and are up for approval at the 10/28 Curriculum Committee meeting. 4C, 5C and 6C were archived in the spring.

English: Kathy Boutry has submitted 215 and 219 to Tech Review, and they are up for approval at the 10/28 Curriculum Committee meeting. Course Outlines of Record for English 20A, 21, and 67 are due to be updated this semester. An ad-hoc group of Language Arts faculty members have met twice to discuss these courses and consider what changes should be made to the outlines and to the delivery of the courses. We are considering how English 67 might be used to supplement English 20A and/or English 21 to increase student learning and success. Further discussion is necessary to determine whether 209, 270 and 275 should be archived.

COR Update: Missing CORs
Missing COR Outlines of Record:

E.S.L. 004A, E.S.L. 006A, E.S.L. 8
Linda Alexander is working on the Communications course outlines for tech review this fall, and Nancy Sanders and Karen Quitschau are working on the E.S.L. course outlines for this Fall's tech review. We anticipate that they will be updated and approved this term.

COR Update: Out-of-Date CORs
ENG 020A,
ENG 21,
ENG 67,
ENG 209,
ENG 215 (passed tech review 10/7/13: Boutry updated),
ENG 219 (passed tech review 10/7/13: Boutry updated)
ENG 275 (archived)

Course Outline

All faculty are required to submit their course syllabi to Academic Affairs and the chair. The chair scrutinizes syllabi for course content, the discipline-approved course-level SLOs and assignments that conform with the official course outline of record.

The evaluation process for faculty affords the division an opportunity to determine that similar classes are taught consistently across sections.

The division chair provides all instructors with a hard copy of the official course outline of record to insure faculty follow them in their individual courses.

Course sequence

In English, required courses are scheduled in appropriate sequence to permit students to complete the program in the prescribed program length. What is impacting the program are the drastic cuts in class sections offered, thus squeezing more students into fewer sections, increasing the average class size. This will, no doubt, delay students in their progress to degree attainment.

ESL also has an appropriate sequence, but this sequence has been truncated as a result of numerous class section cancellations.

English reports no problems with the scheduling of courses for program completion.

The ESL program is a sequenced program. The ESL program has also been offering innovative scheduling by pairing ESL courses with G.E. transfer courses. These pairings enable students to successfully complete content courses while they work on their English language skills. These pairings cannot happen if classes are cut. Students must have the option of a paired section or a non-paired section. Early studies indicate that at least 70% of the ESL students successfully complete the content course. It is imperative that the full array of ESL courses is offered semester to semester. Random cancellations affect student success and students ability to matriculate in a timely manner. For English language learners, developmental/remedial English classes are not the appropriate avenue in which to achieve these results.

Curriculum Impact

Our division continues its commitment to developing and implementing strategies to increase student success. For example, in West's Language Arts division, Nancy Sander has implemented a Faculty Inquiry Group for Reading Apprenticeship (RA). Several Language Arts faculty members have completed the 6-week RA course, and we would like to expand our implementation of these strategies in our teaching. Other student success initiatives the division is exploring include Habits of Mind, Acceleration, teaching a Growth Mindset, the Academy for College Excellence, along with other cohort programs. We plan to further explore these options with the support of the California Community College Success Network.

Degree/ Certificate Changes

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Outreach, Online & Hybrid Classes

All core courses in English and E.S.L. and many Communication Studies courses are offered online. Some courses are hybrid, and most core courses are web-enhanced with Etudes shells.
From the period of 2008 to 2012, the number of on-campus courses in English declined from 50 sections to 31 sections. During that same period, the number of hybrid classes also declined, from 26 sections to 22 sections. There were no hybrid classes offered in English either in 2008 or 2012, but there was one hybrid section offered in 2011.

In English, outreach courses were offered through the ACT, Puente, and UMOJA programs. The number of ACT sections in 2008 and in 2012 was three sections. The Puente Program offered one English class in 2008 and in 2012. The UMOJA Program began in 2010 with four sections of English and offered two sections of English in 2012.

In E.S.L. from the period of 2008 to 2012, the number of on-campus sections declined from 10 to zero. During that same period, the number of online classes increased from one section to four. The number of hybrid sections increased from zero to four.

E.S.L. did not offer courses in outreach programs.

In Communication Studies, the number of on-campus sections declined from 17 sections in 2008 to 9 sections in 2012. The number of online sections increased from 8 in 2008 to 9 in 2009. There were no hybrid classes offered in Communication Studies during this period.

In Communication Studies, outreach courses were offered through ACT and UMOJA. One section of each was offered in 2012. Enrollment for the division declined from 3,644 in 2008 to 3,184 in 2012. Data show that enrollment grew from Fall 2007 (3,078) to Fall 2009, when it peaked at 4,030. Enrollment declined by approximately 300 students per year from 2009 to 2012. FTES declined from 401 in 2007 to 339 in 2012.

COR Addenda:
Each course offered in a distance education format (online or hybrid) has a COR Addendum on file.

Several faculty in Language Arts attended the Quality Matters retreat in August 2013. They learned to apply the 41 specific standards from the Quality Matters Rubric to their online and hybrid classes. This group will participate in a follow-up training in January 2013 and another retreat in June 2013. They will be certified to assist other faculty in designing and reviewing their online and hybrid courses. The goal is to ensure quality courses whose activities and assessments align with the course objectives, ensuring achievement of student learning and program outcomes.

Across the college, student success rates in online courses are now equivalent to the success rates in classroom courses.

Online, outreach, and hybrid classes serve the needs of students whose needs are not met by traditional classroom courses. Working adults, military personnel, caregivers, and shift workers can attend and succeed in college. In addition, the availability of open access course materials (readings, for example) makes attending college more affordable for students for whom textbook prices can be prohibitive.

With the recent expansion of online offerings at West, though, come problems caused by the growth. The primary challenge has been the ability of an understaffed Distance Education office to process add requests in a timely fashion. Through planning and collaboration with Admissions and Records, the Distance Education office is addressing these issues.

Cohorts have been established with Counseling to offer Personal Development classes in combination with selected English and ESL classes. ESL has offered classes in conjunction with Art History, and this semester, ESL will pair with Communication Studies 121, an online class.

Program Relevance, Appropriateness & Cur
Program Relevance, Appropriateness, and Currency

For each discipline in Language Arts, the faculty assure the relevance, appropriateness and currency of each of its programs in these ways:

? Updating course outlines of record
? Working closely with the articulation officer on courses for the TMCs with Cal State universities
? Under the leadership of Clare Norris, addressing the English discipline’s concerns with the Re-Imaging English 21 meetings and discussions, starting with looking at data-driven innovations such as the ACE Program (Academy for College Excellence), Acceleration, Habits of Mind. The group is also looking closely at English 20A and English 67. Ideas and approaches generated may be considered for inclusion in this program review.
? With Nancy’s gala-supported Reading Apprenticeship FIG (Faculty Interest Group), faculty are learning and applying techniques and strategies to enhance students’ reading confidence and competence
? ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses.
? Updating the list of readings selected for the sequence of courses
? Discussion and dialogue about SLO assessments
? Faculty participation either as presenters or attendees at numerous conferences focusing on teaching and learning

Examination of the Successful Course Completion Rate by Discipline reveals:

E.S.L. holding steady from 74% in F08 to 71% in F12. ESL shows 90% in F08 and 86% in F10. English was 56% in F08 and 58% in F12. We notice a high of 61% in F11. Speech (Communication Studies) was 62% in F08 and 64% in F12. This compares to the overall college rate of successful course completion of 62% in F08 to 63% F12.

10. Student Learning Outcomes

SLO Assessment - Course
The Language Arts division assessed all courses taught in the last two years. Discussion, evaluation, and implementation of necessary course changes were completed in July 2013.

The full-time Communication Studies faculty member has communicated SLO information to the adjuncts. The following information has been disseminated: the college-approved SLOs, assessment tools, and timeframe for submission of SLO course assessment. As indicated in #10 below, there is a Communication Studies Etudes shell to which all SLO information can be uploaded. Faculty dialogue on SLOs will also take place in the shell.

For specific course changes as a result of assessment, please refer to the following link:

SLO Assessment & Resource Request
One English instructor noticed a problem with attrition in her English 21 class as she assessed her SLOs. One contributing factor to the attrition in English 20A and 21 classes is the lack of college support for DSPS students. Thus, the Language Arts division supports the Disabled Students Programs and Services resource request for a fulltime learning specialist who would work with students and faculty members on making sure DSPS students get the support they need to successfully complete their classes.
SLO Course Changes
This discussion has not concluded and will continue this semester. Changing the curriculum for English 21 is the most current discussion as a result of last year’s assessments. A special taskforce is in place to create this change.

Several instructors in the department have indicated that Reading Apprenticeship techniques are being implemented in order to help students achieve the SLOs for their Language Arts courses.

SLO Faculty Dialogue
SLO dialogue regarding assessment results and improvements occurs regularly in our division meetings. All SLO’s are documented through the official course outline of record addendum, and reviewed and approved through the curriculum committee.

SLO Program Assessment & Changes
As a result of the mentioned assessment methods, currently, there are multiple workgroups tackling the concerns we face in student success and retention rates. We have an English 21 workgroup that is working on improving how basic skill student advance through the English course sequence. There is the FEU workgroup working on different intervention strategies for the classroom. Reading Apprenticeship is also providing interventions to enhance student success. ESL is working on improving appropriate student placement for 1.5 generation students and ELL’s.

11. Departmental Engagement
Community Connections
Faculty members in the division have reached out to various community institutions and businesses.

ESL has been charged with marketing and both full-time faculty members have been challenged as to the best marketing strategies. ESL is working with public relations at West to integrate with the International Student Program (online and on campus) to promote wider understanding of the benefits of the ESL/academic language program for multilingual learners.

The division has been present at the recent campus-wide events for the public, including the Spring 2012 Open House and Fall 2012 Semester Kickoff. Prof. Bailey-Hoffmann brings outside guest speakers in every semester from CA universities to speak to English 103 students about current research, research methodologies, and graduate school. Usually several English classes attend these presentations.

As chair of the African American Heritage Month Committee and the Women’s History Month Committee, this English Department faculty member, Rachel D. Williams, has invited local theater company directors/founders, authors, the artistic directors and/or founders of Collaboration Movement, Capoeira Brazil, and Beacon Arts, the American Civil Liberties Union Southern California Executive Director Emeritus, as well as numerous local business owners, to attend the regular meetings and/or partake in campus-wide events that are open to the public.

During the spring of 2011, the faculty member, Rachel D. Williams, coordinated an interdisciplinary panel—which consisted of faculty from throughout the District, including Southwest College and East Los Angeles College faculty members—based on the film adaptation of Fannie Hurst classic novel, Imitation of Life. The activity attracted members of the local community, including high school and other college faculty, as well as students from West and the colleges sister campuses.

1. Prof. Bailey-Hoffmann brings outside guest speakers in every semester from CA universities (usually UCSB) to speak to English 103 students about current research, research methodologies, and graduate school. Usually several English classes attend these presentations.

2. Prof. Rachel Williams brings outside guest speakers in every semester to speak to English 103 students and the college community about pressing social issues and the arts.

3. Through the efforts of President Abu-Ghazaleh, the Padway Grant through Roberta Weintraub received $30,000 for three years to be divided equally among POPP (Police Orientation and Preparation Program), Puente and Umoja learning communities. These funds are being used to provide math and English tutors for Puente students. In addition, in the winter 2014 intersession, Communication Studies 101 and in spring 2014, an English 101 are being offered in the POPP Program.

4. Prof. Nuala Lincke-Ivic brought Detective Jorge Luis Martinez, a 20-year veteran of the LAPD and an expert on the Mexican Mafia, into her English 28 classroom in fall 2012 and spring 2013 to help the students write a paper about gangs. She continues this practice in fall 2013. With an LAPD captain, she has discussed the possibility of students having their papers published on the LAPD’s Gangs/Narco website, and is arranging for the students to read the narrative hooks of their papers as dramatic monologues in an upcoming public event in spring 2014.

5. Prof. Fran Leonard features former Puente alumni who have transferred, graduated and in many cases been admitted to grad schools to speak with students about their experiences, challenges and lessons learned. These often serve as mentors to the new cohort of students.

5. The spring 2013 issue of West Online Magazine begins the effort of the publication to address the issue of how gangs affect the lives of West Los Angeles College students and other students in the LACCD. The LAPD website identifies Los Angeles as “the gang capital of the nation,” and in an informal survey of 70 students in

Interdepartmental Collaboration
Interdepartmental/inter-college collaboration includes the pairing of courses and consultation with other divisions. Puente provides paired English 28 and 101 classes with Personal Development classes. ESL has offered classes in conjunction with Art History, and in Spring 2012, one professor worked with the history discipline, the chair of the division and the dean, to rewrite their course outlines for articulation. Additionally, one English professor is working with the Science department to revise an archived course, English 185 (Directed Study), as a science writing class to be taught inside the STEM enrichment (grant funded) program. A faculty member has assisted with the grading of essays and creating writing rubrics for Administration of Justice and POPPS for the LAPD Police Academy, a program for at-risk youth in high-crime neighborhoods. Finally, the publication of the arts magazine titled West Online Magazine, has contributing editors from five LACCD colleges.

Several division faculty have been instrumental in a recent campus-wide Annual Student Poster Showcase event every spring, beginning Spring 2011, thus making connections with divisions and disciplines campus-wide.

Several division faculty have been instrumental in spearheading Achieving the Dream intervention strategies, including, but not limited to, enhancing West’s tutoring program, implementing West’s first two Semester Kickoffs, working in collaboration with West’s Counseling faculty to create a Discipline Advising program at West, coordinating and promoting various professional development opportunities on and off campus, and collecting data via student focus groups and surveys and inter-discipline dialogue with our colleagues in the Math Department. Those division faculty attending the ATD teams, such as Core and Data teams, have been able to participate in helpful cross-disciplinary conversations with counselors and faculty from other divisions that have enhanced our own practices.

During the past six years, an English Department faculty member, Rachel D. Williams, has spearheaded interdepartmental collaboration through the following means: a) interdisciplinary panel discussions and/or symposia, featuring colleagues from the disciplines of English, history, political science, and cinema; b) academic and cultural programs, featuring music, fine art, and English faculty members; c) special interdisciplinary lectures/film screenings, entitled “Slave Culture: An Exploration of Literature and Music: Lecture and Performances,” and “Douglass, the Abolitionist, Literary Artist, and Orator: An Examination of His Life and Craft,” which were open to the campus and local communities.
Most of our existing full-time faculty serve on tenure committees for new hires in both our own division and other divisions. This process facilitates invaluable interaction between faculty on matters of pedagogy and best practices, within and outside of the discipline.

In the past year and a half, several faculty members have been involved in the Reading Apprenticeship FIG (Faculty Inquiry Group) and in ongoing discussions with Math, Science, Counseling, Humanities, Social Sciences and Computer Science. The RA FIG has met monthly for the last 3 semesters to bring the routines of Reading Apprenticeship into the classroom. Faculty members recognize that many students are not yet equipped to read rigorous academic text. Through discussions and continuous training, we are bringing strategies into the classrooms which enable students to access complex text in many disciplines across the campus. We can better understand the challenge when we examine text which is not from our own discipline. We realize that we are not expert readers in every discipline at West. We can then model how to address challenging text through our own processes and through the collaboration of working with our colleagues from other disciplines on a regular basis.

One professor serves on a tenure committee for

12. Professional Development
Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Our division would benefit from increased professional development opportunities that will support us in developing and implementing strategies to increase student success. For example, in West's Language Arts division, Nancy Sander has implemented a Faculty Inquiry Group for Reading Apprenticeship (RA). Several Language Arts faculty members have completed the 6-week RA course, but we have not had an RA training on campus since July of 2012. Instructors in our division (and our colleagues in other divisions) would benefit from increased RA training available on campus. Other student success initiatives include Habits of Mind and Acceleration. We would like training in brain-based teaching methods, flipped classroom design, and media design for online course delivery. We would like for the college to offer a mechanism for sharing information learned at conferences and trainings across disciplines so that the entire West community can benefit from our faculty members' professional development activities.

Also, we would like to offer (and be compensated for leading) a colloquia of trainings on writing instruction strategies for full- and part-time instructors. This would include strategies for addressing the needs of English language learners in our traditional English classes. The desired outcomes of each of these activities are increased retention, increased successful completions, and increased persistence.

Language Arts faculty member are currently active in the following professional development activities:

Many our faculty have attended, and some have facilitated, Tech Fair activities.

Nancy Sander took the 6 week online Reading Apprenticeship course, went to the 5 day BSLI training put on by 3CSN at Lake Arrowhead, and trained for 3 days in Oakland last January in Reading Apprenticeship, also funded by 3CSN. She also chaired a panel: Alice Taylor/Humanities, Alma Narez Acosta, Counseling and student Florence Shamo. They presented on contextualized ESL paired course with GE content courses integrating Reading Apprenticeship.

Luis Cordova participated in the CSUDH Millennial Learners Student Success Workshop, FELI conference, and HSI conference. He was a presenter at the Flex Day. He completed IES Program Review training. He is part of SLO committee, and the Academic Senate Treasurer at WLAC.

West's newest English faculty member, Kimberly Manner is already serving on the tenure evaluation committee of the new director of the child development center, will be assisting Tim Russell with tutor training (Habits of Mind) and attended the Strengthening Student Success Conference all since she joined West this semester. She also participated in the following activities last year before she joined our faculty:

? On Course National Conference (April 2012)
? BS LI (June 2012)
? Reading Apprenticeship (Fall 2012)
? Strengthening Student Success Conference (October 2012)
? Tutor Training on Habits of Mind (November 2012)
? LINKS VI (November 2012 and again December 2012)
? AIT Dream 2013 Conference (February 2013)
? Habits of Mind Day at Fullerton College (April 2013)
? Tech Fair: ACE Presentation (April 2013)
? FELI (June 2013)
? Quality Matters Retreat (August 2013)

Kathy Brouy is the co-chair of Resource Development Committee, a member of the Transfer Committee, an Academic Senator-at-Large, an International Student Program Ambassador, is the West International Newsletter Editor-in-Chief, and co-author of The West Guide to Writing.

Linda Alexander presented at the Western Social Sciences Association Conference in Spring 2013 and the West Los Angeles College Tech Fair in 2012 and 2013. Alexander attended a Quality Matters retreat that focused on online instruction in August 2013. Alexander co-facilitated a Flex workshop on Flex Day 2013 with Luis Cordova. Alexander is a member of the following committees: Distance Learning, Student Success ATD Data Team. She is also the Academic Senate representative for the division.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
The lack of a Language Arts website on the college website negatively impacts our ability to market our course offerings and services. As a result of a recommendation from the Technology Committee to the College Council, the college will procure, configure and train users in the Kentico software. This will enable the division to create division-specific promotional materials.

Service Evaluation
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14. Programs Clubs Orgs & Special Activities
Accomplishments of Students
English and Communication Studies students have received a number of Foundation scholarships. In addition, a number of former students continue to work in careers such as journalism and business.

Students post literary works in the online literary magazine (featuring the work of district faculty and students) published quarterly by Prof. Linke-Ivic.

Each year, several English students travel with Dr. Brouy and Honors program staff to the undergraduate Honors Conference at UC Irvine to present their research papers.
A Communication Studies student and several English 21, 28, and one ESL student won an award in the Spring 2013 Poster Showcase.

Student John Bagneriese, who took English 103 class at West, and West adjunct Herbert Long’s class at CSUDH, completed his Bachelor’s Degree at CSUDH in sociology with a 3.8 GPA, graduating with honors in his major. Before returning to school at West, he served a 22 year prison sentence.

Club Sponsorship
The division sponsored a table at both the Spring 2012 Open House and the 2012 Fall Kick-Off, an informational event held the last Friday before Fall 2012 semester and Spring 2013. Many division faculty were present on this day, in person and online, to greet students, show them their books, and provide them syllabi.

Every year since 2011, English 21 students in Holly Bailey-Hofmann's spring English 21 class and Janelle Blount’s English 21 and 28 classes, as well as Karen Quitschau’s ESL 8 students, and Linda Alexander's Communication Studies students, participate in the annual Student Poster Showcase by creating academic posters.

An English Department faculty member, Rachel D. Williams, has involved local historical and literary figures, including poets, filmmakers, fine artists, sculptors, vocalists, musicians, and dancers, among others in campus-wide, committee-sponsored academic and cultural programs. Students participated in these events by introducing speakers and by performing dramatic readings and interpretations of classic musical works.

English Department students have been involved in theater excursions, including productions of William Shakespeare’s Antony and Cleopatra, Pearl Cleage’s Blues for an Alabama Sky, Lynn Nottage’s Ruined, and the Alvin Alley Dance Theater’s Revelations, to name a few. The significant accomplishments stemming from engagement with the arts, in general, and the aforementioned productions, in particular, include the completion of group projects and corresponding oral and poster presentations, as well as research papers.

English Department and other disciplines students, who attended a film screening and lecture Spring 2012 by UCLA Professor Scot Brown, a historian, were able to raise questions and engage in discussion about the oratory, writings, and place of Malcolm X in American history and culture. Students were able to produce more informed papers on this figure and his writings/speeches.

English Department and other students, who attended The Creative World of Synthia SAINT JAMES Spring 2012, were able to raise questions about and gain a deeper understanding of the artist’s autobiography and fine art works that were on display. Additionally, they gained further insight into Ms. SAINT JAMES philosophy on fine art by watching a video presentation, consisting of interviews of the artist.

Fran Leonard advises the Puente Club, which has participated in student-led activities such as the Hispanic Heritage Celebration and fundraising efforts for the Puente Project.

West Online Magazine is a community of colleges students, staff, administrators and faculty from the nine LACCD colleges who are writers and other kinds of artists, and publication gives them membership in the Creative Writing Club, which is LACCD-wide, and have a student president. Members communicate electronically and collaborate on the magazine’s content.

Fall 2013 Prof. Holly Bailey-Hofmann began advising a new Poetry Club.

In addition, the division sponsors a table at both the biannual semester kickoffs, at which some division faculty are present in person and online to greet students, show them their books, and provide them syllabi.

15. Environmental Scan

Community Trends
As adult school programs are reduced, more students come to the community college, and especially our English and ESL classes, to get their needs met.

In addition, a global society demands communication skills. International students and immigrant students need an expanding ESL program. However the ESL program has received a 30% cut over the last 5 years.

Labor Market Trends
Written and spoken communication skills are essential. Students must be able to express themselves professionally to compete in a challenging labor market where entry-level jobs are increasingly difficult to obtain. A global society demands communication skills. International students need an expanding ESL program.

Specialized Speech Communication classes such as Interpersonal Communication and Small Group Communication are valued in all fields. Verbal expression and communication are important components of the interview process and vital in a competitive job market. Similarly, professional written communication skills are vital for cover letters and resumes in a competitive job market as a way to get to the interview and past the first gatekeepers.

There is increased reliance in the workplace as the merging trend of email memos becomes a clear business practice. Written expression becomes even more important as emails and texts replace verbal communication in many workplace and customer service settings.

In addition, today’s work environments are often characterized by diversity. Speech Communication courses address the importance of being able to interact effectively, efficiently, and sensitively with employees and employers who have different backgrounds and experiences.

Veterans are entering the job market in increasing numbers.

Technology Trends
The popularity of texting language is impacting the way students write in the classroom. Students have easier access and depend on portable technological devices on which they can do immediate class work and research. E-books continue to provide an alternative to hard copy textbooks.

The division will look at ways we can implement these devices in the classroom to promote student learning.

E-folios and e-books will impact the teaching of all courses. Many instructors use blogs, Etudes shells, and online exercises to supplement their classes. Students, especially millennial, increasingly seek the use of technology in instruction. Our division professors now teach in completely tech-equipped classrooms, which feature internet, projectors, sound, DVD, document camera, and laptop hookups. These classrooms are located in the same buildings as our offices, making it extremely convenient. At this time all of our full timers and several adjunct faculty have keys to the classroom tech equipment, suggesting that they are making use of it.

Students increasingly rely on handheld devices as means of receiving communication. The district has issued students each an @laccd.edu email and division faculty are encouraged to send students welcome letters (with book info and the like) to this email prior to each semester’s start. Students can access these email from their phones or on computers.

Information on campus-wide events, such as the Open House, Fall Kick-Off, and the Poster Showcase, will be increasingly sent via text in addition to email.
16. Facilities

Facilities and division/ department goal
Reconfiguring and or relocating the current writing lab and adding laptop stations would enhance tutors’ ability to work with a number of students who can then edit and revise their drafts while they are receiving tutoring guidance. This improves the lab’s effectiveness when dealing with students’ writing and may directly improve students’ success rates.

The writing lab has not evolved with the way students write, mostly through keyboarding. Computers are essential resources in any writing lab.

Facilities Challenges
Nuala Lincke-Ivic has requested a secure location for storing film equipment used for the West LA College magazine that is now housed in her office and takes up too much space. Our understanding from Bob Sprague is that we are not to use vacant offices in the General Classroom bldg. for this purpose.

The Writing Lab, located now in a corner of the 1st floor of the library, is neither welcoming nor suited to students’ ability to rewrite and edit. Finding a location that is more centrally located, visible and accessible would invite more students to seek the lab’s services. Also, having computers/laptops available to students for editing and rewriting would enhance the lab’s effectiveness.

The E.S.L program is integrating Reading Apprenticeship into the classroom. This means that E.S.L classrooms need chairs at tables that can move. (We are currently in classrooms in the MSA building where the desks do not move.) We need internet access for teaching and we need document readers. We have been able to find classrooms with internet and doc readers, but it is difficult to have flexible groups moving in the room for collaboration.

Facility Long Term Goals
Within the Facilities Plan and building plans, identify a space for the writing lab that would result in more hands-on participation by students in a space that is visible, accessible and highly functional.

Facility Short Term Goals
"We would like look at ways to reconfigure and/or relocate the writing lab to increase its visibility, accessibility and functionality as described previously.

We want a space identified to securely store the camera and film equipment for West’s magazine, as requested.*

18. Grants
Grant Application
(blank)

19. CTE Programs
CTE Accreditation Recommendations
We must develop and assess course-specific student learning outcomes in all classes.

CTE Programs Offered
(blank)

Labor Market Demand
"Labor market requires students to communicate effectively, in speech and in writing. Literacy is also essential to most high demand jobs. Language Arts prepares students in effective communication skills, a prerequisite to getting and keeping work."

20. Completion
Manager approval
Fran Leonard, Chair of Language Arts
Oct. 28, 2013

Fran Leonard, Chair of Language Arts - I’ve responded to all questions asked by validator, Celena Alcala and resubmitting.
Nov. 18, 2013

Participant List
(blank)

Learning Resources

01. Department Purpose

Purpose
The Center for Academic Support offers resources to support student success, including computer-assisted foundational skills instruction, and faculty-directed reading and math labs. The Center’s comprehensive approach to supporting student success includes scaffolded learning at pre-collegiate and collegiate levels, emphasizing development of lifelong learning skills and maintenance of literacy in both mathematics and language arts. Center faculty provide individualized academic skills advisement to assist students in selecting and completing appropriate support coursework before and during enrollment in degree-applicable math and language arts classes.

Purpose Alignment
Through a comprehensive student success-focused approach, the Center for Academic Support aligns with the Mission of West Los Angeles College to provide a transformative educational experience. Center resources emphasize skill-building for lifelong learning as students develop the foundations of academic literacy in preparation for certificate or degree completion and/or transfer to a four-year institution. Center faculty individualize advisement and personally engage with students throughout this educational process to support academic excellence and achievement. The Center also maintains discipline-specific ancillary resources to support student success from admission to matriculation.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
na
Improvements in Program

In the Fall 2013, a full time tenure track faculty for Math Learning Skills was hired. This faculty member is responsible for developing foundational skills curriculum in the area of math and to promote student acquisition of basic math competencies. Beginning in Spring 2013, all credit-bearing courses were offered only through the more reliable web-base Plato PLE platform. All of the computers currently connected to the LAN server were reconfigured for internet access. Beginning in Spring of 2014, Center faculty elected to eliminate low enrolled / low success rate learning skills courses in an effort to redesign the learning skills curriculum to be address the needs of WLAC students in need of foundational skills remediation. The following LSK courses were eliminated: LSK 73 - Online Grammar Lab, LSK 74 - Chemistry, LSK 75 - Political Science. While we will still offer CAF format for LSK 2A- Grammar Fundamentals, 2B-Verbs, 3C- Vocabulary Development, 10A- Math Fundamentals 1 and 10B- Math Fundamentals 2 this semester with more one on one faculty engagement, LSK 5 will be paired with ESL courses and LSK 50 will be paired with students enrolled in English 21 and 28. It is our intention to address the needs of students with various learning styles. Success data will be collected to validate the effectiveness of Learning Skills course instructional delivery.

Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response

RECOMMENDATION 1: MEASURABLE GOAL SETTING

The Center for Academic Support completed Goal 2 of the Technology Master Plan (2009-2016): Develop and implement technology solutions to support foundational skills initiatives. Progress, areas for improvement, and specific assessment timelines were identified for each of the following Strategies: 2.1 Develop and implement technological solutions to manage foundational skills class sizes; 2.2 Determine and implement technology-based solutions to establish and support learning communities; 2.3 Devise technology-based solutions to recruit and increase student enrollment during the registration period; 2.4 Support development of skills and concepts in foundational mathematics and English through computer-assisted instruction.

RECOMMENDATION 3: STUDENT LEARNING OUTCOMES

Center faculty completed Course SLO Assessments for all Learning Skills courses; all course SLOs were approved by the Curriculum Committee in Fall 2012. These course-level Student Learning Outcomes are clearly related to course content and include authentic assessment of student achievement as part of ongoing and systematic curriculum review by Center for Academic Support staff and faculty. Course outlines and syllabi were updated with course-level SLO information.

RECOMMENDATION 4: STUDENT LEARNING AND SERVICE LEVEL OUTCOMES

Center faculty included both quantitative and qualitative evaluation methods for assessing student achievement of course-level student learning outcomes. Ongoing curriculum review and systemic program review processes use both qualitative and quantitative bases to evaluate whether the services provided by the Center for Academic Support are meeting identified student needs. The results of these measures are used to improve the delivery of academic support services across the curriculum.

PR Recommendations Response

The resource request for certificated personnel resulted in Fall 2013 hiring of a tenure track Learning Skills instructor with expertise in Mathematics. This faculty member is presently revising existing curriculum, as well as developing new curriculum to support foundational math?Learning through pedagogically sound web-enhanced courses. All math learning skills classes are offered in both credit-bearing and non-credit formats for student access. This faculty member will be responsible for promoting LSK math courses to increase student's basic math competencies as well as collaboration with Math Faculty to increase the number of students who successfully complete pre-collegiate math courses and to provide students academic support when they transition to collegiate math courses.

In the of 2013 the Learning Resource Center was reorganized and the Learning Skills faculty members were assigned to the Student Services Division. The robust tutorial program was assigned to remain with the Library and Learning Resources Division.

Server memory was successfully upgraded and 1 GB of memory was added to the hard drive of each computer used by students enrolled in computer-assisted instruction at the Center. Thirty- five (35) online licenses were renewed for online Plato access; and the additional funds were redistributed to increase staffing.

Need to clarify role of tutoring: there was a hiring of FTEF faculty member in math during Fall 2013

04. Enrollment Trends

Enrollment Trends

The trends in enrollment and FTEs in learning skills courses indicate a clear direction for the future instructional pedagogy. Enrollment in LSK classes has decreased from 38 to 17 from Fall 2008 to Fall 2011, this represents a 55% change. However from fall 2011 to fall 2012 the enrollment increased by 53% back to 38. In the Fall of 2008, there were 946 students enrolled in LSK courses. There was a tremendous drop to 419 FTEs in the fall of 2009. However the FTEs has consistently increase from the fall of 2010 with 650 to Fall of 2012 with 778 FTEs. This is due to strict monitoring of students progress with more check points during the semester. With the instructional redesign of the LSK pedagogy fewer PLATO licenses will be needed to meet the future enrollment trends. To increase enrollment, Center faculty are in the piloting the implementation phase of pairing LSK courses with academic courses. This new format will increase the amount of faculty -student engagement. Also, developing additional curricula is a further goal for the division.

Section Count Trends

There was a considerable drop in the section count from 47 to 15 in the fall 2008. This due to the elimination of sections that were staffed with hourly instructors. Also in Fall 2009, two newly hired full-time faculty members became the instructors of record for all LSK course. Since fall of 2009 the section counts remain the same. The average class size has increased from 18.9 to 41.4. This represents an 119% increase in the average class size. This can be attributed to the increasing need for students to have foundational skill level classes to help them strengthen their level of understanding in academic classes as well as students who need a refresher course to help them adequately prepare for the assessment test.

05. Students and Student Success

Degree/Cert. Trends

While the Center for Academic Support does not offer degrees or certificates, it does provide supplementary instruction in support of student success and progress toward certificate and degree completion. Trends in awarded degrees and certificates factor into curriculum planning and development as Center faculty work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational-skills support modules specific to course content, aligned in order of presentation and weighted according to valuation in course SLOs. As departments revise courses, Center faculty will revise scaffolding.

Demographic Trends

Demographic trends are holding steady in terms of ethnic distribution, and show interesting changes in gender and age distribution. In 2009, females represented 65% of LSK class enrollment, with males at only 35%; by 2011, however, female enrollment had decreased to 57% and male enrollment had increased to 43%. By fall 2012, female enrollment had decrease to 53% while male enrollment had increased to 47%. Birth-rate demographics account for part of this trend, but intervention programs like L.E.A.R.N. are also proving to be extremely influential in terms of academic support for student success (the L.E.A.R.N. program - Leading and Energizing African-American Students to Research and Knowledge - is specifically for African American male students at West).
Age distributions are showing a shift toward increased enrollment of students aged 35 and older. This may be related to economic factors which have led many adults to return to school for re-training or upgrading skills in the face of sluggish job markets, or may reflect larger demographic trends of retirees returning to college as "lifelong learners." Students under the age of 20 represented 26% of West’s enrollment in 2009, 29% in 2010, and 25% in 2011 and 2012, while students aged 20-24 comprised 25% of West’s population in 2009, 24% in 2010, and 27% in 2011 and 2012. Students between 25 and 34 years of age constituted 23% of West’s student population in 2009, 19% in 2010, 17% in 2011 and 18% in 2012, while the 35 and older population at West was at 26% in 2009, 27% in 2010, 32% in 2011 and 31% in 2012.

One implication of this trend is already occurring, and that is the need for more technology support in the Center. As older students who may be unfamiliar with current computer technology begin enrolling in web-enhanced and online classes, significant support is needed to introduce basic keyboarding concepts and software features. Adding workshops to the Center’s offerings will help to familiarize students of all ages with foundational computer skills.

Equity Gaps
In the fall of 2012 the successful course completion rate for LSK courses was 57%, which was 6% less than the overall college successful course completing rate. In general the LSK successful course completion rates have been relatively lower that that of the campus completion rates. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre collegiate Math and English courses or are students who are returning to back to school to obtain certificates.

Success Comparisons
The overall successful course completion rates have remained consistent at 62% to 63% since fall of 2008. The successful course completion rates for Learning Skills course has consistently remained lower than the overall campus successful completion rates. In the fall 2008 with 54%, 45% in 2009, 52% in 2010, 48% in 2011 and 57 % in fall 2012.

Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Bi- weekly emails to all enrolled students reminding them of the progress goals and upcoming dates helped many students stay on task and make regular consistent progress toward content mastery of 70% or higher.

Beginning in the in the Spring of 2014, the instructional delivery mode will remain the same for LSK 2A, 2B, 3C, 10A and 10B with increase faculty and student engagement. LSK 5 and 50 will be paired with ESL 4 and English 21/28 classes respectively. With increase faculty-student engagement, it is the intention of LSK faculty to increase the success rates in learning skills course as well as in pre-collegiate course campus wide. The LSK faculty will also collaborate with English and Math faculty to increase our awareness to concepts that students tend to struggle with.

Success Trends
Trends in retention and success rates vary from semester to semester. Success rates in the online class sections showed steady improvement - from 45 % in 2009 to 78% in 2010 to 51 % in 2011 to 48 % in 2012. In 2010 the success rates dropped significantly to 51% and in 2012 to 48%. Factors impacting retention and success rates in 2010-13 include the continued shift from seat-based credit to mastery-based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at four-, eight- and twelve-week markers. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. Bi-weekly emails to all enrolled students reminding them of progress goals and upcoming exclusion dates helped many students to stay on task and make regular, consistent progress toward course completion of 70% or higher. Excluded students were given several opportunities to be reinstated by catching up to the percentage required, and log-ins were temporarily deactivated for students at risk for exclusion after the last date for reinstatement so that they would contact Center staff.In Fall 2013, we continued the implementation several policy changes following approval by the Curriculum Committee. Students will be limited to enrollment in two (2) Learning Skills classes for credit in one semester, but offered with unlimited access to non-credit sections and supplementary computer-assisted instruction. Learning Skills courses will no longer be repeatable for credit, but supplementary instruction will be available free of charge via the online Plato platform. Our goal is to encourage students to use foundational-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

06. Staffing Trends

Staffing Trends
In the Fall of 2013, the second full-time faculty member with an emphasis in mathematics was hired. This individual will be responsible to implementing effective foundational mathematics curricula to increase basic math competencies of a diverse population of students. The importance of foundational-skills support cannot be overestimated. Having two fulltime, tenure track instructors in the Center is an excellent start; adding at least one additional certificated person, even halftime, will make it possible for Center faculty to participate in faculty governance and attend professional development events. In the meantime, a viable group of certificated subs needs to be identified to ensure that students have consistent access to Center resources and faculty support for meeting non-instructional requirements of the bargaining contract.

07. Functions and Services

Function service list
The Learning Skills faculty provides comprehensive resources for building foundational skills and content knowledge across disciplines. Services provided by the faculty include:

* Foundational computer assisted learning skills courses to help students gain a better understanding of foundational math and English concepts
* intensive review courses in grammar, reading, spelling, vocabulary development, essay writing, and basic mathematics
* paired-course development and academic support through scaffolding learning resources available to students in and out of the Learning Resource Center.

In addition, Learning Skills faculty are available on a walk-in and appointment basis for students seeking learning-skills course advisement, tutoring referrals, or content-area academic support.

This needs to be updated with a clear charge of the center and the learning skills classes.

Technological Advances
The majority of learning skills courses were previously available to students only in the Center, using the local-area network (LAN) server. These courses have now been built in the online Plato platform and are available to students in both for-credit and non-credit sections. Students now have access to course content on campus as well as at home.

The transition to expanded online use of Plato resources has encouraged student use of Center resources for placement-test preparation as well as individualized review of concepts following assessment testing. LSK faculty are committed to seek ways to link students with academic support resources using available technology. With revising the curriculum to an online format more students can be served successfully through expanded use of existing technology resources, as well as strategic planning for technology expansion over the next several years.

An example of this strategic expansion is the planned use of electronic tablets by math tutors so that exploratory information can be saved, stored, and sent to students at the end of tutoring sessions for the student to reference when solving similar math problems in future assignments.

08. Survey Results

Survey Results
The Fall 2013 Learning Skills and Tutor Program Student Survey indicated that the Center is meeting the needs of the students who use not only its academic services, but also its Learning

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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Program Review

Academic Affairs Area | Learning Resources

2013 – 2014

Skills courses... Of the students polled, 74% were enrolled in a Learning Skills language arts course with 61% of that number reporting that they benefitted highly from the class; 60% of those surveyed were enrolled in a Learning Skills math course, with 50% of that number reporting that they benefitted highly from the support class they completed. In addition to respondents enrolled in LSK classes, 60% of surveyed students used tutoring concurrently or independently during the year, with 56% describing that resource as “highly beneficial.” According to the survey results, students are satisfied with current instruction, staffing, hours of operation, and accommodations in the LRC.

Students access Center services regularly; over 41% of the students surveyed use the Center every day that they are on campus; 47% use the Center at least 2 days a week; only 13% used the Center less than once a week. Students report that they are very satisfied with staff: more than 94% of the students surveyed rated the Learning Skills as Excellent or Good; 94% considered the staff knowledgeable and helpful to students; 98% Strongly Agree or Agree that the Learning Center is effective in helping them with their academic goals; 83% Agree or Strongly Agree that the Learning Center is open for an adequate number of hours each week; and 98% of responding students would recommend the Learning Center to other students to help them reach their academic goals. The survey of students? academic goals reveals that 31% were working toward a certificate or degree, 44% intended to transfer to a four-year institution, 17% were completing community college classes for personal interest, and the remaining 8% were undecided about their long-term objectives at this time.

With the realignment of Learning Skills faculty to Student Services, tutorial services remain apart of the Library Division.

Role of tutoring needs to be clarified.

Survey Results Implications

Point-of-service surveys in FY 2011 and 2012 indicated a few areas for improvement of Center procedures and services, enabling faculty and staff to expand the services which students found most helpful while addressing service gaps for improved support of student success at West.

Students named the following services and procedures as most useful to them:

1. Addition of web-based Plato course offerings
2. Printing capability now available on the first floor

Survey results identified the following service improvement goals:

1. Adjustment of Friday hours to align with changes with Culver City bus schedule - instead of 9-1, be open from 11 - 3 or 4 on Fridays
2. Open the Center on Saturdays again, also from 11 - 3 or 4

In response to this feedback, Center staff would like to continue to provide maximal academic support to all WLAC students by increasing student engagement with LSK faculty as well as with increased knowledge of academic resources that students can access while out of class.

Role of the center and tutoring need to be clarified.

09. Curriculum

COR Update: Missing CORs

Working the the Chair of this year’s Curriculum Committee, LSK faculty have archived courses that had no COR because they are being replaced by courses from sister campuses which we consider more substantive, up-to-date, and aligned with our goal to participate in the CAP project.

Importing of CORs for approval to offer at West is currently underway, with the first course anticipated for offering in Summer 2-14.

COR Update: Out-of-Date CORs

LSK faculty worked with Curriculum Chair to clean up the course outlines or record. Courses that were no longer offered or traditionally low enrollment were archived. The outline for LSK 2a, 2B, 3C, 10A and 10B were updated by LSK faculty. This semester LSK faculty will be working with the academic departments to create revised curricula that will better meet the needs of WLAC students.

As math and language arts departments revise their foundational skills curriculum, we will adjust to those changes so that we really are offering academic scaffolding paired with a specific course as a “safety net” for low placers or students with transitional skill levels.

Course Outline

Math and English faculty in the Center evaluate alignment with official course outlines on record on an annual basis, a process that has been furthered by the drafting of course-level Student Learning Outcomes for inclusion in course outlines and the syllabi for all Learning Skills classes. Syllabi for all LSK courses are forwarded to Academic Affairs each semester, in addition to being posted online and provided in both hard copy and electronic form to enrolled students. Participation in faculty governance and both campus- and district-wide curriculum revision efforts is integral to the successful ongoing review of Center courses and services.

Course sequence

Learning skills courses are non degree applicable. Since the LSK courses offer various refresher topics , they are not sequential in nature. Students can take any of the LSK offered during the semester. All LSK courses are open entry/open exit.

Curriculum Impact

Beginning in the Spring 2014, the learning skills faculty are piloting new instructional delivery formats for Language Arts. The language arts faculty will still offer the CAI format for LSK 2A, 2B, and 3C. LSK 5 and 50 will be used in conjunction with providing face to face supplemental instruction to students who are concurrently enrolled in a LSK and an English course. With this new approach LSK faculty will be able to provide instructional assistance that is relevant to the curriculum that was presented in the students degree applicable course. Success data will be collected and used to revise the previous delivery format.

Degree/ Certificate Changes

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Outreach, Online & Hybrid Classes

In the Fall 2013 the Center for Academic Support offered twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 73, 74, 75 and 50 were offered in an online format, with plans for creating hybrid sections of each course in the 2013-14 academic year. LSK 15A is a hybrid course which uses both an Etudes shell and Plato-based resources to supplement weekly classroom instruction. All courses are available in both for-credit and non-credit formats, accessible from on- and off-campus sites by West students. In the spring 2014, LSK 4, 30, 73, 74, 75 were cancelled due to traditionally low enrollment and low student success rates. More emphasis will be placed on increasing LSK faculty and student engagement to better address the needs of individual students. LSK faculty will collaborate with English and Math faculty to ensure that the concepts that students tend to struggle with can be addressed by LSK faculty.

Our participation in CAP (the California Acceleration Project) will require us to focus on face-to-face engagement with students in academic support courses, rather than relying on CAI; at this time, no online courses are supported through the CAP implementation, but technology as supplemental support is being explored. iCAP is all about face-to-face engagement, ultimately using technology to reinforce skills for learners who benefit from that delivery format; the acceleration model is looking to maximize the power of full personal engagement, not looking to technology to replace direct instruction with computer-assisted instruction.
Program Review

Program Relevance, Appropriateness & Cur

1. Replace twelve (12) 1-unit classes with four (4) 3-unit courses in each basic skills pathway (English/Math)
2. Pair LSK classes with basic skills courses in English (through 101) and Math (through 125) so that foundational skills are addressed in context, rather than in isolation
3. Offer students an academic roadmap to help them build viable SEPs with scaffolding built in to support them in satisfying math and English requirements
4. Map out 2-3/4-4-year plans for students to earn Associates degrees and/or prepare for transfer to a 4-year college or university

Learning Skills will adopt its curriculum as English and Math develop theirs and revise requirements; LSK curriculum is intended to be academic scaffolding linked specifically to required coursework in foundational math, reading, and writing

Needs work.

10. Student Learning Outcomes

SLO Assessment - Course

LSK 2A-5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 2B - 5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 3C - 5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 4-5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 5-5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10A - 5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10B - 5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 30-5A lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress; Focus needs to shift from seat time to content mastery; Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted Course outline of record needed. Curriculum revision anticipated for development of ESL-appropriate section.

LSK 50 - 5A lab hours completed and progress toward 70% mastery Fall 2013 Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery; Extensive publicizing of change in basis

SLO Assessment & Resource Request

The only resource request at this time was to locate available room space to meet face to face with students. The specific rooms have been identified and scheduled accordingly.

Needs work.

SLO Course Changes

During the winter of 2014, learning skills faculty collaborated with Vice President of Student Services (acting chairperson) and Curriculum chair to revise the SLO Assessments. The low enrolled LSK courses 4, 40, 73, 74,79 were cancelled for the spring semester. It is the plan to revised the existing curricula for the remaining LSK courses to better meet the needs of the foundational skills student. LSK 5 and 50 will be paired with ESL 4 and English 21/28 respectively. The overall emphasis will be placed on providing all LSK students more faculty engagement to ensure students success in their academic courses.

Needs work.

SLO Faculty Dialogue

There has been significant discussion with Curriculum Chair person and Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with English and Math Faculty to ensure that all LSK courses can benefit all students enrolled in LSK courses.

We anticipate that faculty dialogue regarding assessment results from across the division during Spring 2014, when data is available and improvement plans can be developed and prepared for implementation in Fall 2014. Each department maintains its own documentation of assessment results, raw data, and planned revision or development of curricula.

SLO Program Assessment & Changes

Re-evaluation of program-level SLOs is currently planned for Spring 2014, with particular focus on aligning course-level SLOs with discipline specific SLOs. Learning Skills faculty will collaborate with the math and English departments to ensure that both curricula are directly aligned to meet the needs of the students. The Languages Arts faculty member will pilot face to face paired class with LSK 5 and ESL 4a and LSK 50 with English 21 and 28. The intention of the pilot is to compare the success rates with the traditional delivery of CAI and face to face interaction with content from English and ESL courses.

Needs work.

11. Departmental Engagement

Community Connections

The Center for Academic Support maintains ties across the college and the community. An ongoing connection with LAUSD support the CATS program for developmentally challenged secondary students transitioning to college life; collaboration with the Disabled Students Services and Programs Office on campus has led to outreach efforts that include workshops, curriculum development, and in-Center accommodations for students in both higher-education and the vocational-education tracks. Center faculty regularly participate in community

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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outreach events sponsored by West as well as those to which West is invited (one example from Spring 2013 was representation at the UCLA first year experience event). Additionally, the Center is consistently involved in Kickoff Day activities, skill-building “boot camps” in the winter and summer terms, and inter-college programs such as the J.K. Cursa Scholars Program in Summer 2012, which linked West Los Angeles College faculty and students to Loyola Marymount University by placing West students in a week-long program of independent research with LMU faculty mentors.

Interdepartmental Collaboration

Faculty dialogue takes place regularly between Center faculty and the Language Arts and Math departments, given the course collaborations in current course offerings. A number of collaborative academic-support efforts have been put into place over the last 18 months, including the L.E.A.R.N. program; the campus-wide Literacy Project; and the district-wide Achieving the Dream initiative. In particular, faculty from the Center have been in constant dialogue with personnel in Assessment on campus. Detailed placement information enables Center faculty to build individualized review plans for students with pre-collegiate skills and/or those students who wish to re-assess for higher course placement following intensive skill-building work in the Center for Academic Support. Our collaborative goal is to move students more consistently and more quickly through the preparatory courses in math and language arts while building a solid foundation of necessary skills to support successful completion of degree-applicable courses.

12. Professional Development
Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs

Staffing shortages have unfortunately resulted in the denial of requests for release time to participate in professional development opportunities this year, so funding for faculty subs is needed to ensure that Center faculty is able to keep up with new developments in relevant fields. In particular, opportunities not only to attend, but also to lead, professional meetings have been severely curtailed due to staffing shortages in the Center for Academic Support. Ongoing curriculum revision, development of course-level SLOs, application of new technologies, exposure to emerging trends in foundational skills education, and interaction with professional colleagues from outside the LACCD are all areas that will continue to suffer if the professional development needs of Center personnel remain unsupported institutionally.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
Currently the class schedule is printing a year in advance so any last minute changes in the course offers are posted online. Also flyers to advertise course changes are posted on campus and made visible to all students. With the administrative changes associated with department re-alignment learning skills faculty will work with the marketing personnel to ensure that our services are known by all students and faculty.

Service Eval Disagree

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities
Accomplishments of Students

A number of the student employees in the Center for Academic Support have been selected for scholarship recognition by the Academic Senate, and three of our student workers transferred from West to four-year institutions at the end of the 2011-12 academic year (two were accepted at UCLA and one went to CSUDH). Indeed, some of our most recent transfer students still return to tutor at West because they so valued the sense of community and the academic support they received while students at West themselves.

Club Sponsorship
At this time the Learning Skills program does not sponsor a student club or activity.

15. Environmental Scan
Community Trends

Among other trends, the sluggish job market has resulted in larger community college enrollments across the country. Serving more students with fewer resources continues to be a challenge, but an even greater challenge is matching appropriate resources to learner populations. The basis for training and/or re-training to enter a changing job market is foundational-skills literacy in reading, writing, and basic mathematics. Students who struggled during their secondary education (in either the recent or distant past), as well as those who have not worked out their academic “muscles” in many years, are the populations most likely to need and seek assistance from the Center for Academic Support. Building literacy skills in reading, writing, and math is the critical foundation for students seeking to train or re-train for the current labor market.

Making the most of each student’s time is critical, so seamless transitions between assessment and skill-building, between skill-building and completion of preparatory-course sequences, and between preparatory work and degree- or certificate-applicable coursework are integral to moving students through their post-secondary education toward degree/certificate completion and/or transfer in a timely manner. Making Center resources as accessible as possible - to both on and off-campus student populations - is a planning priority, along with continuing responsiveness to the changing needs of West’s student populations.

Labor Market Trends
Among other trends, the sluggish job market has resulted in larger community college enrollments across the country. Serving more students with fewer resources continues to be a challenge, but an even greater challenge is matching appropriate resources to learner populations. The basis for training and/or re-training to enter a changing job market is foundational-skills literacy in reading, writing, and basic mathematics. Students who struggled during their secondary education (in either the recent or distant past), as well as those who have not worked out their academic “muscles” in many years, are the populations most likely to need and seek assistance from the Center for Academic Support. Building literacy skills in reading, writing, and math is the critical foundation for students seeking to train or re-train for the current labor market.

