West Los Angeles College  
Preliminary Program Review Excerpts - Unvalidated  
Fall 2012

### Admissions and Records

#### 01. Department Purpose

**Purpose**
The purpose of the office of admissions and records (A&R) at West Los Angeles College (WLAC) aligns with the mission of the WLAC 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 (A&R) at West Los Angeles College (WLAC) aligns with the mission of the WLAC 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.

#### 03. Response to Prior Recommendations

**Accred Recommend Response**
The student services accreditation team (C. Alcala, M. Goltermann. S. Duke, MJ. Apigo, T. Matosic) has met several times over the summer and fall of 2012 to design six divisional level SLOs that can be applied to every department within student services. In addition, the team developed measurements for each goal. Each year, we will measure and assess two of the six goals.

**PR Recommendations Response**
Recommendation one: Each student will be provided a college issued e-mail address so that all students can receive college information electronically. This recommendation has been met.

Recommendation two: The implementation of a new electronic transcript system. This recommendation has been met.

Recommendation three: The implementation of a new SIS system. This recommendation has not yet been met. The implementation of the new system is a multi-year process that requires mapping of all current processes, ideal processes, vendor demonstrations, vendor selection, contract negotiations and product implementation.

#### 04. Enrollment Trends

**Enrollment Trends**
We have seen a year over year decrease in FTES; however, this decrease is likely due to lack of available sections, not actual demand. Almost all sections are full prior to the start of the semester and average class sizes have sustained a year over year increase as well (34 in fall 2010 and 38 in fall 2011). We are currently below are FTES target and this has implications for admissions policy. For example, we are currently debating whether or not we should enforce an "application deadline."
05. Students and Student Success

**Degree/Cert. Trends**

We enjoyed a year over year increase in degrees and certificates awarded. Unless the degrees and certificates awarded climb precipitously, we do not see any significant implications for admissions.

**Demographic Trends**

In terms of age and gender, demographic trends have remained stable year over year. Continuing an ongoing trend, however, is a year over year decrease in African American students and an increase in Hispanic/Latino students. In terms of admissions, I do not see significant implications in this demographic shift.

**Success Trends**

Success and retention rates have made marginal improvements over the past year and we also enjoyed a year over year increase in degrees and certificates awarded. Unless the degrees and certificates awarded climb precipitously, we do not see any significant implications for admissions.

06. Staffing Trends

**Staffing Levels**

Yes, our current staffing levels are adequate to fulfill the purpose of admissions. We currently meet our deadlines for services including transcripts, verifications, applications; this is an indicator that staffing levels are adequate. Each major semester, during our "rush period", we do require extra support.

**Staffing Trends**

I do not believe the FTEF trends have implications for admissions.

07. Functions and Services

**Function service list**

- Admissions and Records:
- Applications
- Verifications
- Transcripts
- Information changes
- Dismissals
- Petitions (graduation, residency, academic renewal, line outs, general, etc...)
- Pre-requisite checks

**Technological Advances (AU)**

In the past year, we have implemented a fully electronic transcript system, obviating the need for students to send paper transcripts to our partner institutions. We have also fully implemented the student email project, ensuring that every one of our students has an email account.

08. Survey Results

**Survey Results**

We did not conduct a survey in fall 12 but plan to conduct one in spring of 13.

**Survey Results Implications**

Again, survey will be conducted in spring of 2013 as a part of the SLO assessment.

10. Student Learning Outcomes

**SLO/SAO Assessment Plans**
We plan to measure and assess two of our six SLOs in the spring of 2013: Technological Competence and Civic Responsibility.

**SLO/SAO Changes**

As a result of prior assessments, we have plans to push our application completely online. However, this would require that we impose an "application deadline" of at least a couple of weeks prior to the start of the semester. This deadline could have FTES implications, so we may not be able to follow through with this change.

**SLO/SAO Resource Request Need**

No

11. **Departmental Engagement**

**Community Connections (AU)**

We have established connections with "US Vets", a non-profit private organization dedicated to helping US veterans, particularly homeless veterans.

**Interoffice Collaboration (AU)**

Admissions is involved with interoffice collaboration primarily with financial aid, business office, matriculation outreach and international student programs.

12. **Professional Development**

**Professional Development Unmet Needs (AU)**

The professional development activities previously described (athletics, VA) are ongoing.

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

**Impact Catalog schedule website**

The college catalog is hardly read by the audience to which we "market". However, the online class schedule and web pages are useful and require updates. Institutional marketing personnel frequently assist with changes and have also trained some employees in how to alter web pages.