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Technology Trends

The trend in the educational technology industry away from LAN-based software in favor of web-based access to software platforms affects the Center for Academic Support in several ways. Transitioning into computer-assisted instruction that is entirely web-based requires reconfiguration of LAN computers to support internet access. This transition also requires increasing the annual investment in site licenses to adequately support the additional number of class sections accessing the online platform. Future investments in educational software will need to include purchases of web access to software platforms, rather than programs run through a local area network. Monitoring usage trends will enable us to identify periods of peak demand so that we can warn students about periods when it’s possible that they may not be able to successfully log on.
16. Facilities

Facilities and division/ department goal

How these goals relate to Ed Master Plan:

The improvements we expect from curricular, structural, and pedagogical changes currently underway include the following:

1. Hand-to-hand processing of new students to ensure that they are offered accelerated curriculum and begin preparation for placement tests immediately
2. Demonstrable reduction in student attrition rates between weeks 2 and 8 in foundational skills course sections
3. Measurable impact of aligned LSK curriculum on student progress, in collaboration with department faculty teaching those course sections
4. Evidence of positive impact of academic scaffolding in students? end of course grades and general course success
5. Improvement in rate of student progression from one course to the next in succeeding semesters for timely completion of foundational skills coursework

Without any idea of where we fit into the larger facilities plan for campus expansion and new construction, it is not possible to really address possible impacts of facility improvements. At this point, just having our own facility would be an improvement.

At this time, we are moving away from our reliance on technology in the form of CAI (computer-assisted instruction) through subscription with Plato/Edmentum. Student success rates are disturbingly low (partly due to the nature of the online subscription format, which allows students to sign up for LSK classes without obtaining login information and/or without actually logging in) and students report that the ?isolated? Plato-based lessons are not helping them to master the concepts they need to know to succeed in foundational skills courses.

The trend in foundational skills education at this time is to teach concepts in context ? in other words, to address the rules of grammar as students encounter them in the reading or writing assignments they must do in their foundational skills language arts class, or to review math concepts when a certain problem assigned as homework requires review or skills reinforcement.

Working closely with faculty colleagues in English and Math, particularly those teaching the pre-English 101 and pre-Math 105 classes, will allow us to both structure and target the content of each weekly lesson in the advisory course that is paired with the content-area course.

Basically, learning skills is an academic safety net. We encourage students to step out on the tightrope and begin meeting the math and language arts requirements for degree or certificate completion from their very first semester at West. How? We will do this by providing scaffolding for every single foundational skills class to ensure that those students willing to invest the time and effort in skill building (or rebuilding) keep moving ? from lesson to lesson within a class, from class to class within a department, and from West Los Angeles College on to the four-year institution of their dreams or employment in the professional field for which they have earned certification.

Given that educational technology is a rapidly-changing field of expertise, we propose adding a third member to our department team who is an educational technology specialist. We would then be able to focus on our respective academic disciplines and stay current in our fields while the educational technology specialist helps us to broaden our delivery format options and take advantage of cutting-edge technology at competitive prices. In the meantime, we would ask that the $33,500 (2012-13) subscription fee paid by the district annually for Plato as our online platform for CAI-based learning skills courses be redirected to establish a cost center for the Learning Skills Department. The subscription fee in 2012-13 was $40,000 because we paid for 50 seats; we request that this original, higher subscription allocation be redirected to LSK for annual program operation as we concentrate on classroom-based academic scaffolding over the next several years.

Facilities Challenges

Our current facilities problem is that we do not have any facilities. In the realignment of the Learning Skills department under Student Services, there was confusion over who bore responsibility ? for physical supervision and for the Basic Skills budget ? so the library staff is currently overseeing the first floor of the HURC building while LSK faculty work from their offices in the CE building next door.

We have made it work in Spring 2014 by using CE 224 and 226, which are adjoining rooms with computers in half and tables and chairs in the other half. The pending changes in LSK curriculum will alter our facilities needs in order to meet our instructional goals.

Facility Long Term Goals

Long-term goals (2-6 years) include the following:
1. Implementation of an Accelerated LSK curriculum which will scaffold skill-building by pairing a learning skills class with every English course below 101 and every Math class below 125. As departments make changes to their curriculum, we will adjust LSK curriculum proportionately.
2. Establishment of math and reading labs in physical facilities, ideally within the GC (for reading) and MS (for math) so that academic support is available right where academic instruction takes place.
3. FT instructional assistants to staff the math and reading labs, with FT learning skills faculty teaching new classroom and online curriculum
4. Establishment of an Advisory Council to ensure that all sides of student service are being met through our course offerings and delivery formats
5. Addition of a third FT faculty member to the LSK department whose area of specialization is educational technology so that we can expand to a ?virtual campus? with academic scaffolding available in a variety of technology-supported formats.
6. Develop and train a viable adjunct faculty pool for LSK paired courses
7. Develop and implement reading curriculum

Facility Short Term Goals

Short-term goals (within 1 year) for the Learning Skills department include:
1. Establishment of a cost center for the Learning Skills department
2. decision about who will be responsible for tutoring
3. final determination of Basic Skills budget oversight and reportage
4. introduction of new curriculum based on revised Learning Skills objectives as part of Student Services division
5. implementation of enhanced tutoring delivery formats that take academic scaffolding out of a centralized location and into classrooms while/where content area instruction takes place

18. Grants

Grant Application
(blank)

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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Advisory Board Outcomes
na

Assess CTE Student Learning Outcomes
na

CTE Accreditation Recommendations
None

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
na

Labor Market Demand
na

Licensure Exam Performance
na

20. Completion
Manager approval
Timothy Russell

November 22, 2013

Revisions completed on March 6, 2014

Participant List
(blank)

Library

01. Department Purpose

Purpose
The purpose of the Library is to provide and maintain facilities, resources, technologies, programs, and instruction that support and advance information competency, research, and study among primarily WLAC’s students and secondarily faculty, staff, and community. An integral part of the West Los Angeles College Library’s mission statement is to support actively academic interests and pursuits at West Los Angeles College (http://www.wlac.edu/libweb/info/mission.html). The Library’s mission is accomplished through achieving the following objectives:

-Identifying, acquiring, organizing, preserving, and providing access to pertinent recorded knowledge to support pedagogical, learning, and creative activities.

-Recruiting, hiring, and retaining qualified faculty and staff committed to delivering excellent services in response to the changing needs of a diverse user community.

-Offering formal and informal instruction to promote information competency.

-Providing an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.

-Applying appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.

-Communicating library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.

-Creating a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.

-Continuing to improve the library’s effectiveness through systematic, ongoing outcome assessment.

-Providing a robust tutoring program that utilizes multiple pedagogical strategies.

-Providing support and maintenance for audio visual equipment and resources.

-Providing technical support for instructional media and training to faculty in the production and use of instructional media and equipment.

The Education Department provides training in educational software technologies and techniques, and provides courses for students in teaching, tutoring and learning strategies.

The Instructional Media Center provides support and maintenance for audio visual equipment and resources. It also provides technical support for instructional media and training to faculty in the production and use of instructional media and equipment.

HLRC Tutorial Services has been the flagship of programs at West to provide free, student academic support. Since the technology-shift in education in the late 90’s, these services expanded to provide student access to computer technology vital to success in the academic realm and in developing the technology knowledge and skills mandated by our digital society. Currently, 35 student tutors hired in Fall 2013 are providing academic coaching for over 25 subjects and instilling student confidence to succeed personally and academically. The emergence of subject-
specific, tutor-led study groups and the implementation of Supplemental Instruction (SI) tutors for courses targeted as “traditionally difficult,” reveal a new dynamic in the tutoring/coaching process aimed at engaging students as collaborators, not only receivers.

The English department’s Writing Lab is partnered with the HLRC Tutorial Services program. Housed in the HLRC 1st floor office space, the Writing Lab tutoring program receive students from all academic courses requiring writing assignments and provide one-on-one support for them as well as for personal statements, scholarship essays, and a variety of student writing needs. HLRC Tutorial funding, when available, is often extended to hire Writing Lab tutoring staff.

HLRC Tutorial Services, located on the 1st floor of the HLRC, provide some 80+ student computer workstations to access web-based academic and student services such as web-based Plato learning system (PLE) used by Learning Skills students,

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

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

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

### 02. Effectiveness Assessment & Continuous Process Improvement

#### Assessment of Improvements

(Blank)

#### Improvements in Program

Program and Course SLO improvements:
- Updated all active Library Science Course SLOs and improved quantitative assessment of said SLOs.
- Scheduled assessment of all Library Science courses taught Fall and Spring 2012 semesters
- Divisional meetings to discuss results and development of course SLOs

Sustainable Instructional Resources:
- Formed a library advisory group consisting of faculty and students to assess curricular needs
- Developed contingency plan in case of budget reduction
- Provided enhanced library instructional resources and evaluation usage needs
- Library outreach and instructional collaboration with faculty and student services
- Tabulate usage statistics, ECD curriculum resource requirements, Title V and ACRL minimum standards, Reference Desk subject shortage and missing title logs, faculty and student surveys to assess needs and support with data the justifications for administration request for funding
- Explore additional funding streams to augment program 100 budget; grant, foundation, friends of the library

Tutorial Services to students has improved greatly. The number of tutors hired and the hours of service provided rose, especially in Spring of 2013. The data show a steady increase in both services provided and in student need. The number of subjects offered for tutoring has also increased, especially in the area of ESL. Group Tutoring has become popular and effective, especially when there is a shortage of tutors. The reinstatement of a Summer Session in 2013 also brought the opportunity to offer Summer Tutorial Services that were aptly used, including online services. Plans to implement Supplemental Instruction (SI) with collaborative study groups, for Spring 2014, is an institutional move to help students to organize and improve ways they prepare for class outside of class and to measure its effectiveness in selected “traditionally difficult” courses. SI training for both faculty and tutors is planned for in the near future. A West SI trained faculty member is in place and is available to take lead of the program in Spring 2014.

There has been no major improvement in the area of technology access. The student workstations were purchased with bond money in 2006 and the physical parts of the computers are expiring and the computing power of the systems are not sufficient to effectively support the current technologies. Technology improvements have been made with HLRC Tutorial Services. Boogie Boards (small electronic writing tablets) were purchased and used with some success. A more robust electronic tablet is needed to provide tutors with mobile technologies to write, store and exchange tutoring material. The next product would also provide wireless web access.

#### Resource Allocation Evaluation

(Blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**

*Course SLOs*

2012 Accreditation WLAC Recommendation #3 Student Learning Outcomes

Response

1. Updated all active Library Science Course SLOs and improved quantitative assessment of said SLOs.
**Program Review**

1. Scheduled assessment of all Library Science courses taught Fall and Spring 2013 semesters
2. Divisional meetings to discuss results and development of course SLOs
3. Develop Library Division Program SLOs
4. 2012 Accreditation WLAC Recommendation #6 Library Collection Development and Security
   '""The college should develop a consistent, sustainable and sufficient funding stream to develop quantity, quality, depth and currency in Library resources and services""'

**Response**
1. Formed a library advisory group consisting of faculty and students to assess curricular needs
2. Tabulate usage statistics, ECD curriculum resource requirements, Title V and ACRL minimum standards, Reference Desk subject shortage and missing title logs, faculty and student surveys to assess needs and support with data the justifications for administration request for funding
3. Assess and continue goal and resource request in Program Review
4. Developed contingency plan in case of budget reduction
5. Explore additional funding streams to augment 10100 budget: grant, foundation, friends of the library:

10100 budget increased by $20,000 from $30,000 to $50,000

Library showed history of grant funding and other sources for 5 years
2012-2013 received Lottery funds $195,000
2013-2014 Lottery $208,276 planned to spend in Library resource budget.

2013-2014 expect to receive portion of the One-time Block Grant $84,522 allocated to West from LACCD

The Accreditation Committee recommended the development of Student Learning Outcomes (SLOs) by all Divisions and Departments. Tutorial (SLOs) do not exist at this time. However, SLOs are an important planning tool and will be implemented in this service area.

**PR Recommendations Response**
Library Program review recommendations are reflected in the WASC accreditation recommendations (see question 3.b.)

Based on the 2012-2013 Program Review, recommendations were made to a) increase the number of student tutors, b) upgrade student workstations, and c) hire Learning Skills faculty.

a) The number of student tutors hired increased in Spring 2013 with 33 tutor hires and coverage of additional subjects. Efforts in Fall 2013 are promising with tutors hired for Arabic, ESL, Real Estate and Paralegal, for example. Additional funding through supervision of TRIO and Calworkx tutors in the HLRC provided additional tutorial staff. FBI, Basic Skills and Program 100 have remained stable resources for tutorial hiring.

b) As stated, funding for technology access (student workstations) remained flat and technology funding does not appear on the radar. Low value technology items, like electronic tablets, may be within the purview of tutorial funding, or even low-tech items like portable whiteboards, have been very effective in engaging tutors and tutees collaboratively.

c) A tenure-track, Learning Skills Mathematics instructor was hired in Fall 2013 and provides a valuable resource to students coming in for mathematics tutoring. The Learning Skills faculty work in the same location as HLRC Tutorial Services. As the HLRC Tutorial Services programs grows in both number of tutors and students serviced, as the statistics show, a designated coordinator of HLRC Tutorial Services may be warranted to provide leadership, administration and oversight.

Reviewed by Eric Ichon and Kathy Walton

**04. Enrollment Trends**

**Enrollment Trends**
"The College FTES was reduced from 8,200 in 2008-09 to 7,600 in 2010-11. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online."

**Library Science Courses**
Enrollment increased from 98 to 122 between Fall 2008 to 2012. 24% increase in enrollment
FTES increased from 4 to 5

**Library Division Instructional Programs**

**Orientation**

**Circulation**

**LIRL tutoring**
Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number starting with 88-,- accept enrollment in the tutoring section, and log out at the end of the tutoring session. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face-to-face tutoring and to monitor enrollment for technology access (use of Internet computers).

Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of student enrollments and hours of services provided recorded the need and the provision for them.

Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. If you build it, they will come. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013s final subject tutor enrollment reached at week 8 of Fall 2013.

In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data.

For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non-credit, positive attendance hours.

Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.

Reviewed by Eric Ichon and Kathy Walton

**Section Count Trends**

**Library Science Courses**
Section count decreased from 5 to 4 after Fall 2009
Average class size increased from 19.6 to 30.5 from Fall 2008 to 2012, 36% average class size increase

Library Division Instructional Programs

Orientation conducted increased an average of 30% between 2007-2012

Reviewed by WLAC Office of Research and Planning

Source: IES Data Warehouse

Prepared by WLAC Office of Research and Planning
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05. Students and Student Success

Degree/Cert. Trends

College wide on 12% completed certificates or degrees in 2011-2012

This indicates that the focus of Library services could remain even in supported degree and certificate programs

The Program does not offer Degrees or Certificates in Library Science and Education disciplines

All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013

Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university. Our end-of-semester tutorial surveys document our support of students who have these designated academic goals. The latest Spring 2013 student survey to the question: What item best describes your academic goals at West?

Complete certificate or A.A. degree: 32%
Transfer to university: 61%
Personal Development: 4%
Undecided: 3%

Demographic Trends

Age Group Distribution showed increase in younger age group
Increase in Male population

Distribution among all demographic groups trending toward more even distribution

Tutoring

The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.

An end of the semester survey emailed to Learning Skills course enrolled students and tutorial enrolled students, (Spring 2013) provided showed the following data:

Gender: Female 69% Male 31%
Age: More than 35 years 46%
25 ? 35 years 22.2%
18 ? 24 years 31% and less than 18 0.8%

In this survey, 40.5% of Learning Skills students claim they received tutorial services. The institutional research demographic data retrieved for Learning Skills only students as of Fall 2012 are:

Gender: Female 62% and Male 38%
Age: 35 and over 32%
under 20 28%, 20 ? 24 22%, and 25 ? 34 32%.

Ethnicity: African American 59%, Hispanic 25%, unknown 8%,
white 6%, and Asian 2%.

The data resembles the general college student population demographic.

Equity Gaps

No data by discipline for success rates by demographic groups

HLRC Tutorial services has not been tracked institutionally. End of semester student surveys do not track by ethnicity. Discussion will take place on evaluating equity gaps for tutorial services.

include SIN requests in student's surveys to better track results by ethnicity.

Reviewed by Eric Ichron and Kathy Walton

Success Comparisons

College wide average course success rate 62%

Library Science average course success rate 50%

Detect learning skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours

HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolled in college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are offered by tutoring services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses.

The division is to be commended for the increase in the average class size for LIS Courses. The low student success rate is a significant concern and needs to be closely monitored and reported by semester.

Reviewed by Eric Ichron and Kathy Walton

Success Trends

Retention Rates stayed about the same average 85%
Success Rate dropped 5% due to increased class size

*The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011.
The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011.
The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011.
The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011. The last hybrid class that was offered in Fall 2008 had a 91% success rate.

Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in 70-75% range.

For Library Services:
From the Library Faculty satisfaction survey, 95% of the faculty that used the Library services were satisfied overall with the online services.
06. Staffing Trends

Staffing Trends
Data section 6 does not include information on non-classroom Library faculty
The Library service non-classroom FTEF was reduced from 3.67 to 2.67 in 2008 due to 2 retirements and 1 hire. ...3 FTEF is the for Library Chair administrator. Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians.

Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness.

Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools. The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.

Librarian non-classroom - Library Chair is planning to retire in June 2014
In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians
Currently we have 4 full time tenure track librarian, 3.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians

Library Science classroom faculty
Fall 2008 0.50 FTEF classroom faculty
Fall 2012 0.37 FTEF classroom faculty

Library Tech
Fall 2008 5.5 library technicians
Fall 2012 4.0 library technicians, we are still short 1.5 FTE library technicians

Instructional Media Center -
We have had 1 specialist and 1 technician
Instructional Media Specialist retired in 1999
Currently only have an Instructional Media Technician since the Specialist's retirement
Instructional Assistant ? IT
3 instructional assistants to support LIRL, LIRC, open technology labs, foreign language lab, over 200 computers, 4 printer stations, 6 library catalog stations, 4 photocopiers
1 Microcomputer specialist position had been displaced to IT. The displacement was only supposed to be a temporary 50/50 shared position with IT, but now it is completely displaced. This position should be replaced with an additional Instructional Assistant ? IT to adequately support the large number of students and computers in the LIRL.
Library student tutors: 110 hrs/ week

Education discipline FTEF changed from .27 to .47 from Fall 2008 to Fall 2011 and went back down to .27 in Fall 2012
Staffing of tutorial services relies on funding resources designated for tutoring. LIRC Tutorial services has been supported by the state supplied Basic Skills monies, the Library's Program 100 line item for tutoring, and more recently the (PBI) or Predominantly Black Institutions grant for restricted math and English tutoring only. Future staffing is necessary as both Winter and Summer sessions

07. Functions and Services

Function service list
Library program
Bibliographic Instruction
Information Competency and Documentation style classes and workshops
Instructional Research Lab open to entire college student population
Provide access to educational and productivity software: example Microsoft Office, Adobe Creative Suite, QuickBooks Accounting, Matlab, Rosetta Stone and other language instruction software, MyITLab, PLATO, Microsoft Visual Studio, Aldrich Spectral Viewer

Instructional Research Classroom

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
The functions and services provided by HLRC Tutorial Services embrace an institutional commitment to student learning by providing support for foundational skills (pre-collegiate course content), certificate and degree programs, vocational programs, and transfer to the university. This support includes:

1. Subject tutoring on campus, 6 days a week in math, language arts, writing, foreign languages, sciences, social sciences, humanities and fine arts.
2. Online tutoring (using West Los Angeles College tutors and Etudes online course delivery system) available 24/7 in math, language arts, writing, foreign languages and other subject areas as online tutors are available.
3. Technology access to student Internet workstations 6 days a week.
4. Technology skills support to access web-based college services (email, financial aid, counseling), Etudes online course delivery system, web-searching, document processing, and the Plato PLE learning software Learning Skills curriculum.
5. Information hub for general information about college - library, college map, health services, student services, academic affairs and other student inquiries.

**Develop strategies for the increased mobile computer usage by students and faculty, implement cross training of existing certificated and classified staff; make better use of existing professional development opportunities for certificated and classified staff, i.e conferences and Tech Fair sessions.**

**Reviewed by Eric Ichon and Kathy Walton**

**Technological Advances**

- 24/7 online library reference chat
- Implemented Discovery Service search engine (aka Federated Search)
- Upgraded reservation of Mac stations and specialized PCs
- Increased number library catalog stations
- Increased number of library circulation stations
- Added 5 document scanners to computer lab
- Increased the number of photocopiers available to students
- Rosetta Stone language instruction technology
- Upgraded operating systems, productivity software, multimedia production software
- Portable computer projectors
- Improved Library website, social media integration and feedback

Web-based systems have replaced the LAN (local area network) delivery of course content and supplemental tutorials. Etudes, Plato PLE, foreign language publisher-based supersites, Rosetta Stone, and Mathemarica, are examples of state-of-the-art educational technology systems used by students and implemented by HLRC Tutorial Services. Graphic pens and Boogie Boards (digital writing board) were purchased to experiment with the use of digital writing devices.

The Library's (3) Instructional Assistant Info Techs and the Instructional Media Assistant are in the pre-planning discussion stage to acquire funding for use of student multimedia to enhance learning and for student demonstration of course knowledge.

Wi-fi access is provided in the entire HLRC building. Wi-fi enabled devices and mobile technologies may provide a direction in creating innovative methodologies to support 21st century teaching and learning practices.

### 08. Survey Results

**Survey Results**

*These are some of the highlighted responses to the questions? What are the 2 or 3 things about West that you would like to see changed or improved?? (pg. 10 Campus Climate Survey 2013)*

- Resources/Supplies/Technology for Classrooms/Library/Labs
- ?stand-alone computer lab with longer hours
- ?have a full time computer lab with tutors
- ?more materials for students in the library

- Only 48% responded positively to ?The library collection is sufficient in terms of quantity of resources.
- Only 49% responded positively to ?The library collection is sufficient in terms of quality of resources.

(pg. 15 Campus Climate Survey 2013)

2012 District wide Student Survey

70.2 % utilize the Library multiple times per semester, which makes it the highest utilized service out 21 services district wide by a margin of at least 20% from the runner up, the bookstore at 49.6%. 40.6% of the student utilizes the computer lab multiple times per semester, at West, the library is the main computer lab as well.

The libraries and computer labs have the highest satisfaction ratings out of all the services as well at 63.6% and 58.1% respectively. These results still leave some room for improvement however in light of the recurring requests for longer hours and increased library and computer resources.

Question 71 c, d, i of the 2012 District wide Student Survey provides insight into the need for more Information Competency instruction by Librarians. 91% have ?Used the Internet to do research for an assignment? however only 47% have used the Library website and 59% have used a computer on campus. There was a 6% increase in Library website users compared to the 2009 District wide Student Survey.

The main comments from previous Library Student and Faculty Surveys 2009, 2011, 2012:

- Increased hours of library and computer lab
- ?more materials in all disciplines
- Increased instruction in Information Competency (how to evaluate and cite sources, do research)
- ?more support for Audio Visual technology and media material

A Learning Skills and Tutorial Services Satisfaction Survey (link to Survey Monkey) is emailed to every Learning Skills and HLRC Tutorial Services enrolled student at the end of each semester. The purpose of the survey is to get direct feedback from students on the relevancy and adequacy of Learning Skills courses and Tutorial Services. It is also a tool to receive recommendations and suggestions regarding these areas.
Focusing on the questions relating to tutoring only, the students are very satisfied with the quality of tutoring services. The tutor demonstrated adequate knowledge, explained the subject matter well, was patient, listened, helpful, encouraged student to do better in the class, were all qualities recognized by tutees. 75% of respondents indicated they had benefitted from the tutoring program.

Recommendations included more tables and chairs for individual or group study, clear signage of tutors and subjects tutored, ability to reserve study rooms with or without a subject tutor. Other recommendations included math and reading/writing lab hours by tutors in the GC and MSA buildings instead of the HLRC and extended hours of operation in evenings and weekends.

We support the student request to provide adequate tutoring facilities as described in acknowledgement of increased use of tutoring services in the library.

Reviewed by Eric Ichon and Kathy Walton
Survey Results Implications
"The printed books and media scored low on both the Faculty and Student satisfaction surveys.

The Library needs to continue the maintain and update the currency of the printed collection.

The faculty and students were highly satisfied with the Online resources available from the Library."

The survey results justify the need to increase staffing, Librarian, Instructional Assistant ? IT, and Library Technicians, to support longer hours and demand for more quantity and quality of library resources and services.

We support increased acquisitions for the Library print collection to meet student and faculty requests and needs.

Reviewed by Eric Ichon and Kathy Walton

09. Curriculum

COR Update: Missing CORs
All active courses in Library Science (4) and Education (2) have current CORs.

At this time, there is no curriculum or course outline for SLA/IT Supervised Learning Assistance.

Education 6, a tutor training course, will be revised and offered to new and returning tutors by Fall 2014.

Reviewed by Eric Ichon and Kathy Walton
COR Update: Out-of-Date CORs
All active courses in Library Science (4) and Education (2) have current CORs.

Reviewed by Eric Ichon and Kathy Walton
Course Outline
Annual evaluation of faculty and assessment of course SLOs

Course sequence
Yes, the Library Science courses are offered every semester and can be taken in any sequence to fulfill Plan A and B graduation requirements.

Library: each class in the program is stand alone and do not need be taken in a given sequence (jc - 6 Sep 2013).

There are two Education courses offered at this time, they do not need to be taken in given sequence (jc - 6 Sep 2013).

Curriculum Impact
We need to align Education courses with a certificate or degree in order to be compliance with the new rules for credit stand-alone course which will no longer be approved in 2014. All active Library Science courses are aligned with Plan A and B of the AA/AS graduation requirements. If reactivate any Library Science courses, such as Library Science 117 Online Legal Research would need to be aligned with a certificate or degree program, such as the Paralegal Certificate and A.A.

Curriculum change will be based on college's course curriculum changes. Foundational/Basic Skills curriculum support will persist.

Please review response for accuracy.

Reviewed by Eric Ichon and Kathy Walton
Degree/ Certificate Changes
(blank)

Reviewed by Eric Ichon and Kathy Walton
Outreach, Online & Hybrid Classes
For outreach, we offer individualized Library and Information Competency instruction to students and instructors in every discipline. Outreach can be improved by offering more outreach instruction and workshop which would require an additional dedicated Information Competency/Bibliographic Instruction Librarian.

All Library Science and Education courses are currently offered online. All active courses in the division have a COR addendum for DE

Reviewed by Eric Ichon and Kathy Walton
Program Relevance, Appropriateness & Cur
Annual student and faculty surveys
Age of the print collection
Scope and quality of the online databases

Reviewed by Eric Ichon and Kathy Walton

10. Student Learning Outcomes

SLO Assessment - Course
Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator.

Faculty attended SLO workshop, division meetings discussing SLOs, and were actively involved in the updated and developing of SLOs for the courses they were responsible for teaching.

The SLO for each of the course syllabi have been updated.
Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS101 was recently assessed. We plan on assessing LS 102 and LS 103 based on the results of the student success in the projects to meet SLOs

SLO Assessment & Resource Request
Yes, increased offerings of non-classroom instruction offering Information Competency outreach instruction and workshops would necessitate an additional dedicated Information Competency Librarian.

Reviewed by Eric Ichon and Kathy Walton
Program Review

SLO Course Changes
Online course modules were streamlined and reorganized. Removed material not essential to the curriculum. Adjusted projects and assignments to better achieve earning outcomes. Participation by all faculty in the SLO assessment process is recommended.

Reviewed by Eric Ichon and Kathy Walton
SLO Faculty Dialogue
Faculty dialogue regarding assessment results and improvement plans have been conducted and documented in division meetings and via email conversations. Recommendation to continue to document faculty input regarding assessment as part of the program review process.

Reviewed by Eric Ichon and Kathy Walton
SLO Program Assessment & Changes
d. student success data such as retention, success rates, degrees/certificates awarded what changes to the program are planned or being implemented?

Information Competency instruction and outreach needed.
Students using the Internet for research without evaluating the source
Based on student success data of success rates of program and college wide and degrees/certificates awarded college wide. We will need to increase offerings of non-classroom instruction of Information Competency workshops and orientations provided by the Library to improve college wide and program student success.

Develop a plan for compliance with minimum standards (Title V, Section 58724) for resources for community college students as well as allocations based on FTES. Of particular urgency is the need to develop a method will be provided the resources to meet, at least, minimum standards for faculty librarians and support staff. We support the strategies/objectives above. Please review the last sentence for accuracy.

Reviewed by Eric Ichon and Kathy Walton
11. Departmental Engagement
Community Connections
The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community.

The Division has established connections with organizations and business in the community through the Paralegal Advisory Group, consultation with other university libraries in the community on best practices

There is no formal community outreach Program for Tutorial Services and services for technology access. West?s publications and publicity efforts to the community supply information about West?s programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/or supporting our college.

Interdepartmental Collaboration
Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreing Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources. We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum.

We have also formed a Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum.

The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements.
HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs.

12. Professional Development
Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
The ability to attend professional development activities is limited due to the level of funding and staffing. Not enough funding to support attendance ALA and CLA professional conferences. Discussion to take place on best practices in delivering Tutorial Services and student technology.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
The marketing efforts done by the catalog and website are sufficient to alert the student population of our services. With increased staffing, there will be increase with class orientations as well as additional tutors to address the needs of a growing student population.

Larger permanent signage on the exterior of the building to prominently display the Library and Learning Resources
The college schedule provides a listing of Learning Skills Supervised Learning Assistance (SLA/IT) sections with a brief description of the type of assistance provided. At various times, the college website publishes an ad saying ??Do you want to increase your GPA?? The marked increase in students served has been through moderate publicity but primarily through word-of-mouth by satisfied students.

The goal to reach all students at all levels to reach higher and go further in their academic studies will require a more formalized plan to publicize Tutorial Services and to make them accessible to the college population. Adequate staffing will provide opportunities for increased marketing perhaps using social media such as FaceBook and Twitter from within the division.

Reviewed by Eric Ichon and Kathy Walton
Service Eval Disagree
Library Instructional Resource Prioritization
Instructional resources support needs from the Library are prioritized based on 4 horizontal categories. All 4 categories need to be met to keep the depth and breadth of the collection support for each discipline consistent and balanced. It is an integral part of the West Los Angeles College Library's mission statement to actively support all academic pursuits at West Los
This balanced approach is also consistent with the American Library Association’s Library Bill of Rights which was founded to protect intellectual freedom and based upon the First Amendment of the United States Constitution. Of course the Library will have to prioritize some of the resources due to the current fiscal climate and conditions, but the Library and the College must always strive to support all currently taught disciplines with a balanced approach. To do otherwise could and will most likely lead to encroachment on intellectual freedom under the guise of budgetary limitations.

Many of the disciplines such as Language Arts and Social Sciences cannot always be supported by material that is only subject specific. Rhetoric discourse cannot be pigeon holed into a single subject. It is by its very nature multi-disciplinary. For example, it is not very common that an English essay will only be about English grammar or literature. The student will most often have to relate their topic to current events or history.

The 4 horizontal categories of prioritization

I. Curriculum support based on input from divisions and active courses in the curriculum
II. Replacement of high demand titles
III. Student requests
IV. Other faculty requests non-curriculum specific

I. Curriculum

- Proportional to number of active courses + 500+ in Fall 2012
- Division requests
- 60+ subject fields offered
- 150 online courses

Selection will be based on:
- Course outlines
- Professional library book and instructional media material review journals
- Specific title list from divisions

Statistical Analysis of Curriculum in ECD

\[ x = \frac{Zc/100}{\sqrt{100-r}} \]
\[ n = \frac{N x([(N-1)/2] + x)}{100} \]
\[ E = \sqrt{[(N - n)x/n(N-1)]} \]

Analyzing a sample size of 82 courses out of 500+ active in ECD (90% confidence, 5% margin of error, 90% distribution) resulted in 80% of the courses in the sample set requiring 0 to 10 book titles as additional resources which averaged to 3 titles per course.

500 courses (80% of 500)
3 books average / course
$50 average current book price
/ 3 year purchase cycle
=$25,000 / year

... In addition to books, periodicals are needed for current research assignments

Annual online database subscription fee to cover the subject fields in our curriculum is $180,000 (The national median is $198,000 from Academic Libraries Survey Fiscal Year 2010, National Center for Education Statistics).

The online databases are required to support our distance education courses.

With the loss of TTIP funding, the library with its current budget will not be able to maintain the online periodical and research databases at levels that would fully meet the needs of the programs on campus. It would allow us to maintain current levels online database subscription at the cost of print periodical reduction. The current annual subscription cost for the online research and periodical databases is $35,000 and $10,000 for the print periodicals with 3-5% annual increases.

... II. Replacement of high demand and usage titles: outdated, damaged, lost

- Based on circulation system records and usage statistics
- Reference desk logs of needed titles

20 year replacement cycle

60,000 titles requires 3,000 replacements per year
Based on current average price: $50

= $150,000 / year

... III. Student Requests

Student request of titles and subject during Reference inquiries for course assignments

Average 200 requests per year
Based on current average price: $50

= $10,000

... IV. Other faculty requests non-curriculum specific
Program Review

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
- Library Science scholarship, Library Tutor scholarship, Library Service Scholarship

ASO officer; Honor Transfer Program
Most of our subject tutors transfer to the universities like UCLA, UC Berkeley and Irvine and Santa Barbara, and Cal Poly San Luis Obispo with majors like engineering, mathematics, neuroscience, psychology, nursing and other majors. Recently, one math tutor transferred to UCLA and was selected as an NIH (National Institutes of Health) Intern for the neurosciences.

Club Sponsorship
- Yes, International Student Success Center. Weekly study groups, workshops and cultural programs.

Also some faculty individually are advisors for students clubs, such as the VCA Student Club and Arts Club
There is no club associated with Tutorial Services. We do, however, often seek out potential tutors from the Math Club, Economics Club, and other clubs that may have membership with content knowledge to support subject tutoring. TRIO SSS has been an special program supporting HLRC Tutorial Services in that regard.

15. Environmental Scan

Community Trends
Local industries in include film and television, medical and dental services and air transportation. West helps fill the labor demand for these industries by providing educational programs in these areas. The Library is currently investigating databases to support the nursing and dental programs.

There are several universities in the area as well. West prepares transfer track students in furthering their academic goals and the Library supports these efforts by providing books, databases, library instruction and research expertise from librarians.

Recent college enrollment and use of HLRC Tutorial Services by Arabic and Egyptian speaking students are a positive addition to the HLRC student community.

Use student surveys to track career interest to provide adequate career information and resources available to faculty advisors, student service areas and division chairs.

Reviewed by Eric Ichon and Kathy Walton

Labor Market Trends
Digital course offerings will continue to expand and students will need to have some degree of technical competence in order to succeed in online classes. Many West students rely heavily on library computers in order to gain hands-on experience using modern technology as well as to complete their assignments. Having access to newer, faster and more reliable computers and technical support will be a crucial element in supporting students' needs.

Students will still be required to conduct research for many of their classes and need to be able to evaluate information and discern good, credible sources. Currently, they struggle in finding quality sources. Though the library offers bibliographic instruction to assist students, outreach efforts to discipline faculty could vastly improve the number of students exposed to information competency training. Offering stand-alone workshops taught by librarians would also help students improve their information competency and success as students.

Jobs in the health sciences very much impact the student need for tutoring in math and the sciences. Majors in engineering and business are very popular on this campus and indicate interest in these professions. Support for basic skills (math and language arts) provide essential vocational skills required to perform in the workplace.

We support the development of information competency workshops.

Reviewed by Eric Ichon and Kathy Walton

Technology Trends
The economy has seen a slight improvement resulting in a small increase in the demand for labor. It is still an employer?s market and students will need to be well-prepared in order to compete in the work force. A formal education will provide an edge over others in the market who have not furthered their education.

With the passage of proposition 30, many colleges and universities have begun recruiting for librarian positions that were previously left vacant or filled with adjunct hours. As potential candidates have a larger number of employers from which to choose, competition for employees will be more intense. Attracting and recruiting top talent may be more challenging.

Web-based technology and mobile devices are the primary trends that offer tutoring methodologies that will satisfy the need for immediacy and mobility when giving and receiving tutorial services.

Please review previous question response for accuracy.

Reviewed by Eric Ichon and Kathy Walton

16. Facilities

Facilities and division/department goal
Both floors of the Library rely heavily on current uses of technology. Educational resources will continue to be designed and delivered in this manner. State-of-the-art technology invests in our students knowledge and ability to keep up with the demands of the workforce. Access to technology and educational programs that require technology is a priority on this campus. The digital divide is vast at West and the students rely on the campus for their technology needs.

The lighting is needed so that tutors and students can see while they are working. The electrical outlets are needed for those students who want to plug in their mobile devices.

There are different functions taking place on the first floor at the same time. There is general subject tutoring, writing lab tutoring, students working on their Plato lessons, students completing their requirements for the Foreign Language Lab, students being assisted at the intake desk, and students using the computer lab for general purposes. People are talking about different things at the same time. This creates a lot of crosstalk. It can be disturbing when students are trying to study or work with a tutor to get an assignment right.

If these functions could have their own space it would cut down on the crosstalk and make it easier for the students to concentrate on what he or she is trying to accomplish. The students working on the computers would not have to hear the chatter from the other functions and the same holds true for the other functions.

This creates a better study environment for all students involved. Students do complain at times about the noise. Some students have told me that they do not come to the lab sometimes because they cannot concentrate.

The computers and other network equipment should be upgraded on a regular basis. Every four years is a good life span for most computer equipment. It is not just that the computers are old and out of date. It is also because the equipment may be out of warranty and it is hard to get replacement parts for the equipment when needed but the most important reason is because the technology that the computers work with is forever evolving.
The applications the computers use become more sophisticated and the older computer architecture may not work with these programs. If the students cannot access the lessons and materials that they need to complete their assignments then the computers are of no use to them. Maintaining up to date equipment will ensure that the students can get their work done as needed and without delay.

The tracking system we are presently using, NetTrack, is a good system. It tracks the student use efficiently but there could be some improvements to better tailor the system to the college's needs. For example, on the first floor of the HLRC it would be an advantage if when the student logs in to see a tutor, the system could also record which subject the student is being tutored. Each user should have his or her separate access information. The system should also be accessible over the Internet or Intranet.

The reports for the new tracking system should be customizable. There should also be the ability to export the report information to a spreadsheet program such as Microsoft Excel and Microsoft Word.

When the lab is crowded and there are no computers available the system should have the ability to limit the amount of time a student can use the computer. It should also be able to log a student off of the system if needed. The system should be able to remotely take control of any computer in the lab to troubleshoot any problems that may occur. And of course the system should turn on and shut down the lab computers at designated times.

At present the hours that are captured by the NetTrack system are captured in the WLAC IT department and uploaded every day to the district. The system used to capture usage should be tied directly into the district. When a student logs in, that usage is automatically reviewed.

Facilities Challenges
1. still need a large room for library orientations to accommodate large class sizes, up to 50 students.
2. need more secure location to store portable technology such as laptops and tablets
3. security cameras in and outside of all storage locations
4. electronic entry access to record authorized entry times
5. need to replace eighty-one piece work stations in the Library Instructional Research Lab (LIRL)
6. need to replace twenty-two PC work stations in HLRC218 currently being used for orientations
7. need to replace four on-line catalog PC work stations in the library
8. need to replace eighty-five PC work stations in Learning Resource Center
9. need to replace staff computers

1st Floor
1. Replacement of all Dell G245 (85+) student workstations and staff computers. Monitor power buttons are not functioning. Memory has been maxed out. This is 2006 technology.
2. Replacement of b/w printer for high volume usage. Replace coin/kiosk. Purchase UPS for kiosk ? voltage surges are frequent.
3. Replace mix/match tables and chairs for tutoring areas.
4. Secure increased lighting in tutoring areas.
5. Re-configure /breakroom? as a secure staff work area.
6. Assess the space needs for the 7 study rooms? and the location of offices, pending Work Environment Committee approval. Many areas are now vacant and not being used while study rooms have been converted to offices.

There is an electrical overload on the first floor. The light bulbs in the spiral staircase area are continuously burning out. The floor plugs in the tutor?'s section have blown out and need to be replaced. There have also been instances where sections of computers go off. The blow out is due to the power shortage.

The general subject tutoring should have their own room for tutoring.

We support the need for replacement of outdated hardware and furniture. We recommend a plan be developed to assess the needed increase of hardware and furniture to meet documented student needs.

Reviewed by Eric Ichon and Kathy Walton

Facility Long Term Goals
1. hire an Instructional Assistant Info Tech to assist in the open lab (LIRL)
2. hire two part-time Library Techs to assist in the evenings and weekends
3. hire an Instructional Media Assistant
4. replace equipment in student computer open lab (LIRL) and Learning Resource Center every three years
5. replace staff computers every four years
6. increase the size of HLRC218 to accommodate 50 students

1st Floor
1. Provide classrooms for student or faculty media orientations, tutor training, group tutoring.
2. I know this is a stretch (consider a small café ? vending machines and small tables, chairs with linoleum flooring) outside lobby of 1st floor. This can be used as a break room for tutors, students and gives a location for students who want to take a quick break from their studies without leaving the library.
3. Design and alignment of tutoring areas that maximize space, lighting, seating, noise control and access to tutoring resources ? computers or mobile technology, textbooks used in classes ? perhaps ebooks, electrical outlets or mobile devices.
4. Portable room dividers to enable usage of space as needed ? size, location. Master Plan construction design shows lots of open floor space ? no walls.

We need a long term funded plan to replace and upgrade technology every four years. This includes the wireless technology.

We need a networkable and programmable student tracking system to track student computer usage and student resource usage such as tutoring. For example, a separate node (computer) can be programmed for student login. This computer would not only track the time the student is being tutored but also allow the student to select the subject in which the student is to be tutored.

The system that is used to track student usage should be tied directly into the districts database so the IT department would not have to upload that information each day.

We need a separate large room for the subject tutors. There is also a need for a separate room for the Writing Lab tutors. The rooms should have windows so that the floor supervision can have line of sight. The rooms should also have high resolution cameras. The rooms should also be insulated for noise.
Facility Short Term Goals
1. Install more security cameras so also, inspect angle of current cameras so reference desk area does not show who the librarian is assisting
2. Electronic entry access
3. Secure location to store portable equipment (laptops and tablets)

1st Floor
1. Consider a student tracking system for positive attendance as each student enters the 1st floor. Tracking ability to specify type of service is used by the student: tutoring, study room, computer usage, foreign language lab, etc.
2. Initiate technology projects (student media related) described for the Instr. Asst. Info Techs, in conjunction with Instr. Media Asst. and multimedia trainers on campus.
3. Evaluate plans for Media Lab or Circulation Desk move to the 1st floor so as Learning Skills may move to a separate location aligned with assessment per Master Construction Plan.

We need more high resolution cameras on the first floor and in the library to cover any blind spots we have now and in common areas that presently do not have cameras such as stairs and lobbies.

The power shortage should be addressed. The electrical system should be inspected and upgraded so that light bulbs will not blow out and electrical outlets will not short.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Meetings
(blank)

Advisory Board Membership
(blank)

Advisory Board Outcomes
(blank)

Assess CTE Student Learning Outcomes
(blank)

CTE Accreditation Recommendations
(blank)

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
(blank)

Labor Market Demand
(blank)

Licensure Exam Performance
(blank)

20. Completion
Manager approval
Approved
Judy Chow, Library Division Chair
Oct. 24, 2013

Participant List
(blank)

Mathematics

01. Department Purpose
Purpose
"To prepare students in math so they can transfer to four year colleges.
To prepare students in math to earn an AA degree
To assist students in developing quantitative literacy skills necessary for work and daily life.

The mathematics department recently hired two out of the three full time mathematics instructors that we requested last year. After we finish hiring the third new instructor this year, we would have raised the quality of mathematics instruction on three fronts: foundation skills, non-STEM, and STEM. WEST mathematics success and retention rates across the board will rise.
More students will move more quickly through the Algebra sequence, be successful at the transfer level mathematics courses, and ultimately WEST will see an increase in TRANSFER by both non-STEM AND STEM students. This will be the mathematics "Mission Statement" from 2013 onwards."

Purpose Alignment
The stated purposes of the Math Division align with:
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

Specifically:

To prepare students in math so they can transfer to four year colleges.
To prepare students in math to earn an AA degree
To assist students in developing quantitative literacy skills necessary for work and daily life.

**02. Effectiveness Assessment & Continuous Process Improvement**

**Improvements in Program**

In the last Program Review, The Math Department requested three new full-time instructors, of which we secured two. Simply put, the level of instruction has improved. We have now Prof. Manushak Movsisyan teaching several basic skills classes this semester. As of today (10/15/2013), here are her retention numbers:

<table>
<thead>
<tr>
<th>Section Course Current Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1452 Math 105.51</td>
</tr>
<tr>
<td>1450/Math 105.42</td>
</tr>
<tr>
<td>4456 Math 112.36</td>
</tr>
<tr>
<td>1489 Math 125.51</td>
</tr>
<tr>
<td>4499 Math 241.51</td>
</tr>
</tbody>
</table>

Prof. Jim Castro has similar numbers:

<table>
<thead>
<tr>
<th>Section Course Current Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>4486 Math 125.51</td>
</tr>
<tr>
<td>4490 Math 125.41</td>
</tr>
<tr>
<td>4501 Math 260.48</td>
</tr>
</tbody>
</table>

Our new instructors TODAY have an average class size of 47.25 students. Compare this to average class size across campus, and you can't help but be impressed.

The Math Department's new Algebra sequence, Math 123abc, is now well established. We are offering 5 sections of Math 123a and two sections of Math 123b this Fall 2013 semester, and plan on offering Math 123c for the first time in the Spring 2014 semester. Dr. Bonnie Blustein has been part of the LACCD Math Faculty Inquiry Team (FIT), and has reported on the early success rates of the Math 123 sequence.

The Math Department continues to modify the common final exams, imbedding the designated course SLOs onto the final exam for assessment purposes. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 110/112, Math 105, and Math 227. Along the way we will modify the actual course SLOs and grading criterion for each course SLO.

As a result of feedback from the UC system, the Math 227 COR was updated to include the use of modern technology (TI 83/84 graphing calculators).

Trends on recent student retention show modest gains, as does student success. The Math Department has been present on the Student Success Committee, involved in the DATA team of the Achieving the Dream movement.

**Resource Allocation Evaluation**

(blank)

**03. Response to Prior Recommendations**

**Accred Recommend Response**

Last year, the math department created course SLOs for each math course currently offered. We had a very good completion rate of courses assessed 2012-2013. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 110/112, Math 105, and Math 227. Along the way we will modify the actual course SLOs and grading criterion for each course SLO.

The previous math chair put together a binder containing all SLO course assessments prior to 2012-2013, whereabouts unknown.

As chair, I am continuing with a more rigorous evaluation process of the adjunct faculty than what was previously in place.

As evidence of this, please see my 20+ evaluations I performed on math instructors this semester. Noting the classroom observation, date, number of students present, number of students retained to the end of the term, general observations, specific observations, inclusion of student comments within the evaluation, listing COMMENDATIONS and RECOMMENDATIONS - I don't think any evaluations in the math department historically have ever been this detailed.

**PR Recommendations Response**

There were no recommendations from last year's program review, only the commendation - "The Math Program is very complete and thorough."

I'm not sure that these comments belong in this box. There were NO recommendations from last year's PR.

But addressing how some of our students and our program has been adversely affected by not receiving some of the resource requests is a different issue. It's difficult to say how not having SI tutors or a division assistant has adversely affected the program. It's much easier to say, once you have these, how improved the program has become. I'm guessing they would - see original justification for making these requests!

Hiring two (out of three requested) new instructors has improved access to courses in the foundation skills and STEM courses. Of course, it may be too early to claim improved instruction as a result of the hires (until the data is available). Student feed back has been very positive.

**04. Enrollment Trends**

After steadily increasing in both Enrollment and FTES from 2008 to 2011, the math department saw a slight drop in both in 2012. In Fall 2008 there were approximately 2430 students enrolled in math, rising to 3200 Fall 2011, but declining a bit to 2820 in Fall 2012. Still, this is a 16% INCREASE.

Fall 2008 FTES were 376. Fall 2012 FTES were 454. (and 512 in Fall 2011) This is an INCREASE of 21%. Keep in mind that much of this trend is during the budget crisis, where the math department cut back on many of the sections offered. The implications are that the class sizes generally increased. But now that things have settled a bit, the math department looks to reduce class size down to what the rest of the campus typically has.
Section Count Trends
The mathematics section count in Fall 2008 was 69; Fall 2009 was 74; Fall 2010 was 69; Fall 2011 was 64, and Fall 2012 was 60. This recent decrease was due to the budget crisis impact on community college course offerings.

The average class size (counting only classroom courses, not online or hybrid) was approximately 36 in Fall08, 41 in Fall09, 44 in Fall10, 50 (!) in Fall11, and 49 in Fall12. This represents a 37% increase over this 4 year time frame.

To increase student success in the future, the math department (and WLAC) needs to reverse this trend, and make sure that class size is capped reasonably, consistent with the rest of the campus, and monitored throughout the semester. Along with that, we will begin scheduling classes into the somewhat smaller classrooms in MSA, and capping these classes to the capacity of the classroom. Several rooms on MSA 1 are currently underused. We intend to use these rooms more efficiently in the future.

05. Students and Student Success
Degree/Cert. Trends
Looks like the Math Dept. awarded one math degree in 2011-12. Though many students take our Math 260+ courses, many of which could be math majors, but they simply have not declared themselves as such.

We believe that we currently have between 5 and 10 math majors (Math Club, survey data). This is a dramatic increase over years past. With correct emphasis on STEM programs and students, this number should increase dramatically in the coming years.

The intermediate algebra requirement for graduation went into effect in 2009, causing a 20% decrease in the overall number of degrees earned. The decrease in AA degrees is very much affected by this math requirement, but we expect the numbers to start rising again.

The Math Department, in preparation for this new requirement, created the two semester version of intermediate algebra (Math 127/128) in order to assist more students in fulfilling this tough requirement. Most recently, the Math Department has created the 3-semester sequence Math 123ABC to allow students to move more quickly through the algebra sequence. This sequence began Spring 2013. By Fall 2014 we will be offering multiple sections of each Math 123A, B and C.

Demographic Trends
Looking at gender, age, and ethnic groups distributions for math students from fall 2008 to fall 2012, there are no statistically significant changes. However, one interesting statistic appears. African American/Black population went from 45% of total math enrollment in Fall2008 down to 33% of total math enrollment in Fall2012, while the Hispanic/Latino population did the opposite. Hispanic/Latino population went from 33% of total enrollment in Fall2008 up to 47% of total enrollment in Fall2012. Math, however, is not unique. It appears that African American/Black students are being replaced with Hispanic/Latino students college-wide.

Previously, the Math Dept considered offering a scholarship for a Math MALE African American student. Based on the surge of the Hispanic/Latino population, it would be fitting to offer a similar scholarship for a Hispanic/Latino math student as well.

Generally however, the implications for the math department are to continue to serve and encourage all groups to meet their highest potentials.

Equity Gaps
Year 2008 2009 2010 2011 2012
Campus 21% 23% 24% 24% 22%
Eq. GAP
Math 22% 24% 17% 25% 21%
Eq. GAP

The Math Department appears to be consistent with the college-wide numbers regarding EQUITY GAP.

(Apparent differences can be attributed to random fluctuations.)
What happened in 2010? The math equity gap is much lower than the college equity gap.

Success Comparisons
Retention rates college-wide appear to be 80ish%, whereas "success rates" appear to be around 62%.

First of all, the only comparison that makes any sense is one that compares mathematics to a similar discipline, such as science. I can’t even begin to compare mathematics with P.E., sociology, allied health, etc.

To be successful in mathematics, the student needs to be quite familiar with the prerequisite material, be well-disciplined, have effective and efficient study habits, and show a interest in actually learning the material. If you can guarantee that a student that has not passed the prerequisite course will be SWEEPT out of the subsequent course BEFORE that class starts, I will guarantee an increase in student success from the WLAC math department. The notion of "Student Success" cannot coexist with the idea that a student has a "RIGHT TO FAIL".

Rigorous courses, such as mathematics or physics, have the power to TRANSFORM the student. Success comes from this transformation, and nothing else. I cannot agree that success simply means - student earned a C or higher.

On the lighter side, the mathematics department has recently hired two AMAZING new full-time mathematics instructors, and several new ADJUNCTS. Let these new instructors teach. Time will tell us more about success of the mathematics department.

Important points made here. I noticed that you refer to yourself twice in the last question. Do you want to extend it to the entire math department or qualify that this section is coming from the chair or another full time faculty member?

Since students are retained in the class, but not successfully completing, include how SI tutors can help as an intervention strategy to address the lower success rates.

To support the smaller average class size need, the literature probably suggests that smaller class sizes yield better student outcomes in math.

Success Trends
Our retention rate in math went from 69% in Fall2008 to 71% in Fall2011, and then to 69% in Fall2012.

Our success rate was 41% in Fall2008, 45%(!) in Fall2009, 42% in Fall2010, and 43% in Fall2011, and 39% in Fall2012. With the addition of two very good full time math instructors, along with several new adjuncts, let’s see if the math department can break 50% in the near future!
Notice that these numbers don’t reflect the typical math class size, which is usually 60 to start any semester. The math department would like to see the class cap size reduced from 60 down to 49, aligning with the rest of the campus. This could help improve success rates. We would also like to see a further reduction for the high risk classes, such as Math 105/110/112. We should reduce these all to no more than 40.

Much research has been done on class size and student success at the college level. For example, see http://www.insidehighered.com/views/2007/12/06/barwick

06. Staffing Trends

Staffing Trends
For classroom instruction alone, the FTEF for Fall2008 was 18.46, Fall2009 was 18.80, Fall2010 was 17.40, and Fall2011 was 16.07, and Fall 2012 15.87. Comparing FTEF for Full Time instructors versus Adjunct, we saw greater FTEF for regular instructors over adjuncts only in 2008, but then the trend reversed itself. Fall2012 saw a widest gap, with 6.20 Regular versus 9.60 Adjunct. The implications for our program is that we are far from the 75%/25% state goal. We hired two full-time instructors Fall 2013. This semester, we have 70 sections, 26 (37%) taught by full-time instructors exclusively, 40 (57%) are taught by adjuncts and 4 sections (6%) are taught by full-time instructors teaching an overload. One full time instructor retired after the Spring 2013 semester. This continued imbalance justifies hiring at least one new instructor beginning Fall 2014.

07. Functions and Services

Function service list
The math department offers a complete sequence of classes needed with options in foundation skills math to meet students’ needs. For example, PreAlgebra is offered as a 3-unit Math 112 class, or a more rigorous 5-unit Math 110 class. Besides the traditional Math 115 - Math 125 Algebra, students have Math 117/118 - Math 127/128 options - slower, but generally more successful. Starting last Spring 2013 semester, students can take Math 123AB, a 3-semester, 4-unit each option. The math department anticipates great student success with this option.

We offer extensive office hours to assist students, and full-time faculty often provide extra assistance to their students in the form of extra study sessions. The Math Chair personally hold Dennys Study Sessions on the Friday before an important exam. Some faculty offer special study sessions on weekends. The math faculty believes in Student Success.

Our new FT hire Manushak Movsisyan offers sessions in the library and opens her office hours (in the library) to all math students who need help.

The math department appreciates the funding awarded to the Learning Center for a math lab during last year’s Program Review.

The math department has recently created the AA-T in Math for students interested in transferring with a math based AA degree.

The math department coordinates with Learning Skills to offer computer programs to supplement class work.

The math department pioneered a rental program using used/previous edition texts at a cost to students of about $7 per semester; the program is now run by the Bookstore.

Math faculty frequently provide academic advisement (NOT counseling) to students, and several are involved in the STEM mentoring program.

Manushak offers sessions in the library and opens her office hours (in the library) to all math students who need help. Do you want to say “the math chair” instead of it?

Do you want to mention the funding awarded to the Learning Center for a math lab during last year’s Program Review?

Technical Advances
Our classes now are mostly (well, 60%) in our math/science building (MSA). All of these rooms have computer projection and are internet equipped. Some teachers are using pod casting and smart classrooms in their presentations. Mr. Feiner and Mr. Harjono have created and posted videos on YouTube. Other instructors are referring students to YouTube and other online resources.

08. Survey Results

Survey Results
Most of our instructors regularly receive highly positive feedback via the student evaluation process (surveys).

The Math textbook rental program (originally in the Math Dept, now in the bookstore) remains extremely popular.

The current math department chair has sent out THREE recent student surveys. The first was sent to prospective 2013 summer school Calculus students - the target population being Spring 2013 Math 260 Precalculus students. The survey results helped convince the math department that running a Math 261 Calculus I class during Summer 2013 - the first time this had happened at West (or at least in a long time) - could be a very good idea. The demand for Summer 2013 Math 261 was high enough to offer it, and the results were consistent with regular semester success rates, according to the instructor.

The second student survey the math department chair sent to students was targeted at the two Summer 2013 Math 227 section students, attempting to determine the contentment level of these Math 227 summer school students experiencing this faster paced course. The results of one section were positive, the other incredibly negative: Student success in Math 227 is instructor dependent, more so than usual, in my opinion.

Thirdly, this semester, we attempted to track the Math 123A students from Spring 2013 and Summer 2013 into Math 123B this semester. Dr. Blustein followed up collecting and analyzing this data.

Generally, if the math department chair has an idea about a new course offering, he will email the faculty to get their input on the idea before he puts it into practice.

Do you want to say “if the department chair” instead of it?

good job in analyzing the data!

Survey Results Implications
Most of our instructors regularly receive highly positive feedback via the student evaluation process (surveys).

If we were getting negative feedback, we would look for changes to improve. As of this point, most students seem happy with their instructors. When individual complaints arise, the Division Chair is usually able to defuse them and, where appropriate, to negotiate remedies.

The math department is very interested in what our students have to say. One member of the math department participated in student focus groups last semester, as part of the Student Success/AfD movement. We could also create math class focus groups and surveys to get a better idea whether we are serving our students adequately. Why not also create faculty focus groups and surveys?

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Program Review

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i vs. the chair.

09. Curriculum

COR Update: Missing CORs

There was an ongoing problem with the Math 123B COR, but this has been resolved this semester. Everything else is OK.

COR Update: Out-of-Date CORs

Many of the CORs probably need updating. I'll divide up the ones that are the oldest and have those done first. This semester, I finished updating the Math 227 COR to include technology and sample gathering techniques, as suggested by the UCs. The updated Math 227 COR will be presented at the next Curriculum Review.

Course Outline

Generally speaking, the instructor aligns syllabi with COR.

"Common assessments are used in nearly all courses below the transfer level. These are mandatory final exams in Elementary and Intermediate Algebra. Students as well as instructors are apprised via sample exams of the course scope and objectives. On the rare occasions when an instructor may not be covering the entire course, students let us know and we attempt to intervene in a timely manner.

Analysis of the results of the common assessments occasionally reveals discrepancies, and in those cases the instructors are counseled.

Moving forward, we have developed course SLOs for all math classes taught. All math classes taught are sequenced in the 4-year cycle. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 110/112, Math 105, and Math 227. Along the way we will modify the actual course SLOs and grading criteria for each course SLO. Each course will be assessed, results analyzed, and, if need be, corrections made.

Course sequence

Yes. Prerequisites have been validated and are enforced through the computer system (supposedly) for all math classes except the entry-level arithmetic class (Math 105).

New students who follow the recommended matriculation procedures take the assessment test when they first come to the college. Those who demonstrate competence at the level of the CAHSEE (Elementary Algebra) can complete their math classes within one academic year if they are in a non-STEM program (i.e., Intermediate Algebra Math 125 followed by Statistics Math 227).

However, most incoming students assess into remedial (developmental, foundational) math classes and may require anywhere from one semester to two years of successful classwork prior to attaining this level. The Division is introducing alternative pathways in an attempt to reduce the time it takes students to complete their Algebra sequence.

Students following a STEM program who assess into Pre-Calculus can generally complete the STEM math sequence within two years.

Curriculum Impact

The Math Department's new Algebra sequence, Math 123abc, is now well established. We are offering 5 sections of Math 123a and two sections of Math 123b this Fall 2013 semester, and plan on offering Math 123c for the first time in the Spring 2014 semester.

Dr. Bonnie Blustein has been part of the LACCD Math Faculty Inquiry Team (FIT), and has reported on the early success rates of the Math 123 sequence.

The Math Department continues to modify the common final exams, embedding the designated course SLOs onto the final exam for assessment purposes. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 110/112, Math 105, and Math 227. Along the way we will modify the actual course SLOs and grading criteria for each course SLO.

As a result of feedback from the UC system, the Math 227 COR was updated to include the use of modern technology (TI 83/84 graphing calculators).

Maybe in the future WEST Math could explore the possibility of a two-track intermediate algebra - one STEM, the other non-STEM. This approach has been adopted at El Camino College and Santa Monica College, and I strongly believe that it is a good idea.

Degree/Certificate Changes

(blank)

Outreach, Online & Hybrid Classes

We offer elementary algebra and intermediate algebra online (with on-campus exams). Hybrid we offer college algebra and statistics. Benefits - they can work at home and learn at home. Problems - many need class room hands on instruction. Many lack the discipline and background necessary for successful completion of online courses.

This semester, I hired a new adjunct instructor to teach two sections of Math 227, one being the "late-start" section. I'm considering eliminating the online/hybrid version of Math 227. During the class observation of this class this week (10/20/2013) only 11 students were in attendance (out of 14 still on the active roster). This compared to several other sections with around 50 active students. Another solution would be assigning a different instructor top teach the online/hybrid section of Math 227 Statistics.

Program Relevance, Appropriateness & Cur

Only needing to cite enrollment numbers,

"After steadily increasing in both Enrollment and FTES from 2008 to 2011, the math department saw a slight drop in both in 2012. In Fall 2008 there were approximately 2430 students enrolled in math, rising to 3200 Fall 2011, but declining a bit to 2820 in Fall 2012. Still, this is a 16% INCREASE.

Fall 2008 FTES were 376. Fall 2012 FTES were 454. (and 512 in Fall 2011) This is an INCREASE of 21%. Keep in mind that much of this trend is during the budget crisis, where the math department cut back on many of the sections offered. The implications are that the class sizes generally increased. But now that things have settled a bit, the math department looks to reduce class size down to what the rest of the campus typically has."

Mathematics is a gatekeeper course, critical to student success. Math is needed for transfer, STEM, etc.

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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3/11/2014
10. Student Learning Outcomes

SLO Assessment – Course
From Fall 2012 to Spring 2013, the Math Department developed course SLOs for all math classes taught at WEST. We divided up all the courses amongst full-time and adjuncts and attempted to assess all courses taught during this school year. Our assessment rate Fall 2012-Spring 2013 was high - but not 100%. One instructor - who has recently retired - decided not to participate at all in this assessment process.

We have determined our courses we will start assessing this semester on the new 4-year cycle.

SLO Assessment & Resource Request
YES. The math department seeks the Resource Request: Hire a full-time probationary math instructor. (STAT emphasis 2013).

SLO Course Changes
Dr. Swaminathan reports "I included more applications on the final exam and in-class tests for Math 236."

In my Math 227 Statistics class, after the Fall 2012 SLO assessment was completed, I noticed what I could do differently regarding Hypothesis Testing. I incorporated these changes the next time that I taught the course, which was Spring 2013. The results around Hypothesis Testing improved!

These types of responses are typical amongst the Math faculty.

\textbf{whoo hoo}

SLO Faculty Dialogue
Department meetings, emails exchanged. Minutes of these meetings are available, emails are archived. The math department has more meetings where SLO assessment is discussed. We have noticed varying results from different instructors. Since hiring a new instructor, with emphasis on basic skills, Math 105/112 will be a point of discussion for this school year.

SLO Program Assessment & Changes
Each semester, the mathematics department modifies the common final exams to better incorporates course SLOs and to make adjustments from observations from previous semesters results. In particular, this semester the Math 105 FINAL was rewritten by Profs. Blustein and Movisian to better incorporate the course SLOs. They included an open ended SLO question, not just multiple choice questions.

11. Departmental Engagement

Community Connections
Dr. Bonnie Blustein has recently been involved in the LACCD Mathematics Faculty Inquiry Team (FIT), and Math FTLa (on planning/teaching team). Interesting data and reports have been produced.

Recently, Loyola Marymount University (LMU), working with a cohort of students from both West LA College and El Camino College established the Jack Kent Cooke Undergraduate Research Scholars Academy (CURSA). The WLAC Transfer Center, under the guidance of Dr. Helen Young, hand-picked one mathematics faculty member (Matthew Robertson) to serve as faculty mentor to these student scholars. During the Summer 2012 and 2013, this mathematics faculty member served as a CURSA mentor for the student scholars that attended the 10-day residence program at prestigious LMU funded by a Jack Kent Cooke Foundation Grant. The faculty mentor not only gave talks about student success at the community college level, but also what might be expected of you when the students transfers to the 4-year university. The faculty member continues to mentor the students this school year.

This is an on-going program. Since Mathematics was able to hire a new faculty member Fall 2013, this new member could serve as a faculty mentor for the CURSA program. This aligns with the WLAC Educational Master Plan, Goal 2c and 5a.

I regularly hold study sessions at the nearby DENNYS. Though this may not seem like much, it does build a like between WLAC and the surrounding community!

Interdepartmental Collaboration
We have collaborated with the Science Departments on the S-STEM grant and on development of the Physics program. We have communicated with Physics (Prof. Bell) so that our Calculus courses can be taken concurrently with physics classes.

We have collaborated with Learning Skills on Mathematics tutoring.

We collaborated with English, Political Science, Earth Science, Computer Science, and Personal Development in the FACE program.

We have collaborated with the Umoja/Black Student Scholar program since its inception.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
New developments in Mathematics are generally beyond the scope of our instructional program. We are attempting to keep abreast of developments in Mathematics Education that may impact our program (such as K-12 Common Standards and the development of alternative pathways to Statistics) but there are no urgent unmet professional development needs at this time.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
My view is that WLAC should move away from the printed class schedules. They are only reliable for the student if the programs are planned out well in the future and limited changes occur.

Actually, for the Math Department, I just completed the Fall 2014 galley, with very few STAFF indicated for instructor or TBA for room assignment. But still, we can expect several changes. The students should look to the online information for the most accurate class information. But this requires that the online material be keep up to date, which still needs to be worked on.

Thomas Harjuno is currently working on the WLAC MATH DEPT website content, in cooperation with M. Long-Coffee.

\textbf{In the services "agree/disagree" question, there were two more questions at the bottom that need responding to.}

Service Eval Disagree
none.

Service Evaluation
(blank)
14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Approximately 25 to 30 scholarships are awarded each May to AGS, PTK, ASO, and math students. The Math Department itself often gives out several scholarships in May. We anticipate that some of the 5-STEM scholarships will go to Math students.

3rd Annual Poster Showcase results very promising!

Club Sponsorship
Dr. Alwash sponsors the recently formed Math Club. Dr Blustein has been the advisor for the Social Justice Alliance Club and has assisted with the Associated Student Organization events. Mr Harjuno and Mr Robertson are the advisors for the Alpha Gamma Sigma honor society for Cal. state community colleges. Prof Harjuno is also the primary advisor for Phi Theta Kappa, a global student honor society. Prof. Robertson is also the college advisor for the Jack Kent Cooke scholarship program.

Prof. Robertson needs to bring back Chess Club. We could challenge SMC’s Chess Club and give students another reason why WEST is best.

15. Environmental Scan

Community Trends
“There is a continuing trend of students coming to college unprepared for college-level work in mathematics. There will be a continuing need for developmental (remedial, foundational) math classes.

At the same time there is a trend of decreasing access to the CSUs and UCs due to budget cuts and fee hikes. This is likely to result in an additional pool of better-qualified students enrolling at community colleges straight out of high school. This will affect the math program by increasing enrollments in transfer-level math classes. Statistics, the most popular, is already jam-packed, and really could use more sections. Also, we need to be able to offer the complete sequence of calculus classes, day and evening, every semester.”

Labor Market Trends
Most new jobs today require quantitative literacy, numerical skills, logical reasoning, and the attention to detail that math courses inculcate. With a wave of retirements anticipated in Aerospace and other high-tech fields, we expect an increasing influx of pre-engineering students.

Technology Trends
Mathematics-based technologies are increasingly prevalent, and we anticipate increased enrollments in STEM math classes as students gravitate toward majors that prepare them for careers in STEM-related fields.

16. Facilities

Facilities and division/ department goal
In short, the Math Department seeks sufficient numbers of classrooms of adequate size in reasonably contiguous locations to accommodate the program. The rationale is spelled out in the previous response.

Facilities Challenges
In order to offer the Foundation Skills classes needed by students for their college success, at times that they are able to attend class, we need sufficient classrooms of sufficient size. Moreover, better student learning and outcomes would be expected if classrooms had more flexibility (i.e., the possibility of rearranging students into groups and back into lecture mode within a single class period.) This can be done with “sleigh desks” but not with very heavy two-person tables, especially those with "privacy panels."

“The new MSA-MSB complex, as actually constructed, has fewer classrooms available for math than originally planned due to the subdivision of large classrooms into smaller ones that are too small for the vast majority of our classes. Also, the rooms that are available have smaller capacity than planned due to last-minute decisions by Administration regarding furnishings. As a result, math classes are held all over the campus (e.g., AT-A, B4, GC, SC) making it harder for instructors to help students before and after class and also making it harder to maintain close working relationships with adjunct instructors who may never set foot in MSB. In at least one case, regularly scheduled math classes have been forced to relocate for one or more days due to other programs pre-empting the rooms for testing or other purposes.

We are also unable to serve as many students as we would like to, nor to serve them as well, because the classrooms we do have available for our use in MSA are overcrowded and in some cases not configured with the flexibility needed for diverse pedagogies (such as group work).”

Facility Long Term Goals
We, the Mathematics Department of WLAC, would like to raise several points that we feel have not been fully discussed regarding the Proposed WLAC Campus Construction Plan.

1.) The Mathematics Division and the Science Division consider ourselves stakeholders in any conversation regarding the reprogramming and/or renovation of MSA floor 1.

2.) During the Division Needs Interview, Dec. 17, 2012, the Mathematics Chair ? Matt Robertson requested the following four items regarding current space needs, defined to be facility not provided or currently deficient: a) Math 100 LAB ? a specialized LAB area holding potentially 80-90 students, b) Tutoring/Study hall ? currently MSB 217 is too small, c) Large Lecture Hall ? ideally for a Statistics Math 227 class ? we tried GC 350 but desks, student work area much too small, and d) Computer Lab with either imbedded computer stations or tablet docking capabilities. None of these requests have been addressed in the new reconstruction proposal.

3.) MSA floor 1 has many viable classroom spaces. Consider MSA 109, 111, 108, 105, 104, and 102. The number of sections taught is in the current Fall 2013 semester.

ROOM MSA CAPACITY DEPT USE # SECTIONS TAUGHT
109 60 MATH 10
111 40 CHEM 3
DEN HY 3
PHARMACY TECH 0
108 30 DEN HY 4 (7 hrs/wk)
105 30 MATH 1
ESL 3
104 30 MATH 1
ESL 1
102 40 MATH 2
Program Review

Academic Affairs Area | Physical Sciences

2013 – 2014

Generally speaking, MSA 1 is severely underused, by all current departments using the facility, except for MSA 109, which is very heavily used by the Mathematics Department.

MSA 111 could be opened up to other interested departments (Math, Science), the only apparent concern is the securing/concealing the pharmaceuticals contained in the loosely secured cabinets. It appears that MSA 111 was designed as a PHARMACY TECH class lab, however, PHARMACY TECH is not currently offered here at WEST.

There are construction options for the remaining 108/105 or 104/102 or some other combination. Creating at least one larger classroom/LAB from two would potentially increase room usage similar to how MSA 109 is currently used.

We propose combining 102/104 into a specially designed statistics classroom (you could perhaps elaborate on how this would differ from a typical lecture room??egg workspace, computer stations) that would accommodate the 6 sections of statistics currently offered (occupying the room from 8 am to 12:15 MTWTh and Th 4 to 9:35 pm and MW 7:30 to 9:30 p., freeing up regular classrooms for classes now taught in B4, CE, etc. and allowing for expansion into another MW evening or weekend section as projected growth begins to materialize.

We also propose combining 105/108 into a Math workshop? space that could also be used in morning time-slots by instructors who prefer a specialized student-centered workshop type instructional space and by the STEM program for large events.

This is IN ADDITION TO the MSA 0 remodeling of 010-011-013 into two usable classrooms. Together this would compensate for space projected to be lost with remodel of CE and demolition of B4, and might reduce the need for math to use the ATA classrooms.

4.) Consolidation of work space area for ANY division on campus is desirable. For one, it allows easy access from office to classroom/LAB area. It allows easy access from one classroom/LAB area to another classroom/LAB area in a reasonable amount of time.要求 instructors to move from one classroom/LAB area to another in a short period of time potentially creates hardships for both the instructor and students involved. For example, this semester Philosophy...

Facility Short Term Goals

Our goals for retention and success will be advanced as we are better equipped to teach to a variety of learning styles.

Allocation of a sufficient number of large classrooms to accommodate our classes during the heavily-impacted mid-morning time slots.

18. Grants
Grant Application
(blank)

19. CTE Programs
CTE Programs Offered
(blank)

20. Completion
Participant List
(blank)

Physical Sciences

01. Department Purpose

Purpose

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

Purpose Alignment

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

The physical sciences play important roles in increasing the number of transferring students and AA obtaining students The offerings in these disciplines (physical sciences) help students develop their analytical and critical thinking abilities and methods of problem solving, that will help them to succeed and excel in their future careers.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

The Division is now housed in a modern Science building. The physical sciences can have access to four chemistry, and one physics laboratory classrooms. Chemistry has acquired new state-of-the-art instrumentation: 60 MHz NMR, FTIR, GC, AA, polarimeter just to mention a few. All four chemistry laboratories have been fitted with efficient and sophisticated fume hoods that provide safe environment for learning in the chemistry laboratories.

As a result, more sections are being offered. Also due to the availability of more labs, in some cases, the number of students enrolled in a chemistry class has increased. Lectures can be given in big halls and then the students are divided into two labs. It is progress when we are witnessing that the new instruments have given students the opportunity to utilize these analytical tools in data interpretation.

Physics had a generous infusion of much needed seed money beginning the process of offering up-to-date technologically relevant laboratory equipment (comparative to other community colleges in the district) for the initial small population of physics students following the reinstatement of the program. The program has grown significantly (especially at majors level and astronomy) and will require more funding to adequately support the growing student population.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
Science Division conducts monthly meetings with its members to discuss and implement the accreditation recommendations.

PR Recommendations Response
The division will sharpen its resource requests to persuade the IES to achieve its goals.

04. Enrollment Trends

Prepared by WLAC Office of Research and Planning

Source: IES Data Warehouse

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Enrollment Trends

The data reflects the total enrollment in six different chemistry courses: chemistry 51, 60, 101, 102, 211, and 212. The total Enrollment in chemistry steadily increased between 2008 and 2012 from 218 to 332. This could be as a result of the new facilities the division moved into. Six physics courses are listed in the catalog: 6, 7, 12, 37, 38, and 39, West offers an AA in Physics and only 37, 38 and 39 are part of that major. The other courses, physics 6, 7, and 12 are requirements in other programs.

Section Count Trends

Section count in chemistry has increased from 10 to 11 in 2013 and the class size has grown to 33.2 in 2012.

Section counts per semester have increased from 1 to 2 for both physics and astronomy.

Ave. class size for astronomy has remained consistent at about 53 students per semester. Number of class offerings has doubled (to two) since summer of 2013. Retention rate (89% fall 2010 and 77% fall 2012) has declined since 2010 when the class had been shifted from adjunct taught to full time instructor taught, and should be looked into. Success rate, however (50% fall 2010 and 64% fall 2012) has increased.

Ave. class size for physics has remained consistent at about 50 students per semester but has increased since fall 2008 when the program was taught entirely by adjunct instructors. Number of class offerings per semester has remained consistent for the last three years (one for majors and one for non-majors). Retention rate (87% fall 2010 and 82% fall 2012) has declined slightly since 2010 when the class had been shifted from adjunct taught to full time instructor taught (note, there are two classes offered per semester now), and should be looked into. Success rate, (72% fall 2010 and 68% fall 2012) has also seen a slight decline.

05. Students and Student Success

Degree/Cert. Trends

Generally the division has very few AA degree and certificate graduates. This because most of the students who are taking science courses are transfer students or students who take it to satisfy a GE requirement for other programs.

Demographic Trends

The data primarily reflects the demographics of the college's student population: Females consistently at ~65%

and older students constitute over 70%. This data has no apparent implication for the chemistry discipline.

The gender data for physics doesn't seem to lend a pattern; one year it the males that are the higher percentage and then it is the reverse. However, the age distribution data primarily reflects the demographics of the college's student population: older students constitute over 70%. This data has no apparent implication for the discipline.

Equity Gaps

The Division's successful course completion rate which is 65% is slightly more than that of the college's overall which is about 63%. The availability of tutors in HLRC and volunteer tutors of chemistry and biology in the science division must have helped to keep the success rate high.

Success Comparisons

College average successful course completion rates have held at around 63%. Physics successful course completion rates are at about 68%. These values are likely higher than college averages because of the rigorous nature of the subject matter and amount of high level classes physics students are required to take. Astronomy rates are at par with college averages at about 64%. These students represent the general population as the astronomy class is a no prerequisite (usually elective or general science for non-scientist) class.

Success Trends

While retention rates for chemistry remained steady, ~74% & 80%, the success rates fluctuate from ~51% in 2008 to 68%. The 68% for Fall 2009 came about because besides the chemistry tutoring services provided by HLRC, for that semester there was an in-house tutoring service for the students for extended hours. Developing; in-house tutors may prove to be the tool needed to narrow the gap between retention and success. Retention rates remained steady, ~82%, and the success rates were comparable at ~77%. This is primarily due to the fact students who take physics are probably more college & ready than a typical West student. It is likely that the physics students have had to take college-level mathematics courses as requisites prior to enrolling in physics.

06. Staffing Trends

Staffing Trends

Chemistry has two full time tenured faculty. For regular faculty it should be 2.13 annually. Since Fall 2009 it should be 1.4 FTEF, since the Chair, a chemistry faculty, is on a 0.6 FTEF release time the ratio of adjunct to regular needs to be adjusted in the coming years. There is sufficient allocation of FTEF to manage the chemistry program adequately as it stands now. However, if expansion into ACT and Wee-end College occurs, additional allocation of 0.4 FTEF would be needed.

Currently there are 7 adjunct chemistry instructors. The ratio of current part time to full time instructors is 7:1.4 which is 83.4 % part time and 16.6 full time instructors. This is much higher than required 75% to 25% respectively.

07. Functions and Services

Function service list

Chemistry courses and programs serve multiple other programs (1) Chemistry 51, and 60 satisfy the natural science general education requirements for an AA degree and for entry into dental hygiene and nursing programs; (2) Chemistry 101, 102, 211, and 212 satisfy for AA degrees in biology and chemistry; (3) Transfer preparation for UCLA Life Science major; (4) Transfer preparation for UCLA chemistry major and (5) Transfer preparation for UCLA for engineering major. Physics courses and programs serve multiple other programs, chief among them: (1) Students transferring as Biology, Chemistry, Engineering, Geology majors; (2) AA degree in Chemistry and Physics.

Technological Advances

During the fall semester of 2010, the Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories (physics has been working on this). The chemistry discipline has two inorganic and organic laboratories. Each lab has essential equipment, such as top-load and electronic balances, volumetric glassware, pH meters, etc. The organic laboratories have specialized equipment, such as precision ove, rotator evaporation, etc. These labs are also supported by a host of modern equipment.
08. Survey Results

Survey Results
The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1 % have expressed interest in getting AA degrees. Such surveys are relevant for chemistry department, as part of the college family. Of course some of these students would have interests in the sciences, and therefore would get opportunities to participate in chemistry, physics and astronomy programs and develop fulfilling careers in the physical sciences. Some others will enroll in physical science courses for their GE requirement for an AA degree and yet others will enroll in these classes for their physical science IGETC requirement.

Survey Results Implications
The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The chemistry program at West will do its best to inspire and motivate all students; motivate them toward careers in their chosen field.

The survey explains why the number of AA degree awards in science are fewer. Most of the science students take these classes to prepare them to transfer to four-year universities and satisfy their GE requirements.

The members of the physical sciences work tirelessly to motivate and ensure successful preparation for our students desiring to transfer to programs in their chosen fields.

09. Curriculum

COR Update: Missing CORs
Essentially all courses in the division have updated course outlines. However, most of them are currently in the chair’s ECD inbox. As we discuss these updates at the divisional meetings, the Chairperson will soon initiate the approval process by shepherding them through curriculum committee.

COR Update: Out-of-Date CORs
The division is actively discussing these issues with its members and quick actions will be taken to bring the division to be in compliance.

Course Outline
Through monthly divisional meetings, classroom visits, examination of course syllabus handed to students and through primate meeting with the Chair. Additionally, instructors of different sections of the same course meet together to discuss their syllabus.

Course sequence
As physics is still in the process of rebuilding, it is natural for some growing pains and challenges to present themselves. Physics is finally offering all courses required for the AA major, however with only one instructor, and no lab tech, the program is limited in the amount of sections that can be offered each semester. The non-majors level courses have held steady at near capacity (though this semester the course is holding over capacity), and the majors level courses are now at capacity.

There is concern among the student who attempt to graduate and/or transfer with all required courses in both areas as only one course of each level is offered each semester. Therefore in order to proceed through the sequence in a timely manner, students must enter at the beginning of the sequence (two semesters for non-majors and three semesters for majors) or are forced to wait a number of semesters in (the case of majors) to begin again. This often forces students trying to take a physics class in addition to their other required academically rigorous courses to overload themselves at times because of the limited availability and times of course offerings. Courses within the physics program cannot be taken out of sequence.

[do we have a plan to remedy this?]

(MA10/13) Students who are prepared and start at chem 101 level can finish all four courses (Chem. 101, 102, 211, and 212) in four semesters. To start at the chem. 101 level students need to have completed their Math prerequisites and income cases introductory chemistry course like chem. 60. These courses are offered every semester and students can start the sequence in fall or spring semester.

Curriculum Impact
The astronomy program plans to add an astronomy laboratory class and in the long term will be requesting reinstatement of the canceled astronomy planetarium laboratory classroom with projector. This lab (MSA 003) was never “finished” and it is tied to the growth potential of the astronomy program.

Because of the lab space limitations in chemistry the ACS recommended class size for chemistry is smaller —— for inorganic chemistry and —— for organic chemistry. Currently in some of the chemistry sections have way above the recommended number of students per section. To better serve the students and for safety reasons increasing number of sections for the courses will be necessary.

our students ho are planning to go into the medical fields are required to take Biochemistry. Since this course is not offered here at WLAC students have to go to other colleges to take them. Often times they have problem getting priority registration for this course at the other college since the are not considered their students. This results in delaying graduation and/or transfer to other universities. Offering Biochemistry at WLAC will resolve this problem.

To fully implement the opening of a biochemistry class and increase sections of highly enrolled classes, we need to hire a new chemist/biochemist. This new hire will have full load every semester and it will also reduce the gap in full time-part time ratio in the discipline.

Degree/ Certificate Changes
(Blank)

Outreach, Online & Hybrid Classes
Astronomy now offers a hybrid course for those students who are unable to attend the on campus section because of scheduling or capacity.

At this time No chemistry course is offered on line. There is discussion about which course would be a better candidate to offer in a hybrid format.

Program Relevance, Appropriateness & Cur
Physics now offers all courses for the AA degree in Physics. Astronomy is in the process of offering a laboratory class for non-majors that will transfer with the lecture class in astronomy to fulfill the science class with laboratory requirement for transfer.

The chemistry courses are articulated with UC/CSU and other four year universities and classes are taught to keep those high standards. ——current [ latest editions] textbooks are used.
10. Student Learning Outcomes

SLO Assessment - Course
All faculty include SLOs in their syllabus of the course. Samples of SLO assessing questions from the exams/tests are taken and the students’ responses are analyzed by the faculty to get ideas about out comes. The SLO report of the faculty includes what improvements needs to be done to better SLO.

SLO Assessment & Resource Request
Yes. Hiring more tutors requires more funds.

SLO Course Changes
Discussions are made with HLRC to increase the number of tutors available and spread their schedule to accommodate the different schedules of students. Volunteer tutor in chemistry has been scheduled to give students additional help.

SLO Faculty Dialogue
During divisional meetings faculty discuss SLO results and exchange/share their ideas/experience with each other.

SLO Program Assessment & Changes
The S-STEM program administered by science division has started with a Grant from the NSF. The division is advertising and recruiting students who are science majors. This will help to increase students who will graduate with AA degrees in science. Increasing the availability of tutors and better scheduling will also help to increase retention and success rate.

11. Departmental Engagement

Community Connections
The astronomy program has reached out to Kevin LeGore, the president and founder of Focus Astronomy. Focus is a community astronomy outreach group, we are based out of Agoura Hills. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club.

Interdepartmental Collaboration
*Science Division runs efficient interdepartmental programs: we meet regularly on matters academic (course scheduling, course prerequisites, curriculum development, etc) and administrative (supply budget, student classroom conduct policy etc.)*

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

A full time laboratory tech for physics and astronomy is being requested to serve in the same manner for the physics program.

12. Professional Development

Committee & Prof Dev Activities
(Blank)

Professional Development Unmet Needs
"Yes. The College allocate funds for:
(1) Professional Society membership and to attend and participate in their conferences and workshops.
(2) Enrolling in Short Courses sponsored by Professional Organizations.
(3) Subscription of relevant Journals and Magazines.
(4) The Division participates in mentoring programs to foster academic growth on new tenure-track faculty."

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
"The website of the Science Division was primitive. However, during the summer of 2012, with the assistance of the Colleg’s PR office we have upgrade our website. The website provides vital information about the numerous science programs and the faculty, full-time and adjunct, and the staff that run these programs. The Division houses thirteen science disciplines and currently has eight full-time faculty and about thirty adjuncts. West’s science instructors are supported by two full-time and two half-time laboratory technicians; they are dedicated professionals who help our students reach their goals by providing quality instruction with a rigorous curriculum that emphasizes critical thinking and intellectual development. The Divisional instructional facilities are housed in the new Science-Math complex. We have laboratory classrooms for: Anatomy, Astronomy, Field Biology, Majors Biology, Non-majors Biology, Inorganic Chemistry, Organic Chemistry, Earth Sciences, Geology, Microbiology, Physics and Physiology. All of our laboratories are equipped with state-of-the-art and appropriate instruments and accessories.

The website now provides a valuable planning and learning tool for West students by: (1) publishing future offerings and road maps, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information."

However, additional improvements to the site are planned. Divisional technology committee has been set-up to facilitate the process.

Service Eval Disagree
The library doesn’t carry current journals/periodicals to keep students current, nor does it carry recent, up-to-date video collection for physics or astronomy.

Service Evaluation
(Blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Every year deserving students are recognized for their excellence in science and have been awarded scholarships:

1. JPL annually recognizes our outstanding physical science students have been recognized and awarded JPLUS scholarships (stipend)

2. The college got a Grant from the NSF to award 20 scholarships for academically talented science students

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Program Preparations

Program

Prepared Source:

Replacing as completely between equipment and facilities.

16. Environmental Scan

Community Trends

Expand the chemistry and physics curriculum, begin graduating students in AA degrees in physics and chemistry, and develop certificate programs to train vocationally oriented students to enter the work force, providing needed services to the community such as nurses, dental hygienists and doctors, as well as scientists, engineers, and other tech related careers.

Many adults come back to community colleges to retrain themselves in the medical field. chemistry and physics are the requirements for most of these medical fields. Nationally there is a great deal of incentives through scholarships and other opportunities to encourage students to go into the science fields. That is how the science division at WLAC obtained a grant from NSF for its S-STEM program. certainly this will attract more students into the science field.

Labor Market Trends

Chemistry based programs are central to all other science programs as ever facet of life is chemical. As the demand for nurses, dental hygienists, dentists, pharma-techs, MDs increase, it is evident the discipline would have to develop more innovative programs.

Physics supports the chemistry program through its non major courses and are vital to the support of future engineers, physicists, and technology specialists. Physics provides the basis for physical science literacy and the growth of this program will help to facilitate the growing need of filling local high tech positions that are not currently being filled locally as there are not enough scientifically literate and capable students to fill them.

The Bureau of Labor Statistics projects the number of science and engineering jobs (as defined in this report) will grow by 1.1 million between 2010 and 2020, a growth rate (1.7% CAGR) that is somewhat faster than that of the overall workforce (1.3%). In addition, BLS projects that a further 1.5 million scientists and engineers will be needed to replace those projected to exit S&E occupations. Growth in the S&E occupational groups is projected to range from 1.0% to 2.0% CAGR. The number of scientists and engineers needed to meet growth and net replacement needs between 2010 and 2020 is 2.4 million, including 1.4 million in the computer occupations and 525,900 engineers. [https://www.fas.org/sgp/crs/misc/R43061.pdf] The U.S. Science and Engineering Workforce: Recent, Current, and Projected Employment, Wages, and Unemployment John F. Sargent Jr. Specialist in Science and Technology Policy May 6, 2013

Technology Trends

Chemistry and physics classrooms meet modern standards of lighting, ventilation, and comfort. They should have adequate provisions for using: computers, CD-ROM, laser disk, document cameras and internet access and other equipment as needed.

To give students the opportunity to do more exercises and assigned homework problems related to lecture materials, the college (library or IT) can buy licenses and install the software so that students can access them at their convenience online.

16. Facilities

Facilities and division/ department goal

These modifications will help facilitate program growth and provide a more appropriate environment to train students in technique and instrumentation to better prepare them for transfer and industry. Security improvements will ensure that the proper equipment is available for training as needed and will reduce waste of spending limited funds on replacements.

the addition of freight elevator will create a safe environment to all people who are using MSA building. It will help the lab tech to manage her time better and prepare and deliver chemicals and regents to the labs on time for the students to use them in their experiment.

The on time availability of projector lamps will enhance the delivery of lecture material to students. The multimedia instructional aid gives access to the internet and the use of power point. Without the projector lamp these instructional resources can not be used.

Facilities Challenges

As it was planned, there is only room currently available for holding large scale physics labs. This will inhibit growth of the program. Smaller rooms from the lower levels of MSA can be modified for specialty labs (i.e., dark room labs that cannot be performed in the physics labs as there is no way to get the room completely dark day or night). The room itself was poorly designed and difficult to work in. The student tables do not move, are too narrow, and have sinks and faucets which get in the way during exams and labs. There is not enough floor room to set up large labs, and students are not able to group themselves around the table and must work in lines. Storage in the classroom in the lecture and lab prep room are too small to store standard physics equipment. Few cabinets have locks. Many cabinets do not close all the way and many locks are not working. The rest of the cabinets require locks to protect valuable equipment that should be in the classroom but is currently being stored and hauled from down the hallway in the non-attached lab prep room. There is currently unsatisfactory levels of security for the valuable laboratory equipment. In the classroom, the multimedia desk is too close to the whiteboard, and the projector cannot be angled high enough to keep the light out of the eyes of the instructor sitting or standing at the desk. Physics requires large tables in wide berth of electronics and sensitive equipments as many demonstrations and labs, are large and messy and dynamic.

In MSA building the chemistry labs are in the fourth floor while the stock room is on the third floor. There is no a separate elevator for the lab tech to transport chemicals back and forth between the third and fourth floors. It is not safe to transport hazardous chemicals using the same elevator that is used by people. A separate freight elevator (or weight elevator) will solve this problem.

Facility Long Term Goals

Planning is underway for reconfiguring storage in the physics prep room. In addition, planning for room 012 has been initiated to use it as the physics laser optics lab as it can become completely dark unlike the classroom. Fully funded and equipped astronomy lab (including planetarium) would help to facilitate growth and student success in the astronomy program as well as support the physics program.

Facility Short Term Goals

Planning is underway to remove the sinks and faucets from the tops of the student desks in the physics classroom (403). Short terms (unsustainable) solutions have been found for the storage of highly valuable physics equipment such as computers.

Replacing the projector lamps often times takes a long time. The reason seems to be that the purchasing process takes a long time. If the IT or the multimedia department keeps spare lamps this problem will be easily solved and classes will be taught without disruption.
18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Membership
N/A

CTE Programs Offered
(blank)

Labor Market Demand

20. Completion
Manager approval

Participant List
(blank)

Research and Planning

01. Department Purpose

Purpose
The purpose of the Office of Research and Planning is to provide support to promote institutional effectiveness and student learning. This purpose is addressed through a variety of means, including:
- Provision of data and information that informs decision-making
- Support for integrated planning processes
- Assessment of the effectiveness of major college plans and processes
- Guidance in implementing change that results from the assessment and evaluation

The Office of Research and Planning has support responsibility for enrollment management, program review, and the Planning and Institutional Effectiveness Committee. The office also supports SLO assessment data management and reporting, survey design and analysis, data for grants applications, FTEs projections, production of the college fact book, matriculation research, and other information needs.

Purpose Alignment
The purpose of the Office of Research and Planning is fully aligned with the college mission: the office provides research and planning support for all aspects of the college mission.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The Office of Research and Planning assisted with the development and implementation of a new process and outcomes/budget allocation evaluation cycle. The Office has also supported the evaluation, modification, and sustaining of the program review, validation, and resource request prioritization processes. The Office has further collaborated in the initiation of the review and update of the Educational Master Plan.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Acknowledged Recommendations
The office staff has participated in the Program Review Committee. All aspects of the program review forms and process were evaluated, modified and implemented. The dean has also let district-wide efforts to develop and implement an on-line program review model.

Rec. 1-3 - Measurable outcomes in college master plans - Worked with Facilities Committee and Technology Committee to identify quantitative and qualitative measures of progress in meeting the goals of their master plans.
Rec. 2 - Evaluation of sustainable processes - developed and worked through the shared governance process a new twice-yearly joint meeting of the IES and Budget Committees to evaluate the effectiveness of financial resource allocation and to evaluate the effectiveness of the planning and budgeting processes. Developed and distributed reports about facilities needs and plans based on program review to the VP, Administrative Services to inform a review of the Facilities Plan. Use of the new IES online program review system contributes to a sustainable process that links planning and budget.
Rec. 2 - Student Learning Outcomes - In consultation with Dean, Teaching and Learning, and informed by the recommendations of the consultant, added more SLO-related questions to the current program review document. Facilitated the input of basic SLO definition data into IES for past assessments. Explored the use of IES to manage SLO assessment summary data for future assessments.
Rec. 3 - Systematically assess the effective use of financial resources - In consultation with the VP, Administrative Services, developed and worked through the shared governance process a new twice-yearly joint meeting of the IES and Budget Committees to evaluate the effectiveness of financial resource allocation and to evaluate the effectiveness of the planning and budgeting processes.
Rec. 13 - Governance and participation - Created draft updated shared governance diagram, which was subsequently adopted. Created policies and procedures handbook for shared governance and planning.

Validator Comment:
In addition, the office created the theoretical framework for planning and budgeting, and played a critical leadership role in developing IES at the district level.

PR Recommendations Response
The recommendation to work toward obtaining more staff to support some of the research needs was pursued, and was prioritized and funded, though the position has not been filled.

Validator Comment:
Although not contained in the PR framework, the recommendation for a staff request was prioritized and successfully acted upon after some delays.

04. Enrollment Trends

Enrollment Trends
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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3/11/2014
05. Students and Student Success

Degree/Cert. Trends
The office tracks and reports on awards. The office identifies process issues with the reporting of awards, and works to resolve process problems so that all awards are reported. The dean raises issues of graduation at various committee meetings, highlighting the low rate of graduation as something that needs to be addressed. The dean meets with divisions to present and discuss graduation and success trends for the division.

In spring 2013 a taskforce met to identify gaps in the processing and awarding of degrees and certificates, along with other success-related data. A number of action items were identified. In 2012-13, the largest number of awards was recorded, in a timely way, compared with any prior year. Discussion about this successful outcome has led to renewed focus on increasing the numbers of AA and AS degrees awarded.

Demographic Trends
Demographic trends impact the grants the college is eligible to apply for, and the office assists with data for grant applications. The proportion of African-American and Hispanic students has shifted so that now the largest ethnic group is represented by Hispanic students. The resulting percentages jeopardize West’s eligibility for PBI grants. The ORP has assisted with efforts to reduce the numbers of students who do not identify their ethnicity in an effort to increase the percent of African-American students.

Success Trends
The office reports on trends in student success, and discusses the findings with various campus constituencies such as Divisional Council, Academic Senate and AFT Guild. The office supports various campus efforts focused directly on student success including the student success/AtD committee.

A new data set showing the equity gap in the rate of successful course completion was developed for program review this year. Numerous discussions have been facilitated based on this data. The data reveal that, overall, African-American and Hispanic students have lower successful course completion rates than do Asian and White students. The equity gap is about 21 points college-wide, with large variations across divisions and disciplines. The availability of this data will inform further analysis by divisions and committees going forward.

06. Staffing Trends

Staffing Trends
1 Dean and 1 in November, 2012, 1 Research Analyst.
Previous to Fall 2012, the staffing level was inadequate to the work that needed to be done. The addition of the Research Analyst helped greatly in meeting the need for data and information. The staffing level is still insufficient to meet the ever-increasing demand for data, information, and planning support. Both Achieving the Dream and SLO assessment data management are expanded responsibilities of the office and require adequate staff support.

Looking forward to 2013-14 and beyond, demands for data and analysis continue to increase, although the prior level of need has not been fully addressed. New accreditation requirements call for even more data, accompanied by more explicit analysis. In addition the Student Success Initiative and SB1456 have renewed requirements for analysis of student success data, including prerequisite validation, a major research effort. All these calls for more data and analysis have further increased the need for adequate staffing in the Office.

Validator Comment:
Funding sources of support to the office, SFP and P100, need to be reviewed for appropriateness and adequate, sustained funding.

07. Functions and Services

Function service list
Research: Schedule preparation reports, enrollment management reports, FTES projections, support for grant applications, surveys (Student Survey and Campus Climate Survey in particular), IPEDS, monitor positive attendance and awards reporting, create and maintain office web site, maintain college fact book, ad hoc information requests.
Planning: Chair the PIE Committee, assess the implementation of the Educational Master Plan, create planning diagrams, create shared governance/planning handbook, create program review handbook. Related to the Educational Master Plan: develop practical approach for how to update the plan, co-chair the Educational Master Plan Workgroup.

Technological Advances (AU)
The online program review software, IES, was implemented in fall 2012. This new software significantly impacted the role and function of program review at West. The web-based software has facilitated the institutionalization of the program review-planning-budget prioritization processes.
Further, the Office was able to provide advice about the use of Adobe pdf forms, including attaching and uploading documents, based on experience in the past with using pdf forms for program review. The new pdf forms are now being used with SLO assessment data.
The new SIS (PeopleSoft) system will come with some new data query tools that have the potential to substantially impact the work of the Office, and the access the college has to data and information.

08. Survey Results

Survey Results
Three items related to data, program review, and budget/planning processes in the 2011 Campus Climate Survey were in the bottom dozen of survey items in terms of agreement with the statement. These items showed the following:
* Faculty engage in continuous data-driven dialog centered on student learning and the improvement of student outcomes. 43% agree or strongly agree with statement
* The Program Review Resource Request is a satisfactory tool for requesting needed resources. 36% agree or strongly agree with statement
* The current College budget and planning processes adequately address the needs of my department/division. 31% agree or strongly agree with statement.

A survey about program review was conducted for the first time following the 2012-13 program review/prioritization cycle.
Another survey was conducted to evaluate the first outcomes/budget assessment Joint Meeting.

Validator Comment:
As with the office of SPRD, develop a survey to assess perceptions of effectiveness of the office’s services to key consumers and well as to the college at large.

Gather input from primary users.

Survey Results Implications
The results of the Campus Climate Survey show a lower rate of agreement with relevant statements than is desirable. The results indicate that more focus needs to be placed on communication with the campus community about use of data, about program review and about planning/budgeting processes.

10. Student Learning Outcomes

SLO/SAO Dialogue
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
SLO/ SAO Program Assessment
N/A

11. Departmental Engagement
Community Connections (AU)
Office staff meet and collaborate with staff from other colleges in the District and in the District Office, and participate on District-wide committees.

Interoffice Collaboration (AU)
The Office of Research and Planning plays a support role college-wide. As such, staff have worked with all of the instructional divisions on program review. In addition, several instructional divisions have received data and received data focused on the needs of the specific division. Staff have also collaborated with Student Services staff by providing and analyzing data for enrollment management and for matriculation. Staff have attempted to develop an SLO assessment data system, but have not had sufficient resources to successfully develop such a system. Office staff also provide support to instructional staff through data and analysis related to class scheduling.

The office engages with many divisions and departments at West. For example, the office offered training about program review to Student Services and Administrative Services deans and managers, as well as to division meetings that included both regular and adjunct faculty. In addition, the goal for SLO assessment data management is shared with the Office of Teaching and Learning. The office works with Admissions and Records staff in understanding the recording of degrees and certificates, and working through causes for missing awards. The office worked with learning center staff to trouble-shoot difficulties in correct reporting of positive hours of attendance for FTES computations. The office works with Information Technology to provide technical support to the campus in the implementation of IES. The office has worked with several campus-wide efforts, including Achieving the Dream and the annual Leadership Retreat.

12. Professional Development
Professional Development Unmet Needs.
Both members of the Office need to attend regional conferences in order to keep up with the latest issues and techniques that are emerging in the institutional research field. Training in the new query software that will be part of the SIS/PeopleSoft implementation will also be needed.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The college website houses the office website. An appropriate link to the current program review is provided on the Faculty and Staff web page to facilitate easy access to the program review information needed by programs/services for the current year. The college website is key to the communication efforts of the Educational Master Plan Workgroup in sharing and publicizing its work to update the EMP. A more sophisticated web site management software would improve the functionality of the office website.

Service Eval Disagree
N/A

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
There are increasing requirements from accreditation and from national levels for accountability and evaluation of student achievement and learning outcomes. At the same time, the funding situation for West, and for California community colleges in general, varies from year to year, which makes planning very difficult. These trends impact the Office of Research and Planning, and institutional effectiveness over all, by increasing uncertainty, changing requirements, and sometimes reducing resources.

Technology Trends
Emerging trends in technology that impact the office include primarily web-based reporting, dashboard reporting, capability to ‘push’ reports to users, and data warehouse technology.

16. Facilities
Facilities and division/ department goal
Improved space will enhance the ability of office staff to provide needed data and information.

Facility Long Term Goals
Identify and obtain storage for historical research and planning records.
To reconfigure office space to facilitate collaborative working relationships.

Facility Short Term Goals
To identify office space for the new Assistant Research Analyst.

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)

REST (Retention, Ed Services & TRiO)

01. Department Purpose
Purpose
Campus & Community educational programs CalWorks, TRIO, Manifest Your Destiny, Young Black Scholars, Team Heal and other educational partners share common goals aligned with the mission of college, “West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.” Participants served are students from diverse backgrounds who are low-income, potential first generation college students, students with defined needs, students served through collaborations, middle and high school students who are on a college bound or career trajectory and students who are first generation enrolled students at West. Service goals and objectives are measured and reported through required mid-year and annual performance reports required by
Purpose Alignment

Campus and community programs serve West students, students at partner middle and high schools and participants from the community throughout the county of Los Angeles, and through aligned partner programs such as Young Black Scholars, West's Black Scholars and Team Heal. All programs are linked to the mission of the college related to "life-long learning" and services to the community.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

A deliberate effort has been made to strengthen collaboration and partnership opportunities among current programs and creating new relationships both on and off campus with programs that serve a diverse population of participants with similar or aligned goals. We continue to review program services on an annual basis.

03. Response to Prior Recommendations

Accred Recommend Response

Specially funded programs are not a part of the accreditation process. Accountability for program implementation and the assessment of objectives are measured through the annual performance process required by the external funding source each year. This process also measures the success of the programs. The status of grant funded programs are reporting the shared governance committees.

PR Recommendations Response

No recommendations were made in the previous program review. Programs are funded through state, federal and external resources.

04. Enrollment Trends

Enrollment Trends

Program enrollments are defined by the funding source and are not part of the college's enrollments and FTES allocations. Enrollment goals are met annually and documented in the required mid-year and annual performance reports.

TRIO - the number of enrolled participants is approved by the federal funding source the grant application process and is reviewed each program year. Participants must meet eligibility requirements.

CalWorks - fiscal oversight and program guidelines are provided through the state funding process. A formula is used to provide yearly allocations, based on the numbers served and the services provided based on eligibility and need.

05. Students and Student Success

Degree/ Cert. Trends

There are no major implications for program services.

However, the TRIO Student Support Services program does have a transfer requirement that is reported annually. West students are required to complete an associate degree and transfer to a four year institution.

TRIO Educational Opportunity Center focuses on first time and re-entry college students.

TRIO Educational Talent Search and the four Upward Bound program participants must advance at each grade level, complete high school with the goal of post secondary enrollment.

CalWorks participants must complete a program of study and other program requirements within a defined time period. The program of study is approved by their county case worker.