15. **Environmental Scan**

**Technology Trends**

Now that students prefer to be reached by text, we are instituting a new texting system to be rolled out in spring of 2013.

16. **Facilities**

*Facilities Challenges*

Now that we have relocated to a new building, our space needs are met. However, the lobby crowding can present a fire hazard during rush periods, which is one reason why we are adding a texting feature to our queuing system.

**Facilities and EMP**

The texting feature in the queuing system does not specifically relate to a student learning outcome. It is an efficiency and safety issue. Students need to be out of the crowded lobby when waiting for services or there is a risk to safety should the building need to be evacuated.

**Facility Long Term Goals**

We do not have long term goals for facilities improvement and functionality over the long term.

**Facility Short Term Goals**

Short term goal: add texting feature to the queuing system in spring of 2013.

17. **Budget Reduction Planning**

**Reduction Impact**

If employees were furloughed, we may or may not be able to meet our mandated "turn around" times for transcripts, verifications and applications.
Reduction Scenario

Since salaries comprise more than 95% of our budget, we could not reduce the budget through anything other than salary rollbacks, which require board approval.

20. Completion

Manager Approval (AU)

Michael Goltermann
11/27/2012
Allied Health

01. Department Purpose

**Purpose**
The purpose of the Allied Health Division is to provide quality education and skills to a variety of students who desire to pursue careers in health care. Allied health faculty educate all students with high ethical standards that prepares them for future employment. The division leads students to success by providing students with program curriculum road maps, internships opportunities, program advisors, tutoring, referrals to student supportive services, remediation opportunities and early identification of below standard progress. The division seeks continuation of growth in programs and student success outcomes.

**Purpose Alignment**
The purpose of the Allied Health Division aligns with the college mission in every aspect. The allied health division works collaboratively to enhance programs, provide referrals for supportive services for students, and create an environment conducive to learning. The programs offer certificates and/or AS degrees that are required by the state licensing agencies. The programs high ethical standards guide students toward careers, employment and educational advancement; a gateway to success.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
The division of Allied Health evaluates all students who were not able to achieve student success and works to make the appropriate changes and adaptations to reduce these occurrences. Each program has worked to improve remediation protocol that has helped instructors properly address students who are struggling within the allied health programs. With these new guidelines, we have maintained high retention rates with high success rates of program completion and passing of licensure examinations.

**Improvements in Program**
We have acquired two full-time faculty to replace a retired and a position advancement of a FT faculty member; one in 2010 and one in 2012. This has allowed us to create and new allied health programs such as MSI/Ask program (Peer educators), and Medical Assisting. This has increased the number of certificates of achievement offered and completed through the division. The dental hygiene department is able to attend more committee meetings to allow us to participate in improving best practices for the college. The division has enhanced program Student Learning Outcomes as recommended by the college guidelines.

03. Response to Prior Recommendations

**Accred Recommend Response**
We have enhanced our student learning outcomes for all allied health programs. The division has collaborated on these changes through division/department meetings and faculty is updating course syllabi to address the recommendation of the college accrediting team. We have encouraged full-time faculty to participate in committee involvement to enhance the college needs pertaining to accreditation recommendations. Carmen Dones is a member of the Technology Committee, Senate and Divisional Council committees, Carlos Sermeno is planning to attend the Distant Education Committee, and Lisa Kamibayashi is the chair of FPIP and a representative for the curriculum committee. All members bring information from the committees back to the faculty and share at division meetings.

**PR Recommendations Response**
Awaiting review of program documents.
04. Enrollment Trends

**Enrollment Trends**

Enrollments trends in the allied health division exhibits fluctuation within the departments due to grant funding/completion of program, and reductions in course offerings due to budget cuts.

ASK/MSI Program: Grant funded program was implemented in 2011 with an enrollment of 22 students. This program is no longer offered through the allied health division due to lack of program 100 funding after grant completion.

Pharmacy Technician program: Funding from a grant permitted additional resources to offer more classes; an increase in enrollment trends of 27% in 2009 to 2010/29% increase in FTES. Due to budgetary restrictions, program 100 was unable to sustain the program and it is now offered through Westside Extension. This has created a decrease in FTES for the division.

In 2011-2012, a new medical assisting grant funded program was implemented with an enrollment of 33 students; approximately 10 FTES. Though very successful, this program may not be sustained due to budgetary limitation from program 100.