Demographic Trends

There are no major implications for program services based on the college's enrollment trends. Program enrollments are defined by the funding sources and enrollment goals are met annually and documented in the required annual performance reports.

TRIO Student Support Services program participants are enrolled at the college with the defined goal of Transfer.

Six other TRIO programs (Educational Opportunity Center, Educational Talent Search and four Upward Bound programs) provide services at the middle, high school college entry and re-entry levels.

Success Trends

The are no major implications for program services that are prescribed by the college. Success and retention rates are within the approved objectives of the funding sources.

For reporting purposes the programs success rates are evaluated based on the approved objectives of the federal and state funding sources and not by the college. They are reported through the required annual performance reports.

06. Staffing Trends

Staffing Trends

FTES reporting is not required. There are no major implications for the programs.

07. Functions and Services

Function service list

Allowable services include tutoring, supplemental instruction, program advisement, financial literacy, post secondary and transfer information, college and career choices, work-study, cultural and enrichment activities, college tours and other services based on individual and academic needs.

These services include referrals, workshops, Saturday and summer academies and group sessions.

Identify each specific program by name and list its services.

Technological Advances (AU)

Access to on-line tools, social media and other technological platforms enhance the implementation of program services. Portable lap tops have been very helpful as a resource to technology for participants.

08. Survey Results
Program Review

Survey Results
Year end participant and staff surveys and point of service surveys are used to evaluate and improve program services each year. In addition, grades are reviewed to monitor progress.

Problems here as attachments. Include too the federal reports.

Survey Results Implications
Survey information is used in planning and assessment of the program of the services provided.

Begin to list them so that the following year they can be reviewed and planning stem from the review.

10. Student Learning Outcomes

SLO/SAO Dialogue
Program assessment is required as part of the annual performance report each year. During program staff meetings and staff development trainings there is dialogue regarding assessing participants and program improvement plans that are documented in meeting minutes.

Required is to list these reports and requirements in the Program Review document. Also required is to then assess the relationship between the Division's goals and objectives with the college's.

Finally, this will enable staff to develop on-going short-term and longer-term planning.

SLO/SAO Program Assessment
Future planning includes developing program service level outcomes that will align with the program review process and funding source guidelines.

Develop a calendar for progress with the SLO coordinator.

11. Departmental Engagement

Community Connections (AU)
Outreach, collaboration and partnerships are on-going. Relationships include, Audubon, Marina del Rey and Webster middle schools; Crenshaw, Dorsey, Hamilton and Los Angeles high schools; Antioch, Cal State Dominguez, Cal State Los Angeles, USC, UCLA, Loyola Marymount colleges and universities; The Achiever Program, Manifest Your Destiny, Team Heal, Young Black Scholars/100 Black Men, Educating Young Minds, Los Angeles OIC, other non-profits, churches, community based organizations and financial institutions.

Interoffice Collaboration (AU)
TRIO and CalWorks programs are in the division of Academic Affairs and collaborate within the unit in addition to internal partners within the college structure and external partners in the community. This function also takes place during program meetings and staff development trainings.

12. Professional Development

Professional Development Unmet Needs.
Some professional development needs are approved and met through the funding source. However, due to budget cuts at the state and federal levels, the number of opportunities continues to decrease. Also the cost to travel to professional development meetings and conferences has increased, which has created an unmet need for all staff to attend.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
These tools provide supplemental support to the programs. We currently work with the institutional marketing personnel to develop information and promotional materials. However, this is a two person department and they are often impacted. Additional staffing in the area would be helpful during events held on campus.

Service Eval Disagree
The library services provided by the college are sufficient to support up-to-date program instruction, however more full-time staff is need in the library, replacing positions that have been loss due to retirements to provide the available services.

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
Merging trends include collaborations and partnerships. This philosophy is stressed internally within Academic Affairs and externally at professional development trainings. The programs sponsored by the college have found multiple resources at partner locations which affects the ability to recruit eligible participants.

List the collaborations and partnerships. Explain how the collaborations connect to the college's master planning.

Technology Trends
On-line instruction is growing at the college level, which will affect the program participants when they transition to post-secondary institutions if they have not been exposed to distance learning.

A fuller response is called for here to include consideration of Campus and Community programs, DHPE Division needs, and strategies for the library.

16. Facilities

Facilities and division/department goal
Facilities and technology are now the norm for improvements. It is the division's goal to be current in educational service areas. With appropriate facilities and technology student learning outcomes can be measured more accurately.

Facility Long Term Goals
Long term goals include a designed dedicated space with indoor restrooms, adequate filing and storage space that would allow for growth/expansion and multiple uses. Smart classrooms, smart meeting spaces and flexible equipped conference space with access to technology and specialized labs. A visible space with easy access, close to parking lots with short-term parking for guests and participants.

Adequate space for the programs will create the ability to align resources with similar college programs that serve the same populations and would be an additionally resource for the college.

Facility Short Term Goals
Short term program needs include adequate space with appropriate furnishings and equipment for all staff. Technology, access to classrooms, classroom equipment and large smart meeting spaces. The programs continue to grow, but facilities have not. There is also constant competition for use of college spaces by other internal programs.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)
**01. Department Purpose**

**Purpose**
The office of resource development connects the college, faculty, and staff with outside resources that enable program improvement and new program development to enrich the array of programs, services, and facilities available to students, faculty, staff, businesses, and the community by seeking funding and partnerships with government agencies, foundations, corporations, unions, K12 systems, other colleges and universities, and community organizations.

**Purpose Alignment**
Resource Development is embedded in college master planning and is apart of each division’s planning processes.

Resource Development enables the college as a whole and the many individual parts of the college to fulfill their roles in implementing the college’s mission to support student success, improve instruction and supportive services, enrich the range of certificates and degrees and student achievement, increase the number of students transferring, and prepare students for career and professional success. All awards are aligned with the college’s master educational, student services, and technology master plans. A matrix of awards is maintained and distributed to the Resource Development Committee, and through its members to other major shared governance groups on campus.

**02. Effectiveness Assessment & Continuous Process Improvement**

**Improvements in Program**
In the last year this office has developed a table of grant applications that is distributed to the Resource Development Committee indicating the funding source, project dates, amount asked for, award status, a brief description of the project, what divisions are involved, and the alignment with the various goals of the college’s several master plans. This is updated as new proposals are submitted for funding consideration and as proposals are funded or not.

**Resource Allocation Evaluation**
(blank)

**03. Response to Prior Recommendations**

**Accred Recommend Response**
The college’s active grants development program was applauded by the team during the last accreditation visit.

**PR Recommendations Response**
Several recommendations were received.

1. Establish numerical goals for resource generation. Comparing the dollar amount of proposals over the last three years ($72M) with the amount of dollars awarded ($26M) shows there is about a 34% funded rate. Using this, on average the target is to submit about $24M in funding requests and generate $8.6M in new revenue in a given year.

2. Target budget items for external funding. Proposals currently do this, providing buyouts of positions that the college would normally fund (in excess of $1.4M per year) plus the purchase of items that the college would not otherwise have for programs (estimated at ~$800k per year).

3. Develop and conduct online surveymonkey surveys on needs and assessment of effectiveness. The Resource Development Committee will take on this responsibility.

**04. Enrollment Trends**

**Enrollment Trends**
Until recently, with a student body demographic that was more than 40% African American, West was eligible to apply for certain federal programs based on the percent of the students who identified as African American. Now, with African American students at 36% of enrollment, unless this number grows, West might not be eligible to apply for continued Predominately Black Institutions funding, a source that has generated $3.6M in grant programs for West over the last 4 years.

West is an Hispanic Serving Institution. Latino enrollment now approaches 38% of the college’s student body and has increased each year over the last several years.

**05. Students and Student Success**

**Degree/Cert. Trends**
The college data seems to indicate that there is room to increase the number of degrees and certificates earned by students. This is the focus of funding in CTE from the CCCCO, T5 funding, and NSF funding that West is receiving. T5 contributes to increased access to high quality online courses leading to certificates, degrees, and transfer. CTE funding supports alignment between high schools and the college leading to certificates and degrees and provides tutoring, equipment, supplies, course enhancements and development, and faculty development that improve courses and align certificates and degrees with both industry needs and transfer. NSF funding supports students financially, honors course enrollments, faculty mentoring, supplemental enrichment courses, and interaction with practicing scientists so that students are better prepared to complete courses leading to Science degrees and transfer.

**Demographic Trends**
West is home to many financially needy and academically underprepared students. At the same time, there are many students at West who are ready for more academic challenges and growth. With the decline in availability of federal and state funding, SP will begin to seek new alliances and partnerships that will enable the college to seeking funding from foundations and other sources not previously vigorously pursued.

To open doors of opportunity to students, West is developing a global studies area through which students can specialize in African Studies, Asian Studies, Latin American Studies, Middle Eastern Studies, and International Business. This unique program will take advantage of the numerous immigrant communities in Los Angeles as well as emerging relationships with institutions of higher education in other countries.

The college is reaching out to a new initiative from the California Community Foundation called Sons & Brothers that targets young men of color with an effort to reengage them in healthy choices. This and other similar

**Success Trends**
The success and retention rates of the college seem to suggest that there is a continuing need for innovation and resources that can improve both of them. Resource development activities contribute to the improvement of these numbers. Technology resources that resource development has developed are supporting an expansion of the use of technology for hybrid and distance education, with an increasing number of faculty augmenting classroom time with a strong online presence. Rethinking how faculty interact with motivated students and stimulate their readiness for transfer is a hallmark of the NSF S-STEM program. Connecting West with LMU and El Camino on a Jack Kent Cooke award has provided students with amazing learning opportunities while on a transfer path from West to LMU. Prototyping a new model for textbook rentals has enabled more students to have textbooks at the start of each semester and shown that students who rent textbooks have a higher retention and success rate than students who do not. New equipment in Aviation, Motion Picture, and Computer Science and whole new programs in Pharmacy Technician and Medical Assisting actually boost student success and retention rates.
06. Staffing Trends

Staffing Trends

The office is understaffed.

There is one person who (i) works with faculty and staff to develop funding proposals doing most, if not all, of the writing, (ii) interacts with funding agencies, (iii) prepares and submits required reports, (iv) prepares for audits that test the compliance of the college with OMB Circular A-133, (v) provides implementation guidance for funded projects.

There are two permanent classified staff who handle the mountain of paperwork required for contracts, budget, purchasing, HR, payroll, project tracking, and OMB Circular A-133 audit compliance.

In the last year, two SFP positions have been brought on to operate specific programs.

The office oversees approximately $28M in grant funded projects that are on-going at the college. There is a staggered turnover of programs, year to year, as each program has a unique start and end date, and yearly funding of multi-year projects is dependent on satisfactory progress.

To maintain these programs the office recommends that a full-time program developer/compliance officer be hired who will be responsible for ensuring that all grant funded programs achieve stated program outcomes, comply with the requirements of OMB Circulars A-21, A-110, and A-133, and assist in the development of new proposals.

07. Functions and Services

Function service list

1. work with college faculty/administration/staff to identify and define concepts and ideas for potential funding
2. research funding sources and funding opportunities at the state and federal levels and from foundations
3. understand and plan for the different implementation and reporting requirements of different funding sources
4. build relationships with non-college organizations as needed for proposals including, employers, unions, individuals, government agencies
5. write proposals including define project workplans, outcomes, and budget
6. submit proposal for funding consideration
7. meet with potential funders
8. prepare board ratification packets when projects are funded
9. meet with auditors
10. engage with outside evaluators to be sure program is accurately evaluated
11. participate with students in programs as necessary to provide unique support, i.e., exploring summer research experiences for undergraduates with NSF students

Technological Advances (AU)

none.

08. Survey Results

Survey Results

On two campus climate surveys there is a question about fund raising is linked to college mission. In both surveys the the percent of respondents agreeing with this statement is low. Part of the problem is the question; the college and this office does/do not do fundraising. This office seeks to develop fundable proposals that address the unique needs at West. Not every division will always see the results of this activity and at other times, faculty from many disciplines will partake in an event and it is not obvious to them that the event is funded by a grant award. The proposal chart previously described is one effort to increase awareness of projects that are funded and how they benefit the college. The Resource Development Committee is now meeting regularly and one of the Senate representatives is regularly reporting at Senate meetings.

Survey Results Implications

The implication is that many people do not know about the work of this office. The office continues to receive requests from many people to seek funding. Previously this office did conduct several workshops that were sparsely attended. In the summer of 2013, as previously with the current NSF award and a second NSF proposal in development, this office worked with one faculty member to develop an IDEA for a project that might be fundable under an NEH grant program. As the concept developed somewhat, the idea was shared in draft form with as many as 22 faculty members in Language Arts, Humanities and Fine Arts, and Behavioural and Social Sciences as well as verbally 4 other faculty from other disciplines. The net impact of this is that a large number of faculty were made aware of and some contributed to proposal development with the hope that if the project is funded there will be a natural base of faculty who will participate. While it is not always possible to do this for every idea or proposal or potential for funding, it is one method of building buy-in and long-range acceptance of developing ideas into proposals that can be funded so that students, faculty, and the college can benefit.

10. Student Learning Outcomes

SLO/SAO Dialogue

The Resource Development Committee provides a level of reflection on the variety of interpretations of the role of resource development at the college and the ways in which to conceptualize and analyze this. These are indicated in the minutes of the committee meetings.

SLO/SAO Program Assessment

There was no SLO assessment methods and results in the prior year. An appropriate SLO and assessment methodology will be developed this year.

11. Departmental Engagement

Community Connections (AU)

The nature the funding available and the project under discussion often determines who and what of proposal development activities are appropriate. In the last several years, in putting together proposals, we have contacted high schools, other colleges in the county and across the nation, businesses, unions, local government agencies, and community nonprofits. An incomplete listing of examples of these partnering agencies follows:
Program Review
Northrop Grumman
Lockheed Martin
Training Funding Partners
Managed Career Solutions
South Bay Workforce investment Board
CVS Pharmacies
Culver City Unified School District
Los Angeles Trade Technical College
Los Angeles Valley College
Los AngelesSouthwest College
Los Angeles Harbor College
Westchester High School
Los Angeles High School
Dorsey High School
Crenshaw High School
STAR Eco-Station
Verbum Dei High School
DaVinci High Schools
Portland Community College
The Getty Center
JB Casting Networks
Actor’s Fund
Paley Center for Media
Los Angeles Contemporary Dance
Los Angeles Music Center
El Camino College
WellPoint
PV JOBS

Interoffice Collaboration (AU)
By way of example, resource development has worked closely with the following:

Humanities and Fine Arts—develop and write several grant proposals that were funded for Motion Picture/TV; write proposals that were funded to train unemployed, veterans, and incumbent workers in the entertainment industry; write proposal that was funded for digital recording studio equipment

Science—develop, write, and implement NSF S-STEM proposal; develop NSF STEP proposal; recommended taking innovation and supplies/equipment from program review and developing a funding proposal for submission

Allied Health—develop and write grant proposals for pharmacy technician and medical assisting programs.

Computer Science—develop and wrote DOL H-1B proposal for computer training

Behavioral and Social Sciences—develop and wrote proposal for expansion of CDC to include 12 to 24 month old children; working on global area studies program development

Applied Technologies—wrote and implemented hospitality projects with City of Los Angeles, UNITE-HERE Local 11, and unionized hotels along Century Blvd by LAX; developed and submitted proposal to purchase new equipment and supplies for Aviation

the Bookstore—developed and wrote FIPSE proposal to prototype a sustainable text book model

Plant Facilities—developed and wrote a recycling proposal

InfoTech—always included in large federal projects
Program Review

Distance Learning—always included in large federal projects; currently on an award with City and an award with Pierce.

EOPS—developed and wrote a student mental health proposal

Foster Youth—developed and wrote a foster youth proposal

While this list is incomplete, it provides a snapshot of the variety of collaborations essential to the work of the office.

12. Professional Development

Professional Development Unmet Needs.
Yes. There is need for conference attendance and for proposal writing training along with compliance.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
This office could use a redesigned and functioning website presence. It needs a person to maintain it and update it constantly so that it is a ready resource for project ideas and funding availability.

Service Eval Disagree
does not apply

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
This is the question. But it is more than discovering the trends; it is the ability of project which trends are of such impact that the college can do something or should do something with the information. It is fashionable to talk, pro or con, about MOOCs. With the entertainment industry in close proximity and the convention and meeting services industries growing, graduates from a virtual reality/3-D simulation curriculum would be in instant demand. Film studies premised on making of festival competitive films can be the lead for a range of smaller programs that target niches in the entertainment world which is not just the big budget film but, and maybe more importantly, a distribution system looking for content. can we prepare the new content providers? Automated processes and robotics lead in repetitive task environments and the college could attract students from across the county. A different kind of non-majors intro to science course that is based on exploring the biology/chemistry/physics of everyday items that everyone uses would intrigue students and possibly generate more science students. Ethical hacking events as part of a cyber security curriculum will prepare a workforce for the future—protecting data systems and utilities from the ‘the bag guys.’ Environmental science provides pathways to connect with what surrounding 4 years are doing with their students. Any of these, all of these, and stuff that isn’t here are trends that have long-term impact and could be game changers for students and the college, if they are wanted, if we change they way we think of our students, if we change what we expect of students.

Technology Trends
This office is considering purchasing mind-mapping software to facilitate thinking and planning projects while int he development stages.
put in a resource request for mind mapping, how much does this cost?

16. Facilities

Facilities and division/ department goal
Improving student learning and outcomes are the essential guides for projects; how it is manifested depends on the particular project, of which there are many and could be many more.

Facility Long Term Goals
Change.

Facility Short Term Goals
None

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Teaching & Learning

01. Department Purpose

Purpose
The Office of Teaching & Learning provides support for teaching and improving student learning through providing leadership on campus-wide outcomes assessment processes; supporting strategies for student success; developing and directing faculty development programs; researching and implementing new tools, technology, and resources for instruction; and engaging in grant development that meets college goals while matching requirements of funding agencies.

Purpose Alignment
The purpose of the Office of Teaching & Learning aligns with West’s mission statement by focusing on student success, improving student learning through outcomes assessment, and enhancing the quality of instruction through exploring new teaching methodologies and diverse learning styles.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
As a result of program review, T&L organizes office activities around Planning Goals. In addition, the office has incorporated feedback in the validation process such as administering a professional development needs assessment survey and working more collaboratively with the Dean of Distance Learning

Resource Allocation Evaluation
(blank)
03. Response to Prior Recommendations

Accred Recommend Response
The office participated in the Accreditation 2013 Follow-up Report by directly contributing to Recommendations 3 and 4, and other areas related to Program Review and improving student learning and success. T&L, in conjunction with the SLO Coordinator and SLO Committee, provided leadership in responding to the Accreditation recommendation to develop and assess course SLOs.

PR Recommendations Response
The Office of Teaching & Learning has collaborated with the Distance Learning Department in implementing the Quality Matters rubric to enhance the quality of West's online courses. T&L has collaborated with the Office of Research & Planning in aligned SLO assessment with Program Review. T&L participates in providing better communication with the campus through the monthly ATD and SLO newsletters.

04. Enrollment Trends

Enrollment Trends
Changing enrollment trends impact the office, which continually works with faculty in identifying and implementing learning assistance strategies to improve student success. In addition, the office develops strategies for providing support for teaching and delivering services on various platforms: hybrid, online, and web-enhanced. A faculty development needs survey was distributed to the campus in the beginning of Fall 2013. The results are being analyzed to identify needs.

05. Students and Student Success

Degree/ Cert. Trends
The office focuses on initiatives to improve degree and certificate completion such as the Pathways Academy, the enrollment partnership project between West and CSU Dominguez Hills, funded by a Title V Cooperative grant. The office has funded support services to students such as online tutoring and online library services. T&L participates in the Student Success Committee/ATD Core Team meetings and with the ATD Implementation Proposal to advance the goal of improving degree and certificate completion.

Demographic Trends
Demographic trends affect the college’s eligibility to apply for Department of Education grants such as Hispanic-Serving Institution (at least 25% Hispanic); Predominately Black Institution (at least 40% Black); and Asian American, Native American, Pacific Islander Institution (at least 10%). Additional grant development can support the costs of programs to assist in improving student retention, persistence, and completion.

Success Trends
Focusing on student success, the office provides faculty development through the year-round Tech Fair, a series of workshops on learning assistance strategies that encourages faculty-to-faculty exchanges in using technology in courses and student services. T&L continues to offer West Connect, a series of professional development workshops that includes events for new and tenure-track faculty to provide information and resources; opportunities to expand perspectives by interacting and exchanging ideas with peers; and workshops relating to practical topics, instructional strategies, and implications for teaching. The office is also working with the Academic Senate President and AFT Faculty Guild Chair to enhance the West Connect offerings to include a Faculty Professional Development Academy, and plan for spring events on Fridays. T&L is working with the Technology Committee and Distance Learning Department in planning for and implementing the new content management system, Kentico.

06. Staffing Trends

Staffing Trends
The office has 1 Dean of Teaching & Learning and 1 SFP Technician. The office also funds a 0.5 Academic Media Production Consultant, who manages the Digital Design Studio. The 0.5 SLO Coordinator also reports to the Dean of Teaching & Learning to provide leadership on outcomes assessment across the campus.

07. Functions and Services

Function Service List
The office provides leadership on the campus-wide outcomes assessment process, supports strategies for student success (such as the Student Success Committee and Achieving the Dream), and plans and delivers professional development workshops through the Tech Fair and West Connect, works with faculty regarding equipment needs and recommends instructional technology tools, develops grant proposals to meet college needs, and provides leadership on the implementation of the college's Title V HSI grants.

We have worked with the Distance Learning Office on the development of the Digital Design Studio, Tech Fair planning, iTunes U, and Quality Matters training.

Technological Advances (AU)
The office uses GoogleDocs in planning for Tech Fairs and uses a shared drive to access shared documents to improve office efficiency.

The office also provides technical assistance in the Institutional Effectiveness System (IES) for the Program Review process. A Tech Fair website (www.wlac.edu/techfair) and ePortfolio website (www.wlac.edu/eportfolio) were developed to increase awareness of the initiatives to the college community and partner colleges. Another professional development website (www.wlac.edu/professionaldevelopment) is being developed to serve as a central location for on-campus and off-campus professional development opportunities.

The office, in conjunction with the Distance Learning Office, InfoTech, and Marketing/Public Relations Office, is participating in development and planning meetings for the Kentico rollout.

T&L has also enhanced the SLO website (www.wlac.edu/slo) and created a document to post the approved course SLOs to the website (http://www.wlac.edu/slo/course_slos.html).

08. Survey Results

Survey Results
Tech Fair surveys are administered at the conclusion of each Tech Fair to gather input from attendees to improve future Tech Fairs. Questions are geared for input for each workshop and for the overall design (workshop length, rooms) of the Tech Fair. A similar survey will be administered to those who attended West Connect events. A faculty development needs survey was distributed to the campus in the beginning of Fall 2013. The Deans of Distance Learning and Teaching & Learning will meet to discuss survey results and develop improvement plans.

Survey Results Implications
The office uses the Tech Fair survey results to expand the workshops topics offered. In addition, because of survey results, the office organized workshops under tracks (technology and the classroom, digital campus, and web 2.0 & social software) to provide attendees with a context for the workshop, added an additional track (teaching and learning), added an additional late afternoon time slot (3:30-4:30 p.m.), and piloted webinars. The office strives to continuously improve access and opportunities for faculty and staff development. The West Connect survey results will also be used to expand workshop topics offered.

10. Student Learning Outcomes

SLO/SAO Dialogue
Outcomes assessment is ongoing, and the office is working closely with the SLO Committee to reinforce dialogue and connecting assessment results with changes to teaching and learning. We are also exploring ways to enhance the cycle with technology tools and online, centralized information about the process. As a result of evaluating the SLO outcomes process, the SLO Committee has recommended the four-semester cycle that includes (1) teach and assess, (2) dialogue and revision, (3) implement changes and assess, and (4) reassessment dialogue.
SLO/SAO Program Assessment
The Dean of Teaching & Learning serves as the co-chair of the SLO Committee to provide support, guidance, coordination, and communication on the college-wide outcomes development and assessment process. In addition, the office has scheduled SLO workshops during Tech Fair and West Connect. The office is focused on SLO processes for the entire campus (instructional, student services, and administrative services) and at multiple levels (course, program, and institutional).

11. Departmental Engagement
Community Connections (AU)
The office has collaborated with CSU Dominguez Hills in planning and start-up of a successfully funded Title V Cooperative grant. In addition, West worked with Pierce College to develop and submit a successfully funded Title V Cooperative grants. The office has worked with Turning Technologies to provide workshops on using clickers in the classroom. T&L participates in the District SLO Advisory Council.

Interoffice Collaboration (AU)
The office collaborates and engages with many divisions and faculty at West. The office supports faculty and staff requests for equipment to use in support of developing hybrid/online courses or for smart technology in the classroom. Tech Fair invites faculty and staff from throughout the campus to present workshops. These opportunities have been presented in Divisional Council, Senate, Division meetings, and Staff Development meetings. In addition, the office has participated in planning and development meetings with the Distance Learning Office, InfoTech, and Marketing/Public Relations Office for the Kentico rollout.

12. Professional Development
Professional Development Unmet Needs.
The office developed an Adobe PDF form to collect SLO assessment results. These results will serve as the beginning of an SLO assessment database. However, a fully functioning database is needed to manage and report on all components of the SLO cycle. The database would necessitate training. With increased professional development opportunities, the office is exploring better scheduling software for the Tech Fair and West Connect programs.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The college website and West Week assist in marketing the Office of Teaching & Learning events such as Tech Fair and West Connect workshops. More support from Marking and Public Relations for developing press releases for successfully awarded grants is needed.

Service Eval Disagree
There are insufficient hours available for online counseling. Frequently the online chat feature is unavailable during scheduled hours. We need an online process for Student Education Plans that doesn’t rely so heavily on email. The Transfer Honors application is available online, but students cannot submit it online. In addition, the development of faculty advising has been a slow, delayed process.

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
In the student community, the college is decreasing African American population affects grant funding eligibility for Predominately Black Institutions.

In the faculty community, there are increasing demands for multimedia assistance, which impacts the Digital Design Studio.

Technology Trends

An emerging trend is the growth in distance education and delivery of online services for students. The office funds online library services, online tutoring, and workshop presentations at Tech Fair. The office also provides faculty support for using instructional technology tools (such as laptops) and strategies (such as podcasting and ePortfolios).

There has been a significant increase in the number of sections of web-enhanced classes. In conjunction with the Dean of Distance Learning, T&L offered Etudes certification training at West to meet the need of faculty certification.

16. Facilities
Facilities and division/department goal
The office provides instructional technology tools and training for faculty to improve student learning. This service aligns with the Educational Master Plan goals to “Affirm institutional commitment to student learning” and “Ensure highest levels of educational quality within West’s diversified modes of instructional delivery.”

Distance Learning and Teaching and Learning are working towards several common goals. Sharing facility resources will assist us in meeting these goals and sharing staff will improve overall office efficiency. As more instructors make use of our services and facilities the instructional design of our classes will improve increasing learner engagement and success rates.

Facility Long Term Goals
The office’s long term goals include being located near the Distance Learning Center and Digital Design Studio. Another long term goal includes expanding office space to accommodate additional staff.

Facility Short Term Goals
The office’s short term goals include working with the Library Chairperson for enhancing security for securing equipment and technology.

Once the current Distance Learning Center Lab is relocated, it should be accessible from the Digital Design Studio. Because of several shared goals and operations, the office for the Dean of Distance Learning could be located near the Distance Learning Center.

18. Grants
Grant Application
(blank)

20. Completion
Vice President, Academic Affairs

01. Department Purpose

Purpose
The primary purpose of Academic Affairs is to support the teaching and learning of the college. Secondary purposes include: providing research and planning, resource development, staff development support, distance education support, community services and contract education support.

Purpose Alignment
OUR VISION
WEST: A gateway to success for every student

OUR MISSION
West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success.

Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

OUR VALUES
Excellence
West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices.

Ethics
We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration.

Empowerment
At West, everyone—students, staff, faculty, administration—is empowered by high expectations, respect and acknowledgement in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations.

Engagement
To be fully engaged-academically, locally and globally—is to embrace learning with passion, commitment and energy.

The primary purpose of Academic Affairs is directly to make possible the mission and vision of the college and secondarily to supplement the college's efforts with the supports listed in the purpose statement: providing research and planning, resource development, staff development support, distance education support, community services and contract education support.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
Program review has increased clarity, enhanced planning, communicated operations among the division and the college. In addition, it has improved cohesion.

Resource allocation evaluation:

FPIP is effective in replacing faculty. The Division is being propose to be divided into two: Academic Affairs and Workforce and Economic Development. This year will be the time to review comprehensive staffing and space needs for the next five years.

Academic Affairs as is will be developing dashboard measures and reviewing and interpreting with divisions.

Resource Allocation Evaluation

(Blank)

03. Response to Prior Recommendations

Accred Recommend Response

General:
Supported the increases in staffing in SLOs (including, speakers, coaches, and director), Curriculum leadership and staff support, Research staffing, and increasing the reassignment time for the Accreditation Steering Committee chair. Planned the alignment of accreditation standards with the college’s existing committee structure—for both the Academic Senate and the College Council to integrate accreditation and to institutionalize the issues covered in accreditation standards with the college’s regular operations. Developed librarian support for archiving, collecting, digitizing accreditation materials and past records. Established the librarian’s role as support for collecting and citing evidence that is a part of college accreditation reports. Developed an accreditation budget that includes transportation and staff development as well as traditional costs of accreditation membership, team visits, and participation.

Recommendations:

Supported the increased participation in the college’s planning committee with a faculty co-chair. Replaced the SLO director. Created a team made up of the directors for SLOs, Curriculum, Articulation, and Program Mapping. Improved faculty evaluation, added West Connect.

PR Recommendations Response
This is the first AA PR.

04. Enrollment Trends

Enrollment Trends
Trends in enrollment: in five-six years the college headcount went from the 7,500 level to approximately 13,000, and then reduced that number drastically between 2008 and 2010, approximately back to and even. And now the college sees enrollment at approximately 10,500; further, the college holds that 4% growth per year is within its abilities if funding allows.

External forces of state funding have caused these changes. Underlying them is a college functionality that has made it capable of change. With the increases projected in state funding, the college should be better able to achieve growth. In 2013-14 the college should see 7,000 FTES, 10,500, with a factor of about 2% over that FTES to assure achievement of targeted FTES goal and to create an atmosphere of vitality and growing offerings (such as summer and winter intersessions).

The need for data that gets used by faculty, chairs, and deans affects both staff development and processes such as FTE/FTES review, analysis, and decision-making. Program review gives data now on retention, completion, and students successes.

The implications:

Instructional programs need student outcome measures as a part of the allocation formula. As students increase completions of certificates, degrees, and transfers, that increase at the college’s divisional level should affect FTEF and support budget allocations for programs achieving improving outcomes. To do this, the counseling division supporting and training faculty advisors for classroom and office hour student guidance will be important.

There is the consideration of a student success agenda is the impact of planning for student support classes, learning communities, bridge programs, and retention-persistence-completion. The value of student success measures contrasted by the college’s overall average class sizes is a critical factor at the same time that the college is competing with surrounding colleges for students for overall growth. West will need to debate the goals of average class sizes with the goals of student success. Increasing growth will also affect average class size. At the same time, the economic efficiency of FTEF/FTES is a state funding factor for the college’s budget projections over the next three-five years.

Faculty/staff, chairs, and deans are all developed to grow their programs and offerings to increase enrollments. Given our recent history, the instructional program will also plan for growth with a preparation for reduction if and when that is again an agenda at the national and state levels.

SB 1456 implementation gives the instructional programs a chance to focus on at least four areas of needed changes: (1) working more closely with comprehensive student services including learning center, tutoring, advising, Internet uses along with the required areas of orientation, assessment, and student education planning; (2) the student completion agenda will become a part of the college’s everyday conversation about students and instructional program as enrollment is now reviewed and discussed daily. The curriculum will be undergoing scrutiny to be certain that programs have advisories and prerequisites/co-requisites, as well as the essential courses required for certificates, degrees, and transfers; (3) to the scheduling on an individualized basis, the college will add mapping and sequences in the AM and PM time blocks, delivery of offerings to enhance success (such as bridges, cohorts, and paired offerings targeted non-credit instructional support and group advising and counseling); (4) strategies to use the Internet for student success efforts will be in two directions—adding Esudes and Kentico resources to all courses (right now adding Esudes shells for every course would cost about $11,000 additional dollars per year), and improving the online student completion agenda by studying carefully the moments of greatest risk for students (first two weeks, student support).

05. Students and Student Success

Degree/Cert. Trends
The college is monitoring completions in certificates, degrees and transfers. It is collecting and distributing for review and interpretation each month. A major task in certificates is to move locally approved certificates to state-approvals, and to complete the registration of ATOs at the state level. Academic Affairs CTE dean is tracking the curriculum development and the issuing of certificates. The GETS dean will do the same with the TAP director on transfers. They will be making a list of steps that will lead to increases in both degrees/transfers and certificates.

Scorecard measures bring a focus to this, but the essential point is that we need to be helping our student toward completions and make completions matter.

Demographic Trends
Implications include a comprehensive review and college-wide input to marketing and recruitment. The marketing plan has been supported with additional budget that needs to be understand even better at the instructional and committee levels. Marketing using media, Internet, print, and presentations are all factors in order to establish a hold on the college’s communities. Recruitment in the high schools calls for revitalization. The college needs to go back to a set of sustainable services at high schools, about 15 public ones, and an additional 7-10 private ones. The college should also go into debate about the values of college credit courses at the high schools and at the college for the high schools, say, in the afternoons. The high school graduate is a matter of the college’s future, traditional, full-time student, but he or she can consider at least four other reasonable alternatives: SMC, City, Trade-Technical, and Southwest. To be the college of choice is the future for West with campus visits, faculty exchanges, orientations and assessments, abundance of publications, and family days at the high schools and the college.

Currently, our fastest growing age demographic is the senior citizen. The high school population is in decline. Economic improvement and job growth work traditionally against enrollments. Nevertheless, the high school outreach and recruitment, called Jumpstart at West, needs to be institutionalized at a very high level, it needs a renewal of energy and support. The VPAAL developed the international student program’s first budget and staffed it through the governing process. The Academy for fee-based ESL is proposing its first full-time specially funded faculty person. The college is beginning to plan education tourism courses and some fee-based not-for-credit offerings in areas not available in the credit program, such as radiology. All of these factors are matters of growth for the college, growth in international students, growth in opportunities for curriculum experimentation, and growth in budget beyond state funding.

Success Trends
These are two process measures proposed for the dashboard measures for regular review and interpretation.

Right now, by discipline the college sees higher retention and persistence associated with closer identification with programs that lead to certificates and degrees.

06. Staffing Trends

Staffing Trends
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Program Review

Academic Affairs Area | Vice President, Academic Affairs 2013 – 2014

Classified staffing is critical in the Office of Instruction. There are two regular and two provisional employees in the office. Curriculum work needs to start and on-going instructional support services are essential, but both are problems this academic year.

In divisions, the college should consider classified support to them--one the GC, one in ATA, one in HFRTS, one in MS.

The college needs to consider consolidating all business-related courses and paralegal in CE.

And it needs to consider combining BSS and Business into Behavioral Sciences and Applied Technology or BS and Social Sciences–kind of approach.

**07. Functions and Services**

**Function service list**

Office of Instruction

Support Divisions

Scheduling and sequencing, rooms, office, equipment and supplies, assignments

Research and Planning

Dashboard and FTEF/FTES planning and Enrollment Management Planning

Program Review

Educational Master planning

Accreditation 2015 and 2016

SLO Coordination instructional and college wide

Curriculum Development and Catalogue, Certificates and Degrees

Matriculation and Mapping/ATDs

Transfer Alliance Program

Resource Development

Distance Learning

Teaching and Learning

Contract Education and Community Services

Technology Committee

Resource Development Committee

All Things Global Stakeholders Group

Divisional Council

Curriculum Committee

Student Success Committee

CTE Committee at LACCD and college levels, Regional CTE Committee

PIE Committee

Program Review Committee

Accreditation Steering Committee

Foundation Skills Committee

Distance Education Committee LACCD and college levels

**Technological Advances (AU)**

Kentico, new District-level operating system, People Soft, SLO software

**08. Survey Results**

**Survey Results**

At the Divisional Council and at the Deans Meeting, Appendix II is a part of review and discussion to identify measures that deserve focused work to improve findings.

**Survey Results Implications**

Survey findings are a part of the Divisional Council's meetings in 2014.

**10. Student Learning Outcomes**

SLO/SAO Dialogue
Program Review

Service Outcomes are scheduled for this Spring 2014. We will survey other colleges with SAOs. We will review and develop our own. We will use these for assessment and to make improvements.

SLO/SAO Program Assessment
The SLO Committee is unaware of SAOs for AA Divisions. A survey and findings plus development of SAOs this Spring is part of the SLO Committee’s plans.

11. Departmental Engagement
Interoffice Collaboration (AU)
Academic Affairs did the Student Services International Student program’s first budget and moved it through committees (Resource Development, Budget, College Council) for approval. We were informed later that the budget was implemented by Student Services with Administrative Services.

AA has reorganized PD courses to the SS Division at the Chair’s request and our own recommendation.

AA is holding a Campus and Community Open House for SS Division and college-wide involvement.

AA followed through with the college’s decision to assign the Learning Center to the SS Division, and just this Spring extended the LC under AA because of SS Division personnel issues.

AA has supported the transfer of Claudia Velasco to the SS Division on a temporary basis.

12. Professional Development
Professional Development Unmet Needs.
Technology Committee

Resource Development Committee

All Things Global Stakeholders Group

Divisional Council

Curriculum Committee

Student Success Committee

CTE Committee at LACCD and college levels, Regional CTE Committee

PIE Committee

Program Review Committee

Accreditation Steering Committee

Foundation Skills Committee

Distance Education Committee LACCD and college levels

Most of this coming year’s emphasis will be on SLOs and service level outcomes for each area of the division.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
AA needs to complete its commitment to an APP. Printed schedule information continues to be essential despite students’ use of mobile devices. In a sense the college schedule in its various medium formats is the heart of the college and continues to be essential. The catalogue continues to be the contract for each student.

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
The college has a goal of increasing full-time students, so the college needs to increase its high school outreach and jumpstart programs.

Young students is our challenge. Increasing international students is a goal. The fastest growing population is seniors. Industry in service sector is stable. Manufacturing and technology is undergoing changes each five years. For example, the Hayden Tract 15 years ago has 25% of all multimedia gaming, but that has already changed. The developments in the Marina are growing in potential needs for technology and social media training, but the changes are so rapid and so diffuse or unique that educational responses are difficult to gear up for. Allied Health and AMT and skills certificates in MPTP continue to grow and to be steady. Entrepreneurial studies and innovation and creativity studies are new directions after Global Studies and International Business are in place.

Technology Trends
SIS is the major shift this year.

Kentico is the software most likely to make a difference at the faculty and organizational levels.

Etudes shells for each course plus training on effective implementation and methodology are this year’s objective.

The college needs to review and renew its commitment to support services online.

AA has a major task of finding and implementing a software program for SLOs.

Using the Apple lab in ATA for media programs is a next step in curriculum and teaching.
Facilities and division/department goal
The improvements would lead to better collaboration between staff and faculty. The changes would assist in making files secure, adequate space for large and complex tasks, space for faculty and staff to sit together and collaborate on things together.

Facility Long Term Goals
Longer term, it could be a benefit to the college to have the three-four college divisions co-located.

Facility Short Term Goals
Adequate and appropriate spaces in a redesigned open area are called for to align staff better between classified staff and deans. And to provide appropriate and secure work spaces.

16. Facilities

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)
Administrative Services Area

Business Office

01. Department Purpose

Purpose

The Business Office maintains fiscal integrity in all aspects of college financial transactions including, but not limited to, daily collections, budgets, student refund disbursements, revolvin fund reimbursements, accounts payable, ASO accounting, College Custodial Fund accounting, conference attendance, mileage reimbursement, student travel reimbursements.

Purpose Alignment

The WLAC Business Office strives to provide the "quality...supportive services" specifically stated in our mission statement. Quality for the Business Office means that staff will present a helpful, friendly demeanor in all work encounters, will be able to accurately answer all questions relating to the Business Office, and will be able to refer individuals to the correct person or office if needed.

02. Effectiveness Assessment & Continuous Process Improvement

Resource Allocation Evaluation

(Blank)

03. Response to Prior Recommendations

Accred Recommend Response

There were no accreditation recommendations specifically related to the Business Office.

PR Recommendations Response

There were no recommendations issued from the previous program review.

04. Enrollment Trends

Enrollment Trends

The FTES target for West in F2014 is 7,009, which is a 235 increase from the FTES achieved in F2013. In addition, the College plans to offer a Winter and a Summer session in this academic year. This increase in FTES and semesters offered will increase the demand for Business Office services.

05. Students and Student Success

Degree/ Cert. Trends

N/A

Demographic Trends

N/A

Success Trends

N/A

06. Staffing Trends

Staffing Trends

N/A

07. Functions and Services

Function service list

Services to students include: collection of fees and other amounts due; reconciliation of on and off-line collections to student accounts; sale of parking permits; collection of fees for transcripts, verifications of attendance, and duplicate diplomas; third-party billing and collection of student fees; administration of student book advance program; preparation and processing of refunds; researching and re-ordering Higher One debit cards; distribution of scholarship checks; bookkeeping services for the Associated Student Organization and student clubs.

Services for faculty and staff include: payment of vendor invoices; payment of revolving fund reimbursement requests; processing of conference requests and travel claims; processing of mileage claims; processing of student travel advances; reconciliation and documentation of the College’s monthly Cal-Card charges; bookkeeping services in connection with College Custodial Accounts; preparing and processing journal vouchers, budget transfers, and salary distribution adjustments.

Technological Advances (AU)

1) We have contracted with a third-party vendor to provide parking permits to students by mail. Our students now have the option of ordering and paying for their parking permits on line and so far about 1/3 of the students who purchase parking permits are doing so on line, thus reducing the services required at the Business Office windows.

2) The College introduced and new queing system for offices of Admissions, Financial Aid, and Business. Students may enter their queue by several means: an on-site kiosk, a computer, or a mobile device. If a mobile device is used, frequent text messages are relayed to the student acknowledging their position in line and allowing them to adjust that position if needed. The software associated with this system also allows cashiers and managers to observe the length of the queue at a glance.

08. Survey Results

Survey Results

N/A

See comments in validation re: Spring 2013 Campus Climate Survey.

Survey Results Implications

N/A

09. Student Learning Outcomes

SLO/ SAO Dialogue

Business Office staff has discussed the results of the phone logs at staff meetings and the following changes have been instituted:
1) Business Office windows #1, #2, #4, and #5 have been equipped with phone instruments and included on the departmental incoming line so that counter personnel can help answer the phones when they are available.

2) Since the Manager is frequently not at her desk to pick up her phone, she has forwarded her desk phone to her cell, which she has always with her.

3) The voice mail answering message has been amended to include the regular departmental hours of service.

**SLO/SAO Program Assessment**

The Business Office worked on two Service Level Outcomes in 2013:

1) SAO #1: “With regard to incoming phone calls, the department will achieve or exceed an average of 75% of calls answered immediately.” Staff completed 2 sets of phone logs, one for a peak period, and one for a non-peak period. Result - the office achieved the desired 75% outcome. What was noteworthy was that there was very little difference between the results from each period. The peak period achieved a 74.8% pickup rate and the non-peak period achieved a 76.3% pickup rate. We think that this pattern is explained by the fact that whether the office is experiencing a peak period or not, the phones take second place to serving at the counter. At peak periods we have extra staff but we still get unpredictable busy periods of long lines when the phones have to be neglected. At non-peak periods we have much less staff, because we lack temporary help and our regular help may be on scheduled or unscheduled time off and we still experience unpredictable busy periods at the counter.

2) SAO #2: “Incoming Business Office voice mails will be returned within one business day at the following rates: 100% during non-peak periods and 80% during peak periods, for an overall average of 90%. Information on returned voice mails was recorded on the phone logs referenced in SAO #1. Result - The desired rate was exceeded, the department returned 100% of voice mails within one business day.

**11. Departmental Engagement**

**Community Connections (AU)**

N/A

**Interoffice Collaboration (AU)**

Business Office staff collaborates almost daily with staff from the offices of Academic Affairs, of Student Affairs, grant program Directors, the Admissions Office, and the Financial Aid Office. We have infrequent contact with faculty and daily contact with students. We are in daily contact with various offices at the District.

**12. Professional Development**

**Professional Development Unmet Needs.**

1) Two staff members are qualified for promotions. one from Accounting Assistant to Accounting Technician, the other from Accounting Technician to Senior Accounting Technician.

2) In order to be prepared for the transition to a new Student Information System all Business Office staff must be trained in the new software. Some of this training will occur in the upcoming year.

**13. Instructional Support: Services and Activities**

**Impact Catalog schedule website**

The information regarding Business Office location, hours of operation, routine fee charges, refund policies. etc., are very helpful. We have no plans for working with institutional marketing personnel at this time.

**Service Eval Disagree**

N/A

**Service Evaluation**

(blank)

**15. Environmental Scan**

**Community Trends**

N/A

**Technology Trends**

1) We rely heavily on e-mail for routine and non-routine communication with faculty, staff, and students. We plan to implement e-mail dunning letters to students in Fall 2013.

2) The District has purchased the Peoplesoft Student Information System suite of software modules which is a big leap in modernization for LACCD. The implementation started in the Fall of 2012 and the estimated time for go-live is May of 2015 for the Business Office. The Student Financials module, which is what the Business Office will work in, is vastly different from the cobol-based mainframe type system we are working in now. West Business Office staff will be heavily involved in training and business practice modification in the upcoming year and a half.

3) We are noticing a steady increase in on-line payments which, at the moment, means increased work because of all the discrepancies between on-line payments and student accounts. 
Declining volume of on-line parking permit purchases may portend increased traffic at the windows, which could create queueing problems and/or demand more staff diverted to window service.

**16. Facilities**

**Facilities and division/department goal**

We believe we could provide much more courteous service if we could hear the students and they could hear us better.

**Facility Long Term Goals**

none.

**Facility Short Term Goals**

We hope to address the security window issue in Phase II of the bond financed construction.

**18. Grants**

**Grant Application**

(blank)

**20. Completion**

**Participant List**
Enterprise Services

01. Department Purpose

Purpose
Enterprise Services is involved with a number of entrepreneurial activities on campus. Enterprise Services operates West’s Bookstore and Paws 4 Snacks & Stuff convenience store. The College Enterprise Manager (CEM) coordinates with contract vendors who operate Cafe West and provide vending service to the campus, and is responsible for West’s Event Coordination Office which issues permits for third party use of facilities. The CEM also provides administrative oversight of Staff Services.

Enterprise Services is a support service. Enterprise Services is directly involved in the educational mission of the college through retail operations which provide textbooks and required supplies to students. Enterprise Services supports the educational mission of the college by working in partnership with West’s contract vendors and the community through Event Coordination to generate income to support 10100 activities.

Purpose Alignment
Enterprise Services provides retail services and oversees support functions and business operations of the college in support of West’s mission.

The Bookstore’s innovative Instructional Materials Rental Initiative rental program contributed meaningfully to West’s mission to provide quality instruction and supportive services.

02. Effectiveness Assessment & Continuous Process Improvement

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
na

PR Recommendations Response
na

04. Enrollment Trends

Enrollment Trends
The decline in FTES has had a negative impact on sales in retail operations. The decline in FTES has exacerbated a trend in the college store industry which has seen a notable decrease in sales measured in dollars per FTES.

The decline in FTES has had a modest negative impact on contract vendors (Cafe West and vending services).

The decline in FTES has not impacted Event Coordination. The reduction in college activities and reduced headcount is presenting the college unique opportunities to generate income from under utilized facilities.

05. Students and Student Success

Degree/ Cert. Trends
NA/See answer re: “Success Trends”

Demographic Trends
Total head count/FTES has traditionally been the only demographic trend which has significant implications for Enterprise Services. Increasing or decreasing head count/FTES typically generates more or less revenue to offset fixed overhead expenses.

Bookstore managers and staff believe younger students willingness to rely on the peer to peer marketplace is responsible for a decline in sales/rentals per FTES.

An increase in the number of transfer students; an increase in students receiving financial aid or an increase in the amount of financial aid received per student; or improvement in persistence/completion rates could have a meaningful positive impact on retail operations and the operations of contract vendors.

A significant increase in head count/FTES could impact Staff Services (Reprographics and the Mail Room).

Success Trends
It is reasonable to assume facilitating account purchases via EOPS and CARE grants or book loans and having the books and supplies students need available for purchase or rental has a positive impact on student success and retention there is no data to validate/measure that assumption.

Data collected as part of the FIPSE grant investigation shows a correlation between textbook rentals and improved student achievement outcomes for students who participated rented books from the store vs. students who did not rent books from the bookstore. Surveys of students who participated in the FIPSE rental program indicate 89.1% of respondents felt they did better in class because of the textbook rental program.

Coordination with contract vendors providing food service and vending services and West’s Event Coordination operation generate income to support 10100 activities.

Reprographics and Mail Room operations produce/facilitate production of syllabi, tests and other hand outs for students.

06. Staffing Trends

Staffing Trends
Classified staff and supervisors assigned to retail operations increased from 5.5 to 6.5 in Fiscal 2011 when the Bookstore “Buyer 2” position which had been vacant since Fiscal 2010 was filled.

The cost of “Buyer 2” was fully offset through July 2013 by the FIPSE grant and will be funded by 80008 (Bookstore Fund) beginning in August 2013. An additional net 1.0 FTE of Bookstore positions was charged to the FIPSE grant from October 2010 through July 2013 and will revert to 80008 beginning in August 2013.

LACCD Bookstore labor costs consistently average @1,000 basis points higher than the industry average for two year college stores as reported by the NACS Annual Financial Report. The Bookstore has very limited options to reduce overhead expense, which is primarily salary and benefits and other non-discretionary/critical infrastructure and services expense, if gross profit from operations which fund operations decline as a result of increased competition and/or technological innovation and/or ineffective planning and management of operations.
Program Review

Administrative Services Area | Enterprise Services

2013 – 2014

Coordination with contractors (Cafe West and First Class Vending), administrative oversight of Staff Services and operation of Event Coordination office are the responsibility of the CEM (.4 FTE beginning in fiscal 2014; increased from .02 FTE in prior fiscal years) without classified staff support.

Classified staff assigned to Staff Services remain unchanged at 2.0 FTE.

07. Functions and Services

Function service list
Operate the West L A College Bookstore to provide required textbooks and supplies to the campus community. Operate the Paws 4 Snacks & Stuff convenience store to provide required supplies and convenience food items to the campus community.

Operate the Event Coordination office to coordinate third party use of campus facilities.

Oversee contract vendors (Cafe West and vending machines).

Operate Staff Services (Reprographics & Mail Room)

08. Survey Results

Survey Results
Data from the Campus Climate Survey is limited and in most cases not particularly useful to determining why respondents responded positively or negatively to services offered by the department.

The overwhelmingly negative response to Cafe West is explained in follow up comments in Additional Administrative Services Questions is noted — but 16 total comments/recommendations for improvement focusing on quality and price of food at Cafe West services from well over 100 respondents, the majority of whom were not satisfied with service, provides limited information to the operator and college to improve services.

The very positive response re; Reprographics and Mail Room is noted and in line with expectations.

70% of respondents reported using the services provided by Event Coordination which indicates respondents don’t understand the Event Coordination office is primarily responsible for facilitating third party use of facilities and questions the usefulness of the response.

Survey Results Implications
The limited information available from the campus climate survey for Cafe West, Vending Services, Paws 4 Snacks and Stuff, the Bookstore and Event Coordination operations suggests Enterprise Services needs to me more proactive surveying the campus community to determine the cause of dissatisfaction/relative dissatisfaction with services.

The Spring 2013 Student Renter survey (219 responses) indicated 96.3% or respondents found renting a textbook from the Bookstore; 89.1% indicated renting a textbook helped them do better in class; and 96% said they would rent from the Bookstore again. That is customer satisfaction of more than 95% x 2 and students reporting textbook rentals helped them do better in class (SLO/SAO support). See attached survey.

10. Student Learning Outcomes

SLO/SAO Dialogue
INCOMPLETE PENDING COMPLETION OF SLO/SAO REVIEW FOR 2013.

SLO/SAO Program Assessment
INCOMPLETE PENDING COMPLETION OF SLO/SAO REVIEW FOR 2013.

Prior year SAO assessment missing.

11. Departmental Engagement

Community Connections (AU)
The Bookstore and Paws 4 Snacks & Stuff enjoy excellent working relationships with several key vendors.

Interoffice Collaboration (AU)
Ongoing collaboration with EOPS/CARE, Financial Aid, Veterans, etc. to support account purchases for students with grants and book loans.

Ongoing collaboration with a number of faculty members to support rental friendly textbook adoptions to provide low cost textbook rentals for students.

Event Coordination enjoys very good support from and have a good working relationship with Plant Facilities and Sheriff’s personnel assigned to West.

The Bookstore, Paws 4 Snacks & Stuff, Café West and Event Coordination have worked with Marketing/Public Relations to develop websites and or market programs and services to the campus community.

12. Professional Development

Professional Development Unmet Needs.
Professional development needs of bookstore managers and staff are met through participation in state and national trade associations of the college store industry – the California and National Association of College Stores or CACS and NACS respectively. The store has also recently joined NACAS, the National Association of College Auxiliary Services, to keep abreast of trends in auxiliary services. All three organizations provide a number of opportunities for training and networking. The annual meeting of CACS is an excellent value combining educational sessions with a trade show and a users group meeting for POS systems: CACS is particularly valuable because of the focus on two year stores.

Membership in NACAS will provide additional professional development opportunities for the CEM and any staff assigned to oversight of all ancillary enterprise operations.

No professional development needs for Staff Services at this time.
13. Instructional Support: Services and Activities

Impact Catalog schedule website
West’s schedules and publications like the Welcome Week handbook along with the college website, including dedicated Bookstore pages and rotating banners during rush and buyback periods, helped increase awareness of the rental program in fiscal 2013.

Café West has also benefited from the support of marketing via various college media.

The informational pages under the Business & Community tab on the website support Event Coordination operations.

All retail operations could benefit from more active marketing on campus and proactively surveying students, faculty and staff re; the efficacy of products and services offered. Working with marketing on these initiatives is an identified priority for calendar 2014 after conclusion of FIPSE grant obligations.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
Kit Yarrow, author of “Gen Buy!: How Tweens, Teens and Twenty-Somethings Are Revolutionizing Retail?”, provided excellent insights into Gen Y buying habits and attitudes as a featured speaker at the California Association of College Stores (CACS) annual meeting in fall 2011. We believe the easy familiarity of younger millenial students buying and selling in the online marketplace is most responsible for the continuing decline in sales and rentals since 2008. Even though textbook rentals increased from 0 to 1.07 units per FTES from fiscal 2010 through fiscal 2011 overall unit sales/rentals declined from 2008 to 2013 by from 4.6 to 2.99 units per FTES. We believe venturing into the marketplace with Verba and Monsoon software will help reverse the trend.

Increasing head count and a restarting of Winter and Summer intersession courses should provide additional opportunities for food service sales.

There is no noticeable impact on Staff Services or Event Coordination operations from changing community trends.

Technology Trends
The online marketplace is providing significant competition for sale and purchase of textbooks. New vendors like Monsoon and Verba Software are cloud based software solutions which allow the stores to buy and sell in the marketplace; price used textbooks and rentals dynamically/competitively with market prices using algorithms to predict market pricing; and allow real time comparison with store pricing with marketplace pricing to increase sell through.

The Bookstore is testing Verba Collect, Compete and Compare software modules as an extension of our recently concluded FIPSE IMRI grant investigation.

From our 2013 Program Review: “The impact of digital media supplanting traditional textbooks on the college store industry – and when that change will occur – is uncertain, although the impact on the business model of the college stores is expected to be significant.

<The premise of the NACS College Store of 2015 and College Store or 2020 research projects is to encourage stores to plan proactively to become more service oriented and less dependent on the sale of new and used textbooks to remain relevant to students and faculty. West’s innovative and successful rental program and our efforts to expand convenience store operations are part of our strategy to broaden the scope of bookstore operations.>”

The future of digital media is still uncertain. Monsoon and Verba make the stores more competitive and more relevant to students now. A store with marketplace pricing is a better resource than a store with fixed pricing: it is more convenient than the marketplace for most students.

The impact of digital media and increased reliance on new technologies like Study Soup, a vendor which digitizes syllabi, course outlines, lab manuals, etc. on Bookstore operations and copy volumes at Reprographics is also uncertain. The Bookstore is testing Study Soup software in fiscal 2014.

Food Services and Event Coordination are not directly affected by technology trends.

16. Facilities

Facilities and division/ department goal
The overall goals of division and department are to provide effective support services to students, faculty and staff of the college.

Improving convenience store and food service facilities can help to improve the campus environment and address dissatisfaction with services evidence in the Campus Climate Survey*.

Improving convenience store and food service facilities will also generate additional income to support 10100 activities.

*Only 48% of survey respondents are satisfied or very satisfied with Cafe West while 66% are satisfied with Paws 4 Snacks & Stuff. It is reasonable to assume the difference between the two numbers is indicative of operational effectiveness while the lower overall scores are due at least in part to location and/or appropriateness of facilities to meet the needs of the campus community.

Facility Long Term Goals
Identify a space for Staff Services operations which is more centrally located than B1 to facilitate easier access for the campus community.

Facility Short Term Goals
From our 2013 program review: “Find a permanent location for Paws 4 Snacks & Stuff and a premium coffee bar (run by a contract vendor) to provide increase service to the campus community and generate income to offset fixed overhead expenses of West’s retail operations and support 10100.”

“The Student Services Annex project, which was stopped/abandoned at 85% construction drawings in Fiscal 2010, would be an ideal solution for Paws and the coffee bar. If the college elects not to move forward with the Student Services Annex @2,500 sq. ft. should be identified between CE and the South Parking Structure to maximize intercept sales and income (and service to the campus community).”

“Identifying a permanent facility for Paws is the major challenge facing retail operations at this time. Identifying a permanent facility for a premium coffee bar is a secondary but nonetheless important challenge.”

*Finding a permanent location for Paws 4 Snacks & Stuff will continue to be a priority for retail operations until the need is addressed. If West chooses to create a dedicated conference
Program Review

Sales at Paws 4 Snacks & Stuff and Café West in fiscal 2013 demonstrate the need to improve facilities to improve service to the campus community.

### Information Technology

**01. Department Purpose**

**Purpose**

IT department plans, designs, implements, and coordinates a variety of information technologies to meet the needs of the college. The department is responsible for daily operations of computer usage at the campus. It also maintains and oversees telecommunication systems and performs systems modifications as needed.

The Information Systems Department is also responsible for the Administrative Information System and web portal, college email systems, college-owned computer hardware, Wireless network, software installation and licensing, the telephone system and the major backup system. Additionally, the department provides Support Desk functions for these systems.

**Purpose Alignment**

The Office of Information Technology facilitates the College mission as it applies to management, teaching, learning, and community services through the use of technological resources. Info Tech supports the College’s programs for instruction, administration, student services, and research.

In pursuit of this mission, Info Tech:

- provides electronic access to information
- provides a robust, reliable, and secure information technology infrastructure to the College community
- supports the use of information technology to enable academic innovation in teaching and learning
- promotes and develops partnerships to empower campus-wide use of technology
- promotes a high level of employee dedication to provide professional customer service and satisfaction

**02. Effectiveness Assessment & Continuous Process Improvement**

**Improvements in Program**

Not much improvement in program practice since last year program review has not been met.

**Resource Allocation Evaluation**

(Blank)

**03. Response to Prior Recommendations**

**Accred Recommend Response**

Info Tech provides crucial support to the college effort to respond to Accreditation Recommendations 1, 2, and 7 by supporting the new online program review system, IES.

**PR Recommendations Response**

Additional staff request have been prioritized. Still waiting for the validator’ recommendation.

*This refers to recommendations from the validator re: IT’s program review. Refer to last year's validation to ascertain my recommendations, if any.*

**04. Enrollment Trends**

**Enrollment Trends**

High demand of technology usage and fast increase in campus new building, Faculty, Staff offices, and classroom with the bond construction program has resulted in the more need to add significant numbers of additional personnel in different area in the technology department.

**05. Students and Student Success**

**Degree/ Cert. Trends**

N/A

**Demographic Trends**

There have been no implications related to demographic trends or changes.

**Success Trends**

Increased enrollment and focus on student success may drive demand for upgraded classroom technology.

**06. Staffing Trends**

**Staffing Trends**

Increases in FTEF, driven in part by increased instructional offerings and district-assigned FON goals, will likely drive demand for computers for faculty and, perhaps, classroom technology upgrades.

**07. Functions and Services**

**Function service list**

The Information Technology Department serves as the first point of contact faculty, and staff for all computing needs. The Information Technology manager works closely with Technology Committee, the faculty chair and staff managers of the college to provide services and support to accomplish the college goal.

The role of the Information Technology Department is to implement policies and procedures to ensure safe, secure, and efficient data retrieval. Information Technology provides support for lab computers, distance learning computers, email, enterprise servers, faculty and staff computers, software and hardware operation, and other technological needs. The Information
Some of the functions of the Information Technology staff include:

- Responding to student, faculty, and staff computer issues;
- Creating and maintaining email addresses;
- Maintaining and control Email gateway;
- Monitoring and maintaining the most efficient network infrastructure possible;
- Working with District, the Academic Affairs, Administrative Services and Student Services division with many development projects such as Dynamic Web schedule, Nemo Kiosk, Document Scanner; Website, Course Syllabi, ADX cms, Nettrack, Student Info System, Financial Aid Application, etc.;
- Academic advising;
- Maintains more than 30 Servers, 1900 computers and 200 printers in all campus locations including all related networking, communications, and threat monitoring to insure safe access to local network storage and internet connectivity;
- Manages software updates, including all operating system updates, support software updates, anti-virus updates, Administrative Information System updates, and instructional software;
- Complies with all software end user agreements by managing and maintaining current licensing; for all software used in every system at West LA College;
- Manages and maintains the VoIP phone system for West LA college;
- Provides "Info Tech support desk" services for employees who need assistance, with usernames/ID numbers and password resets for email and District accounts;
- New Technology equipment roll-out and implementation;
- Support various specific department application;
- College Security Camera;
- Support District-Wide Application such as DEC, Portal, Transcript Printing, Financial Aid.
- New coming District Student Information System.
- Physical Security System. Emergency Notification System etc...

Satisfactory response. Rejecting in order to reject the program review as a whole.

Technological Advances (AU)

Here is a list of all technological advances that Info Tech has been implemented last two years:

- Cisco Voice IP Phone System 2800 and 7800
- More than 100 Cisco 1Gb Switches 3750G
- More than 300 Cisco Phone 7945 and 6941
- More than 300 Wireless Access devices campus-wide
- EMS VNX Storage 24TB 5500 series
- VNWare 5.0
- HP Blade Server c3000 Server and Chassis
- Cisco Digital Player 3310
- Pro Curse Left-hand Storage 2910
- Tape Library and Convault backup Server 140
- Two Cisco Core Switches 6509
- Two Palo Alto Firewall PA 4020
- Major APC Emergency Power Generator
- Cisco 4500 Switches for Student Services and General classroom
- 11 All-in-One high-end network Cannon Copier, Fax, Scan machine.
- District-wide Physical secirity System
- New Exchange 2010 Migration.
- New Informacast Emergency notification system.
- West Expressway for student educational Planing.
- Kentico Content Management System.

08. Survey Results

Survey Results

In 2012, The Administrative Services Division Survey results showed that 87.1% of users perceived that the IT staff is helpful and courteous. Only 6.1% respondents disagreed with the same statement.

Survey also showed that the 78.9% respondents perceived that the IT staff is responding in timely manner in addressing their computer/network problems. 10.2% respondents disagreed with the same statement.

Per the Survey results, 78% respondents agreed with the statement that the college IT staff is technically competent and capable of meeting the college's computer needs. Only 7.6% respondents disagreed with the same statement.

The respondents (149 responses) feedback out of survey results suggests improvement with overall support IT staff is proving to the college. In particular, respondents have seen IT staff as responsive and customer focused.

Response is very good. Rejecting in order to reject program review as a whole.

Survey Results Implications

The Survey results shows that the most of the college community is satisfied with the IT staff's overall response, customer service/technical skills in addressing their computer problems. The qualitative feedback will be very helpful to further enhance and improve overall IT staff response in addressing their problems in timely fashion to minimize the computer downtime. The Survey results will also provide some new ideas for improvement in operation and training of users and IT staff.

Response is good. Rejecting in order to reject program review as a whole.

10. Student Learning Outcomes

SLO/SAO Dialogue

Data Collection has not been generated until Summer 2014.

More analysis of SAO #2 is needed. Also report college discussion in Technology Committee.

SLO/SAO Program Assessment

Data Collection has not been generated until Summer 2014.

Results for SAO #2 are incomplete as reported on this screen. They are also for calendar year 2012 rather than 2013.

11. Departmental Engagement

Community Connections (AU)
Interoffice Collaboration (AU)
Regular Department Status Meeting/Department head meets with Technology Manager for updates on current projects and events.

? Monthly Meeting with College Technology Committee to discuss College technology issues, Info Tech projects, College Master Plan and many subjects related to Bond projects, listen and find solution for user's issues related to Technology.

? Technology Administrative Services Meeting? VP of Administrative Services meet with Technology.

? Bond Construction? Discuss and establish decision making meeting w/CPM office, Facilities on technology construction projects monthly. Discuss and plan for future technology for Campus-wide such as Fiber Infrastructure projects, New second data Center.

12. Professional Development

Professional Development Unmet Needs.
Increased budget for the department would be necessary to acquire the college-wide needed technology, such as systems for a secondary Internet connection, more advanced training for IT staff and to purchase on-going software and equipment maintenance contracts for data, telephone, and to repair/upgrade outdated supplying necessary parts.

These following advanced development training are necessary for Info tech staff:

? Apple Technician Training
? Cisco VoIP IP and Digital Media Player Training
? Kentico Content Manager System Training
  • NEW SIS Student information System
  • Physical Security Project training
  • Advance VMS/EMC training

13. Instructional Support: Services and Activities

Impact Catalog schedule website
Info Tech department have helped to develop Dynamic Online Schedule of Classes application for Academic Affairs, Updated, maintained some static websites. Info Tech have also setup ADX Content management system for faculty to put course materials online It is an important recommendation that Info Tech should improve more on online schedule of classes program, revise and enhance old college static department website to be more dynamically. Additionally, create and develop a new friendly, powerful course syllabi website and faculty portal.

Service Eval Disagree
N/A

15. Environmental Scan

Community Trends
Increase mobile devices usages in the community, Info Tech need to prepare, adopt and support the emerging trends.

Answer is not responsive to the question. Also rejecting in order to reject program review as a whole.

Technology Trends
Too many advance equipment, application have been deployed in Info Tech department last few years such as EMS VNX storage, Blade servers, VMWare Virtual Server, VOIP Phone system. And also there are many new coming technology projects requested, needed by College and District. Info Tech department definitely need more staff as well as more advance technology training.

Such new request of hiring and IT staff training with three basic goals in mind:

? To improve the productivity, effectiveness and efficiency of service by helping employees develop and better utilize their talents, skills and potential.
? To help staffs develop their knowledge, skills and abilities so that they might become better qualified to perform the duties of their present jobs and advance to more responsible positions
? To provide development for managers and supervisors, making them capable of organizing and developing effective management systems for the accomplishment of the organization's goals and objectives

Rejecting in order to reject program review as a whole.

16. Facilities

Facilities and division/ department goal
These improvements are district-wide standard and also play an important part of the college educational master plan. If Data center with state-of-the-art technological controls in place on all of its equipment is broken into, College information data is stolen, All constant access to electronic information, educational services will be disrupted and college surely suffer far-reaching business and financial consequences.
Secondary Data Center will ensure the continuity of technology educational services.
Additional Network Storage will provide end-users with data security, safety and ease of local workstation relocation.

Facility Long Term Goals
? Allocate a specific secured storage location for all Info tech technology equipment.
? New Secondary Info Tech Data Center.
? Hardware Inventory software for total cost of ownership.
  • Implement Physical Security project for future safety of hardware inventory.

Facility Short Term Goals
Temporarily utilize old building for the storage, Install 3 small Security Camera in Data Center.
Back up College data to tapes and relocate these tapes to another building.

18. Grants

Grant Application
(blank)
20. Completion
Participant List
(blank)

## Personnel

### 01. Department Purpose

**Purpose**
The purpose of the Personnel and Payroll Office is to provide local support to the faculty, staff, administrators, and unclassified employees of West Los Angeles College in the areas of recruitment, hiring, assignment processing, payroll, benefits and advisement of LACCD human resources rules and practices.

**Purpose Alignment**
The Personnel and Payroll Office supports West Los Angeles College in creating student success by striving to process assignments and to pay faculty and staff accurately and on-time. This allows faculty and staff to focus on serving the needs of our students.

### 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
We continue with our goal to provide a high level of customer service to the campus community.

**Resource Allocation Evaluation**
(blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**
Hansel Tsai has joined the committee to create a Classified Staffing Master Plan.

**PR Recommendations Response**
The development of a Human Resources Master Plan is in progress in collaboration with other individuals on campus.

### 04. Enrollment Trends

**Enrollment Trends**
As enrollment grows more faculty will be hired and more personnel assignments created. The impact to our department is added workload.

### 05. Students and Student Success

**Degree/Cert. Trends**
N/A

**Demographic Trends**
N/A

**Success Trends**
N/A

### 06. Staffing Trends

**Staffing Trends**
In fulfilling our FON obligation we have added many new faculty members in the past few years. In the most recent hiring cycle, Hansel Tsai was one of a few employees on campus who was trained to be an EEO representative and served on several hiring committees. With the most recent EEO training given by the District Office, we now have at least 10 employees trained to serve as EEO rep on a hiring committee.

### 07. Functions and Services

**Function service list**
#NAME?

**Technological Advances (AU)**
None in the past year.

### 08. Survey Results

**Survey Results**
The Spring 2013 Campus Climate Survey showed that 108 our of 130 respondents (83%) had an overall satisfaction level of "satisfied" or "very satisfied" when rating the Personnel/Payroll Office. Only 2 responses out of 130 (1.5%) marked the overall satisfaction level as "dissatisfied" or "very dissatisfied."

**Survey Results Implications**
For the next survey we would like to change the rating scale to make the results more informative and perhaps more specific to a particular function of our department.

### 10. Student Learning Outcomes

**SLO/SAO Dialogue**
The rating scale for the satisfaction level question should be changed. The option of responding ?neutral? should be replaced with something more useful to the analysis. The alternative would be to change the effectiveness criterion from a high satisfaction level to a low dissatisfaction level.

**SLO/SAO Program Assessment**
130 employees responded to the question of ?Overall Satisfaction? in the Spring 2013 Campus Climate Survey. 108 of 132 respondents (81.8%) rated the services of the Personnel & Payroll Office as being ?satisfied? or ?very satisfied.? 2 of 132 respondents rated the satisfaction level as ?very dissatisfied? or ?dissatisfied.? 20 respondents had a rating of ?neutral.? The 81.8% level of satisfaction is below the SAO effectiveness criterion of 90%.
132 employees responded to the Rideshare Program Awareness question in the Spring 2013 Campus Climate Survey. 119 of 132 (90.1%) responded with some level of awareness of the Rideshare program. 13 of 132 responded that they had no awareness of the Rideshare program. The 90.1% awareness level is above the SAO effectiveness criterion of 70%.

The survey results show that most of the faculty and staff on campus are satisfied with the customer service level of the Personnel and Payroll office. We implemented many of the suggestions resulting from the Spring 2012 survey and the Spring 2013 results show the effect of those changes. We will seek to maintain a high level of customer service for faculty and staff.

The high level of awareness of the Campus Rideshare Program is the result of the increased marketing efforts (West Week announcements, flyers, parking permit application, Rideshare Website). Although the awareness level is high the participation level among respondents is low (19.7% have participated in rideshare).

11. Departmental Engagement

Community Connections (AU)
N/A.

Interoffice Collaboration (AU)
N/A.

12. Professional Development

Professional Development Unmet Needs.
Since the District Office has not filled many vacant positions in Human Resources and Employer-Employee Relations, it would be helpful if the district could provide training on various processes - for example disciplinary actions.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
N/A. No impact.

Service Eval Disagree
N/A.

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
With the implementation of the Affordable Care Act, we will closely monitor temporary employees who work over 29 hours per week.

Technology Trends
We are awaiting the district-wide rollout of the CATS time entry system. We have not heard an update regarding a roll-out date.

16. Facilities

Facilities and division/department goal
N/A.

Facility Long Term Goals
none.

Facility Short Term Goals
none.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Plan Facilities

01. Department Purpose

Purpose
The Plant Facilities department provides students, faculty, and staff with a safe and clean campus and an effective educational environment. This mission is accomplished by maintaining a well-managed and efficient facility program through highly qualified maintenance personnel. The staff is continually updated with the latest techniques, equipment, supplies, and training.

Purpose Alignment
The Plant Facilities department provides students, faculty, and staff with a safe and clean campus and an effective educational environment. This mission is accomplished by maintaining a well-managed and efficient facility program through highly qualified maintenance personnel. The staff is continually updated with the latest techniques, equipment, supplies, and training.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
None, program review has not provided any assistance to the facilities group.

Resource Allocation Evaluation
(blank)
### Program Review
#### Administrative Services Area | Plant Facilities

#### 03. Response to Prior Recommendations
**Accred Recommend Response**
Facilities did not receive any recommendations from Accreditation.

**PR Recommendations Response**
None have been addressed to date. *Recall that no recommendations were made in validation.*

#### 04. Enrollment Trends
**Enrollment Trends**
From Facilities standpoint, increased enrollment means need for additional supplies, utilities cost increases, sufficient manpower/staffing to meet needs and requirements of increased FTES, and subsequent budget supplements to keep campus clean, safe, and secure.

#### 05. Students and Student Success
**Degree/ Cert. Trends**
Facilities does not have any input for this question.

**Demographic Trends**
As in the previous question, any increase in FTES causes Facilities a need for additional supplies, utilities cost increases, sufficient manpower/staffing and supplies to meet needs and requirements of increased student population.

**Success Trends**
Facilities does not have any input on this question.

#### 06. Staffing Trends
**Staffing Trends**
does not apply

#### 07. Functions and Services
**Function service list**
Maintenance of buildings and grounds on campus. This includes all electrical, mechanical, carpentry, paint, custodial, gardening, locksmith, and plumbing. As well as budgeting and purchase of supplies, equipment, building and maintenance contracting of outside vendor services, coordinating emergency response action on campus including fire drills, and responding to numerous last minute work orders daily.

*No reference to Operations side of Plant Facilities or coordination with building program.*

**Technological Advances (AU)**
We are awaiting the launch of a computerized maintenance management system (CMMS) which is hoped will be helpful in streamlining the workload of the Facilities staff. Otherwise we have had no technological advances in Facilities.

#### 08. Survey Results
**Survey Results**
Surveys have pointed out a need for improved lighting, areas of cleaning, and or scheduling times for maintenance operations around class times, all of which have been addressed and implemented.

*No campus climate survey findings?*

**Survey Results Implications**
No implications. Facilities accommodated all requests as needed.

*No campus climate survey findings?*

#### 10. Student Learning Outcomes
**SLO/ SAO Dialogue**
Facilities has attended to all assessment needs by communicating, purchasing of necessary supplies and reporting final results via phone call, work order system updates, or email.

*Requires more specificity re: assessment done.*

**SLO/ SAO Program Assessment**
Self assessment, surveys, phone call tallies, work orders received and actioned by Facilities.

*Need more specificity on SAOs and outcomes.*

#### 11. Departmental Engagement
**Community Connections (AU)**
Facilities Administration continues to be involved with the Home owners and city associations, develops and creates rapport with local vendors, and attends community events to represent the college.

**Interoffice Collaboration (AU)**
Recycling programs, Grant applications, improved maintenance techniques.

#### 12. Professional Development
**Professional Development Unmet Needs.**
None known

#### 13. Instructional Support: Services and Activities
**Impact Catalog schedule website**
N/A

**Service Eval Disagree**
N/A

**Service Evaluation**
(blank)
### 15. Environmental Scan

**Community Trends**

Not sure.

*Find out. Also, reference community sensitivities to environmental impacts of campus construction and potential development of 10100 Jefferson property.*

**Technology Trends**

The SAP system is continually being programmed with improved technology and features that we hope will streamline the dated work order system in the Facilities Department, networking the entire program group, by tying in each computer both inside the office and out in the field work shops used by the tradesmen.

### 16. Facilities

**Facilities and division/ department goal**

Create a well lit, safe, and clean learning environment for students to aid in their overall learning experience.

**Facility Long Term Goals**

To continue full staffing and equipment inventory in order to run the Facilities Department at full capacity, providing a quicker and more efficient response to student and campus maintenance needs.

**Facility Short Term Goals**

To fully staff the maintenance department per the district staffing guidelines.

### 18. Grants

**Grant Application**

(blank)

### 20. Completion

**Participant List**

(blank)

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**Vice President, Administrative Services**

#### 01. Department Purpose

**Purpose**

The Office of Vice President oversees and is responsible for the performance of the Administrative Services functions for the college, including: Business Office/Fiscal Management, Enterprise (Bookstore/PAWS, Food Service, Staff Services), Information Technology, Personnel/Payroll, Plant Facilities, and Sheriff's services.

**Purpose Alignment**

Administrative Services comprise some of the 'supportive services' referenced in the mission statement. We support the instructional mission of the college by performing the business functions that make it possible for students to pay their fees, buy their books, receive technology-based instruction, learn from qualified instructors hired by the college, occupy classrooms maintained by the facilities personnel, and move about campus with peace of mind about personal safety and security.

#### 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

None directly related to program review. This is the first year the Office of VPAS is participating in program review.

**Resource Allocation Evaluation**

(blank)

#### 03. Response to Prior Recommendations

**Accred Recommend Response**

Jointly with the Dean of Research and the PIE Committee, we addressed recommendation 7 to strengthen the link between institutional planning and resource allocation. This resulted in a process in which program review and budget planning yielded a set of spending priorities that were vetted through the college's governance bodies and led to allocation supplements in the FY1314 budget.

**PR Recommendations Response**

Not applicable. This is the first year the Office of VPAS is participating in program review.

*No previous review*

#### 04. Enrollment Trends

**Enrollment Trends**

FTES is targeted by the college to increase by 4% in the 2013/14 academic year over the prior year. This is expected to marginally increase student demand throughout most of Administrative Services, including: Business Office transactions for fee payments and student parking, Bookstore and food sales, purchase and support of instructional technology, cleaning and maintenance of classrooms, restrooms and common areas, and additional law and parking enforcement activities associated with the increase in campus population. Personnel/payroll will experience an uptick in volume from the hiring of new faculty to meet the college's share of the District's FON obligation and new classified staff to support institutional research and West's Global Studies Initiative.

#### 05. Students and Student Success

**Degree/ Cert. Trends**

None evident.

**Demographic Trends**

Increases in non-resident students, such as occurred in FY12-13 and which may result from the college's Global Studies Initiative, would require closer monitoring of tuition payments to mitigate the college's exposure to delinquent accounts and uncompensated instructional. This is because the college receives no state apportionment for non-residents and, therefore, must cover the cost of instruction entirely from student fees.

**Success Trends**

No immediate implications for Administrative Services are apparent. However, longer-term, with the state's increased emphasis on student success and the prospect of state funding linked to success measures, the college's budget fortunes could rise and fall with its ability to graduate and transfer students more efficiently.
06. Staffing Trends

Staffing Trends

The current increases in FTEF corresponding to rising workload will drive demand for recruitment and related services by Personnel / Payroll. The same trend will increase the need for technology for new instructors. The current trend to increase the full-time/part-time ratio of instructors will also increase demand for Personnel services.

07. Functions and Services

Function service list

2. Co-chair of Budget Committee and Facilities Committee.
3. Representation of Administrative Services on:
   --President's Cabinet
   --College Council and its standing committees: PIE, Technology, Accreditation Steering, Resource Development
   --Work Environment Committee
4. Representation of District Administration Council on district-wide committees:
   --District Technology Council
   --Joint Labor/Management Benefits Committee.
5. Submittal of financial reports to District.

Technological Advances (AU)

1. Implementation of text Emergency Notification System (ENS).
2. Third-party hosting of online student parking permit sales and distribution system.
3. Extension and improvement of campus-wide fiber network.
4. Deployment by IT of remote user support utilities: Bomgar (desktop computers) and RoomView (A/V, room environment)

08. Survey Results

Survey Results

none.

Survey Results Implications

none.

10. Student Learning Outcomes

SLO/SAO Dialogue

Face-to-face meetings with Administrative Aide assigned to procurement transactions.

SLO/SAO Program Assessment

Office of the VPAS met its SAO for turnaround time in processing procurement transactions, exceeding 90%.

11. Departmental Engagement

Community Connections (AU)

There is no prior review; this is the first year of program review for this office.

Over the past year we have finalized a lease with Brandman University to rent space on campus. My office continues to communicate with the City of Culver City re: campus activities that may require alerts to the nearby residents about possible noise and traffic impacts. We concluded a lease with Culver City Honda to rent empty space for storage of surplus vehicle inventory. We met with Culver City leaders and a nearby business about a possible joint development of empty land owned by the college on Jefferson Bl.

Interoffice Collaboration (AU)

(Since 2012, my arrival at the college):

Coordination and cooperation with PIE Committee in 2012-13 has improved the linkage between institutional planning and resource allocation.

12. Professional Development

Professional Development Unmet Needs.

Not that I am aware of.

13. Instructional Support: Services and Activities

Impact Catalog schedule website

N/A

Service Eval Disagree

N/A

Service Evaluation

(blank)

15. Environmental Scan

Community Trends

1. Continued sensitivity of some neighbors to environmental impacts caused by the college.
   Effect: Necessity of close communication with the City about activities on campus.
2. Student activism in support of expanded city bus transportation onto campus.
   Effect: Need to balance the interests of students and neighbors over bus noise and related impacts.
3. City, business and LACCD interest in development of college vacant land at 10100 Jefferson Bl.
   Effect: Need to negotiate conflicting interests to yield maximum benefit to the college.
16. Facilities
Facilities and division/department goal
Improvement of gun locker will better secure firearms. Facility improvements will enable the Sheriff's personnel to work more efficiently and comfortably and improve employee morale.

Facility Long Term Goals
Relocate Sheriff to new more functional station house.

Facility Short Term Goals
In the current Sheriff’s station, harden gun locker security; improve adjacency between locker and shower to enhance privacy for personnel, particularly female officers.

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)
Learning Communities

Black Scholars

01. Department Purpose

Purpose
At West Los Angeles College, approximately 44% of the 10,000+ student body African Americans who are predominately low-income, first generation college students.
The LEARN project (Leading and Energizing African American Students through Research and Knowledge) is a four-year effort by the college to address significant success deficits for African American students: (1) African American students are not succeeding in K12 and college, (2) faculty are from a different generation and ethnic backgrounds than students, (3) English and Math are significant barriers for students, particularly African American males, and (4) students have only minimal knowledge of and experience with the wider world.
LEARN addresses both of the competitive preference priorities through innovative and coordinated actions designed to (1) increase the number and proportion of high-need student who persist in and complete college or other postsecondary education and (2) training and collect, analyze, and use high quality and timely data to improve postsecondary student outcomes relating to enrollment, persistence, and completing and leading to career success:
(1) research on how African American students learn and interact with the educational system,
(2) a faculty learning community built on this knowledge (1, above) to align instructional strategies with how African American students learn, with a special emphasis on increasing the success rate for African American males students,
(3) joining with the college’s TRIO Upward Bound and Talent Search programs to engage middle and high school students through Discovery Days activities that connect indemand careers and education,
(4) leadership coaches for intrusive mentoring enabling student to develop personal and group leadership skills essential for college and life success,
(5) globalization activities designed to enable African American students to develop knowledge about, appreciation of, and ability to interact in careers and professions in an increasingly globalized world,
(6) faculty advisors to lead discovery activities such as career opportunities, transfer about specific disciplines, and
(7) establishing a LEARN Center where African American students can obtain assistance.

Purpose Alignment
The grant is focused on providing a transformative educational experience for students of color. The outcome of the grant will itself an aspect of student success.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
(blank)

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
N/A

PR Recommendations Response
N/A

04. Enrollment Trends

Enrollment Trends
Project LEARN is a valuable service and program for students of color given the current demographics of the college. Hopefully, more students will self identify as African American so that we can continue to receive the PBI funding. There are currently over 4500 students identified as African American at WLAC.

05. Students and Student Success

Degree/Cert. Trends
I do not have data to answer this question.

Demographic Trends
Total undergraduate unduplicated enrollment 2008 - 2009: ___13,022____
Black American undergraduate unduplicated enrollment: #__5,180__ _40_%
Low-income or first generation: #_10,808 _83_ 
Registered in a BA or AA program: #:_7,683___59___%

According to LACCD data, African Americans are 19% of the college’s service area population. Fall 2008 enrollment was much more heavily African American?43.7%
In fact, West has the second highest percentage of Black students among the nine district community colleges, far higher than the percentage of African Americans in the college’s service area
Based on the enrollment trend, WLAC's African American population is expected to increase and will be in need of continuing special programs focused on their student success strategies.

**Success Trends**
Blacks are more likely than any other group to go to college but not earn a degree. A smaller proportion of Black adults from age 25 to 34 have earned more postsecondary degrees than Blacks between the ages of 35 and 65. And, in 2012, more African-American students in California were enrolled in private, for-profit institutions than in the California State University (CSU) and University of California (UC) systems combined. In addition, prior to the state’s 1996 ban on race-conscious affirmative action, Blacks were admitted to the UC system at a rate of 75 percent, yet today the rate has fallen to 58 percent.

--- 32 percent of black Californians who attended college dropped out, more than any other group, according to 2011 U.S. census data.

--- 30 percent of black Californians aged 25 to 34 have an associate’s or bachelor’s degree. By contrast, 35 percent of those aged 35 to 44 have a degree, as do 33 percent of those aged 45 to age 54.

--- Although 6 percent of all college-age Californians are black, black students are overrepresented at expensive, for-profit colleges: 10 percent; and at community colleges: 7 percent. They are underrepresented at the University of California: 4 percent; and California State University: 5 percent.

--- Nearly 24 percent of black Californians have degrees compared with 41 percent of white Californians, although the rate for black adults is better than their 18 percent rate in 2000.

"From the start, black students have limited chances to enroll in college," according to the report. "With the lowest high school graduation rates, and the second-lowest rates of completing the required college preparatory curriculum (slightly above Latino students) for the state’s four-year universities, black students face steep hurdles to reaching their college and career dreams."

Given this data, the College must continue to provide a focused effort to support students of color.

### 06. Staffing Trends
**Staffing Trends**
N/A

### 07. Functions and Services
**Function service list**
Grant is attached.

_I do not see the attachment._

**Technological Advances (AU)**
N/A

### 08. Survey Results
**Survey Results**
N/A

**Survey Results Implications**
N/A

### 10. Student Learning Outcomes
**SLO/SAO Dialogue**
N/A

**SLO/SAO Program Assessment**
N/A

### 11. Departmental Engagement
**Community Connections (AU)**
N/A

**Interoffice Collaboration (AU)**
Project LEARN works with the TRiO programs and other instructional/student services offices to facilitate the objectives of the grant.

### 12. Professional Development
**Professional Development Unmet Needs.**
Staff members attend national meetings and conferences focused on strategies for student successes of students of color.

### 13. Instructional Support: Services and Activities
**Impact Catalog schedule website**
N/A

**Service Eval Disagree**
(blank)

**Service Evaluation**
(blank)

### 15. Environmental Scan
**Community Trends**
N/A
16. Facilities
Facilities and division/ department goal
N/A

Facility Long Term Goals
N/A

Facility Short Term Goals
N/A

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)

POPP

01. Department Purpose

Purpose
Starting Fall 2009, West Los Angeles College (West) entered into a three-way collaborative between the Los Angeles Unified School District (LAUSD), Police Academy Magnet Schools Foundation (PAMS), Los Angeles Police Department (LAPD), with West to recruit high school students into and enroll them in a unique concurrent enrollment program in Administration of Justice. The proposal originated through the efforts of Roberta Weintraub in a 1996 proposal she submitted to the Office of the Chief of Police of the Los Angeles Police Department and the Chancellor of the Los Angeles Community College District. It took more than 10 years for this proposal to become a program.

Known as the Police Orientation Preparation Program (POPP) launched in Fall 2009, POPP is designed to prepare and transition high school seniors and first year college students, through an AA degree program in Administration of Justice, into highly qualified candidates for recruitment into the Los Angeles Police Department and other local police departments and law enforcement agencies. The desired outcome is to develop a pool of home-grown and highly qualified students, many who are English Language Learners and at risk candidates whose character, educational experiences, and commitment to public service will positively impact the culture of policing and public safety. In other words, recruit local citizens to become police officers thus bringing the community to the police department and saving the City of Los Angeles recruiting funds.

Initially the program started with 36 students, consisting of high school seniors from the Monroe High School Police Magnet Program and West freshmen, taking 15 units of Administration of Justice courses. Students complete POPP with 60 units of college credit and are eligible for the AA degree. Included within these 60 units are two skills certificates specifically designed to provide them with marketable skills for entry level employment in the public safety and justice system. These are the PC 832 Laws of Arrest, Search and Seizure course, and the Security Guard course. In addition, students earn a certificate as they complete each of the four 15-unit semesters.

Graduates of POPP are considered as first-choices for city employment as community service officers, detention officers, security officers, fingerprint classifiers, school safety officers, custody assistants, evidence technicians, 911 dispatchers, code enforcement officers, traffic enforcement officer, and airport screener.

The Administration of Justice Department at West concentrated its efforts on POPP for several reasons: (1) there are six high school based law enforcement explorer/cadet programs with which logical academic and career pathways can be strengthened so that students who are accepted into POPP can seamlessly complete their high school diploma and simultaneously earn an Associate of Arts degree while both earning several skill certificates and having work experience along the way. (2) the proposed review of West/baccalaureate institution articulation agreements will have positive impact on the larger array of Administration of Justice courses, certificates, and degree(s).

Today, Fall 2013, unfortunately POPP has become a high school program dominated by the LAUSD representative through recruiting, enrollment, and making recommendations to the student education plan without consultation with the WLAC faculty.

In Fall 2012 only two West students were admitted as new students into POPP and Fall 2013 not one West student was admitted. Reason, POPP, dominated by the LAUSD, concentrated its recruiting efforts on high school seniors, adopted a boot camp as a priority before the beginning of the Fall semester, so by the time West freshmen discovered the program it was too late for admission.

It is recommended that the WLAC representative to POPP have active participation in the planning and direction this program takes.

Purpose Alignment
The educational mission combines a quality liberal arts education with specific knowledge and skills important to most employers.

Once the initial Fall 2009 semester was complete, students were surveyed to determine their interest and success rates were measured. It was determined that the program could in fact deliver 12-15 units per semester and with a focus on Career and Technical Education, employers were standing ready to invite POPP students to interview for law enforcement positions. Because the courses were interesting, instructors recruited from the law enforcement community, students took a serious interest in their coursework.

However, academic assessment revealed the general education portion needed work. While students excelled in Administration of Justice courses they lacked the English and math skills necessary for complete success.

At this level, with students were taking 15 units per semester, now they are taking 12 units per semester with a concentration on CTE, students gained knowledge about interpersonal and organizational behavior. They learned to critically analyze problems and to develop and test methods to solve those problems through required courses in research methods and statistics. Through internships, students gain specific experiences in areas that enhance their employment opportunities and make them strong competitors in the job market. Our students will be prepared for college work at the undergraduate level; students gain the leadership, administrative and research skills necessary to excel in their professional and academic career.

The Administration of Justice Department is constantly concentrating on developing and presenting course material in conjunction with our college’s institutional goals and values. To allow learning through a dialogue of academic freedom, illustrating the importance of team work and emphasizing the importance of integrity, trust and respect. To accomplish this goal, English 101 and math 125 will be introduced to the POPP program, along with tutors paid by a grant through the PAMS foundation.
03. Response to Prior Recommendations

Accred Recommend Response
Course SLO’s and assessments have been implemented. Course outlines updated, and text book publication dates checked for currency.

PR Recommendations Response
Course SLO’s and assessments have been implemented. Course outlines updated, and text book publication dates checked for currency.

04. Enrollment Trends

Enrollment Trends
PPOP started the Spr 2012-13 semester with 112 students. 56 in each class, ended the academic year with 92 students.

05. Students and Student Success

Demographic Trends
Overall GPA was 3.55. 54% of students earned a 3.5 or higher GPA and were on the Dean’s Honor Roll. 97.9% of all students had a 3.0 or higher GPA. 19.2% of those students on the honor roll had a 4.0 GPA. 99.7% passing rate of all classes. In addition, 28 students took the LAPD written exam that was administered by the ARTC. Although all passed the exam with the min. 70%, only 17 scored the required 85% to qualify for further processing.

06. Staffing Trends

Staffing Trends
By agreeing with Chancellor Office, WLAC send 10 sections per semester to the off site PPOP location, to support the two co-horts who now carry world load up 12 units each co hort with two sections offered for the winter for each cohort. Thus, the student workload has been reduced from 15 units to 12 units. The instructional staff comes primarily from our division with the exception of math 125, English 101, Humanities 60, and health PE.

07. Functions and Services

Function service list
Provide a cohort of qualified students seeking a career in law enforcement to earn an AA degree and/or transfer to a four year university.

08. Survey Results

Survey Results
Student surveys seemed to confirm the need for tutors: political science, sociology, psychology, science, English, and match. The program has continuous financial and tutorial support as part of the partnership.

Survey Results Implications
Student surveys seemed to confirm the need for tutors: political science, sociology, psychology, science, English, and match.

10. Student Learning Outcomes

SLO/SAD Dialogue
Course SLO’s have been implemented and assessment is underway. Changes are made as assessment results come in and adjustments to instructional effectiveness is also underway.

SLO/SAD Program Assessment
Course SLO’s have been implemented and assessment is underway. Changes are made as assessment results come in and adjustments to instructional effectiveness is also underway.

12. Professional Development

Professional Development Unmet Needs.
All exceed min. requirement.

13. Instructional Support: Services and Activities

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
According to BLS, Employment of police and detectives is expected to grow by 7 percent from 2010 to 2020, slower than the average for all occupations. Continued demand for public safety will lead to new openings for officers in local departments; however, both state and federal jobs may be more competitive.

Because they typically offer low salaries, many local departments face high turnover rates, making opportunities more plentiful for qualified applicants. However, some smaller departments may have fewer opportunities as budgets limit the ability to hire additional officers.

Jobs in state and federal agencies will remain more competitive as they often offer high pay and more opportunities for both promotions and inter-agency transfers. Bilingual applicants with a bachelor’s degree and law enforcement or military experience, especially investigative experience, should have the best opportunities in federal agencies.

The level of government spending determines the level of employment for police and detectives. The number of job opportunities, therefore, can vary from year to year and from place to place. Layoffs are rare because retirements enable most staffing cuts to be handled through attrition. Trained law enforcement officers who lose their jobs because of budget cuts usually have little difficulty finding jobs with other agencies.

Technology Trends
Access to online training, Youtube video access, all provide active learning.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
Puente

01. Department Purpose

Purpose

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.

Purpose Alignment

The Puente Project “…fosters 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.”

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

The program remains committed to its students. Even without receiving the funding agreed upon per the MOU with UCOP and Statewide Puente Project, we have provided the students with as much support possible. The survey was a good reflection of the work we have accomplished and it was instrumental in allowing us the overall view of where we can improve upon. The main area is the earlier start of our Puente Mentoring Program. We are currently working on starting with the mentor/mentee matching for the current cohort. This will allow for students and their mentors to develop an earlier relationship which will last longer than for previous cohorts.

Resource Allocation Evaluation

(Blank)

03. Response to Prior Recommendations

Accred Recommend Response

With regard to implementation of accreditation recommendations, here are the actions:

1. Planning: Puente faculty co-coordinate the program. We engage in continuous communication via email, meetings, phone calls to discuss planning.
2. Program Review: We continue to participate in the program review process as required by the campus in order to increase program effectiveness which will contribute in overall campus success rates. Based on this, we are working to provide the Puente students with adequate and quality services. With regard to Puente faculty have participated in program review since the Fall of 2009. Puente was first implemented at West Los Angeles College in Fall 2008.
3. Both the English and Personal Development Faculty of Puente participate in the SLO development and assessment process via their respective divisions. Through the use of surveys and the adherence to the English and Personal Development course SLO’s, Puente is continuously assessing and evaluating the program’s effectiveness and shortcomings(mainly due to budgetary insufficiencies) in meeting the Puente student’s academic needs.
4. Faculty Involvement: Both Puente Faculty participate in WLAC committees (e.g., Student Success and Achieving The Dream among others) instrumental in the student success efforts of the college and the district as a whole.
5. Library Resources: N/A However, the English component has assignments tied to the HLRC services.

PR Recommendations Response

No further recommendations made. However, we will continue to conduct the Puente Student survey as a means of gathering information and assessing the effectiveness of the program components.

04. Enrollment Trends

Enrollment Trends

As noted in previous program reviews, based on college statistics, college wide, student enrollment reflected 2.74% growth from Fall 2008 to Fall 2009, 1.9% growth from Fall 2009 to Fall 2010. College growth data for Fall 2010 to Fall 2013 is currently being analyzed.

Enrollment increased at a slightly higher level for Puente 5.36% from Fall 2008 to Fall 2009 compared to the college, 4.82% for Fall 2009 to Fall 2010 as compared to the college, and 10.34% growth from Fall 2010 to Fall 2011. Again, college growth data for Fall 10 to present is not yet available.

Even though our ability to recruit earlier for our Puente cohorts was hampered by both the insecurity of the budgetary situation statewide throughout the years and our notice to "not recruit for puente" because of the possibility of program termination, which in turn provided us with approximately two weeks in which to recruit every semester, we were able to maintain, roughly, approximately 25 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 as well.

05. Students and Student Success

Degree/ Cert. Trends

Students have graduated and transferred to UC, Los Angeles, Santa Barbara, Riverside, CSU, Northridge, Los
Currently, specific 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. Contact information is no longer current in many cases. However, we are working diligently in gathering this data as soon as possible. As it is gathered, it will be reported.

**Demographic Trends**

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 males (41%), in the Fall of 2010, college wide, females (60%) outnumbered males (40%). In the Fall of 2011, females (60%) again outnumbered males (40%). In the Fall of 2012, the trend continued with females (59%) outnumbering males (41%).

Puente reflected a similar trend in the Fall 2008 and Fall 2009 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. In the Fall 2010 semester, females (65%) also outnumbered males (35%) and in Fall 2011, Puente enrolled (55%) females and (45%) males. Again, these rates indicate a similar trend as the college. Data for the Fall 2012 cohort is to be submitted once it is obtained from the institutional research department.

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 in three of the above mentioned semesters, 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). At this time data Puente Age Group Distribution data for Fall 2010, 2011, and 2012 has not been analyzed. Current data for Puente is not available by the office of institutional research. The data has been requested and will be made available as soon as it is provided by the office of institutional research.

We believe the reason for a higher number of participants age 19 and under in the initial two years of Puente implementation was due to the collaboration between the Outreach Department and Puente in reaching out.

**Success Trends**

The college wide success rate in Fall 08 (62%) remained constant in Fall 09 (62%) and in the Fall 2010 (62%). In the Fall 2011 (63%) and Fall 2012 (63%) semesters, respectively, it increased by one percentage point. 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%. In the Fall of 2010, Puente fared better than the college as a whole with a 67% success rate. It experienced the a higher rate of success in the Fall of 2011 with 64% and a significantly higher success rate than the college as a whole in the Fall 2012 with 80%.

Overall, Puente students have garnered a similar rate of success as the college as a whole. Again, it is important to note the effect of the state’s budgetary situation and the uncertainty of program continuance which impeded early recruitment in Fall 09 (And, again in the Fall 2010 and 2011 semesters). This contributed to the lack of the level of commitment required of the rigor of the program’s course content of those students who did not do well in all semesters since implementation. The lack of commitment had 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 not necessarily being fully committed to the program requirements. Also noteworthy is the lack of preparation for pre##6208; transfer level English most notable in those students who did not succeed in the Fall 09 and in subsequent semesters. Even though placed into English 28, and in some cases having completed the prerequisite course requirement, it was obvious that students did not necessarily possess the fundamental writing skills required of the academically rigorous Puente English 28 and Personal Development courses. Therefore, the English instructor was faced with “refreshing” the basic core 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 at that time. Currently, we are requiring a writing sample in order to assess the needs of the student beyond what the college assessment instrument provides.

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. Puente remained constant with higher retention rates overall from Fall 2010 to 2012. College wide rates for Fall 2010 (84%) and for Puente (91%), Fall 2011 (84%) and for Puente (91%) and Fall 2012 (91%) for Puente (91%). 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-ordination, and administrative and operational funding as compared to other more established Puente programs in the state.

Puente

### 06. Staffing Trends

**Staffing Trends**

Two faculty members, one English Instructor and one counselor, who coordinates the Puente Project. The program requires a lot of coordination for activities, mentoring related coordination, cultural component related activities, orientations, etc. Original Memorandum of Understanding called for release time however, it was not granted as required and agreed upon via the memorandum of understanding for the Puente Project at West Los Angeles College.

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**Function service list**

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
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2013 – 2014

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.

Technological Advances (AU)
As of Fall 2012 the Puente PD 40 and 20 courses have been transformed to Hybrid courses. The idea is that students will be introduced to the online format in a very supportive environment that demystifies the distance learning fear found in some students. Also, it is done in a way that increases student’s likelihood of a timely completion of associate degree and transfer requirements. Meaning, if a student cannot find a needed course at West, they have distance learning as a viable possibility since the course can be taken from any of the California Community Colleges or out of state colleges as well.

08. Survey Results

Survey Results
The survey for the 2012/2013 Puente cohort is under way. The expectation is that each and every student responds to the survey request. This way we can provide results from the whole cohort. The previous one was sent to all phase 3 Puente students. Phase 3 students included all students from Fall 2008 until Spring 2011.

Results will be submitted as soon as these are available.

Survey Results Implications
Our first survey was favorable in all respects. The current survey is in progress. We expect to find good results. If not, it will provide good feedback in order to make appropriate decisions about how we are implementing the Puente Project model.

Results will be provided as soon as they are received and analyzed as mentioned previously.

10. Student Learning Outcomes

SLO/ SAO Dialogue
The Puente team, the English instructor and PD instructor and counselor, meet regularly to dialogue about our program assessment and performance based on constant feedback from students and based on the program review. We keep data such as that presented in Program Review as well as send data to Statewide Puente.

SLO/ SAO Program Assessment
The student survey and the retention and success rates of Puente students reflect the success of the services and resources provided even without a solid funding source.

11. Departmental Engagement

Community Connections (AU)
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 stakeholders.

Interoffice Collaboration (AU)
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.

12. Professional Development

Professional Development Unmet 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.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
As noted in the previous Program Review of Puente, an ongoing goal of the program is adequate promotion including visibility in the school website and in the class schedule which will be beneficial to the program as a whole for recruitment purposes. The plan is still to develop a web link on the campus website whereby students may be able to download the Puente Interest form and view the history and requirements of Puente at both the state level and at West Los Angeles College. We would love to create flyers with the college marketing personnel in order to align with the “image” of the college as a whole.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
The use of technology is mandatory for everyone in society. The program will work to remain abreast of the technological needs of it’s community. Another area is energy efficiency. Both, tie directly to the STEM (Science, Technology, Engineering and Math)majors initiative by the federal government. Puente students are introduced to these STEM Majors as part of the Puente curriculum. They are presented with STEM possibilities at conferences we attend and via the Personal Development 20, The Scope of Career Planning, course in the Spring semester.

Technology Trends
As noted in the previous Program Review, Personal Development courses utilize Power Point presentation formats in order to target different learning styles. Early cohort Puente students have developed “E&@8208;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.uop.edu/pathways, www.california.edu, www.aicu.edu, as well as others. Students are also introduced to SARS, Degree Works, and professional social networking tools such as LinkedIn in the career course required of Puente among others.

16. Facilities

Facilities and division/department goal
As mentioned in the section on “Facilities Challenges” without a dedicated Puente counselor office, the Puente student lacks continuity, a safe, private, and inviting environment conducive to meeting the goals of the Puente counselor-Puente student relationship and the Puente mission as a whole.

Facility Long Term Goals
The hope is that the Puente counselor can have his own office in the near future. Improved functionality accompanies the attainment of an office.