Allied Health: EMT/Paramedic, CPR is a contract education program that continues to thrive. However, this program does not qualify toward FTES.

Medical Terminology and Orientation to Health Professions; a decrease in enrollment as a result of reduction in course offerings due to budget cuts (Medical Terminology and Orientation to Health Professions are not currently being offered).

Dental Hygiene: a reduction in acceptance of students from 30 to 25 into the program was established displaying a tenuous reduction in enrollment from 425 to 411 and a reduction in FTES of 8 from 2010 to 2011.

Nursing: funding from a grant permitted additional resources to offer more classes from 2007 to 2009; an increase in enrollment trends of 9% from 2009 to 2010 and 8% increase from 2009 to 2011; a 5% increase in

**Section Count Trends**

Allied Health: Due to budget cuts, allied health courses faced a reduction in course offerings from 6 in 2007 to 1 in 2011. However, there has been a dramatic increase in average class size from 2007 to 2011.

Dental Hygiene: faced a reduction in sections from 34 in 2007 to 18 in 2011. The average class size fluctuated from 16.1 in 2007, a high of 30.8 in 2009 to 22.8 in 2011. The program went from accepting 25 students in 2007 to 30 students in 2008 and then down to accepting 25 students in 2011.

Nursing: shows a decrease in section counts from 2008-2011. However, the average class size increased dramatically; doubled.

Pharm Tech: This program was grant funded. The average class size doubled each year from 2008 to 2010. The program was not offered in 2011 through program 100. It is now being offered through Westside Extension for no credit.

Voc Ed: the section count has remained stable from 2009 to 2011. The average class size has increase dramatically from 9.5 in 2009 to 52 in 2011.

The allied health division decreased section from 28 in 2010 to 24 in 2011. When compared to 2007, 21 of the 45 sections have been reduced.

The average class increased from 2010 to 2011 in the Allied health and Voc Ed programs, a tenuous decrease in Dental hygiene and Nursing programs, and the Pharm Tech program was not offered in 2011 therefore decreasing the average class size of the Allied Health Division program. From 2007 to 2009, all programs showed an increase in average class sizes.

At the LOWDL meeting in November 2012, it was reported that cuts have been to deep in CTE programs. Our

05. Students and Student Success

**Degree/Cert. Trends**
Allied health awarded 56 certificates or degrees in 2011; 23 AS degrees in Dental Hygiene and 33 certificates; 16 less certificates than in 2010. However, the allied health division contributed to the 59 degrees awarded in Liberal Arts, Health professions AS degree. Certificates for the In Home Support Services (IHSS) program were not awarded through college but were recognized by the district; This is currently being corrected. Programs such as Geriatric Care technician and Pharmacy Tech are no longer being offered through the allied health division at this time. The reason for the reduction in degrees or certificates awarded is due to the ending of a grant supporting the pharmacy tech program, elimination of Geriatric Care Tech and Pharmacy Clerk programs, and a reduction in class size with the Dental Hygiene program.

**Demographic Trends**

The allied health program consisted of 67% female (a 2% decrease from 2010) and 33% male students (a 2% increase from 2010). These students ranged in age from 2% under 20 years of age which was 4% less than 2010, 28% between 20 and 24 years of age which was 2% more than 2010, 45% between 25 - 34 years of age which was a 5% increase from 2010 and 25% were 35 and over which was 3% less than 2010. In fall of 2012, the allied health program consisted of 12% African American, a 13% decrease from 2010, 15% were Asian or Pacific Islanders, a 1% decrease from 2010, 26% Hispanic, a 6% increase from 2010, 41% White, a 10% increase from 2010 and 6% American Indian or Other, which was consistent with 2010.

**Success Trends**

The Allied health division maintained an excellent retention rate of 98% in 2011 which was a 1% decrease from 2010. The division is able to achieve such outstanding retention rates through careful planning of prerequisite pathways and courses as well as instructional support and guidance through the program so students are provided individualized tools towards their educational success.

The Allied health division has a success rate of 97%, which was a 2% increase from 2010. The division is able to achieve this level of success through successful planning, implementation and evaluation of each program's curricula and administering necessary changes towards continued student success. Student learning goals and objectives are clearly stated along with instructional strategies necessary to achieve these goals.