Facility Short Term Goals
The Puente counselor will continue to work hard to assist Puente students as best he can without a dedicated Puente office.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)
President's Office

Advertising and Public Relations

01. Department Purpose

Purpose
The purpose of the Advertising & Public Relations Office is to provide information about the college, its programs and its events to the community, college students and employees, opinion leaders and policy makers. The office employs advertising, public relations, publications, web pages, social media, events, and presentations to communicate with the above mentioned audiences.

The office also plays a critical role in recruiting students and growing positive relationships with the community, branding and campus signage.

Purpose Alignment
College programs and services, if not well explained and promoted, cannot attract people and thus the college cannot fulfill our mission of providing quality instruction that leads to student success.

Once a student or community member is aware of the college and/or programs, information has to be easily accessed and clear, which is critical to helping students achieve university transfer requirements, certificates and degrees. Examples of projects that provide such information where the PR/Advertising Office plays an important role include the printed and online catalog and class schedule; content throughout the WLAC web site; program brochures; and dates and facts to know on social media.

Additionally, communicating what is available at West and as well as event information can attract resources to the college that aid us in fulfilling our mission.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
This is the first time the PR Office has participated in the Program Review process directly. Instead, we have been part of improvements specified in other offices’ efforts including: updating the college catalog to include an omission noted in the last accreditation report; promoting and providing information about West Expressway in print materials and on the web site; creating a web page and easy navigation to online syllabi, etc.

We have made improvements based on other inputs and self-evaluation including: generating WestWeek/Facebook/Home page promotions more efficiently through creating graphics and text that can be shared. We make small and large modifications to the web site weekly based on on-going input from offices all over campus and outside suggestions and best practices. And, we have smoother event coordination by using the appropriate forms, providing layout maps, and reaching out to more offices to assist with coordination and/or to mitigate impacts to other programs as a result of event. With EarthFest LA, for example, we consulted with both the Extension program and athletics to ensure the event caused minimal inconvenience to them. This was a recommendation we received and implemented from the previous year.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
Recommendation 5 discusses the inadvertent omission of language regarding academic freedom from the college catalog, our office updated the online version of the catalog and worked with Academic Affairs and Student Services to ensure it was in the current catalog.

Becoming participating members in the Program Review process supports recommendation 7. It brings the PR/marketing efforts into the larger discussion of resource allocation.

PR Recommendations Response
We have no recommendations from last year. However, our answer to the previous question does speak to how we have implemented changes or improvements as a result of recommendations from other sources.

04. Enrollment Trends

Enrollment Trends
Unsure. The PR Office does not make the decisions on whether to grow, shrink or even which programs to grow or shrink. Instead, we craft promotion and communication campaigns based on the decisions made by the various bodies which govern the college and use Enrollment and FTES to guide their goals and decisions.

05. Students and Student Success

Degree/ Cert. Trends
No comment

Demographic Trends
The composition of our student population and the population we aspire to should influence the ad campaigns we run, the content and tone of the promotional and informational content, and the images we use. For example, the female population continues to be nearly 20% larger than the male population. This must help shape internal communications and promotions. It also indicates that advertising must continue to target potential male students. Highlighting programs that appeal to men and/or selecting media favored by men is important. The same logic can be applied to our growing Hispanic population. Our increase in the under 24-year-old population is desirable for achieving higher rates of student success. Growing that population and communicating with existing students means increasing our use of video, social media, youthful images, youth targeted media, and reaching out to people who influence youth.

Success Trends
No comment

06. Staffing Trends

Staffing Trends
Trends in how people receive communication has the greater impact on the PR Office. As the reliance on using web and video content, instead of paper, continues to grow, the PR office will need to do more web and video work and the work will need to become more sophisticated. This may require the addition of a web designer or web architect or multimedia specialist who reports to PR with a dotted line to IT or visa versa.

Additionally, if we continue to grow our community events and increase fundraising / alumni outreach / friend-raising, a part-time student worker would be useful to help with more basic tasks including some writing. Because West does not have a journalism or PR program, it is more likely that the qualified student worker would be a university student rather than a West
07. Functions and Services

Function service list
The PR Office develops and/or coordinates printing of PUBLICATIONS including: catalog; class schedule; Welcome Week Magazine; college brochures; and program brochures and flyers.

We create and/or update text / graphics for numerous WEB PAGES throughout the West site including the home page and West Week and for West's Facebook.

We design, coordinate and/or assist with the coordination of EVENTS including Celebrating Excellence, Graduation, Kick-Off and various community events (e.g. Dialogue with Black LA, EarthFest LA, Ask 2 Know, Relay for Life, Hispanic Heritage Celebration, and Leadership Retreat).

We design and manage ADVERTISING campaigns and develop the corresponding graphics / text.

We design and produce MATERIALS THAT PROMOTE the college or programs including banners, shirts, posters, signs, flyers, presentations, etc.

We WRITE and disseminate press releases, articles, internal informational memos, and speeches.

We execute or contribute to SPECIAL PROJECTS such as: campus signage (identify needs / recommend locations / design / coordinate with contractors); emergency response procedures (revise / document / provide education); revision and enhancement of the www.WLAC.edu site for Kentico, the new content management software.

The PR office has been expanding the function of college outreach to community. This supports the president's goals for college connectivity. PR has also expanded college visibility as a venue for community beyond its instructional function.

Technological Advances (AU)
We have improved the synchronicity of information on WestWeek and Facebook by using the Facebook scheduling function. We have created and more regularly use our YouTube channel to promote events and provide information on programs such as the Poster Showcase.

We also played a significant role in bringing a new web content management software to West (Kentico) that is expected to enhance the sophistication and navigation of our web site, be accessible through ALL media devices, and provide access to creating pages to faculty and more programs. This should enhance faculty and programs' ability to educate and communicate with students and others.

08. Survey Results

Survey Results
WEB SITE

In the last Campus Climate Survey, two questions pertained to the PR Office. These were both regarding the WLAC web site. The PR Office plays a significant role in the content development, maintenance, and navigation structure of the WLAC web site.

-- 76% of respondents Agreed or Strongly Agreed that "the WLAC (not LACCD) web site is useful and informative to me." Only 7% Disagreed or Strongly Disagreed.

-- 67% of respondents Agreed or Strongly Agreed that "it is easy for me to navigate the WLAC web site" 11% Disagreed or Strongly Disagreed. We believe we can improve this score when the new web site is rolled out.

-- In the question that asked what people like best about West, both WestWeek and the Welcome Week Magazine earned a mention. These are written and designed by the PR Office.

Since 2011 when we added a Google Tracking function to WestWeek, the page has consistently been among the 40 most visited pages out of our hundreds of web pages. From Jan. 1 - June 30, 2013, it was the 37th most viewed page. Visitors spent an average of 2:48 minutes on the page. Aug 1 - Dec 30, 2012 and Jan 1 - Jun 30, 2012 were virtually the same.

In a 2011 survey published to students on Facebook, 52 people responded to questions about the WLAC web site. 60% Agreed or Strongly agreed that "I find the West web site is user friendly." 14% Disagreed or Strongly Disagreed. 63% Agreed or Strongly agreed that "the West web site is informative." 10% Disagreed or Strongly Disagreed.

FACEBOOK

We have 3,836 likes (which means people who are fans and receive information from us), which is healthy but not great. However, 13,558 have visited the page. This suggests we provide worthwhile content.

WRITING

Press releases sent out by the PR Office are consistently run by local papers (Culver City News, Culver City Observer, Wave, Sentinel, LACCD Newsletter) and are consistently run as is or with very few edits indicating the content and quality of writing is suitable to their publications.

OVERALL PERCEPTION OF OUR OFFICE

There is no survey that we are aware of which has asked respondents to rate our overall performance.

Future survey information from community participants or members of the public may help refine college messaging or create more community engagement. This might be developed in partnership with the growing WLAC Foundation staff/efforts.

Survey Results Implications

The data on the web site suggests we are doing well but can certainly improve. While there will always be people who are dissatisfied with the content and navigation of the site, it would be good to improve the experience for the people who view our site neither positively nor negatively. As we migrate to the new site design and navigation, it is important that we do not lose the features we believe to be current strengths and that we improve those aspects we know to be weaknesses.

Informal feedback has made it clear that the implementation of the new web software is going too slow. The PR Office agrees and is working to get the project on track and accelerated. A smooth roll out is all the more important now.

WestWeek appears to be on track and can continue as is.

Facebook appears on track but both our following and outside input suggest that we may need to add or shift more to Instagram and/or Twitter. For biggest bang for the buck / effort, we are leaning toward implementing an Instagram presence.

Our writing, graphics and event management have no survey that describes how we are performing. Informally, we receive mostly positive feedback and try to react quickly to improving when constructive criticism is received if it is within our ability to change.
We have not done a survey on results from our advertising in the last two years as advertising has been sparse.

The Campus Climate Survey may wish to add a question about our general services and work product. Or, perhaps we or the Research Office could survey just department heads with regard to our services. While we occasionally do student surveys via Facebook or with the cooperation of a small group of instructors to probe how we did with a specific campaign or program, we could do something more regularly if that is deemed appropriate.

Comments on previous question apply.

10. Student Learning Outcomes
SLO/SAO Dialogue
Because the PR Office currently has no SLOs or SAOs, we cannot respond to this question.

SLO/SAO Program Assessment
The PR Office currently has no SLOs or SAOs.
Perhaps they could be:
- Communicate the important college news and events to the college community
- Maintain the web site in a manner that makes it receive positive ratings for being appealing, informative and easy to navigate
- Contribute to creating positive awareness of the college and/or new student enrollment

Develop formal SAOs in the coming year as part of PIO goals. Consider:
- Communication
- Publications
- Community engagement
- Student Engagement
- Collaboration with internal/external organizations

SAOs should be defined in a manner that can be measurable/assessable.

11. Departmental Engagement
Community Connections (AU)
This area has not previously been reviewed. However, the following events that we have hosted, coordinated or appeared at have helped more people in the community to become aware of us, view us positively, and see us as a resource. They have also initiated or strengthened relationships with key people or organizations such as high school counselors, USC, the Culver City Council, Congresswoman Bass, and the Sentinel. These events include: Open House 2012, High School Day 2013, Dialogue With Black LA, EarthFest LA 2012 & 2013, Relay for Life, Taste of Soul 2012 & 2013, Black College Expo, Ask 3 Know, the DNC Convention Delegate Selection Caucus, the Demolition Bash.

The PR Office also provides marking support for high school outreach and Upward Bound, both of which recruit high school students and interact with new student referring sources.

Our advertising, which has been more limited in the last 3 years, still contributes to keeping us present in the minds of potential students, referring sources, and community leaders. Our advertising that supports community organizations such as the Culver City Chamber of Commerce, CCUSD and even the Culver City News and Observer have contributed to a warming of relations between Culver City and the college.

Maintaining a web site that is appealing, informative, accurate and easy to navigate can also contribute to our connecting with other institutions.

Interoffice Collaboration (AU)
A large percent of the work we do involves collaboration with other areas.

Open House; Kick-Offs; High School Day; the creation of and subsequent coordinator of Celebrating Excellence; Graduation; web page development; new design/navigation for Kentico web software; Way-Finding Sign Projects; Class Schedule; Catalog; Program Brochures/Flyers; Emergency Response Plan; the 40th Anniversary Celebration; the expansion of the WLAC Photo Library; Leadership Retreats and Cultural/Social Events.

12. Professional Development
Professional Development Unmet Needs
The PR Office staff can benefit from on-going training in social media and web programming. This training is not necessarily formal. It may be a combination of self-directed study, spending time with people knowledgeable in particular areas, and formal training sessions.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The PR Office is interested in marketing the college, not so much our services. There seems to be a high awareness of the services we can provide on campus.

More students and others are turning to online sources for information or spend more time reading flyers/brochures/magazines than the non-class content of the catalog and class schedule. For these reasons, the PR Office suggests that programs spend more effort working with us to use these other means of promotion.

Our plan for the new web site is to work with each program to create an appealing and informative web page. We are also available to programs interested in developing promotional materials. With input from senior administrators and/or EMC, we can also emphatic particular programs in general college advertising.

Service Eval Disagree
N/A

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
The economy is improving and employment is picking up. This means filling seats advertising must return not just awareness advertising.

People read less and want to understand the message through images. The rise of Instagram is exemplary of this. We must get better at conveying messages (or at least teasing the viewer into seeking more information) through the use of images in signs, brochures, online, in print, etc.

Newspapers are consumed by less people. We must use this form of advertising prudently.

Online education appears to be regarded more highly now with well regarded universities like UCLA and USC touting online options. This is a strength at West we should brag about in general.
Social media is important to our traditional age students. We must grow our capacity to operate effectively in this arena.  

I agree with this assessment of trends. Practice has been moving appropriately in the direction of supporting new media connectivity.

Technology Trends

On-going changes in tastes in social media affect the PR Office. Learning the new media and determining which are appropriate for us based on man-power, popularity, tone of media, etc. is challenging.

The popularity of video over written content is something we should respond to better. Our ability to produce video quickly and cost-effectively has been limited. Training in simple video technologies and the appropriate software could help here.

Future planning/SAC development should fold ongoing professional development and collaboration with the library for digital archiving purposes.

16. Facilities

Facilities and division/ department goal

An adequate facility and appropriate location helps the PR Office run effectively. The functions we perform in informing, promoting and event coordination contribute to the college achieving its goals.

Facility Long Term Goals

The PR Office will likely be relocated after the next phase of construction is completed. We are concerned that we continue to have adequate storage and an easy means to move event equipment (banners, A-frames, props, etc) to various parts of the campus. It is also useful to be located near the college leadership to stay on top of which messages need to be communicated and what has priority.

Facility Short Term Goals

None

18. Grants

Grant Application

(blank)

20. Completion

Participant List

(blank)
## Student Services Area

### Admissions and Records

#### 01. Department Purpose

**Purpose**
The purpose of the office of admissions and records aligns with the mission of West Los Angeles College as a whole: to serve students and the community by providing quality support services. In particular, A&R remains dedicated to the principle and promise of open access to educational opportunities. To that end, A&R offers student support services that both protect privacy and encourage communication and development.

**Purpose Alignment**
Again, the purpose of the office of admissions and records aligns with the mission of West Los Angeles College as a whole: to serve students and the community by providing quality support services. In particular, A&R remains dedicated to the principle and promise of open access to educational opportunities. To that end, A&R offers student support services that both protect privacy and encourage communication and development.

#### 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
As a result of prior program reviews, A&R made plans to push applications completely online. However, this would require that we impose an "application deadline" of at least two weeks prior to the start of the semester.

Knowing that such a change should be agreed upon and implemented as a district, we pushed the idea for an application deadline through the district-level admissions and records committee.

Although the committee approved the change, the CIOs struck it down due to possible impacts on enrollment during a time need for FTES growth.

**Resource Allocation Evaluation**
(blank)

#### 03. Response to Prior Recommendations

**Accred Recommend Response**
WASC has recommended that all student service departments create and assess either student learning or service level outcomes. A&R has created and assessed two student learning outcomes, which will be described in the "service level outcome" portion of the program review.

**PR Recommendations Response**
Recommendation One: As a result of prior program reviews, A&R made plans to push applications completely online. However, this would require that we impose an "application deadline" of at least two weeks prior to the start of the semester.

Knowing that such a change should be agreed upon and implemented as a district, we pushed the idea for an application deadline through the district-level admissions and records committee.

Although the committee approved the change, the CIOs struck it down due to possible impacts on enrollment during a time need for FTES growth. As a result, this recommendation has not been met.

Recommendation Two: The implementation of a new SIS system. This recommendation has not yet been met. The implementation process is a multi-year process that will draw two a close within two years. The implementation phase begins in fall 2013.

#### 04. Enrollment Trends

**Enrollment Trends**
Overall enrollment fell by approximately 10% from fall 2011 to fall 2012. However, enrollment and applications from fall 2012 to fall 2013 has risen; we do not yet know the totals for fall 2013 since the second session of the fall semester just began on 10/21/2013. Although overall enrollment has risen, classes efficiency has fallen.

As more students apply and enroll, the processing burden for A&R increases.

#### 05. Students and Student Success

**Degree/Cert. Trends**
We have seen an overall increase in awards (certificates and degrees) comparing spring 2012 (749) to spring 2013 (885). However, the gains in awards came from certificates, while we saw an overall decline in AA/AS degrees (from 423 to 343). A&R grad clerks are responsible for processing degrees and certificates, so the 15-20% increase in overall awards has a cost for the office.

**Demographic Trends**
Demographic trends (in terms of age, ethnicity and gender) have remained stable, with the exception of slight increases in “Hispanic/Latino” and slight decreases in “African-American” populations. We see no implications in these modest trends for A&R.

**Success Trends**
We have seen an overall increase in awards (certificates and degrees) comparing spring 2012 (749) to spring 2013 (885). However, the gains in awards came from certificates, while we saw an overall decline in AA/AS degrees (from 423 to 343). A&R grad clerks are responsible for processing degrees and certificates, so the 15-20% increase in overall awards has a cost for the office.

#### 06. Staffing Trends

**Staffing Trends**
We have had no changes in staffing since the last program review. Given that the legal and educational requirements in A&R are changing (described later in the review), static staffing trends will have an impact on service outcomes.

#### 07. Functions and Services

**Function service list**
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Program Review
1. Applications
2. Verifications
3. Transcripts
4. Information Changes
5. Dismissals
6. Petitions (graduation, residency, academic renewal, line outs, general, etc.)
8. Pre-requisite enforcement

Technological Advances (AU)
We have moved (where possible) to electronic transcript submissions and have expanded our scanning efforts in Viatron.

08. Survey Results
Survey Results
We have not conducted student surveys this year.

Survey Results Implications
We have not conducted student surveys this year.

10. Student Learning Outcomes
SLO/SAO Dialogue
The dialogue regarding the move toward fully online applications and an application deadline took place at the district level in the A&R committee. The dialogue regarding dismissals took place informally with the staff in the A&R office.

SLO/SAO Program Assessment
Technological Competence:
For the fall of 2012, 10,356 students submitted applications. Of those applications submitted, 62% were submitted online and 38% were submitted in-person through a paper application. For the spring of 2013 semester, 7,662 applications were submitted. Of those applications, 53% were online and 47% were submitted in-person.

At first glance, the data may appear to show that the technological competence of our students is both low and declining. However, some students submit paper applications for reasons other than lack of technological competence. For example, paper applications may be entered immediately, while online applications have a longer turn-around time (5-7 business days).

Plan of Action: We planned to push applications fully online and impose an application deadline, but this was recently struck down by the CIOs due to FTES implications.

Civic Responsibility:
For the fall 2011-spring 2012 school-year, 553 students were academically dismissed. Of those students, 76 chose to submit a dismissal appeal. Of those 76, though, only 6 submitted substantiating documentation to support their dismissal appeal.

The failure to appeal a dismissal does not necessarily reflect a lack of civic responsibility. Students may decide to attend another school or may have good reason to stop attending school altogether. However, if students decide to enter the appeal process, there is arguably a civic responsibility to submit the appeal with substantiating documentation, as the process requires. When students fail to submit the substantiating documentation in the appeal, it indicates that the students do not understand the seriousness of a dismissal and expect to be allowed back into the classroom without providing evidence of a good reason.

Students who submit clear and strong substantiating evidence in support of their dismissal appeals signal that they recognize past mistakes, but understand the significance of a dismissal and the importance of following the dismissal process that all students must adhere to. In addition, students who follow the dismissal appeal process properly demonstrate that they are willing to put in the effort it takes to join in the civic communities found in college classrooms and campuses.

Plan of Action:
In response to the low number of students who submitted appeals without substantiating documentation, the Admissions and Records Office plans not to accept dismissal appeals unless they have substantiating documentation attached (as we currently do with residency change forms).

11. Departmental Engagement
Community Connections (AU)
Our admissions department was represented at a recent "taste of soul" event that had thousands of attendees. In addition, admissions works closely with the "jumpstart" program, which has established connections in local feeder high schools.

Interoffice Collaboration (AU)
1. Collaboration with academic affairs for the enforcement of roster collection.
2. Collaboration with academic affairs for jumpstart classes.
3. Collaboration with the business office to streamline payments, particularly for international students.
4. Collaboration with financial aid to meet new legal requirements (e.g.: HS diploma).
5. Collaboration with matriculation to implement changes required in SB 1456.

12. Professional Development
Professional Development Unmet Needs.
Staff in A&R generally do not request professional development activities. However, Luz Nunez is active in AFT union professional development activities and Bill McKilllan (vets) is active in professional development activities for vet services.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The college catalog and schedule are out of date once printed and are hardly read by their intended audiences and should probably be printed only in very limited form. A&R is in frequent communication with the college PR team to ensure timely updates and notices on the college website.
15. Environmental Scan

Community Trends
None noted.

Technology Trends
Aside from the new Student Information System, there are no emerging trends that immediately affect A&R. A&R recently moved to a QLess text notification system but texting is hardly an "emerging" technology.

16. Facilities

Facilities and division/ department goal
There will be little to no impact on student learning outcomes as a result of changes in facilities.

Facility Long Term Goals
If the college can identify a space, I would like to secure our older records in a more secure and easily accessible area (not in trailers).

Facility Short Term Goals
Since the move to our new student services building, we have no short term facility goals.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

ASO

01. Department Purpose

Purpose
The purpose of the 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.

The purpose of Student Activities is to provide campus activities that are informational and celebrate student life.

Purpose Alignment
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.

Student Activities helps provide a transformative educational experience for students by sharing resources with students at Welcome Week and celebrating milestones (deans honors, scholarships, and graduation) in student’s educational journey.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
N/A

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
The visiting Accreditation team recommended that the Student services Division engage in authentic assessment of the SLOs. The Student Services administrative leadership worked through summer 2012 to create divisional SLOs. ASO now has SLOs.

The Student Services Division will assess two of the six departmental SLOs on a yearly cycle. After three years, all of the departmental SLOs will be completed.

PR Recommendations Response
Goals were created out of the recommendations from the last program review.

04. Enrollment Trends

Enrollment Trends
The majority of classes by a big percentage are classroom based followed by online courses. The data suggested that ASO should continue offering campus services and activities and that it needs to offer services and activities to West’s online populations.

05. Students and Student Success

Degree/ Cert. Trends
ASO is not directly affected by the trends in degree and certificates for West.

Demographic Trends
West serves significantly more females than males, even though we have seen an increase of male population of 1% the female population predominate by 59%. West continues to serve mostly students who are 20-24 years of age, however, the populations of 19 years of age and under, 25-34 year old, and 35 years and older are relatively balanced. The majority of students are African American, but we have seen a reduction of 3% of this population enrollment while the other predominant ethnic group in our campus are Hispanic/Latino has increased by 4%.
The ASO will continue to offer activities that span all age groups and will continue to offer activities that celebrate Black History and Latino Heritage.

Success Trends
West is retaining most of its students, however the success rate is low. One of the implications for ASO is that many students applying to be ASO officers, senators are not eligible because they do not meet the minimum 2.0 GPA requirements. A second implication has been informing/educating students of all the changes in policy that are happening not only at District level but also at state level. (e.g., three repeat policy, financial aid changes, levels of math requirements).

Staffing Trends
There are no full time equivalent faculty in this program.

1 ASO Advisor (interim 40%)
1 Student Services Aide

As ASO is growing and expanding, we have the need to request a full time ASO Advisor and a part time classified staff to help with the growing trend of participation of students in the Student Government.

Function service list
Associated Student Organization- student government; clubs; student representation at the campus, district, state, and federal levels; student computer lab; printing, copying and faxing services for students; student and staff ID cards; discount tickets; free speech.

Student Activities: Welcome Week, Scholarship process and ceremony; Deans and President’s honors recognition; Commencement; Campus diversity events.

Technological Advances (AU)
The ASO has updated some of its computers and has implemented online voting for distance learning students.

Survey Results
West students do not spend that much time on campus outside of their class and lab time. According to the Districtwide Student Survey, 34% do not spend any time on campus outside of class/lab time; 29% spend 3 or less hours a week on campus outside of their class/lab; 18% spend 3-6 hours a week; 8% spend 6-9 hours a week; 4% spend 9-12 hours a week; and 6% spend 12 or more hours a week on campus beyond their class/lab time.

This explains why according to the same survey, only 12% of the students had attended a club meeting.

Survey Results Implications
The implications of the District Student survey are that West students do not spend much time on campus other than their time in class. However, the results of a survey conducted by the Marketing Department indicated that students would be interested in attending a concert on campus. A designated student hour for student activities would likely result in increased student participation in campus events.

Student Learning Outcomes
ASO maintains copies of the students SLOs that were presented by the students at the end of their term.

SLO/SAO Program Assessment
ASO has assessed its SLOs over the last three years, including executive officer self-assessments. In spring 2013, ASO along with the rest of Student Services revamped their SLOs. ASO’s new SLOs will be assessed in spring 2014.

11. Departmental Engagement
Community Connections (AU)
Claudia Velasco has served as a liaison to the Culver City Martin Luther King Jr. planning committee for the last four months. She attends their monthly meetings and is actively recruiting volunteers for the event.

Claudia Velasco recruited ASO volunteers and club volunteers for the Earth Fest activity that took place on campus on September 28th.

As part of the Student Mental Health Grant, student activities is collaborating with the veterans program to expand the scope of the student health fair. Local veterans and mental organizations will be invited again to the student health fair as part of this collaboration.

Claudia Velasco has also participated/collaborated in two mental health symposiums, one of them took place in our campus and the other one in California State University, Dominguez Hills.

Interoffice Collaboration (AU)
Our office is collaborating on the student mental health grant. As part of the grant, activities have increase the student health fair from one day to two days. It took place last spring and will take place this coming spring as well; the fair will have a mental hair focus and many local mental health and veterans service providers will be invited to the fair.

On behalf of student activities, Claudia Velasco also collaborated with the committees for Hispanic Heritage and Leadership retreat.

the ASO has collaborated with Distance Learning to ensure that online learners have an opportunity to vote in ASO elections.

12. Professional Development
Professional Development Unmet Needs.
N/A

13. Instructional Support: Services and Activities
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Impact Catalog schedule website
Students rarely discuss the college catalog, but they do voice that they rely on the schedule of classes and college website. They go to the college website frequently and discuss what is on the banner ads. When the ASO is having an event, they want it on the college website banner so that students will see it.

Students activities will continue to work with the marketing personnel to market students activities.

Service Eval Disagree
1. The custodial services to this program are sufficient to meet needs for health and safety. Disagree. We believe there is a need of having a custodial emptying the thrash in ASO twice a day not only once a day, as well as the floors must be mop at least once or twice a week. Due to the amount of student traffic in our building the amounts of trash are high as well as the floors get dirty a lost faster.

2. On the technical support, the computers and the software are a bit obsolete and there is a need to obtain need equipment with upgrade software. Also the ID machine is old for which causes technical errors as well as will not be able to update with the new SIS system being launch within the next few months in the District.

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
The increase of students taking online classes, may affect the student participation in campus activities.

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

The ASO has worked with Distance Learning to allow online learners to vote in ASO elections.

16. Facilities
Facilities and division/ department goal
Students are the most important part of our business as a college. The first goal of the Educational Master Plan is to affirm the institutional commitment to student learning. By moving the ASO and student activities Office closer to the core of the campus, students are more likely to take advantage of the services, particularly getting involved in student government and in clubs.

We expect to get more campus visitors and for the ASO officers/senators to spend more time in their offices because they will not be crammed.

By being located in the core of the campus, we will also have a better access/view to monitor the free speech activities happening in our campus. ASO will have more visibility over all.

Facility Long Term Goals
Our long term goal is to move into CE Building, which is located at the center of the campus. The CE Building is supposed to be renovated for the ASO, student activities, and the Student Health Center. It has being release from the moratorium, but the occupants of the building are not able to evacuate until TLC building is complete.

Facility Short Term Goals
Our short term goal is to improve the student lounge, adjacent to our office; to provide a more inviting place to our students to come and enjoy the facilities. To also create a bigger and better environment for all the students and with it create more visibility of our program.

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)

Athletics

01. Department Purpose

Purpose
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 adhere to the conference constitution bylaws and sports supplements, as well as the CCCAA Constitution. Our mission is to enhance the educational experience of all of our student-athletes and provide equal 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 Federal 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 earn an Associate Degree, and successfully transfer to a four year institution. Athletics at West is an extra-curricular activity that is part of the Student Services Division, and an integral component of on campus student life. We strive to make each student’s athletic experience positive and a meaningful part of their overall collegiate experience.

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

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
Our departmental 2012-13 Program Review was accepted and validated with no suggested recommendations. The Validation Team said our Program Review was, “thorough and well documented.”

Resource Allocation Evaluation
(blank)
03. Response to Prior Recommendations

Accred Recommend Response

There were no recommendations made during our most recent accreditation team visit.

PR Recommendations Response

Our department 2012-13 Program Review was accepted and validated with no suggested recommendations. The Validation Team said our Program Review was, "thorough and well documented."

04. Enrollment Trends

Enrollment Trends

The trends in the overall college enrollment and FTES have impacted the department, and the services that we provide to students. The enrollment figures in the Athletic Department have significantly increased in recent years; from 205 FTES in 2007 to 320+ FTES in 2012. In addition, we have added new sports teams in women’s volleyball and women’s soccer thereby adding additional non-FTES to our department. These recent increases have impacted services offered within the department in the following areas: Sports Medicine, Sports Information, and Academic Counseling. As a result of the impact, there is a need to hire a part time Athletic Trainer, Sports Information Director, and Personal Development course offerings for newly enrolled first time freshman student athletes. Additional effects are felt in the area of athletic facility usage, team transportation, and services provided for equipment, supplies and laundry.

05. Students and Student Success

Degree/ Cert. Trends

In the athletic department we have monitored, tracked and compiled academic performance statistics as it relates to departmental GPA, course completion rates, graduation and transfer. This data has been compiled since the beginning of fall 2007 through a six year period ending with the spring semester of 2013. The academic performance statistics demonstrate that there has been significant improvement among the student-athlete population during this six year period. In light of budget cuts and reductions, we have been able to sustain academic success since 2007. NOTE: A complete listing of all statistics referenced is available upon request. In tracking the data over the previous six school years we see that our student-athletes have either earned an Associate Degree or Certificate at an average of 30 students per year. We have some students who do not earn their Associate Degree, but have enough units to transfer successfully to four year colleges and universities around the nation. We average 49 transfers per year.

Demographic Trends

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.

Success Trends

In light of recent budget cuts and reduced course offerings, many of the student athletes are now satisfying their graduation and transfer requirements in three years versus two. Additionally, the demographic trends in the area of gender show that we have 56% female enrollment and 44% 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 or test #2, however the college has been able to be compliant using Test #2.

We are very proud of our student success rates in the Athletic Department and data over the previous six school years indicates that our average course completion rate among our student-athletes is 72%. Additionally, we have an average of 49 students that transfer successfully to four year colleges and universities around the nation. However, our student success numbers were down during the most recent 2012-13 school year due to fewer course and section offerings, no winter session, and no summer session for the previous three years. This coupled with the fact that our Athletic Academic Counselor, who was hired to be 100% in service to our department, was reassigned to a 50% work load in general counseling and 50% in athletics. We feel that this contributed, in part, to lower student success numbers for 2012-13. In an effort to sustain and improve upon the trends in student success the athletic department will continue its collaborative efforts with the various academic divisions on campus and the learning resource center to enhance successful student learning outcomes.

06. Staffing Trends

Staffing Trends

In 2008, the college hired three head coaches for three different athletic programs- football, women’s soccer and women’s volleyball. The head football coach was hired as a full time faculty member, while the women’s soccer and volleyball coaches were hired as part time adjunct faculty members. All of our department athletic coaches except two are part time stipend based adjunct personnel. They all have other jobs and typically do not arrive on our campus until early afternoons for team practice and training sessions. Our number one goal is the academic progress and success of our students and part of that success comes from modeling by our coaches and filling a role as mentor for our young people. We believe our students would be more successful and grow as students, people, and athletes if we had a higher percentage of full time athletic coaches in the department. In this manner, they would be able to interact on a more consistent basis with our students rather than merely during practice and competitions.

07. Functions and Services

Function service list

The functions and services provided by the athletic department includes 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), and any other duties assigned. 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, the oversight of daily practice sessions and official athletic contests. The head athletic trainer also handles all insurance related matters with our student-athletes, the JACC and our insurance providers. Our department secretary handles all clerical duties such as daily and monthly budget management, team travel arrangements, purchase orders, procurement of equipment and supplies, payment of officials, home game management, eligibility assistance with the Eligibility Clerk in the Admissions Office, and much more.

Technological Advances (AU)

We have worked diligently to upgrade all of the coaches in our department by providing them with a desk top computer. As recently as three 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 workshops and eligibility meetings 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 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. The department needs at least four (4) I-Pads, two (2) additional laptops and two (2) desktop computers for compliance purposes, and for faculty and staff usage.

08. Survey Results

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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3/11/2014
Program Review

Survey Results

The athletic department conducted its own point of service survey amongst each athletic team at the conclusion of each competitive season. The student feedback from the surveys suggested the athletic department staff was friendly, helpful, courteous, consistent, and informative, willing to help, sensitive to meeting student needs, prompt in dealing with various issues, and in preparing students for transfer to four year schools. Additional feedback from the survey indicated that we needed a larger training room, clean rest rooms, making our athletic academic counselor available on a full time basis, and get our head athletic trainer help? or person cannot service the needs of athletes in ten sports on a consistent basis. Students also asked for more smart classrooms and multi-media equipment in the PEC and C-1 buildings similar to what we have in the new MSA and General Classroom buildings. Students always ask for more and up dated athletic equipment, and improved athletic locker room facilities (larger lockers, showers that work properly, hot water, etc.). 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. The gymnasium floor has not been sanded or repainted since it was installed in spring of 1996. Volleyball, and men?s and women?s basketball students all suggested a refinishing project for the gym floor with current school logos and colors along with required NCAA rules for contest court markings and lines. Staff surveys showed a desire for more full time coaching and teaching positions, added faculty offices, improved athletic and physical education facilities for locker rooms, showers, bathrooms, and adequate storage. All coaches requested a person to help with sports information such as advertisement, web site design, tracking game statistics, school records, managing sports archives, writing and disseminating sports releases for public relations and promotion of our students and team?s success.

Survey Results Implications

The athletic department evaluated the results of the surveys from each athletic program, 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 student point of contact surveys as well as concerns from our own department personnel.

10. Student Learning Outcomes

SLO/SAD Dialogue

The athletic department will continue discussion on successful student outcomes and enhance services rendered to our students.

SLO/SAD Program Assessment

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, focus groups, and use feedback provided from all student athletes in the end of season exit interviews. Additionally, we will assess the success of the athletic programs by evaluating the number of scholarships awarded to four year colleges and universities at the conclusion of each academic year. Each head coach will continue to monitor, track and provide the appropriate feedback for individual and team skill development for their program. Assessing skill development is a continual qualitative and quantitative measurement; however it will be completed by each head coach for every athletic program. We also assess the level of interest and ability of all incoming students with a sports interest survey that is linked to the CCC Apply system. In this manner we can compile data related to the student?s interests in athletics and whether that interest is for participation in a competitive sports team, or merely for physical education and intramural participation. We also use this data for our state required Title IX Gender Equity Report each year. NOTE: That data is available upon request from the Athletic Director.

11. Departmental Engagement

Community Connections (AU)

The Athletic Department has worked to establish relationships with outside agencies in the following ways:
1. The coaches within the department have worked effectively with Angel Viramontes and the student outreach and recruitment office. They have also cultivated relationships with coaches at local feeder high schools.
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 efforts 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, and University of Southern California.
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. The Athletic Academic Counselor has developed relationships with the National Football League High School Player Development Program and LALUSD administrators, and conducts information seminars regarding NCAA initial eligibility requirements.
7. The 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 Ophthalmic Clinic in effectively meeting the Sports Medicine needs of our student athletes
10. We have created a partnership in 2012-13 with the Venice Boys and Girls Club bringing their students onto our campus and sending our students to their club on Lincoln Blvd to serve as volunteers, counselors for camps and youth activities.
11. We also became involved in the National Coaches vs Cancer event with our men and women?s basketball teams. They organize and produce a fund raiser in conjunction with one of our home games. The 2013-14 school year will mark our third consecutive year of involvement.
12. All of our coaches connect with area high school coaches, counselors and school administrators during our student-athlete recruitment efforts that are conducted on a year round basis by our staff.
13. Our athletic program serves as a bridge to the community and gives the college an avenue for positive visibility as our teams travel and compete off campus. The teams are covered by area news media, seen by a multitude of fans and spectators, talked about on radio, and in some cases interviewed on television. All of which produces positive visibility for the college in general.

Interoffice Collaboration (AU)

The Athletic Director, Academic Counselor, Head Athletic Trainer and department Secretary all meet on Monday mornings to map out the weekly calendar, review progress, or lack thereof for department goals and objectives. We collaborate on future policy development, how to improve services to our students, our coming game management duties, sports medicine concerns, future events and activities in the area of planning, procedures and all related areas. In addition, our athletic director coordinated a monthly department meeting for all personnel, but in the last year we have moved that meeting to a bi-monthly event. It has certainly enabled us to all be on the same page with regard to our college master plan and the department goals and objectives. Most importantly, it gives us a positive communication loop within our shared governance and collaborative efforts of improving the services we provide to our students. We also conduct a department In-Service Workshop prior to the beginning of each school year that features guest speakers, a power point presentation on the state athletic association rules and regulations along with a review of any new legislation. A presentation on academics and our college student support system to aid in student success. Plus, further study on athletic eligibility along with reminders about transfer requirements for four year colleges and universities in the NCAA and NAIA. Finally, we review all the college and department policies and procedures so we are functioning in a consistently positive and professional manner in serving our students.

Over the past six years, the athletic department has made a conscientious effort to change and improve the culture amongst the student athlete population here at West. We have worked hard to establish a culture of "academics first", with graduation and transfer as our top goals. In an effort to foster this change the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to foster an environment conducive to student learning, retention, persistence, and graduation and transfer.

1. Academic Senate
2. Matriculation
3. Admissions and Outreach
4. Financial Aid
5. EOPS

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
12. Professional Development

Professional Development Unmet Needs.
The faculty and staff in our department make it a priority to attend and participate in professional development opportunities in an effort to remain current in the profession. As of today, there are no unmet professional development needs within the department.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The athletic department has made it a priority to cultivate a collaborative relationship with the office of Public Relations and Advertising on campus. Philosopically, we believe having a current and up to date web page, information in the college catalog and class schedule enables us to effectively disseminate pertinent information regarding our brand, and the athletic programs available on campus. More specifically, the athletic department website creates the opportunity to market our athletic programs and services, provide information such as game schedules, team rosters and competitive statistics. We have also worked with the office of Public Relations and Advertising to create pocket schedules, the ASSETS academic performance statistics report, and other promotional and charity events. While there are many students who prefer to gather their information about the college on line, there are some students in our local feeder area that may not have computer access in their homes and a hard copy of the class schedule and catalog is critical for these students.

Service Eval Disagree
The Athletic Department has a multitude of facilities and areas that serve the needs of our 300 student-athletes for practice, training, and competition. Those facilities include an artificial turf football and soccer field, an all weather track, two weight training rooms, a gymnasium, locker rooms, bathrooms, offices and an athletic training room. All of these facilities must be cleaned and disinfected daily not only for pride and to create a success oriented learning environment, but to guard against the transmission of any viruses, blood-borne pathogens, or MRSA which is a bacterium causing serious, and very difficult to treat infections in humans. These and similar bacteria can grow more easily in areas such as shower room floors, turf fields where there is human sweat, blood, and saliva. It is imperative that we maintain a clean and disinfected environment on a consistent basis to avoid any health related issues. It is our observation that the custodial staff is understaffed and we are constantly having our building custodians moved around or reassigned. It would help if we had a consistent crew that knew our area, and what was needed.

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
This area is pending review.
We should revisit this in more detail to find out how the community views Athletics.

Technology Trends
The emerging 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. Additionally, in an effort to comply with recently passed legislation by the CCCAA, the department needs two laptops for the reporting of game statistics at the conclusion of athletic contests to conference and state associations. Additionally, we would like four(4) t-pads to enhance instruction and student learning.

16. Facilities

Facilities and division/ department goal
In an ongoing effort to address the needs of the facilities at the college, and enhance successful student outcomes, it is strongly recommended that the college move to address each of the facility requests of the athletic department. As a result of enhancing the campus facilities, it will enable the department to provide quality athletic programs and events, as well as further improve upon the successful student outcome levels established since 2007.

Facility Long Term Goals
In an ongoing effort to address the needs of the facilities at the college, and enhance successful student outcomes, it is strongly recommended that the college move to address each of the facility requests of the athletic department. As a result of enhancing the campus facilities, it will enable the department to provide quality athletic programs and events, and continue to improve upon the successful student outcome levels established since 2007.

Facility Short Term Goals
The short term goals for the coming year would be to focus on the baseball field with spectator seating, improved dugouts for participants, remodel the existing public restrooms which never seem to function properly. We have also put in a request to have the outdoor storage area on the end of the C-1 building enclosed to provide more secure and cleaner storage area for athletic equipment during the off season.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)
Child Development Center

01. Department Purpose

Purpose

The purpose of the Child Development Center (CDC) is to provide exemplary child development services and to make higher education accessible to the students/parents of West Los Angeles College. In addition, to provide a model lab school for West’s Child Development Students.

The Child Development Center has three primary functions:

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

Purpose Alignment

The Child Development Center (CDC) is a student support service by providing access to higher education for student/parents. This is done by offering quality early education services, so that students/parents have the opportunity to complete their educational goals. As a result, the CDC supports student/parents in obtaining their educational goals, which is consistent with West’s Educational Master Plan and Mission. Data from a recent CDC parent survey (May 2013), supports this assertion (that CDC supports student success), since 42% of students stated that they would need to drop-out of college if WLAC CDC was not available (see below).

If the WLAC Child Development Center were not available, what would you do?
- Drop out of school: 42%
- Reduce class load: 44%

The CDC also prepares Child Development students for the workforce by proving an educational laboratory for practicum students to engage in detailed observations, observe quality teacher-child interactions and hands-on learning through student teaching/practicum experiences. Students pursuing a Child Development career path earn Child Development certificates & degrees and the CDC also helps prepare students to transfer to four year colleges.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

Based on the Program Review process, the CDC is now conducting additional collaboration and coordination with the West Los Angeles College Child Development Department in order to enhance CDC practices and to ensure that practices are linked to concepts/practices that are being taught in the Child Development classes, especially with the CD Practicum classes.

Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response

The previous CDC Director worked with the Student Services administrative team to rewrite CDC Service Learning Outcomes. The new CDC Director will collaborate with CDC Faculty/staff as well as the Child Development Department to ensure that Service Learning Outcomes are measurable and that they are in alignment with Child Development Department SLO’s.

The CDC participates annually in the program review cycle and then makes any needed request for resources.

PR Recommendations Response

Below are the follow-up items (recommendations) from the previous year:

- Why move an SFP to a classified position? How will CDC generate funding?
  - This position was initiated in 2000 as an SFP position. This an essential position to the maintenance of the four grants that financially support the CDC. This position was surveyed approximately 4 years ago by the Personnel Commission as to whether it should be a regular classified position. It was agreed upon at the Student Services administrative level and was never addressed further by the PC. This position will continue to be fully funded by grants.

Possible collaboration with FCCE.

- The CDC previously collaborated with the Forster Kinship Care program by housing the program/classes. The CDC Director will explore future possibilities to collaborate.

Unmet needs for professional development?
- Staff initiated & take advantage of campus staff development opportunities. There will be additional on-site training opportunities for staff. The CDC Director plans to collaborate with West College Child Development Instructors in order to strengthen CDC practices, so they are in alignment with the Child Development approaches that are being taught in the West’s Child Development courses. Additionally, the CDC Director plans to collaborate with Dr. Elaine Ito from St. John’s to provide child development training for parents based on trends from classroom observations and staff/parent feedback.

Please investigate additional grants to support the CDC.

- The CDC will continue to research additional grant opportunities through First 5 LA, local resource and referral agencies and any other grant opportunities through California Department of Education (CDE).

There’s a typo with Foster instead of Foster in the Foster Kinship Care Program.

Still confused about the need for permanent classified position. is this still needed or will it be an SFP suffice?

04. Enrollment Trends

Enrollment Trends

Below are the results from the CDC parent survey (as of May 2013), regarding our enrollment demographics:

Ethnicity:
- Black, African-America: 39%
- Mexican, Chicano, Mexican-American: 50%
- Other Hispanic: 2%
- Caucasian, White: 9%

Primary Language:
- English: 87%
Program  
Prepared by Dianne, Vanessa, Nikiya, Amy, See 

Summary:

There has been an increase in the Hispanic population. Currently, parents/students are bilingual; however, 13% identified their primary language as Spanish. As result, it would be beneficial for the program to hire staff that are bilingual in order to meet the needs of these families, since many families feel more comfortable communicating in their primary language.

Also, 17% of the students/parents are male, so it will be critical to encourage male involvement in the program and plan/implement meetings/trainings and other events to meet the needs/concerns of our male parents.

In addition, in fall 2013, CDC’s enrollment has not been at full capacity; as a result, the CDC Director will conduct the following recruitment strategies:

- Coordinate with West’s Public Relations/Advertising representative to ensure that West’s weekly newsletter highlights CDC services and opening, that CDC’s information is included on West’s Facebook page, and to strategically place large CDC posters & CDC flyers in high traffic areas on campus.
- CDC Director will continue to send email reminders about CDC services/openings along with flyers/applications to key departments, such as, CalWorks, Financial Aid, Child Development, etc.
- CDC Director will attend local community outreach events (i.e., Taste of Soul, etc.)
- CDC Director will encourage CDC Faculty/staff to also network.

05. Students and Student Success

Degree/Cert. Trends

The Child Development Department has increased awarding CD certificates. For instance, there was an increase from 3 (2011-12) to 14 (2012-13) awarded Child Development certificates. However, there was a decrease in Child Development AA degrees from 13 (2011-12) to 9 (2012-13).

The CDC Director will work closely with the Child Development Faculty/Instructors, to ensure that CD students are provided with the essential support/resources in order to increase the amount for students completing their AA degrees (i.e., combined meetings with the CDC Director and the CD Practicum Faculty with the practicum students, coordinating SLO’s, etc.).

Demographic Trends

The CDC anticipates continued growth in Hispanics families enrolling into the program. Therefore, hiring staff that are bilingual (English/Spanish) is an important consideration due to this trend. Female veterans are beginning to enroll their children in the program. CDC’s collaboration with St. John’s Child and Family Student Center will be a resource for these families.

Ethnicity:
- Black, African-America: 39%
- Mexican, Chicano, Mexican-American: 50%
- Other Hispanic: 2%
- Caucasian, White: 9%

Primary Language:
- English: 87%
- Spanish: 13%
- Other Language: 2%

Success Trends

The retention rate in Child Development (CD) reflects a decrease from 90% (fall 2011) to 76% (fall 2011). In addition, success rate went from 77% (fall 2011) to 66% (fall 2013). These results reflect that CD student’s need additional support. Ongoing coordination between CDC and the CD Development Department will be key. For example, encouraging more students to join West’s CD Club to be a supportive network, having combined CDC and CD meetings/trainings to access student’s needs and develop/implement action plans to address any concerns, etc.

06. Staffing Trends

Staffing Trends

There has been consistency regarding CDC full-time Faculty in order to provide early education services and to provide the necessary training support for practicum students. However, the decrease in hours (due to budget cuts) for part-time teacher assistants has been an issue, especially in the toddler classroom (in the pm hours). This is critical concern since the program is required to meet Title 5 ratio requirements, which requires a 1-4 child/adult ratio for toddlers.

See CDC Staffing below:

Name Title Employee # FTE Status Start date Fund
Katy Kelley CDC Director 1044498 1 Permanent 9/11/2013 70007
Glenda McKay CDC Teacher 736050 1 Permanent 8/19/1985 70007
Amy Baugh CDC Teacher (SFP) 779036 1 Limited 1/24/2000 10100
La Donna Black-Ott CDC Teacher (SFP) 760033 1 Permanent 9/2/2002 78753
Angelina Gomez SFP Program Specialist 784316 1 Permanent 12/17/2001 10442
Ana Lemus CDC Food Service Aide 1043221 0.5 Temp 8/19/2013 10100
Nikiya Black CDC Assistant 1044363 0.4 Temp 8/26/2013 10100
Yasamin Zarrabi CDC Assistant 1035816 0.4 Temp 8/26/2013 10100
Vanessa Longoria CDC Assistant 1037063 0.4 Temp 8/26/2013 10100
Karen Kearns CDC Assistant 1035020 0.4 Temp 8/26/2013 10100
Java Williams CDC Assistant 1037501 0.4 Temp 8/26/2013 10100
Dianne Johnson/Wheeler CDC Assistant III 776474 0.4 Temp 8/27/2013 10100

Prepared by WLAC Office of Research and Planning  
Source: IES Data Warehouse  
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07. Functions and Services

Function service list
Below are the primary functions & services provided by CDC:

? Provide quality early education services for children 2-5 years of age.
? Provide CD 21/23 practicum placement, supervision and training.
? Provide opportunity for students to complete individual and class observation assignments.
? Provide parent education training opportunities.
? Provide child/family & teaching staff consultation services through the collaboration with Saint John’s Child and Family Study Center.
? Provide student/parents campus and community resources (i.e., WIC, Regional Center, local school districts, etc.).

Technological Advances (AU)
CDC program visibility on the college website has increased awareness of our program services; however, additional visibility is needed to ensure consistent and full CDC enrollment. The CDC Director is coordinating with our Public Relations/Advertising representative to ensure that CDC updates regarding enrollment opportunities are covered in the West Los Angeles College Weekly email Newsletters and also that the CDC is highlighted on West?7s Facebook page.

08. Survey Results

Survey Results
The CDC Parent Survey combines a survey from the Department of Education-Child Development Division (Desired Results Parent Survey) and the second part of the survey is a LACCD / CDC survey, which provides an overview of the student parent population, demographics, reasons for attending college and their satisfaction with the CDC services. A total of 54 parents (out of 75 parents) completed the survey.

Below is a sampling of the survey results from May 2013:

How satisfied are you with the overall quality of this program?
? Very Satisfied: 87%
? Satisfied: 13%

What are your reasons for attending college?
? Transfer to 4 year college: 69%
? AA/AS degree: 50%
? Acquire job skills: 25%
? Upgrade job skills: 19%

Demographics:
Ethnicity:
? Black, African-America: 39%
? Mexican,
Chicano, Mexican-American: 50%
? Other Hispanic: 2%
? Caucasian, White: 9%

Primary Language:
? English: 87%
? Spanish: 13%
? Other Language: 2%

Gender:
? Male: 17%
? Female: 83%

Age:
? Under 20: 2%
? 20-24: 37%
? 25-34: 53%
? 35 and over: 8%

If the WLAC Child Development Center were not available, what would you do?
? Drop out of school: 42%
? Reduce class load: 44%

Which of the following might prevent you from completing your education?
? Money: 63%
? Child Care: 78%

How has the WLAC Child Development Center helped your child develop?
? Develop social/emotional skills: 85%
? Promote new experiences: 89%
? Acquire learning & cognitive skills: 89%
? Promote independence: 78%
? Develop physical skills: 74%
? Promote self-esteem: 74%
? Acquire language skills: 70%

How did you find out about the WLAC Child Development Center?
? From another student-parent: 40%
? Read about it in the Schedule of Classes/ College Catalog: 21%
? From another campus office or faculty: 21%
In addition to childcare, how has the WLAC Child Development Center helped you?
- Referral to Financial Aid Office, EOP & CalWORKS: 20%
- Health information: 22%
- Referral to counseling services: 15%
- Improve parenting skills: 54%
- Referral to off-campus services: 24%
- Help in understanding child's development: 65%
- Kindergarten/Transition Information: 37%

Survey Results Implications
Based on the feedback from the parent survey, the program plans the following strategies:

Based on the feedback from the parent survey regarding how students found out about the WLAC Child Development Center (see below), the CDC Director will collaborate with the Public Relations Advertising representative to conduct further outreach to ensure full enrollment. For example, making sure program flyers are strategically placed in key areas, possibly modifying the location of where CDC is located on the college website, doing additional outreach with faulty and campus offices, so that all staff are aware of CDC services.

- From another student-parent: 40%
- Read about it in the Schedule of Classes/College Catalog: 21%
- From another campus office or faculty: 21%
- Flyer: 10%

The feedback below indicates how valuable CDC services are to student success. This is valuable data, since cutting the CDC program has been considered a possible option (due to budget cuts). This information could be utilized if there were a possibility for cutting CDC in the future.

If the WLAC Child Development Center were not available, what would you do?
- Drop out of school: 42%
- Reduce class load: 44%
- Which of the following might prevent you from completing your education?
- Money: 63%
- Child Care: 78%

Based on the feedback below, it appears that parents/students could benefit from additional information regarding kindergarten/transitions. As a result, the CDC program will highlight information regarding kindergarten & transitions during parent meetings/trainings and provide any additional materials/resources to help ensure smooth transitions. Also, the program will encourage CDC parents to participate in the Learning Foundations Project, which is a 10 week (on-site) School Readiness? program.

In addition to childcare, how has the WLAC Child Development Center helped you?
- Kindergarten/Transition Information: 37%

10. Student Learning Outcomes
SLO/SAO Dialogue
There were informal dialogues regarding assessment results and improvement plans; however, there was no documentation of these discussions. As a result, the CDC Director will ensure that follow-up discussions regarding the Program Review and SLO?s that are covered during meetings (i.e., listed on agendas as well as reflected in the meeting minutes).

SLO/SAO Program Assessment
The current Service Level Outcomes (SLO?s) assessment methods (see below) are difficult to measure. As a result, the CDC Director, CDC Teachers and support staff will reassess measures and goals. Also, The CDC Director will collaborate with the CD Faculty to see how some goals/measures can be more in alignment with the Child Development Department SLO?s.

- Technological Competence: As the result of students following promotional instructions on how to apply to the CDC, students will be able to access/navigate support services.
- Civic Responsibility: As the result of participating in CDC events and fundraising, students will be able to demonstrate civic responsibility. In addition, students will have the opportunity to be part of CDC?s Parent Advisory Committee to strengthen their leadership and advocacy.
- Ethics: As the result of completing the CDC enrollment documents and participating in the intake/orientation process, students will adhere to the CDC handbook.
- Communication: As the result of continuing students completing the renewal application by the posted dates, students will be able to effectively demonstrate the ability to read, comprehend and follow written and verbal instructions.
- Critical Thinking: As the result of students participating in parent conferences, student will be able to analyze problems and implement solutions.
- Self-Awareness/Interpersonal: As a result of participating in the parent trainings & activities students will be able to implement strategies that support self-awareness and interpersonal skills in order to strengthen their own personal development as well as their children? social/emotional skills.

We will still keep the SLOs.

11. Departmental Engagement
Community Connections (AU)
Over the past year, The CDC program continues to strengthen our collaboration with the following community partners:

- The CDC collaborated with the Learning Foundations Project (SmarTel Foundations), which is a 10 week School Readiness? program for parents. The program provides hands-on learning support in pre-academics, as well as social/emotional and physical developmental domains. The CDC program plans on developing additional awareness about this program by having special presentations during parent meetings/trainings.
- The CDC also has a valuable community collaboration with St. John?s to provide support with possible referrals, providing classroom observations and one-on-one and group training support for both staff and parents regarding early mental health issues (i.e., help with children?s social skills, discipline challenges, etc.).

Interoffice Collaboration (AU)
CDC interoffice collaboration regarding office/program/service during the past six years has included the following:
12. Professional Development

**Professional Development Unmet Needs.**

In order for the CDC program to keep current with new developments in the field and to be consistent with what is being taught in our West Los Angeles College Child Development classes, additional collaboration/coordination with our Child Development (CD) Department would be extremely beneficial.

Some potential strategies include:

- CDC Director and CD Practicum Faculty coordinating orientations for practicum students
- CDC Director and CD Practicum Faculty coordinating SLOs for practicum students
- CDC Director, CD Faculty/staff and CD Faculty having ongoing "Working meetings" to discuss strategies and possible new practices
- CDC Director and CD Faculty coordinating CD program events

13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

The presentation of the college catalog, class schedule and the college website plays a critical role. For example, having a layout that is interesting and inviting sparks students' interest. Also, ensuring that the website is user-friendly is essential, so that it does not discourage any students.

The CDC Director plans to continue networking with our Public Relations/Advertising representative to promote CDC Services. These include some of the following:

- Highlight CDC on West?S Facebook page
- Highlight CDC and current opening in West?S Weekly email newsletter
- Promote CDC during community events, such as the ?Taste of Soul? event
- Posting our signs that were developed by our Public Relations/Advertising department in high traffic areas along with our flyers

15. Environmental Scan

**Community Trends**

Below are some come key community trends and the implications for the CDC program.

1. Research from the Children’s Defense Fund (CDF) indicated that following key findings regarding obesity affecting low–come communities in Los Angeles.

- A recent study in Los Angeles County showed that children living in low-income neighborhoods were nine times as likely to be overweight as those living in affluent communities.
- Black children and Hispanic children are more likely to be at risk for being overweight and obese than White children. Research shows that one in five Black children ages 2 to 19 is obese, compared with approximately one in seven White children.
- Obesity is associated with delayed skill acquisition in children as young as two to three years old.

As result, the CDC will incorporate additional classroom experiences on fun physical (gross‐motor) activities and the importance of healthy eating habits. The CDC will share these concepts and ideas with parents, so that they can conduct similar activities and approaches at home. Also, CDC will share information and resources with families regarding the importance of exercise and having a balanced diet.

2. A report from the United Way on ??State of Women in Los Angeles? indicated that the child care services can make or break women in the workforce. For women with young children, having affordable child care services is a critical element to obtain formal education and training in order to qualify for well‐paying jobs and to work full‐time.

This is consistent with West?S CDC parent survey results (from May 2013), in which 42% parents/students indicated that they would need to drop-out of college if CDC services were no longer available. As a result, the program and college needs to continue to advocate for additional funding to not only maintain, but also expand services (serving infants & increasing toddler services) to meet this essential service for student success.

3. A report by the Child Care Law Center regarding the Analysis of Child Care provisions in Enacted California State Budget (2013), which reduced the proposed $30 million increase in the State Preschool Budget to $ 25 million. The summary report also stated that further advocacy needs to continue to help repair the damage that has occurred over the last 6 years due to the serve budget cuts with the California Subsidize Child Care system.

The above analysis indicates that the CDC program will need to be a part of State advocacy efforts as well as continuing to research and apply for additional funding sources and grants.

**Technology Trends**

As technological continues to increase, it will be critical that the college has resources for Faculty/staff and students. For example, having the campus provide mini-trainings and workshops regarding any new trends and updates with computers, etc.

16. Facilities

**Facilities and division/ department goal**

It’s critical that the CDC program consistently meets all health and safety guidelines required by Title 22 (Community Care Licensing) and Title 5 (State) requirement. Also, the CDC program is required by the Department of Education to score a 5 or above on Thelma Harms Environment Rating Scale, which assesses the quality of the environment (i.e., classroom are clean and good repair, there is no chip paint, sand boxes are clean, etc.).

Faculty, staff, children and parents/students will benefit from having a clean and well mainlined learning environment.

**Facility Long Term Goals**

Some of the items from the list to be addressed within the 1st year will be ongoing (see below items).

- Clean all the window (inside and outside)
- Touch paint and trim on the exterior of the building
Facility Short Term Goals
- The CDC sand box’s area needs to have either an effective sand box cover/s, or be replaced with a pour in place surface, and then purchase smaller sand boxes with covers. It is required by Community Care Licensing (Title 22) to meet health requirements.
- Paint the interior of the CDC building (it has not been painted in 13 years).
- Clean air vents
- Repair the 16 observational cameras
- Clean the windows (inside and outside)
- Touch-up paint and trim on the exterior of the building
- Paint the gates

18. Grants
   Grant Application
   (blank)

20. Completion
   Participant Completion
   (blank)

Counseling
01. Department Purpose

Purpose
The purpose of the Counseling Department is to provide students with the fundamental tools and resources needed to meet their educational, career, and personal goals in a confidential and safe environment.

Purpose Alignment
Mission Statement:
West Los Angeles College provides a transformative educational experience.
West fosters a diverse learning community dedicated to student success.
Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.
A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The counseling department provides the foundational tools/resources that students need for academic success; from matriculation to graduation we disseminate information that educates students how to successfully navigate their academic journey. Through instruction we provide courses that transform students by empowering them into their own academic leaders. In addition, through support services we provide one-on-one and group counseling sessions which create a confidential and safe environment that is needed for student success.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
N/A

Improvements in Program
As a result of the Program Review 2012-2013 the Counseling Division has made advances in the practices and procedures. Since moving into the Student Service Building (SSB), the Counseling office provides a centralized area for students to complete their Counseling contacts without any interference.

Furthermore, counseling workshops, class presentations, and university visits to the transfer center have been implemented and improved. With the growth of the International, AB 540, Veterans, Foster Care student populations, Counselors have been designated to address the needs, compliance and student success and support processes of those populations.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
No recommendations were noted.

PR Recommendations Response
No recommendations were noted.

04. Enrollment Trends

Enrollment Trends
Enrollment Trends (Data Section 1) indicates:
1. A stabilization of enrollment; however, due to last November's passing of Proposition 30 (which has allowed summer and winter sessions at WLAC) Enrollment Trends and FTES are projected to increase.

2. Classroom instruction remains as the mode of instruction that is preferred by students; however, online and hybrid courses combine are reaching high levels of enrollment. Therefore, the demand for both on-campus and online services in regards to counseling must be increased to meet the needs of all students.

Out of all subgroups identified in Enrollment trends (Data Section1) only PUENTE has an assigned counselor. All programs would benefit from an assigned Counselor and services designed specifically for students enrolled in online/hybrid, POPP, ACT, Calworks, Learn and TRIO.

FTES Trends (Data Section 2) indicates:
1. That WLAC continues to serve a part time student body; however, reasons for students attending on a part-time basis can vary from course offering, lack of course articulations or personal circumstances (data section 2 does not depict these reasons). Nonetheless, each student is provided with the same counseling services.

Overall, the Counseling department works with all students at the institution. Thus, the department has been critically affected by the increase of students during the winter and summer intersessions which was not present in years past.
Section Count Trends
The Counseling Department does not offer courses.

05. Students and Student Success

Degree/Cert. Trends
The Counseling Department continuously create educational plans and counsels students on Plan A and Plan B's general education requirements and reviews West Los Angeles' major requirements for associates degrees and certificates. In addition, we educate students with IGETC/CSU certification requirements as well as major requirement for transfer purposes. The completion of Liberal Arts: Behavioral & Social Science degrees has almost tripled from 2009-10 to 2012-13 due to that fact that most transfer seeking student will automatically meet that Liberal Arts degree once they complete their general education courses by follow IGETC or CSU.

Demographic Trends
Data Section 4:
Gender distribution:
Based on the enrollment trends for the last five (5) years, males registration has increased by four percent since Fall 2012. Two strong factors that have increase our male student body are the veteran (VRAP) and AB 540 students.

Age group distribution:
Based on the enrollment trends for the last five (5) years, the 20-24 age group has been increasing by one percent every year since Fall 2008. Typically, the 20-24 age group is composed of returning students that have experience academic challenges, for example: academic probation or academic dismissal. The implementation of a retention counselor to provide specific intervention services for student success in this demographic will improve degree completion.

Ethnic group distribution:
Based on the enrollment trends for the last five (5) years, their has been an eight percent decrease in enrollment for African American students since Fall 2008.

The Counseling Department continues to provide/modify old and new services in order to accommodate appropriate service delivery.

Equity Gaps
The equity gap is contingent on the performance of students in academic coursework.

Success Comparisons
The student success rate for the counseling division is contingent on the success rate of the college.

Success Trends
The overall retention rate for the college has been steadily in the 80th percentile. Since Fall 2008, success rates have been in 62% with a one percent increase in Fall 2011 and 2012.

WLAC counselor to student ratio of 1:1,448 (based on 10,860 students for Fall 2012) is a major factor in student success and retention. There is a need to provide each student with the adequate resources and support to complete their academic goals. Especially, with Senate Bill 1456, that requires each student to attend orientation, complete assessment and create a student educational plan, it is vital that the Counseling Department increase its resources by hiring more counselors.

06. Staffing Trends

Staffing Trends
The Counseling Division currently has 13 Counselors. However, of these Counselors, one is housed in DSPS with a ratio of 1:440; two in EQPS (0.7 release to Puente and CARE) with a ratio of 1:3:450; and 10 other counselors, 4.5 FTE release to matriculation, articulation, athletics, online, transfer, transfer honors, financial aid, International, Veterans, and AB 540, leaving 5.5 FTE for the general student population.

Based on the configuration of EQPS, two Counselors having .60 release time, merely leaves 1.40 Counselor to 450 students. This Specially Fund Program requires students to meet with a Counselor a minimum of three (3) times, attend workshops, discuss career/major options, attend college or university related informational sessions or fieldtrips and create an evolving educational planning tool to guide them towards their objective.

DSPS is also encountering a disproportion Counselor to student ratio of 1:478. This program offers accommodations to eligible students which include academic advisement, counseling, assistive technology, adaptive equipment, exam accommodations, interpreters (sign language, Braile transcription and more).

Approximately, 22% of the campus population is utilizing the Online and Hybrid sections. The Online Counseling service, expands is methods for delivering services to students not physically able to come to campus. Without additional support, the Counseling Division would not be able to offer virtual services to new, continuing and returning students. Student within the CTE programs would have an exclusive Counselor assigned to them. This unlimited access would provide resume, workshops, career exploration and forming a job placement center.

07. Functions and Services

Function service list
The Counseling Department faculty are housed through out various departments across campus: EQPS/CARE, Disable Student Services (DSPS), Transfer Center and Athletics. The following services and functions are provided in each area: academic, career and personal counseling, one-on-one 30 minute appointments, 5 - 10 minute walk-in sessions and online counseling (via chat or email), transcript evaluations, degree audits, consortium agreements, prerequisite clearance, Student Educational Planning (SEP) and general education certifications verifications.

In addition, to the tradiitonal counseling services, the Counseling Department also addresses the needs of specific student populations:

General Counseling:
In addition to providing service to the general student population, the Counseling Department works diligently to stay abreast of new programs and updates that impact our undocumented students (AB540), International students, Veterans students and Financial Aid students. For example: Veteran Retaining Assistant Program (VRAP) for Veterans,
California Dream Act for AB540 student
Deferred Action for Childhood Arrivals (DACA) and understanding the degree limitations for undocumented students
F-1 Visa holder rules and regulations SEVIS and OPT guidelines
Financial Aids new 600% awarding guidelines
Senate Bill 1456, which requires all students to complete Assessment, Orientation, and Student Education Plan

Transfer Center:
The Transfer Center houses West Los Angeles Honors Program, it provides computer lab access to literature and online programs relating to career and transfer, organizes transfer fairs,
Program Review

transfer counseling, workshops, and provide one-on-one advising with university representatives.

EOP&S/CARE

The EOP&S office offers the following services: Priority Registration, transfer assistance, counseling, book vouchers, tutoring, peer advising, workshops. The CARE program offers the following services: book vouchers, child care program, transportation grants, Counseling, single parent workshops and referrals to on/off campus resources.

Disable Student Services

The DSPS office assist with classroom accommodations, diagnostic assessments, registration assistance, proctored exams and additional support services.

Career

The Career Center provides individual/group career counseling sessions and workshops which include navigating career assessments, such as Eureka, Career Café, and My Career Center.

Athletics

The academic counseling involves assistance with matriculation, transcript evaluations, transfer information, career assessments, dissemination and review of 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). Additionally, athletic eligibility for each student athlete is reviewed and discussed as it relates to maintaining athletic eligibility at West Los Angeles College per the California Community College Athletic Association (CCCAA), and for transfer to National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA) member institutions.

Technological Advances

The counseling division is involved in the development of our districts new Student Information System (SIS), we are actively participating in the review of 300 or more business process, work flow maps during the Academic Advising/Degree Audit Fit Gap Analysis Sessions. The intent of Fit/Gap Analysis is to provide a comparison of the functionality required between the newly delivered PeopleSoft Business Processes and the existing DEC Business Processes. The analysis validates the ?fits? or identifies the ?gaps? that must be resolved before the new SIS goes live in Fall 2015.

The Counseling Division continues to create Student Educational Plans through DegreeWorks (electronic SEP). In addition, the Counseling Division continues to provide online counseling services via e-chat, e-mail, video calls, group video sessions, screen sharing, web calling, and video chat rooms.

08. Survey Results

Survey Results

The sample size (N) was all of the current students at West Los Angeles College. The surveys colleges were n=142.

The data demonstrated that many of the students who responded was not aware the ASSIST gives them valuable information regarding transfer. Many of the respondents are using the online counseling component in some way. Based on the information collected, there still seems to be a gap in the differences between good standing, academic progress, progress probation, and the importance of Satisfactory Academic Progress.

To fully inform students of the differences between good standing, academic progress, progress probation, and the importance of Satisfactory Academic Progress the counseling department will need to be proactive in offering workshops and webinars for students. Many of these can be added to the online orientation.

In order to offer the amount of workshops needed to serve 10,000 students, the college will need to make a financial commitment to ensure these are enough counselors on staff year around to serve all of the students on an ongoing basis.

Survey Results Implications

The primary implications of the survey’s results acquire from the Counseling Department is the lack of variety from the students demographic the college represents. Many of the walk-in students represented the 20-24 age group while the appointments represented the 35 years and older population. Additionally, many students opted to skip questions or not complete the survey in its entirety.

09. Curriculum

COR Update: Missing CORs
N/A

COR Update: Out-of-Date CORs
N/A

Course Outline
N/A

Course sequence
N/A

Curriculum Impact
N/A

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
N/A

Program Relevance, Appropriateness & Cur
N/A

10. Student Learning Outcomes

SLO Assessment - Course
N/A

SLO Assessment & Resource Request
N/A
11. Departmental Engagement

Community Connections
Counseling:
- The Counseling Department collaborated with Fineshriber Family Foundation (FFF) to develop the criteria for a Dream Act Scholarship (for undocumented students).
- Joined forces with ACCENTURE to provide a district wide resume and interview workshop for all LACCD students.
- The Counseling Department continues to partner with African American Male Education and Network Development (A2MEND), this regionally based organization provides direct mentorship through both an administrator to faculty strand and a faculty/staff to student strand. The overarching goal of this establishment is to increase the success rates of African American males (at all levels) within the California Community College system (CCCs).
- The department is working closely with our district’s African American Outreach Initiative (AAOI), to both establish and recommence articulation agreements with Historically Black Colleges and Universities (HBCUs).
- Volunteered in American Cancer Society—Relay for Life which consists of a 24 hour Walk/run relay on campus.
- Many counseling faculty members continue to volunteer as mentors for West Los Angeles Community College Puente Program and Pierce Community College.
- Annually participate in California State University Dominguez Hills’ Latinos Juntas Conference.
- Continues to partner with the Joness Center to assist victims of domestic violence.
- Collaborates with the Los Angeles County Department of Mental Health to create an active resource/referral binder and AmiVETS, a network of National Service Officers that assist Veteran in obtaining compensation claims.

Athletics:
The Athletics department continues to establish a partnership with LAUSD to disseminate information regarding the NCAA and NAIA eligibility requirements. Additional relationships have been created with the Los Angeles Urban League and Crenshaw High School athletic program and the National Football League (NFL) High School development program.

Transfer Center:
The Transfer Center continues to invite local university representatives, chaperoned university visits, attend UC/CSU conferences and conduct workshops.

Interdepartmental Collaboration
Counseling:
- Collaborated with Student Success Services for Express Way pilot and implementation.
- Continue to work with Admissions & Records to develop a streamline process for petitions which include Graduation, Course Line Out, Academic Renewal, Dismissal and Transcript Evaluations, Implementation of Degree Works, one stop shop for Veterans services, and International students advising.
- Provide a learning community through Personal Development course and ESL.
- Continue to invite various discipline to weekly counseling meetings to present updates on course offerings and changes to curriculum.
- Facilitates transfer workshops.
- Participates in 2013 Transfer Fair.
- Work with disciplines to offer resume workshops tailored to discipline.
- Work with disciplines to examine career path options arriving at a specific industry.
- Athletics counseling continues to collaborate with all academic disciplines to change the culture among the student-athlete population on campus to enhance student retention and academic success.
- Support and volunteer for campus events, such as: High School Senior Day, Kick Off, Welcome Week, and graduation activities.
- Maintain close collaboration with articulation office, library and the international office.
- Participated in West’s Five-Day Experiential Learning Institute (FEU).

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
In addition, to West Los Angeles degree requirements, the Counseling Department must stay current with admissions requirements for University of California (UC)/California State University (CSU) and private universities, career trends and additional aids. Continuous training and professional development will enhance the support for students success.
1. Training in the area of Career Assessments: TrueColors, Myers Briggs,
2. Training in the area of evaluations for International transcripts and Military personnel transcripts (ACE, AARTS, CGI, CCAF, SMART)
3. Training in the California Dream Act and Deferred Action for Childhood Arrivals (DACA)
4. Training with Post Traumatic Stress Disorder (PTSD) and Military Sexual Trauma (MST)
5. Continuous training with mental health, substance abuse, crisis intervention.
6. Continuous conference attendance such as Ensuring Transfer Success (ETS); CSU College Transfer Conference, On Couse National Conference, UC’s Transfer Conference.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
With Senate Bill 1456, it is vital that students complete assessment, orientation and student educational plan in order to receive a high level registration date. Having a step-by-step visual aid on our catalog, class schedule and college website that list our services will allow student to plan and visually identify the areas that they must complete in order to maintain their high level registration date. Furthermore, by the time registration begins, courses in the class schedule have either been canceled or added. This does not provide an accurate picture of what West Los Angeles offers. Creating a searchable addendum to the schedule and catalog will alleviate the miss information on our publications.

Service Eval Disagree

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

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(blank)

14. Programs Clubs Orgs & Special Activities
Accomplishments of Students
N/A

Club Sponsorship
N/A

15. Environmental Scan
Community Trends
N/A
Labor Market Trends
N/A
Technology Trends
Online software continues to be a goal that the department must meet yearly. With online chat, SEP’s, video conferencing, and storage of information, the counseling department must stay abreast of cutting edge technology.

16. Facilities
Facilities and division/department goal
To maintain a safe and confidential environment for students, it is instrumental that suitable office space be available for all counselors. The department’s long term goal would include additional offices and a more effective layout of our front office area.

Facilities Challenges
Currently, all available office space accommodates current tenure/tenure track faculty counselors. However, in order to achieve Senate Bill 1456 requirements, the Counseling Department does not have additional office space for new counselors.

Facility Long Term Goals
To maintain a safe and confidential environment for students, it is instrumental that suitable office space be available for all counselors. The department’s long term goal would include additional offices and a more effective layout of our front office area.

Facility Short Term Goals
The Counseling Department will continue to collaborate with the DSP&S and EOP&S to accommodate limited counselors, new hires, and university representative to provide adequate office space when needed.

18. Grants
Grant Application
(blank)

19. CTE Programs
Advisory Board Membership
N/A
Advisory Board Outcomes
N/A
Assess CTE Student Learning Outcomes
N/A
CTE Accreditation Recommendations
N/A
CTE Program Accreditation
(blank)
CTE Programs Offered
(blank)
Employer Satisfaction Survey
N/A
Labor Market Demand
N/A
Licensure Exam Performance
N/A

20. Completion
Participant List
(blank)
DSP&S

01. Department Purpose
Purpose
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 sign language interpreting, captioning, priority registration, special counseling, alternate media and assistive technology, and test proctoring.

Purpose Alignment
Being that 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.

02. Effectiveness Assessment & Continuous Process Improvement
Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations
Accred Recommend Response
The DSPS department has worked towards more collaboration and coordination with other programs and services on campus. The student services faculty and staff members were involved with the writing of the accreditation standard in regard to services.

PR Recommendations Response
No recommendation from the last program review was to increase the counseling services in DSPS. Since, the department has increased counseling services to 1.0 counselor.

04. Enrollment Trends
Enrollment Trends
The number of DSPS student has increased and is expected to increase in the coming years. The nature and involvement of the students disability will require DSPS to address more universal design in the department, but also provide in service to the campus community. The enrollment trends in DSPS are experiencing a steady climb of 100 new student per year.

05. Students and Student Success
Degree/Cert. Trends
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 rates, certificate, and degrees. At times, the nature of their disability require that they drop and re-enroll in the course for a satisfactory grade.

Demographic Trends
Currently, the DSPS program is experiencing a steady growth. The department has seen an increase in deaf, blind, and students with Autism.

Success Trends
More outreach to students with verified disabilities will need to be the focus of this office in order for greater success and retention rates.

06. Staffing Trends
Staffing Trends
Shalamon Duke, Dean 0.5
Betty Harrison 1.0
Fran Israel 0.6
Andrea Smith 0.4
Michelle Hernandez 0.3
Nancy Brambila 1.0
Eric Wagner .67

07. Functions and Services
Function service list
Program Description: The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equivalently from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student’s goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation.

Eligibility Criteria: The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services.

Services: Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

Technological Advances (AU)
Over the past year, DSPS has implemented various software solutions to streamline services for students. We have implemented SARS student scheduling, updated all of our assistive technology, and will be implementing video conferencing.

08. Survey Results
Survey Results
The sample size (N) was 600 current DSPS students. The surveys colleges were n=23.

The data demonstrated that of those who responded, a vast amount of them utilize the computer lab in the DSPS office. Many of the students indicated that they use the assistive technology in the lab. The data also demonstrated that many of the students who responded do not participate in student government activities. Lastly, many of the respondents are comfortable advocating for themselves and peers as it relates to disability.
Based on the data, two areas that need improvement are assistive technology training and student government participation. To address the arisen, DSPS will need to reinstitute the Assistive Technology Learning Skills course and reignite the Students with Disabilities Club.

In order to offer the Assistive Technology course DSPS will need to work with the curriculum committee and hire an instructor to teach the course. To increase student government participation, the department will need to seek students who are willing to participate in a club and coordinate with the Associated Students Organization.

Survey Results Implications
Implications of the survey results indicates that students are requiring more services. However, to do such, the department will need to grow its revenue and/or find outside dollars to assist the department in moving forward.

10. Student Learning Outcomes
SLO/SAO Dialogue
New dialogue has not happened yet.

SLO/SAO Program Assessment
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11. Departmental Engagement
Community Connections (AU)
Yes. The DSPS department has established connections with area high schools, Department of Rehabilitation, FACT, LA County Mental Health, and LAUSD CATS.

Interoffice Collaboration (AU)
DSPS regularly collaborates with Counseling, Transfer, EOPS/CARE, Matriculation, Outreach, Athletics, ASO, CDC, Instruction, A/R, and Financial Aid.

12. Professional Development
Professional Development Unmet Needs.
There are always opportunities to improve professionally. Our staff in DSPS attend conference, seminars, and other related activities.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
None

Service Eval Disagree
The DSPS department will need to hire another counselor, assistive technology specialist, and learning disability specialist for be a fully functional department.

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
The department will need to maintain its relationships with community partners to offer additional services to students with disabilities.

Technology Trends
The department will need to keep up to date with the latest assistive technology that assists students who may be blind or have low vision; deaf/HHH; have a learning disability, or other related disabilities.

16. Facilities
Facilities and division/ department goal
There are no goals regarding facilities improvement

Facility Long Term Goals
There are no goals regarding facilities improvement

Facility Short Term Goals
There are no goals regarding facilities improvement

18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)
## 01. Department Purpose

**Purpose**
The purpose of the program is to provide a variety of support services to economically and educationally disadvantaged students to support them to achieve their educational objectives and goals, including but not limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year universities.

**Purpose Alignment**
To increase the percentage of marginalized students enrolled in community colleges. To increase the number of EOPS/CARE students who successfully complete their chosen educational objectives. To increase the number of EOPS/CARE students who are successfully placed.

## 02. Effectiveness Assessment & Continuous Process Improvement

### Improvements in Program
The EOPS/CARE Program is constantly evolving, especially for the 2013-14 academic year. The program's funding was significantly increased; therefore, the program is in a better shape of providing additional support services to the students, such as evening counseling, tutoring, and university trips.

### Resource Allocation Evaluation
(blank)

## 03. Response to Prior Recommendations

### Accred Recommend Response
None

### PR Recommendations Response
None

## 04. Enrollment Trends

### Enrollment Trends
In prior years, the EOP/CARE Program was allowed to grow based on the allocation from the Chancellor's Office. Recently, the program funding was restored and now the EOPS/CARE Program can experience a moderate growth.

## 05. Students and Student Success

### Degree/ Cert. Trends
The program acknowledges the need to increase the number of degrees and certificates awarded.

### Demographic Trends
Based on the enrollment demographics trend from Chancellor's Office data mart we see an incline in Latino students and a decline of African American students. Our goal is to increase and retain all eligible students.

### Success Trends
The program is exiting far too many students for non-compliance from the EOPS/CARE program on a semester basis. Our goal is to increase the overall program retention by implementing student follow-up process, special activities, and additional counseling availability. EOPS/CARE program will continue to engaged in a brainstorming mode to develop methods to invigorate the program.

## 06. Staffing Trends

### Staffing Trends
The program recognizes its significant role to the college on the number of FTE it contributes to the college. At the present time, the number of staff is not adequate to the number of students we are serving.

## 07. Functions and Services

### Function service list
The EOPS Program provides students with priority registration, book voucher assistance, tutoring, counseling, educational workshops, letter of recommendations, supplies and cash grants.

### Technological Advances (AU)
The program is in the process of implementing on-line counseling, skyping, and texting to students to notify them of various events on campus. The program has developed an mobile application to better serve the students.

## 08. Survey Results

### Survey Results
We are still in the process of collecting the data.

### Survey Results Implications
In progress.

## 10. Student Learning Outcomes

### SLO/SAO Dialogue
The department continuously evaluates improvements based on student feedback.

### SLO/SAO Program Assessment
We are still in the process of collecting data.

## 11. Departmental Engagement

### Community Connections (AU)
The Advisory Board has been a channel to reach the college and the greater community.

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
Interoffice Collaboration (AU)
The EOPS/CARE Program collaborates with the various offices and programs at the college such as the DSPS Program, Trio, Financial Aid, Admissions, Counseling.

12. Professional Development

Professional Development Unmet Needs.
The department, faculty and staff are continuously seeking to improve services for students.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The catalog, class schedule and college website are without questions great resources for advertising and program visibility. We plan to use the college website to advertise the various activities that the EOPS Program has throughout the year.

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
Due to the economy still experiencing a slow recovery, the program has experienced a higher demand for our low income and first generation students.

Technology Trends
On-line counseling, upcoming SIS system and mobile technology.

16. Facilities

Facility Short Term Goals
The short term goals for facility improvement and functionality is to be flexible and plan ahead for the various activities for the year.

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Financial Aid

01. Department Purpose

Purpose
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 educational, housing, transportation and personal related expenses.

Purpose Alignment
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. Our mission is to help students reach their 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. Ensure students have the financial aid resources in a timely manner necessary to achieve their goal to obtain the AA degree, Certificate or transfer to a 4 year institution.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The financial aid office requires students that want to apply or inquire on information regarding student loans to sign up through the financial aid website to attend a Direct loan/financial literacy workshop. Students must pass a online financial literacy test in order to continue and get approval for a Direct loan.

All students that must appeal a financial aid disqualification due to academic deficiencies are required to attend an in person Satisfactory Academic Progress workshop on campus. The workshops is conducted by financial aid staff and the financial aid counselor and the workshop includes information to successfully pass courses and how to navigate the financial aid process through to the awarding phase.

The result is an informed student population that is better prepared to become more successful in the classroom and managing finances while in school.

03. Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response
The financial aid office, admissions and records and the business office was able to secure a queuing system to improve the student/customer service relations, track and monitor the student counter services and efficiency responding to students inquiries to aid offered and disbursed. The queuing system overall has helped the office manage and improve the student counter contacts. The previous program review recommended the financial aid office to improve its counter service hours to the public, streamline the delivery of services by using technology and to improve policies and procedures through the district office and campus.

Financial Aid Supervisor position was filled in July 2011.
One Financial Aid Technician position was filled in August 2011 and another vacant position was filled in February 2012. Both positions were funded using the state BFAP categorical budgets.

A Counselor was hired in September 2012 to deliver assistance to financial aid applicants seeking Student Educational Plans (SEPs) and to educate students on college satisfactory academic progress standards. This FPIP position was funded from the program 100 budget.

A Financial Aid Assistant was hired in October 2012. The position was funded from the program 100 budget.
PR Recommendations Response
One of the last accreditation team’s recommendation for the student services area was for the division to uniform the public service hours for students. The financial aid office aligned its hours with Admissions and Records and the Business Office. Recommendations are made to improve the policies and procedures of all district colleges at a monthly director’s meeting at the district office. Policies are developed to streamline delivery of aid by improving online access and completion of required documents through the district and college portals. These actions will increase the efficiency and effectiveness of disbursing federal and state aid.

04. Enrollment Trends
Enrollment Trends
The current enrollment data, strong public opinion polls and financial aid awards being processed during the 2013-2014 award year cycle suggests that education is a primary factor for all ages, gender and ethnic groups; as it related to how individuals anticipate to improve their socio-economic status in their communities with professional and personal development and declared goals. More students are attempting to enroll in courses that will lead to an AA degree, transfer to a 4 year institution and/or vocational certificates. The current trend to seek higher education particularly in community college will result in students enrolling and seeking financial aid to assist with their direct and indirect educational expenses.

The financial aid office will continue to play a crucial role in offering financial assistance and advise the students that qualify as they pursue their educational goals. The current WLAC student survey data and increased financial aid applicants and recipients for the 2013-2014 award year cycle reflects that over 70% of our enrolled students have applied for federal and/or state aid.

The current trends and data will lend support the request for the need for more staffing. The resource request for the financial aid office is for a Financial Aid Technician, a B-Shift Financial Aid Assistant and 1 Career Guidance Counselor Assistant (CGCA)

05. Students and Student Success
Degree/Cert. Trends
More students have obtained Degrees and Certificates this past award year cycle and students will continue to seek the conferred awards as the demand for a college education and professional development remain strong.

This trend impacts financial aid because as stated previously there will be a continued and likely increased demand for financial aid support services as students seek their goals to obtain degrees and certificates to assist and offset direct and indirect educational costs.

Demographic Trends
WLAC has experienced a significant increase in the number of students enrolled this 2013 award year cycle compared to 2012. The trend is likely for the number of students that apply for financial aid is to continue to increase.

The College’s research reflects that there is an increase in the number of students completing AA degree and Certificates.

Financial Aid will have to hire the appropriate type and staffing levels within the next two years to be prepared for the increased demand in financial aid support services from the community.

As financial aid regulations continue to become more complex there will be a need for adequate administrative capability and for robust technology to help sustain and deliver student centered services to sufficiently respond to student and parents needs.

The new SIS Project and implementation that should be completed by the year 2015 is promising and should be able to accommodate the district and college’s future demand for an increase in financial aid applicants and recipients.

Success Trends
The Financial Aid Office is an integral unit of the Student Services Division and plays a essential part for the student success and retention rates.

If the college intends to continue to grant more degrees and certificates, maintaining and improving positive persistence and retention rates is critical for that objective. Financial Aid must be able to deliver financial aid awards in a timely manner to enable students to receive their aid early in the first two weeks of instruction to purchase books and supplies and help offset all other direct and indirect educational expenses.

The Financial Aid Office must have the proper administrative capability and staffing to ensure we reduce the turnaround time in processing from a 10-12 week period to a much more acceptable and desired 4-6 week turnaround to accomplish its continued goals. Get the financial aid funding to students early to increase their positive probability of persistence and retention which ultimately leads to conferred degrees and certificates.

There are many documented studies that show student’s success is very much depended upon having financial aid resources at the beginning of instruction to minimize financial/monetary stress and issues which can lead to factors of poor performance.

Staff needed to fulfill the goal to preferred turnaround processing time to 4-6 weeks:

1 Financial Aid Technician
1 B-Shift Financial Aid Assistant
1 CGCA

06. Staffing Trends
Staffing Trends
The number of students that enrolled has increased this 2013 year compared to last fall 2012. Due to the passage of the statewide tax initiative last November 2012 has resulted in more revenue and income for the college that lead to increased course offerings, more hired full-time and adjunct faculty and overall more students applying for federal and state financial aid. The Student Services Division which includes the Financial Aid Office has not benefited from the overall increased general funding that college has experienced at large although the Division has to service more students. The lack of adequate staffing has resulted in longer processing turnaround time for students to receive their aid in a timely manner. The importance of students receiving their aid early is critical to student success.

The Financial Aid Office has federal and state programs that contribute towards access and the enrollment management goals and objectives. The financial aid program also helps the success of the college’s objectives of positive persistence and retention rates that have slightly improved.

The college’s research reflects that there is an increase in the number of students completing AA degrees and certificates. As financial aid regulations continue to become more complex in administering, there will be a need for the appropriate staffing and technology to sustain student centered service to respond to students and parents inquiries and the need for timely financial aid information.
07. Functions and Services

Function service list
Financial Aid is monetary funding that is sourced by the federal, state and local governmental agencies to assist students with their direct and indirect educational expenses. The Financial Aid program awards aid for periods of enrollment year round in the form of grants and scholarships that do not have to be repaid. All types of loans must be repaid and the federal work study program is a self-help resource of funds which is earned through employment. The Financial Aid Office assists students with the navigation process when applying for financial aid via the Free Federal Student Aid Application (FAFSA). Financial Aid recipients receive assistance with the setup of the financial aid disbursement debit card, assistance with application and completion inquiries for scholarships and other funding options.

The Financial Aid and Scholarships Office continues to experience significant growth each year in comparison from year to year.

Packaged Pell Grant Awards through September 30th of the award year
2010-2011  2011-2012  2012-2013  2013-2014
1133  1897  2177  2454

Technological Advances (AU)
Imaging system - scanners setup at each counter window to image all paperwork during intake to reduce or eliminate the production of paper files in the office.

The Financial Aid Office utilizes the SARS system and the financial aid website for students to be able to signup for the Satisfactory Academic Progress (SAP) and loan/financial literacy workshops.

Q-Less text messaging queuing system is fully utilized to manage and control student wait time for all services in the Financial Aid Office by increasing efficiency of wait time for students.

Financial Aid Office utilizes online forms and tools for the application and completion process via the district office and financial aid webpage.

Data that supports the use and improved access of financial aid processing of students updating information under the financial aid webpage:

As of September 30, 2013, there have been 14221 FAFSA applicants for West Los Angeles College
* 7548 students updated Educational Goals
* 3900 students selected West Los Angeles College as their home school
* 814 students completed the required online verification worksheet
* 4300 students completed online student authorization forms online

08. Survey Results

Survey Results
The College Spring 2012 student survey reveals there is a need to reduce processing time and improve telephone customer service. The Financial Aid Office needs to reduce the number of repeat visits per student. In the college survey, 36.9% surveyed on how often do you use the service implies there should be reduced number of visits to the office with improved staffing service and methods of communication for students.

This goal can be accomplished with increased administrative capability. There should be more comprehensive training and the hiring of the appropriate personnel to assist students during the intake counter exchanges for proficient service, accurate information and with the increased use of social media formats.

Administrative Personnel needed:
1 Financial Aid Technician
1 B-Shift Financial Aid Assistant
1 CGCA

The District Office and State surveys reviewed from this past 2013 year also supports the need of improvement in services for students.

Survey Results Implications
In addition to what has already been stated as a goal, there is a need for continuous evaluation of program services, delivery of aid by reducing the processing time to disburse aid and to reduce the repeat number of contacts with the office per student each semester.

It is necessary for the Financial Aid Office to hire a Financial Aid Technician and a B-Shift Financial Aid Assistant as their jobs are to work at the intake counter and provide accurate information and answer questions from students with proficiency.

The number of repeat visits to the office appear to have been slightly decreased. This is likely the result of the Financial Aid Office implementing this fall 2013 the Satisfactory Academic Progress and Federal Direct Loan/Financial Literacy workshops. However since there has been a significant number of increased financial aid applicants, the processing turnaround time and initial counter contacts have and will continue to increase this award year.

10. Student Learning Outcomes

SLO/SAO Dialogue
Implementation of the Higher One debit card system to deliver financial aid funds to be disbursed to students are one of the latest changes made to address the SAO components of Critical Thinking Communication, Quantitative Reasoning and Technological Awareness. The implementation of the Satisfactory Academic Progress and loan/financial literacy workshops conducted by the office has effectively assisted with the improvement of communication.

The Financial Aid Office collects point of service contact surveys from each student that attends any one of these workshops to assess feedback and ways to make improvements.

The surveys are compiled and reviewed by the appropriate staff to make improvements and implement changes based on the survey recommendations mid semester.

SLO/ SAO Program Assessment
The Financial Aid Office must continue to use applicable survey tools available for assessment of the program from the office, interdepartmental surveys, district wide and state level surveys and recommendations to improve the delivery of aid to students.

11. Departmental Engagement
Community Connections (AU)
The Financial Aid Office continues to work with the Outreach/Recruitment unit that seeks and attend feeder High School events that provide financial aid information in workshops settings on and off campus.

The Office engages in assisting the Public Relations/Marketing Director to facilitate Open House and Community Service activities.

Financial Aid attends the Cash for College and I can afford college financial aid events at the Los Angeles Convention Center each year.

Participates in the statewide “I can afford college” campaign awareness month every April of the year to host a financial aid workshop on campus for the larger community.

The office attend the yearly St. Augustine Church community festivities each year with a financial aid booth in Culver City.

Interoffice Collaboration (AU)
The Financial Aid Office Director meets regularly on a monthly basis with all Student Services Division department heads at meetings to discuss and collaborate on initiatives for improving service level outcomes. Financial Aid is an integral part of the Enrollment Management Committee, the Student Success and Services Committee and the Academic Counselor Department.

Financial Aid meets regularly with Administrative Services and the Business Office staff for implementing new polices and procedures directed by federal, state or local agencies throughout the semester.

12. Professional Development
Professional Development Unmet Needs.
It is suggested that all classified staff in the Student Services Division be provided with quality customer service training at least once a year by the college.

13. Instructional Support: Services and Activities
Impact Catalog schedule website
The Financial Aid Office works on a consistent basis with the Enrollment Management Committee and the Public Relations/Marketing Director to provide critical information on the program, workshops offered and it about program deadlines.

All media formats are utilized by the financial aid office and form the Enrollment Management feedback on surveys, financial aid continues to rank amongst the highest interest areas with website hits.

There continues to be strong interest and public opinion for the need for financial aid to provide the most accurate, user friendly language, timely and updated information to our students.

Service Eval Disagree
None

Service Evaluation
(blank)

15. Environmental Scan
Community Trends
Students want real time online instant messaging (used to be known as chat room use) technology use for inquiries and answers of services, particularly financial aid.

The Financial Aid Office does not have the appropriate staffing levels to accommodate this emerging trend at this time.

Technology Trends
Imaging systems have improved financial aid delivery systems with technology in the financial aid industry

Social Media formats to be used for communication with students (Tweeter, Facebook)

Text messaging to be used to communicate to students financial aid news and deadlines

Financial institutions using technology to make instant deposits with mobile devices like our students using the Higher One debit card accounts

16. Facilities
Facilities and division/ department goal
See previous statements to support department’s goals for improved student success and increased conferred degrees, certificates and transfer rates.

Facility Long Term Goals
There is a need for additional hiring of personnel which would result in improving support services and meeting the financial aid goal to reduce processing turnaround time.

There will not be sufficient workstation space in the office for the new hires in the next 2-3 years.

To reduce processing time and improve the delivery of disbursing funds to students, improve persistence, retention and student success rates; improved student success rates will lead to increased degrees, transfer rates and certificates.

Facility Short Term Goals
Need for brochures and publication stands, wall space for display cases.

Monitor screen outside the office for specific financial aid information and deadline dates to be available

18. Grants
Grant Application
(blank)

20. Completion
Participant List
### International Student Center

#### 01. Department Purpose

**Purpose**
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.

**Purpose Alignment**
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.

#### 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
N/A

#### 03. Response to Prior Recommendations

**PR Recommendations Response**
N/A

#### 04. Enrollment Trends

**Enrollment Trends**
Continued development of online instruction and hybrid classes and joint programs with other institutions are being developed to increase international admissions both at home and abroad and this increase will be reflected in all international programs. F-1 visa program enrollment has increased every semester for the last six years due to progressive admissions processing and procedures, word-of-mouth advertising from past and continuing satisfied students, referrals as a result of networking with other colleges in and outside LACCD, and concurrent enrollment of students trying to meet 12-credit-unit minimum in impacted CA educational system. Anticipated continued growth will require additional staff to meet student services needs.

#### 05. Students and Student Success

**Degree/ Cert. Trends**
N/A

**Demographic Trends**
Demographic changes in California have a lesser impact on the International Student Program because our student base is located internationally. These trends do, however, impact our promotional brochures in that it impacts how we market our campus and our student population. It is to the advantage of the International Student Program to recruit students from varied backgrounds so that we may feature diversity in our recruitment campaigns.

**Success Trends**
Data on the success and retention of international students is not readily available and can be challenging to track because our enrollment system does not distinguish between West's international students and those attending West for a single term as part of a concurrent enrollment agreement. We can, however, indicate the following from our observations and close scrutiny for UScis purposes:

1. Full time Enrollment: International students are required to enroll in a minimum of 12 units per semester to fulfill their student visa regulations. The number of students that are approved to drop below full time is in the small minority; perhaps only 10 of our 140 international students.
2. Success: International students tend to struggle academically during their first semester; perhaps a result of the language and cultural differences when arriving to the United States for study. A significant number of our students register for ESL classes. A review of the ESL success rates may reflect the success of most international students.

#### 06. Staffing Trends

**Staffing Trends**
The International Student Program staff is composed of a student services assistant and is supervised by a student recruitment coordinator. This staffing level is likely to remain for the next couple of years. With continued growth of the program, we will look to request and hire additional staff to compensate for the additional student flow.

#### 07. Functions and Services

**Function Service List**
- The program services 160 students. Daily operations include services to applicants, new students, continuing students, and concurrently enrolled students by email, telephone, appointment, and walk-in counseling. Services include advisement on U.S. government rules and regulations pertaining to F1 visas, matriculation, WLAC campus rules and policies, and referral to campus services. As the first point of contact, the program assists with adjustment to college life and cultural diversity, and with practical solutions to daily activities in an unfamiliar environment. Students with limited English ability and technological experience are given assistance and tools to become self-reliant. The goal is to increase SLOs by encouraging students to seek support from counseling, tutoring, study groups, social clubs, student and mental health, and other campus services.

**Technological Advances (AU)**
International Student Program recently installed webcams to communicate via Skype and other video conference sites to better communicate with prospective students. This will enable us to be more responsive and to personalize the application process to West Los Angeles College.

#### 08. Survey Results

**Survey Results**
International Student Survey: Students report that their office visits are primarily for advisement, visa maintenance, and transfer. they have indicated general satisfaction. Students request an academic counselor dedicated to international students and they also request employment resources.

**Survey Results Implications**
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.

Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
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3/11/2014
10. Student Learning Outcomes

SLO/SAO Dialogue
A stakeholders group that includes the leaders of the Study in the USA program, West Language Academy, F1 Visa program, International Support Program, counseling, and other members from Academic Affairs and Student Services is now reinstated. The group began exchanging feedback and developing strategies to provide better referrals, to respond to student inquiries with uniform messages, and to develop a coherent recruitment strategy.

This working group will meet at least once per month and will provide recommendations to other committees on campus to recruit more international students.

SLO/SAO Program Assessment
An International Student Orientation survey was recently implemented to gauge the informational competence of our incoming students. A second survey will be administered to these same students at the end of the Fall 2013 semester to gauge their confidence level, success rates, and to develop a better understanding of services that may be able to compensate for the challenges of being a first time student in the United States.

11. Departmental Engagement

Community Connections (AU)
West staff frequently visits and presents to various language programs in the Los Angeles area. Language programs, like that of UCLA Extension, are the first stop for international students studying in the United States. Student study language in an intensive program and transfer to West Los Angeles College after becoming English proficient.

The international program has also begun contacting our university partners to establish informal transfer guarantee programs. Cal State University Northridge, for example, has established a partnership with us to provide our students with early advisement to prepare them for university transfer. The goal is for our international students to establish a relationship with an international student recruiter, learn about the transfer requirements, and work with the WLAC counselor and CSUN advisor to prepare for transfer.

Interoffice Collaboration (AU)
Close collaboration takes place between the F1 International Student Program, the Study in the USA Online Degree Program, the West Los Angeles Language Academy, Counseling, Matriculation/Assessment, and the International Support Program. Each provides appropriate referrals to students to assist them with their integration in the United States, to address individual students academic needs, to ensure compliance with F1 Visa regulations, and to establish safe locations on campus for students to go for help. The underlying premise of this collaboration is that our students will feel better supported, may increase their chances of success, and will decide to remain at West for the duration of their academic program if we provide them with an expansive support network.

12. Professional Development

Professional Development Unmet Needs.
The International Student Program should join professional associations (i.e. NASPA, NACAC); especially those like NAFSA which focuses on international education. The ability to connect with other professional in this area of student affairs will permit us to attend well-organized recruitment events and to evolve our recruitment and student service practices.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
An accurate catalog and schedule of classes is vital to our recruitment of international students. Students will shop the internet for prospective colleges that offer their academic interests. Misleading or omitted information may result in less students traffic and could also result in a withdraw of government financial guarantees that fund student tuition.

The international stakeholders group, including the international Student Program, will work with our public relations director and graphic arts designer to develop updated brochures that promotes our varied international support services.

Service Eval Disagree
N/A

15. Environmental Scan

Community Trends
N/A

Technology Trends
N/A

16. Facilities

Facilities and division/department goal
These improvements will expand our capacity to provide discreet advisement to our current students, to increase the number of application appointments we set for any given workday and to host small group workshops to increase the level of attention given to students.

Facility Long Term Goals
Over the course of the next several years, we anticipate a growth in the international student population. If this occurs, we will require additional workspace to accommodate staff.

Facility Short Term Goals
N/A

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)
School Relations and Outreach

01. Department Purpose
Purpose
The Outreach School Relations Office (OSRO) 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 & School Relations Office is responsible for:
--Outreach to feeder 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.

Purpose Alignment
School Relations and Outreach conducts maintains a regular recruitment/outreach presence in our service area; prioritizing traditionally underrepresented and at-risk student groups to keep with the college's mission to "foster a diverse learning community". Our outreach services are expansive and ranges from as far north as Pacific Palisades, as south as Westchester High School, and expand eastward to Los Angeles High School. We principally serve our high school's but will also reach out to special education schools (e.g. The Helping Group, Kayne Eras), our adult/continuation schools (e.g. Manual Arts AEW, Phoenix Continuation, Venice AEW, Mid-Wilshire Center), community business partners (e.g. SAG), and university affiliates (e.g. UCLA Extension).

School Relations and Outreach provides "support services" to ease the transition for first time students and first-time West students. Our office conducts various workshops and presentations on different facets of the matriculation process. We provide individual and group advisement to bridge the information gaps. We facilitate campus tours for students to explore our campus. We correspond with students via telephone and electronically to connect with our distant students and those with transportation challenges. We also coordinate larger, campus events to encourage the community to get to know the "new West!".

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
Program review has not impacted our budget but we have become more mindful of aligning our recruitment practices and strategies to the college mission.

03. Response to Prior Recommendations

Accred Recommend Response
Recommendation #4 (Student Learning and Service Level Outcomes) was the most relevant to Outreach & School Relations. Outreach staff, in consultation with Student Services Deans, evaluated existing SLO's and identified evaluation methods. The discussion also began to revise the learning outcomes to service learning outcomes to better use and track the effectiveness of our outreach efforts.

PR Recommendations Response
N/A

04. Enrollment Trends

Enrollment Trends
Age Distribution. The percentage of our student body aged 20 years or younger has dropped to 22% in Fall 2012 from 25% during Fall 2008. The reduction in Jumpstart sections (59 in Fall 2008 to 8 in Fall 2012) may be a contributing factor. Given the high retention and success rates for students in Jumpstart classes, the college could explore how a reorganization and/or growth the Jumpstart program could boost the percentage of students in this age group as well as the implications this could have on the K-12 to West recruitment pipeline. One recommendation is to begin work with West's K-12 partners to develop articulated courses and programs in STEM, CTE, and West's Transfer Degree.

05. Students and Student Success

Degree/ Cert. Trends
Outreach can support the efforts of others on this campus to increase degree attainment by promoting West’s academic/career programs. Outreach staff can help develop communication between department chairs and instrumental K-12 faculty to generate greater awareness of our programs and to develop strategies to inform and recruit students of the educational options available to them at West.

Demographic Trends
Gender Distribution: The percentage of male enrollment appears to significantly lag behind that of female enrollment. West’s recruitment programs (e.g. Outreach, TRIO EOC, TRIO Talent Search, TRIO Upward Bound, etc.) and West’s support services (e.g., CAL, Work, Counseling, DSP&S, EOP&S, Financial Aid, Matriculation) could meet regularly to identify if (a) the enrollment gap is a source of concern, (b) outreach/recruitment strategies to narrow the gap, and (c) strategies to better connect these prospective students to support services that could lead to better retention rates.

Ethnic Group Distribution: While Hispanic/Latino student representation has increased in recent years, African-American/Black student representation has remained flat. Asian/Pacific Islander and White student representation continues to significantly lag behind. West’s recruitment programs may consider working more closely with the Marketing/Public relations to (a) identify if these demographic trends are problematic or merely a reflection of the surrounding community, and (b) strategies to address ethnic-specific recruitment.

Success Trends
Course Completion by Ethnicity: African-American/Black and Hispanic/Latino students have the lowest completion rates of the (55% and 77%, respectively) of the four main ethic groups on this campus. Completion rates for these groups have remained flat over the course of the past 4 years.

Outreach staff may, more closely, collaborate with student support programs (e.g., Counseling, DSP&S, EOP&S, Financial Aid, HURC) to continue developing strategies to (a) identify prospective students early in their senior year of high school, (b) support them in completing the ExpressWay (i.e. orientation, assessment, counseling, financial aid advisement) prior to the registration dates, (c) identify students that may qualify for priority registration, (d) to receive their financial aid disbursements early to minimize attrition resulting from unmet financial need, and (d) to increase the perceived urgency to utilize tutoring and other library-based services.

07. Functions and Services

Function service list
The Outreach & School Relations Office is responsible for:
--Outreach to service high schools and the community:
--Facilitate individual and group advisement, facilitate transfer/career prep workshops
--Develop of a prospective student pool: Identify and make contact with prospective community college students at feeder high schools, participate in college/career/community fairs.
--Oversee the Jumpstart Program and concurrent enrollment services.
08. Survey Results

Survey Results
Outreach recently surveyed high school students and faculty attending West's HIGH SCHOOL DAY event. The purpose of this survey was to gather feedback from high school student and high school faculty attending the April 19, 2013 HIGH School Day @ West. High school students from five high schools (i.e. Culver City, Dorsey, Hamilton, Los Angeles, and Westchester) participated in a campus tour, counseling-led presentation, financial aid & student services presentation, lunch, and the option of attending two major/career workshops. High school faculties, mostly counselors, were given the option of attending each of the above listed activities and were asked to participate in a lunch time services roundtable.

Students were asked to complete a mixed-design paper survey and faculty members were asked to complete an open-response paper survey. Students were asked to identify their current grade level, to rate the various activities and workshops, to provide additional information, and to evaluate their impressions of West Los Angeles College. Faculty members were asked to give their impressions of West Los Angeles College and for recommendations on how to better serve their students.

Both high school students and faculty indicated satisfaction with their experiences throughout the day. Students indicated that they found value in the event activities. Students also indicated a willingness to attend West after high school graduation and positive impressions of our major/career opportunities. High school faculty were also more direct in requesting additional support from the college including outreach representatives, more college classes at their school sites, and support for their students throughout the Matriculation process (i.e. assessment, counseling/advising, etc.)

The survey results indicate that students felt positively about West at the end of the event and that the activities we selected for students were of value. This is important to note for potential events in the future. Such events could serve as part of a broader recruitment strategy to encourage more students to select West Los Angeles College as a destination to pursue their post high school endeavors.

In addition to this event, we regularly communicate with our K-12 partners (i.e. high school counselors) to gather their feedback regarding our outreach strategies, the effectiveness of our representative, and opportunities to increase our effectiveness.

Outreach also maintains the records (pass/complete) of our Jumpstart class grades. The data continues to demonstrate high success and completion rates for students in Jumpstart classes.

Survey Results Implications
The survey results indicate that students felt positively about West as a result of their campus field trips. Our K-12 partners also indicate strong favorability for our outreach presence and the student recruiter. Jumpstart grade reports also reflect strong completion rates and success rates.

Surveys results indicate the potential to generate greater awareness and favorability among prospective students and sources of referral (i.e. high school counselors) by hosting more special events on campus.

10. Student Learning Outcomes

SLO/SAO Dialogue
Point of contact survey results and feedback from the coordinator and recruiter are conveyed in several of West’s committees. Outreach has a regular presence in the Student Services Council, The Student Success/Matriculation committee, and Enrollment Management.

SLO/SAO Program Assessment
Assessment methods consisted of point of contact surveys. Surveys are made available at the Outreach Office, at the conclusion of campus tours, field trips, and presentations. The surveys, especially the pre/post surveys focus on self-awareness and technological competence with the intent of identifying student’s awareness of college services, the matriculation process, and educational goals. Technological competence is addressed by demonstrating electronic resources to answer their questions (e.g. SIS, websites, e-services).

Results reflect a generally perceived comfort with accessing West’s online resources. Students initially express a weak awareness of transfer and degree attainment but confidence that the workshops and advising are addressing those information gaps.

11. Departmental Engagement

Community Connections (AU)
Outreach continues core strategies. We correspond with our high school partners (e.g. counselors, parent groups) prior to the start of their academic year. We secure invitations to their faculty meetings. We present to these groups about the changes and updates to West’s campus and academic/career programs. We also request for our partner schools to sign an informal contract of the outreach services that will be conducted on each campus.

Interoffice Collaboration (AU)
Outreach & School Relations partners with Counseling, Disabled Students Programs & Services, Financial Aid, International Student Services, Marketing & Public Relations, Matriculation, TRIO programs, and Veterans. We work closely with those programs/areas for large-scale recruitment events (e.g. Day @ West), smaller scale events (e.g. Mini-Days @ West), and recruitment efforts beyond West’s campus.

Day @ West: An annual recruitment event that invites several high schools to a single event on campus that introduces students to our campus and services through tours and presentations. The event also brings counselors and administrators to our campus for the day to meet with key faculty and administrators to better inform them about the services we do and can provide to their students.

Mini-Days @ West: Annual preparedness events that invites graduating high school seniors for the day to participate in campus tour, orientation, admissions presentation, and assessment to accelerate their preparedness. Events are organized by school and are conducted on several days. Outreach staff then engage in follow up advisement sessions with students to provide assistance in completing the financial aid process, matriculation, and enrollment.

Off-campus Recruitment Events: Outreach & School Relations attends or ensures that partnering on-campus agencies attend off-campus recruitment events to demonstrate West’s commitment to local educational institutions, community agencies, and the community at large.

12. Professional Development

Professional Development Unmet Needs.
Membership in professional associations (ACPA, NACAC) would be helpful as well as subscriptions to journals to student service focused journals.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The impact of the catalog, class schedule, and website is unknown. Based on anecdotal evidence, I believe that many students (and their families are referred to my office by those resources.}

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Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse

3/11/2014
Many calls and emails I receive begin with, “Hi, read about your program?” I also believe that publishing information about resources for high school students is a necessary function for outreach activities.

15. Environmental Scan

Community Trends
The steadily improving economy may result in fewer students returning to complete their education at West. This will result in a greater need for new, full-time students to meet the enrollment targets set by the district office. Outreach will need to address this at the high school level. The increased need for new, full-time students coupled with no anticipated change in staffing levels will require greater collaboration with the specially funded programs on this campus.

Technology Trends
I find that many of my students, almost exclusively, conduct their college-related transactions via telephone navigation (i.e. smartphones). Our correspondences and websites need to be more mobile? Friendly. This disparity between our processes and how high school students are accustomed to completing transactions is most evident when students apply to our campus.

16. Facilities

Facilities and division/department goal
(blank)

Facility Long Term Goals
Future improvements to facilities could include the establishment of a general STUDENT WELCOME CENTER that will be staffed by Outreach staff. Such a welcome center would require installation of student-accessible PC stations, staff-PC stations, and internet access. The center would also need to be located in a convenient place for prospective students to go for assistance.

Facility Short Term Goals
N/A

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Student Success & Support Programs

01. Department Purpose

Purpose
Vision Statement: This Seymour Campbell Student Success Act of 2012 also known as SB 1456 (the revision of the Seymour-Campbell Matriculation Act of 1986) authored by State Senator Alan Lowenthal (D-Long Beach) was approved in the Senate by a vote of 36 to 1 after having passed the Assembly on 8/27/12 by a unanimous vote. Signed into law by Governor Brown on September 27, SB 1456 is serving as the catalyst to meaningful Educational Code and policy changes for the Community Colleges and provides a foundation to implement several recommendations from the Student Success Task Force (SSTF).

The Task Force recommendations addressed in SB 1456 are recommendations:
2.2 on mandating core matriculation services,
2.5 on requiring students to declare a course of study early,
3.2 on establishing academic conditions for the Board of Governors Fee Waiver program (to be addressed in a separate title 5 regulatory amendment) and
8.2, the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services.
SB 1456 also renames the former Matriculation program as the Student Success and Support Program. The bill states as its purpose the increase of California community college access and success and calls for the support of core Matriculation services to include Orientation, Assessment, Counseling, and other educational planning services and academic interventions. The bill also specifies the responsibilities of colleges and students in entering into the matriculation process. The Student Success and Support Program provides a process that enhances student access to the California Community Colleges (CCC) and supports students to be successful in their educational endeavors. The purpose of matriculation is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objective(s) in a timely manner. SS&S services are available to all students, unlike other specially funded categorical programs with eligibility requirements that target specific student groups. The SS&S process is intended to provide a comprehensive and integrated delivery of services for all students to increase retention and persistence and to provide students with a foundation to support their success in college. Matriculation provides and coordinates basic services, including admissions and orientation, general assessment, counseling and advisement, and follow-up assistance.

Purpose Alignment
Mission The mission of the Student Success and Support Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and follow-up. The program focuses primarily on entering student transition into college to provide a foundation for student achievement. The SS&S program ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
Improvements have been limited due to lack of funding for resources requested. The program review process allowed for an opportunity to constructively plan and review the Student Success and Support Program services for the next year.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accredited Recommend Response
October 1, 2012 Summary of Progress in Meeting Recommendations:
West’s College level Recommendations:

Recommendations 3 and 4-SLO’S The team found that Student Services needs to build on its planning and evaluation processes, specifically by assuring that student learning outcomes are assessed quantitatively and qualitatively.
Spring 2012: Two Counselors were hired Fall 2012: (November) Student Services Department outlines Student Service Learning The Student Services SLOs:
1. Students will be able to access/navigate support services (measures the institutional SLO of technological competence).
2. Students will be able to demonstrate civic responsibility (measures the institutional SLO of civic responsibility).
3. Students will be able to uphold the district standards of student conduct (measures the institutional SLO for ethics).
4. Students will be able to effectively articulate and/or demonstrate the ability to read, comprehend and follow written and verbal instructions (measures the institutional SLO for communication).
5. Students will be able to analyze problems, marshal evidence and reasoning to develop persuasive arguments and implement solutions (measures the institutional SLO for critical thinking).
6. Students will be able to apply self-assessment strategies to meet their educational and career objectives (measures the institutional SLO for self-awareness/interpersonal).

PR Recommendations Response
The Matriculation office has addressed the prior recommendations through faculty, staff, and student advancements.

04. Enrollment Trends
Enrollment Trends
At WEST the Census Credit Enrollment by College Fall 2012 report indicates that our student enrollment has increased since Fall 2011, but is considerably less in enrollment number since Fall 2008. The enrollment trends are indicative of the current budget crises and cuts to Community College education. These cuts have been translated into fewer classes and less supportive services for students. Each of the component areas in the SS&SP have been seriously impacted by the state budget cuts and loss of classes. Epidemically, system-wide budget cuts has left student faced with too few classes to choose from. Admission: Students are forced to take courses at several colleges seeking admission to two to three colleges in a given semester. Counseling: The traditional Student Educational Plans are no longer viable as classes become harder to find. Counselors are faced with assisting students in looking creatively for ways to complete their academic programs. Assessment: Students are taking multiple Assessment tests in an effort to meet pre-requisite demands at different colleges. Follow-up: Too few Counselors to assist students who need more time, more direction, first-generation or underserved populations needing assistance.

05. Students and Student Success
Degree/ Cert. Trends
According to the West Los Angeles College Degree and Certificates Awarded report provided by the WLAC Office of Institutional Research, WLAC has the opportunity to substantially improve the number of students graduating with an Associate degree and or receiving a certificate. SS&SP is hopeful that through the development and implementation of SB 1456 and several of the Student Success Act 2012 initiatives, graduation and certificate completion as well as transfer rates will increase. Some of the initiatives have already been implemented and are seen in academic and student service programs, such as enhancements to courses through the use of Student learning Outcomes, faculty Professional Development Flex Day Kick-off Activities which encourage faculty and student connections. All of the new best practice concepts are being considered by Matriculation and other program and services at WLAC when attempting to do our best to improve student outcomes.

Demographic Trends
The Population below Poverty Level 2000 Census report indicates that significant number of our students fall under the poverty level criteria. Enrollment data indicates that the largest percentage of students at WEST are between 20 and 24 years, and are African American and Hispanic/ Latino students. The vast majority of these students are from the community Feeder high school that traditionally report low test scores in Math and English. The implications for SS&SP at this point indicate a need for: Assessment: Expanded Pre-Assessment Preparation Orientation: Strategy Workshops that target Student success key area Counseling: Expanded understanding and venues for Educational Planning online and workshops. Follow-up: Expansion and development of avenues to connect with "Millennial learners", students who are technologically oriented and are seeking information through technology.

Success Trends
The Los Angeles Community College District Within Class Retention Fall 2012 report indicates that WEST has an 81% retention rate in all classes. This number represents a decrease in retention since Fall 2011. Further, The Success Rates by Mode of Instructional Delivery report indicates a 63% success rate for the college overall indicating a slight improvement at 64.01% since Fall 2011 but not significant enough. SS&SP has systematically worked to improve information given to students. With the implementation of SB1456, the expectation is that the State of California has placed the success of Community College students as a priority and therefore critical policy changes and overall improvement in the area of retention and student success will follow.

06. Staffing Trends
Staffing Trends
The need for the replacement of the two Proctor positions was noted in the last "Program Review" and has not yet been prioritized.

07. Functions and Services
Function Service List
The SS&SP is a program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. SS&SP provides support to students through four primary components:
Orientation
Assessment
Counseling and Follow-up
The Student Success ACT 2012 / SB 1456 is in the process of restructuring Matriculation into a more viable program that focuses on the way support services are delivered to improve the assistance students receive at the beginning of their educational experience. The Senate bill targets existing student services resources to support Orientation, Assessment and Educational planning services and lays the groundwork to expand these services.

Technological Advances (AU)
SS&SP has re-designed its webpage and is using the existing WLAC website to inform students of the upcoming changes to their registration process as SB 1456 has instituted the priority registration. Additionally SS&SP designed a student portal entitled West ExpressWay to direct New students through the College Orientation. Pre-Assessment Assessment and Student Educational Planning as well as Financial Aid and Career Planning. SS&SP has made significant recent updates to the SARS Student Accountability and Records System implemented at WEST. These updates allow students to function in a web-based online platform such that appointments in each of the SS&SP areas: Assessment, Orientation, Counseling and as well as all other student service areas: Financial Aid, International students, EOPS, DSPS etc. can be made by students online. Additionally, student updates include improvements to the student profile page prompting students for their cell number, email and contact preference to enhance and improve the ability to contact students as well as an improved SARS online email messaging system. Additional updates have been made to the online Orientation to include pertinent information students need to successfully navigate through the college programs and services to completion of a degree, certificate or transfer.

08. Survey Results
Survey Results
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
The West ExpressWay New student portal was piloted in the Spring 2013. Student Surveys indicates that approx. 90% of the students surveyed reported that they were very satisfied (44.7%) or somewhat satisfied (45.7%) with services provided. Each of the component areas offered by SS&SP as delivered through the West ExpressWay rendered similar results indicating a need to continue working, as the desired outcome is for all students to report their highest level of satisfaction with services received. Additionally, The Orientation "Knowledge Gap Analysis report" reveals that students are learning from the college online orientation, their knowledge of college programs and services increased as a result of their successful completion of the college orientation.

Survey Results Implications
The SS&SP surveys revealed that ExpressWay is proving to be a viable mechanism for New students matriculating at West. Additionally, the WLAC online Orientation Knowledge Gap Analysis report reveals that students are increasing in their understanding and knowledge of the Academic and Student Service support programs offered in the Orientation. As we continue to explore and develop Service learning outcomes for the Student Service areas, more improvement to services will follow. The Surveys give us valuable feedback concerning the need to continue our efforts and expand our strategies in finding avenues for “connecting” with our students.

10. Student Learning Outcomes
SLO/ SAO Dialogue
Yes, there has been discussion in the Student Services Council concerning Service Learning Outcomes and need for improvements.

SLO/ SAO Program Assessment
The SS&SP surveys indicated that students had achieved a level of mastery in:

Admissions:
Student will understand how to navigate through process of enrollment : Information signs, Schedule of classes, Online Information
Results: SS&SP survey indicates students understanding of enrollment process

Assessment:
Student will understand how to complete Assessment test.: Written Booklet , Proctor verbal Instructions, Compass Instructions Completed Assessment Tests
Results: SS&SP survey reveals students satisfaction and understanding of Assessment process

Counseling:
Students will to complete an Electronic Student Educational with a Counselor.: Counselor handouts Printed Educational Plan.
Results: SS&SP surveys reveal that 100% of students that participated in April West Expressway received Student Educational Plans. This is an ongoing effort through SS&SP.

Follow-up:
Students demonstrate help-seeking behaviors by taking advantage of counseling probation appointments when they are contacted by the college.: Counseling Probation Appointments
Results: SS&SP offered Counseling Probation workshops extending from January 2013 to the present.

Admissions:
Student will be able to understand and utilize On-line and in-person registration and how to challenge a pre-requisite.: College Orientation , Online and in person registration , Pre-requisite challenge forms.
Results: Students are apprised of challenge process through SS&SP West ExpressWay workshops

Assessment:
Student will be able to understand how to select and effectively plan their Math and English courses following Assessment.: College Orientation, Counseling Orientation Booklet with IGEC/CSU/AA sheets
Results: Students are introduced to general education and graduation requirements through West ExpressWay workshops. Survey reveals high level of student satisfaction.

Orientation:
Student will be able to successfully complete College Orientation Quiz.: College Orientation Quiz
Results: Students are given Orientation instructions through SS&SP workshops and surveys reveal a high level of satisfaction.

Counseling:
Students will be able to complete the Electronic Student Educational Plan that is maintained in the college database, with a Counselor each semester and effectively plan coursework for transfer, AA degree or certification in a Vocational area.: Counseling Appointment, Electronic Student Educational Plan.
Results: In process

Orientation:
Students will be able to use the computer appointment system to make Orientation Appointments and to take the Orientation Appointments and to take the Orientation Online : Assessment Proctor referral, College On-line Orientation Schedule of Classes College Catalog
Results: SS&SP has accomplished this goal.

Counseling:
Student will understand unit quantity un relationship to completed coursework leading to desired educational goal or transfer, AA degree. Or certification.: Counseling Appointment, Personal Development classes Workshops.
Results: SS&SP is working on this through the West Express Way. Workshop surveys reveal a high level of student satisfaction with educational planning process delivery in workshops.

11. Departmental Engagement
Community Connections (AU)
SS&SP has been very involved in the ATD or Achieving the Dream initiative which involves community participation and interface. Additionally, SS&SP has worked extensively with the Transfer Center and College Outreach in an effort to provide Assessment to high school seniors that visit the college. Matriculation also works with the POP and Paramedic Programs helping to provide Assessment and Orientation services to these populations.

Interoffice Collaboration (AU)
SS&SP has expanded its Advisory Committee in an effort to meet the needs of SB 1456 requirements. This committee serves to make recommendation for the implementation of services and programs that are responsive to the state mandates. SS&SP has worked collaboratively with academic programs, the Student Success / Achieving the Dream committee and student services departments in all phases of program development. The current Student Success and Support Advisory Committee has representation from all Student Service areas. SS&SP also interfaces with the Information Technology departments in all aspects of Assessment and Orientation as well as Counseling and Plant Facilities in workshop design and implementation. Matriculation is represented on college wide committees.

12. Professional Development
Professional Development Unmet Needs.
Prepared by WLAC Office of Research and Planning
Source: IES Data Warehouse
13. Instructional Support: Services and Activities

Impact Catalog schedule website
The S&S program is constantly looking for ways to connect with students and reach to them with information. The program made changes to the webpage recently to reflect the state mandates and to provide students with ample information concerning policy that will effect their registration status. The plan is to continue to use all media sources available through the college and to broaden in scope over time.

Service Eval Disagree
N/A

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
The trends in the community are economic as in the country overall. Providing students with more information concerning access to financial resources and viable career information is vital.

Technology Trends
We plan to use the new technology to reach our students and to keep our students.

16. Facilities

Facilities and division/ department goal
N/A

Facility Long Term Goals
None

Facility Short Term Goals
None

18. Grants

Grant Application
(blank)

20. Completion

Participant List
(blank)

Transfer Center / TAP

01. Department Purpose

Purpose
The purpose of the University Transfer Center at WLAC is to foster a transfer culture and to meet the needs of the students preparing to transfer to a four year college or university by providing accurate, up-to-date information and a set of coordinated resources, activities and services that support the transfer process.

The purpose of the Transfer Honors Program (THP) is to provide students with an enriched and vigorous academic program to support their desire to transfer to highly selective institutions throughout the country. An example of benefits for students selected to participate in the program include individualized counseling session with honors counselor, opportunity to present and attend yearly research conference, and priority admissions consideration to selected institutions.

Purpose Alignment
The Transfer Center & Transfer Honors Program (THP) aligns with the college mission statement in that the services and program provides students with the necessary resources, information, opportunity and tools needed to navigate the transfer process in order to achieve their academic/career goals and to pursue life-long learning.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The improvements in program practice for Transfer Center & Honors Program as a result of program review include the following:

*An attempt to collect a collect data on transfer services provided to students (Workshops, University presenters, etc.) on a consistent basis.

*An increase in Transfer Honors criteria selection as well as additional component requirements for students participating in the program.

*Increase in the usage of the Transfer Center Website with announcements, documents and other related information.

*Coordinate more informational updates from the four year institutional presentations for the counseling staff.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
2012 Recommendation 2 - The Transfer Center & Honors Program continues to use the Program Review process to evaluate the services offered over the past four cycles and is currently using the IES to evaluate all areas.

2012 Recommendation 4 - The Transfer Center & Honors Program has evaluated the two of the six SLO/SAO in the Spring of 2013 in order to improve the delivery of services.
2006 Recommendation 6 - The Transfer Center & Honors Program continues to work with the counseling division to address the staffing and services to best meet the needs of students based on the colleges hours of operation.

2006 Recommendation 13 - The Transfer Center Director continues to participate as a member on Academic Senate, College Council, as well as committees at the district & state level and Chair of the Transfer Committee to participate in the shared governance process and maintain the trust & respect throughout the institution.

PR Recommendations Response
There were no recommendations for the Transfer Center & Honors Program for the 2012 Program Review cycle.

04. Enrollment Trends

Enrollment Trends
Since the last program review in fall 2012 over all enrollment and FTES trends at WEST has dropped approx. (10%) however on-ground (classroom) remains fairly steady. There was a significant drop enrollment/FTES in the following - Online, ACT and Hybrid, in particular, Online and ACT had a significant decrease in enrollment from 2011 to 2012, a result in the decrease in the sections being offered. This drop on enrollment was a direct result of a reduction in sections available which resulted in a decrease in courses available for students transferring for fall 2013. The recently published transfer data from CSU for the fall 2013 shows sharp decrease in transfer from 179 in fall 2012 to 137 for fall 2013. There is no data currently available for the transfer trends from the UC for fall 2013 for WEST. The successful passage of proposition 30 in November 2012 allowed for restoration and an increase in sections available in courses that meet a certificate of achievement, AA/AS degree or transfer preparation. This should result in an increase for fall 2014 for students transferring to four year institutions.

05. Students and Student Success

Degree/ Cert. Trends
There has been a steady increase in the number of degrees and certificate that has been awarded over the past three years at WEST. 2010-11 there were 683, 2011-12 there were 749 and in 2012-13 there were 885. The completion of a degree or certificate can often result in the continued motivation that a students needs to pursue the necessary coursework for transfer. Now in it’s third year, AA-T and AS-T degrees will continue to provide more students with transfer opportunities to a CSU while completing a degree at the Calif. Community College (CCC). Currently, three are only three AA-T/AS-T degrees available at WEST which represents no change from last year. With the recent passage of SB 840 which requires CCC to develop these degrees for ever major and area of emphasis offered at the college prior to the 2015-16 academic year. The development of these degrees must be a college priority for WEST to ensure compliance with state Chancellors office as well as the create opportunities for students.

Demographic Trends
The gender distribution over the past four years remains consistent at 60% female and 40% male at WEST. This gender distribution reflects a national average for higher education. This does present a challenge for the number of transferring males to the four year institutions particularly for the historically underrepresented groups.

The age group distribution also has remained fairly consistent over the past four years here at WEST with an average of 45% of students 25 years old or older. This population often represents students with responsibilities that include full-time work, children or other family commitments that make it a challenge to complete their transfer goals. In addition, 4 year transfer options for these students are often limited to local/commuter institutions.

There has been a change in the ethnic group distribution at WEST over the past three years. There has been a significant 5% drop in African American students population and a increase in the Hispanic/Latino student population by 8%. The White and Asian/Pacific Islander percentages have remained the same. This has change in ethnic distribution at WEST and has reflected in the a similar change in the transfer percentages to the CSU and UC systems from WEST.

Success Trends
The overall student retention at WEST has seen a slight drop of 3% of 84% to 81% from 2011 to 2012 and no real changes in the various mode of instructional delivery. The learning communities continue to have the highest rates of retention. A students who is able to maintain consistent enrollment from term to term is a important signal to many four year institutions. They too are concerned with retention and want to enroll students who have a successful history of reliable enrollment which is likely to continue at their institutions.

The overall success rate for students here at WEST remains consistent over the past two years at 63% and no real change to the various mode of instructional delivery. With the passing of SB 1456 and title 5 regulations changes, student success and completion will now be at the center of Calif. Community Colleges (CCC) accountability. Each CCC will need to develop strategies to support students and ensure success. A student ability to persist is critical when they have transfer goals. When a student is unsuccessful in their academic coursework this results in transfer delays and even withdrawal.

06. Staffing Trends

Staffing Trends
There is a full-time counseling faculty member serving as the Transfer Center Director. 6 and Honors Director .4 There is a 1.0 full-time classified staff member assigned to the Transfer Center but is shared with the counseling division area for serving students. Currently there is no counselor assigned to the Transfer Center. The Transfer Center works with the counseling faculty in the delivery of workshops, classroom presentations and other transfer events. The current staffing minimally meets the needs of the program with the TC Director coordinating events, participating in committee work and attending conferences. In addition, the classified staff member assigned to the Transfer Center coordinates the university/college representatives visits, answering calls, and assisting students. This often results in very limited or abbreviated transfer services being available for walk-in students.

07. Functions and Services

Function service list
The Transfer Center coordinates and conducts the following:
Fall & Spring Transfer Fairs
Transfer Topics Workshops
Classroom Presentations
Arrange University/College representatives on-campus visits
Hold drop-in service during peak application periods
Host year-end (spring) transfer celebrations
In conjunction with SSS and EOPS arrange field-trips to universities and colleges.
Advertise all Transfer events on college website
Provide information online for transfer services and events.
Collaborate with other transfer bodies in the districts, region and state on issues and efforts to ensure students have access and information to facilitate the transfer process efficiently and accurately.

Technological Advances (AU)
The transfer center continues to use the Transfer e-chat service offering WEST students the opportunity to connect with 4 year university outreach and admissions representatives via the web in real-time. There are approx. 15 institutions using the e-chat service.

The transfer center & honors program continues to maintain five websites to disseminate transfer related information, events and materials. The pages include a Events and Calendar for
The transfer center continues to use college text messaging service to inform student about upcoming transfer events, dates or other important related announcements. There are approx. 700 students who have opted into the text messaging service.

08. Survey Results
Survey Results
*Spring 2013 Student Survey:
There is not a Spring 2013 Student Survey Report available to include in this program review at this time.

*Campus Climate Survey - Spring 2013:
This survey did not include the the Transfer Committee in its data collection of meetings attended by faculty/staff. However in the report only 59% of faculty that responded felt that "the college provides sufficient student support services to meet student educational needs". Also in the survey only 57% of the faculty who responded that "the college provides reliable academic advising and counseling".

*A Point-of-Service Student Survey - Spring 2013:
A point-of-service student survey was conducted with Transfer Honor Students for the Transfer Center for Spring 2013. 70% of the respondents strongly agreed or agreed that they had been treated with respect from the faculty and staff in the counseling department. 70% of the students also felt that the faculty and staff were knowledgeable and able to assist them in a timely manner and would recommend the counseling service to a classmate and community member.

Survey Results Implications
Campus Climate Survey:
The campus climate survey for spring 2013 would indicate that based on the faculty response that the college must continue to address the staffing needs of the student support services of the college. The Transfer Center is under the umbrella of the student support services division and would agree that this is a concern. Also based on the the responses by the faculty in campus climate survey the counseling division will need (including transfer services) to address the perception and concerns that faculty have regarding the delivery of counseling and advisement services to students.

Point of Service Survey:
The point-of-service survey results do indicate that currently Transfer (counseling) services being provided to students are adequate - there is room for improvement in all of the areas evaluated.
*There is a need to survey WEST students who "appear" to have completed the criteria for transfer - which would include but not be limited to the following: Completion of a transferable Math, 2 transferable English & communications courses, 60 transfer units complete, & request for a transcript to a CSU and or UC.

10. Student Learning Outcomes
SLO/SAO Dialogue
The Dean of Student Services, Chair of Counseling, and the Transfer Center Director meet on a weekly basis to discuss the areas of concern arisen from survey results. In addition, there are weekly counseling (which includes Transfer Center Services) division meetings where discussions take place regarding needed improvements and implementation of services delivered.

SLO/SAO Program Assessment
For the Spring 2013 the following two (2) SLOs were assessed using a student survey:
1) Technological Competence - Utilize the appropriate technology effectively for informational, academic, personal and professional needs.
2) Civic Responsibility - Apply the principles of civility to situations in the contexts of work, family, community, and global world.
For technological competency the survey results indicated that 70% of the students was aware of ASSIST.org and how it can assist them in their transfer goals. While only 52% of the respondents had utilized the online transfer related services (eChat, ASSIST, Transfer Computer Lab) to obtain transfer information.
For civic responsibility the survey results found that 57% of the transfer honor students who responded understand the importance of following and maintaining the standards of the Transfer Honors program and contract.

11. Departmental Engagement
Community Connections (AU)
The Transfer Center continues to welcome and encourage on campus visits by established feeder four year institutions as well as those where a new relationship has been developed which will result in greater choices and opportunities for all WEST students.

There is a Transfer Committee that meets monthly which reports to Academic Senate that is chaired by the Transfer Center Director. Once a semester 4 year representatives are invited to attend a meeting where their input, feedback and collaboration is solicited to build on transfer options for WEST students.

The Transfer Center Director continues to be a member of various committees and groups across the district, region and state which allows for new partnerships to be developed and strengthen the existing ones.

The Transfer Honors Director and Honors Counselor are members of the Honors Transfer Council of California (HTCC) which is the body in which the Transfer Honors Program here at WEST holds membership. Either both of them attend monthly meetings for the HTCC.

The Transfer Center Director served on the state Chancellors Advisory Group on Counseling for up until June 2013 and now server's on the state's SB 1440 Implementation and Oversight Committee.

The Transfer Center partner with LMU and El Camino College in 2012 in the development and implementation of a 10 day summer residence research program that takes place on the campus of LMU for a select 25 students from the two community colleges. Over the past two summers WEST has had 12 students to participate in the program. Two of the past participants have transferred - one to USC and the other to UC.

The Transfer Center Director partnered with three other LACCD campuses in the writing and submission of a RFP Historical Black College & Universities (HBCU) Grant offered by the state Chancellors office to develop transfer agreements with specific HBCU institutions.
Program Review

Interoffice Collaboration (AU)
The Transfer Center/Honors Program continues to work hand-in-hand with counseling to deliver services and events which include: workshops, classroom presentations, transfer fairs, open-house events and transfer counseling.

The Transfer Center/Honors Program works with SSS, EOPS, Puente and other groups to organize University visits, field trips and workshops.

The Transfer Center continues to offer classroom presentations when time permits based on the Transfer Center Directors schedule.

The Transfer Center Director serves and participates on the Student Services & Support Program (formerly Matriculation) team here at WEST which is responsible for the implementation of SB 1456 on campus.

12. Professional Development

Professional Development Unmet Needs.
Professional development is critical in the delivery of transfer counseling services when providing accurate and timely information to students. Most of the conferences and workshops provide new and updated information that directly effect students with transfer goals. There is usually fees associated with these events that often prevent attendance or limit severely the number of conferences and workshops that can be attended.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The accuracy of information in the College Catalog, class schedule and website remain a critical component for students as they steer their way through WEST to achieve their transfer goals. These items must represent information that has been verified and vetted by the appropriate bodies such as counseling, curriculum, and division chairs.

The Transfer Center/Honors Program continues to submit to the marketing/communications office the list of transfer events on a weekly (and monthly) basis to be placed on the college's "West Week" website.

The Transfer Center, Counseling division and Student Services & Support Programs have collaborated to develop Transfer Sheets for AA-T/AS-T degrees as well as the more popular transfer AA degrees completed here at the college for our more popular four year institutions.

There are bulletin boards and signage throughout the campus where transfer information is posted to keep students informed of events, deadlines and other related transfer information.

The transfer center would benefit from a brochure that describes the transfer steps which could be used by counselor faculty and students.

Service Eval Disagree
The college will benefit tremendously from the new SIS system schedule to go on line a year from now. Many of the necessary technological services to support this program are lacking for many of the student services functions at the college. The often means more manual labor intensive time needed when most of the areas do not have adequate staff.

The college continues to fall short of providing the adequate academic counseling [which includes transfer] services needed to provided to the students based on the enrollment of the college. Based on the college enrollment trends for 2012 - the current student to counselor ratio for WEST is 3600 to 1 counselor. There are currently 12 tenure tracked counselor in the division however all but two serve in other capacities and programs which results in only 4.9 counselors available to serve the general counseling population. Based on this figure there is no way to serve the currently WEST population and if that number continues to grow which likely the case - providing qualified counseling services will not be realistic.

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
The Transfer application process for most if not all institutions is now fully automated. This of course requires students to have access to reliable and up-to-date technology. There is often an assumption that "everyone" has a computer - but this is not always the case. Or even more so - which the rapid change in technology - up-to-date hardware and software can make it a difficult for students. Students often come to the transfer center to use the computers to completed applications and other electronic documents.

In addition, the communication between the four year institutions and the community colleges is also automated which once again requires technology that is capable of providing timely and efficient service. Many times there are challenges when staff is not familiar or trained on the emerging trends. This has been the case with the online UC, CSU and even the Common applications that students and counselor must manage.

Technology Trends
Many of the four year institutions continue to reduced budgets for outreach and are relying on technology to reach students. The use of email, webinars, smartphone applications are an example of the types of technology being used to reach and maintain a relationship with transfer students. Many students to do not possess the technology to interface with these four year institutions so it is paramount that the transfer center continue to have up-to-date computers and other pieces of technology to support students as they navigate the transfer process. In addition the transfer center staff must be familiar and trained on the use of these tools to better serve students here at WEST.

16. Facilities

Facilities and department goal
As the college grows and serve more students so must the transfer/counseling services to ensure that students are receiving quality service. A goal of transfer services is to support students in their desire to transfer to a four year institution. If staffing for transfer services (counseling and classified) does not improve with the increase of students then it is likely that a large percentage of these students will not complete the transfer properly or in a timely manner.

The following student learning outcomes would be addressed as a result of this improvement:
Technological Competency - Students would have access to up-to-date computer resources
Critical Thinking - Students applying to most (if not all) four year institutions are required to write personal statements
Self-Awareness - Students would go through a series of workshops and counseling sessions to select appropriate institution for transfer
Communication - Students would be able to speak and convey their academic desires with a variety of individuals through their transfer process
Ethics - Students would be required to accurately and honestly share their academic and personal information with those assistant them
Civic Responsibility - Students would have an opportunity to work with others (students and various college personnel) in various formats where various opinions and ideas will be exchanged.

Facility Long Term Goals
As the college population continues to grow and serve more students - it is imperative that the ability for the transfer/counseling division to grow is addressed to meet the needs of the student population. Transfer Center services would greatly benefit with a slight larger center and additional staff where workshops and other transfer type events could take place.

Facility Short Term Goals
None currently
18. Grants
Grant Application
(blank)

20. Completion
Participant List
(blank)

**Vice President, Student Services**

**01. Department Purpose**

**Purpose**
The purpose of the Office of the Vice President of Student Services is to provide comprehensive leadership, communication, and fiscal oversight to the various programs in Student Services in order to ensure that students have the support services they need to thrive in a diverse learning environment and achieve their educational goals.

Student Services is composed of the following service areas: Admissions and Records; Associated Student Organization; Child Development Center; General Counseling; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies and Resources for Education (CARE); Financial Aid; Foster Kinship Care Education; Intercollegiate Athletics; International Student Center; Student Support and Success Program (SS&SP - formerly Matriculation and Assessment); Outreach and School Relations; Puente; Student Health Center; Student Activities; Transfer Center; and Veterans Services.

Student Services also has the following instructional disciplines: Personal Development and Learning Skills.

**Purpose Alignment**
The college’s mission statement is “West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to build careers, and to pursue life-long learning.”

The Office of the Vice President of Student Services is dedicated to aligning the goals of its programs and services to ensure that students have a transformative educational experience in which they receive quality instruction and support services that help them to complete their educational goals, build careers, and see West as a place to experience life-long learning.

Citing the work of the Center for Community College Student Engagement, there are program design principles that can serve as a framework for how the Office of the Vice President of Student Services can help to develop effective practices in helping students succeed and achieve the college’s mission of providing a “transformative educational experience”. These practices include: 1) ensuring that students have a strong start; 2) designing clear, coherent pathways through services and the curriculum; 3) providing integrated support that links instruction with support services; 4) creation of academic programs with high support; and 5) providing “inescapable” intensive student engagement; 6) designing programs for scale; and 7) providing professional development of not just faculty, but of staff, students, and administrators.

Along with this institutional framework, it is also important to take into account the perspectives of students who don’t necessarily see institutional divisions or organizational structure but instead interact with people they encounter either on campus (e.g. students, staff, administrators) or in the classroom who either facilitate or hinder their educational experiences. The RP Group has conducted an extensive experience into community college students’ perspectives in the work of “Student Support (Re)Defined which the college recently used at its leadership retreat during fall 2013 as a framework for helping to understand the student experience. Within this framework, there are six success indicators of a students’ experience in interacting with the college. Students who are successful feel: 1) Directed: students have a goal and know how to achieve it; 2) Focused: students stay on track keeping their eyes on the prize; 3) Nurtured: students feel somebody wants and helps them to succeed; 4) Engaged: students actively participate in class and extracurricular activities; 5) Connected: students feel like they are part of the college community; and 6) Valued: students’ skills, talents, and abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

The Office of the Vice President of Student Services will ensure that the programs and services involve practices that make institutions successful at helping students while keeping the student experience in mind to achieve the mission of the college.

**02. Effectiveness Assessment & Continuous Process Improvement**

**Improvements in Program**

This will be the first year that a program review for Student Services is conducted however there is the Student Services Plan that the division used to guide its planning efforts between 2011 to 2017. Although the plan will be incorporated into the new Educational Master Plan, it’s important to note the six areas that Student Services leaders identified as needing attention to adequately meet the needs of current and future students: 1) increase usage of self-service options; 2) increase in the percentage of students with declared majors; 3) reduction in the number of students on academic probation; 4) increase in graduation rates and transfers to four-year institutions; 5) dissemination of information of regarding the latest policy changes that impact student progress and success; and 6) the creation of community partnerships.

With the adoption of SB 1456 and the implementation of this legislation to create the Student Success and Support Program, Student Services now has a new framework for addressing many of the areas that have been noted above. Core components of the Student Success and Support Program include orientation for both new and continuing students, assessment, educational planning, and counseling and advising. With efforts such as West Expressway, we are working on addressing many of the areas identified within this broader student success framework so that students are adequately prepared to begin taking their classes and are able to complete their educational goals in a timely manner.

**Resource Allocation Evaluation**

(blank)

**03. Response to Prior Recommendations**

**Accred Recommend Response**

As stated in the follow up report, Student Services addressed Recommendation 4 (2012) and Recommendation 6 from the previous 2006 visit.

Recommendation 4 addressed the Student Learning and Service Level Outcomes from 2012 which stated: “In order to fully meet the Standards, the team recommends that the college review and revise as necessary its developed student learning and service level outcomes to assure that they are measured in both quantitative and qualitative terms. These measures should be adequate for evaluating whether services are meeting identified student needs so that results can be used to improve the delivery of support services.” (Standards II.3, II.4, IV.A.2.b., IV.B.4.)

In response to this, the Student Services Administration established a new three-year cycle of assessment:

Year 1: Assess Technological Competence and Civic Responsibility Service Level Outcomes at the program level. Identify and implement needed changes.
Program Review

Year 2: Assess the changes made in year 1. Further, assess Ethics and Communication Service Level Outcomes at the program level. Identify and implement needed changes.

Year 3: Assess the changes made in year 2. Further, assess Critical Thinking and Self-Awareness/Interpersonal Service Level Outcomes at the program level. Identify and implement needed changes. The cycle continues with assessment of the changes implemented in year three, and a return to the two Service Level Outcomes assessed in year one.

Student Services began the implementation of Year 1 assessments and completed the assessment of the Student Services SLOs for Year 1 and submitted results in spring. The division is currently assessing the Year 2 Student Services SLOs and expects to be done in the spring.

Recommendation 6 from the previous visit in 2006 was: "The college should periodically review its staffing priorities, hours of operations, 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." (Standard II.B.1)

In the follow up report, the following was noted for Counseling:

"West Los Angeles College hires counselors through the college's FPR process. Through this process, the counseling department has grown, increasing availability for more student appointments and counseling related workshops. The most recent counselors hired are partially focused on providing group counseling and financial aid workshops which will in turn lead to students making appropriate career and major selections. In addition to providing general and transfer counseling, each counselor has a specialty, ensuring varied student needs are met. At least one counselor specializes in each of the following areas: financial aid, international students, career planning, veterans, athletics, EOP&S/Care, EOP&S/Puente, and DSP&S."

Through the use of technology, the counseling department has leveraged its visibility and availability to students in the following ways:

1) students connect with counselors via live chat for quick questions; video conferencing counseling appointments are available

2) advising is provided online via email and online chat services; students sign up for counseling-related workshops online; Frequently Asked Questions (FAQs) are posted on the Counseling website; workshops, including those at the start of the semester during the Semester Kick-off days, broaden the reach of counselors. Counselors report that technology and the use of workshops have made their one-on-one time with students much more effective. In addition, the college and the district are working on a new GIS system that will allow more self-service options for students.

Currently, with the use of advisement from both the Student Services Council and the Enrollment Management Committee, Student Services has worked to align their programs and services to ensure that staffing is available for students during peak registration period.

**PR Recommendations Response**

There was no program review conducted for Student Services prior to this one.

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**04. Enrollment Trends**

**Enrollment Trends**

Currently the college is in a growth phase and we are having to meet higher FTE targets and capture additional growth. Going from a period of deceleration and then being asked to grow puts pressure on many areas in Student Services to adjust to the new demands. Outreach and High School Relations will be critical for re-establishing our commitment to helping high school students transition. That is one population whose enrollment has been declining. Working with community agencies and groups will have to increase as well as we try to outreach to the community to let the public know about our service and course offerings. Adjustments to scheduling to adapt to the added intersessions of Winter and Summer will impact all areas of Student Services which directly affect the costs for running those programs. Supporting the efforts of other areas like Distance Education which captures growth relatively easy but needs assistance with enrolling students will be an upcoming challenge. Implementation of student success efforts such as SB 1456 in the form of the new categorical program Student Success and Support Program as well as the push to address student completion will be driving forces for Student Services as we strive to prepare students for their classes, offering continuing academic support services both in and out of the classroom, and as we work on helping students to complete their educational goals.

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**05. Students and Student Success**

**Degree/Cert. Trends**

There will be a significant push to increase the numbers of students who complete degrees and certificates. Additionally, there will be a push to increase the number of transfer degrees. Student Services will have to work hard to share information with students about any new degrees and certificates. In addition, Student Services will have to give feedback to faculty on the development of degrees and certificates that students have trouble completing or that aren't always well suited for students.

Currently the college has many skills certificates that aren't formally recognized as a certificate approved by the State Chancellor's Office and that won't be showing on students transcripts. Student Services will be involved with helping the college get input from Counseling and other areas about the impact these types of programs have on students looking for entry into a career or for building their skills. It's important to have programs and courses that are relevant and meaningful to students.

**Demographic Trends**

One of the bigger shifts is the increase in Hispanic students. We may need to analyze this more closely to adjust our communications and outreach efforts with this community.

Another shift is with the younger student population. This age group has decreased indicating that we will probably have to have a much more concerted effort working with students in the high school to build bridges to students.

The online population continues to grow. This is an area that we will have to augment in terms of online support services.

**Success Trends**

Success rates seem to be average to below average. Basic skills is always an issue and areas such as math and learning skills show lower rates of student retention and success. Because classes like math and English are gatekeeper courses, they impact a student’s success and can impede their ability to complete their goal. Helping students complete their educational goals is part of a much more broader effort that will rely on a strong interaction and working relationship between Academic Affairs and Student Services. With the addition of Learning Skills to Student Services, we can work on improving curriculum to help students enrolled in basic skills English and math.

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**06. Staffing Trends**

**Staffing Trends**

To address the needs of SSSP, there will be a strong need for additional counseling hours to meet the needs of students who need an educational plan. Right now, staffing is inadequate for this task. We will be using self-service technology in the form of the new SIS system as one way to address demand, but that's a while away and even with our online functions that we now offer, students often want someone who they can talk to if they need additional assistance. In addition, as we begin work to build structured GE pathways through the curriculum as well as a Summer Bridge Program, we will need wrap-around and integrated support services such as counseling, enhanced tutoring, contextualized learning skills courses, and an augmentation of student success courses. These types of services will need to be offered year-round particularly in the summer when we have an opportunity to prepare incoming students for the fall term and get them into a structured pathway that is aligned with their career goals.

As we add more electronic prerequisite blocks to courses, it will require a more coordinated and seamless effort to address this key function. The hiring of a graduation evaluator can serve a few purposes: the position can work with students’ transcripts to ensure that they clear any prerequisites but also help the student prepare for his or her counseling meeting by assisting with...
evaluating aspects of student transcripts. Also with the advent of a new SIS, the graduation evaluator can help enter information into the degree audit portion of such a system so students can get accurate audits.

Although the Health Center is a contracted service and has not been required to participate in the program review process, there is a strong need for additional mental health services that aren’t being met by the current fee structure. Augmentations to serve students who struggle with mental health issues would be a great benefit to the college, not only to the students but also to the faculty who have expressed concerns with a perceived increase in students needing mental health services.

Some of the offices such as financial aid and Counseling don’t have enough “B” shift employees so that is an area of concern as well if we want to provide services during the evening or weekends.

07. Functions and Services

Function service list
Student Services is composed of the following service areas:

- Admissions and Records
- Associated Student Organization
- Child Development Center
- Counseling Services
- Disabled Students Programs and Services (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies and Resources for Education (CARE)
- Financial Aid
- Foster Kinship Care Education
- Intercollegiate Athletics
- International Student Center
- Student Support and Success Program (SS&SP- formerly Matriculation and Assessment)
- Outreach and School Relations
- Puente
- Student Health Center
- Student Activities
- Transfer Center
- Veterans Services
- Student Services also has the following academic disciplines:
  - Personal Development
  - Learning Skills

Technological Advances (AU)
The technological advances that have been implemented to improve student services are: the Qless texting system for use in Admissions and Financial Aid; mobile applications that track students’ usage of service; Web based tools for online counseling and advising; Kognito training for faculty and student leaders; and self-service options in West Expressway.

08. Survey Results

Survey Results
There are no surveys conducted specifically by the Office of Student Services.

Survey Results Implications
N/A

10. Student Learning Outcomes

SLO/ SAO Dialogue
The Office of the VP of Student Services has not been involved with the creation or assessment of SLOs until this year so there are no previous assessment results or improvement plans.

SLO/ SAO Program Assessment
The Office of the Vice-President hasn’t been required to assess its own SLOs/SAOs although it will start the process for the next cycle.

11. Departmental Engagement

Community Connections (AU)
Recently we’ve been working to establish relationships with community groups such as the Brotherhood Crusade (to develop a learning community for young adults in their program and have a dedicated space for staff in our Student Services programs) and with JVS and USC (to establish links for our veteran students with county and non-profit resources). In our Student Health Center, we have been working with their counseling and clinical psychology interns from Pepperdine to provide more mental health services to students. We participated in the HS day in spring to make connections with our high school partners.
Interoffice Collaboration (AU)
The Office of the Vice President of Student Services has been working to establish more connections with Academic Affairs. Currently the office itself has been involved in campus events such as the Spring Break Barbecue and other efforts to connect faculty and staff on campus like the Student Services Annual Luncheon.

Currently there are programs in Student Services that involve collaboration such as with the International Student Center and the Global Studies initiative and learning communities such as Puente and the Black Scholars Program.

12. Professional Development

Professional Development Unmet Needs.
I would like to continue providing professional development to the deans and managers in Student Services. I’ve been having them participate in leadership development institutes as well as specific training dealing with the standard procedures for dealing with ADA accommodations, legal issues with contracts and employees, and other types of training. I also want to engage both staff and deans in Student Services with understanding accreditation standards and regulations, SLO and SAO assessment, and institutional effectiveness. We all could improve our understanding of customer service and how to serve students more effectively and efficiently and I’d like all staff and deans in Student Services to undergo that type of training.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
For the Office of Student Services, we don’t specifically market the services offered by our office but it’s something that should be done in the future. We can work with the PIO to ensure that our services that we do provide assist students and the faculty and staff we support.

Service Eval Disagree
N/A

Service Evaluation
(blank)

15. Environmental Scan

Community Trends
The community of Culver City has not had stellar relationships with the college. For many of our service areas, we have had to tread carefully as we strive to become a college that values and encourages student engagement and student activities while recognizing that we have to watch the noise levels that the activities generate for the community so that we can be a good neighbor.

In the feeder high schools, due to the downturns in their budgets, we have lost some of our key connections with the schools and will need to work to rebuild those. Many of the schools in the area are undergoing rapid change as they try to address the previous mandates of “No Child Left Behind” and address new competency standards. Some schools are converting into charter schools. We need to do more to partner with the high schools and provide both academic and student service support to students interested in becoming a full-time student. As costs for traditional four-year universities continue to rise, we can provide an alternative for families looking to keep those costs down. But our services have to be stellar and we have to work on getting students through a pathway toward their goals in a timely manner.

Technology Trends
Technology is becoming so pervasive and necessary for many of our service areas. Having updated hardware and software to support our functions for our staff members is critical. For instance, computers in the Admissions area are outdated even though they were purchased not too long ago. We need new hardware and software for our student ID systems as well. We will need a tech-refresh plan to keep our hardware and software up to date.

Many programs in Student Services use maintenance agreements to keep software up to date. Also software used by one program should be available for use by others, such as the functionality of many aspects of the SARS appointment scheduling software. If we have a site license, that can also be used to assist outreach and school relations.

We also need release time for faculty, staff, and administrators to work on the new SIS project.

16. Facilities

Facilities and division/ department goal
#NAME?

Facility Long Term Goals
#NAME?

Facility Short Term Goals
- Improve the Health Center layout to improve security and privacy by the start of the fall 2014 term

- Find additional ways to expand storage space

- Find a dedicated space for Veterans Services

- Explore spaces where we may have some level of serv

18. Grants

Grant Application
(blank)

20. Completion
Participant List
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