**06. Staffing Trends**

**Staffing Levels**

Not at this time. We have one senior secretary and 2 student workers to serve the entire allied health division. In order to open the Dental Clinic for Dental Hygiene Services, the clinic requires one laboratory technician who prepares the clinic for supplies, equipment maintenance and a dental assistant to manage the clinic sterilization procedures and patient scheduling. We also require at least two more FT faculty in dental hygiene and a FT faculty member for allied health programs.

**Staffing Trends**
The total number of FTEF in the allied health division is decreased from 11.5 in 2010 to 9.3 in 2011. One full-time tenure track faculty member was hired for the dental hygiene department in 2010. There are currently 4 FT faculty in Dental hygiene. However, one is the dean of CTE, one is the Allied Health Chair and Director of Dental Hygiene. Therefore, there are two faculty members serving the students in the classroom FT. The Dental Hygiene Program accreditation standard requires the majority of faculty to be full-time faculty. The ratio of full-time and part time faculty is not meeting accreditation standards. Also, in order to pursue accreditation for the pharmacy tech program and Medical Assistant program, it requires a full-time program director. We currently do not have a FT faculty member to serve in the other allied health programs.

07. Functions and Services

Function service list
The Allied Health Division provides services to Veterans, the elderly, children, special needs populations and community members by the Certified Nursing, Medical Assisting, Pharmacy Tech (previously) and Dental Hygiene students. The department provides students in the pharm tech, medical assisting, CNA, IHSS, EMT/Paramedic and Dental Hygiene students with training, externships, moc exams and state licensing preparation/guidance.

Technological Advances
The new Math/Science building offers the division classroom technology equipment to include a doc system, projector, double screens and DVD capabilities. The new dental clinic offers state of the art clinical equipment and technology for the dental hygiene students. SC 102 classroom has been transformed to a clinical lab for nursing, In Home Support Services and medical assisting students. All three programs share the clinical laboratory at this time.

08. Survey Results

Survey Results
The dental hygiene program conducts an exit survey for the Dental Hygiene students to provide feedback regarding the program, facilities, faculty and staff. Data has shown that students feel well prepared or prepared for the allied health profession they have chosen. Dental hygiene students participate in a employer survey six months, 2 years and 4 years after graduation as requested from the Dental Hygiene accrediting body. The employers are then sent a survey to provide the department with feedback on the the skills, ethical reasoning, professionalism their employees have obtained from the college. Faculty surveys are also completed by students in all allied health programs each semester for critical program feedback. The surveys are reviewed with faculty and the chair for program/professional enhancement. Constructive feedback is encouraged from students.

Survey Results Implications
The surveys are used to provide critical feedback for program enhancement. Many of the suggestions are considered and discussed amongst faculty. The surveys are anonymous but provide feedback on professional readiness and program needs desires. The surveys indicate that the programs are successful. The allied health division will continue to conduct exit surveys and graduate feedback surveys to make sure that our students are employable and obtaining skills relevant to the community/employer needs.

09. Curriculum

Course Outline
The course outline updates are shared and reviewed by faculty members prior to preparing their course syllabus and reviewed for consistency with the program director and chair. The program chair reviews access to the ECD with the faculty members during division meetings and steps for changes are discussed. When developing a syllabus, faculty are directed to the COR for review.

**Course sequence**
Yes, all the required courses are scheduled in appropriate sequence for students to graduate and/or receive certificates on time. Since most of the programs are cohort based, the curriculum is well structured and organized. Students start with lower level/basic courses and gradually move to more advance classes. Pre-requisites and co-requisites are in the process of being updated.

**Online and Hybrid Classes**
Very few classes are offered as online or hybrid through the Allied Health Division. However, the allied health programs offer blended learning utilizing videos and other technology based learning tools. Online courses such as radiology interpretation provide the online learning environment, but students are able to seek direct contact with the instructor during office hours or other face-to-face courses. Some of the allied health faculty have taken personal development courses in online teaching and learning; earning certificates or degrees. These instructors are instrumental in reviewing proposed online classes for the allied health division and providing feedback. More online/hybrid courses are being considered for the future such as general and oral pathology and are currently in development.

10. **Student Learning Outcomes**

**Course Assessment Plans**
The division of Allied Health assesses the SLO's in each course using grading rubrics. An exit survey is conducted every year for graduates to assess the program SLO's. All programs within the Allied Health Division have established and integrated their program SLO's into their course syllabi and while developing their grading rubrics and guidelines according to standardized rubrics and assessment tools.

**Program Assessment Plans**
Allied Health has worked to develop their individual course SLO's and adapted their course outlines to reflect the learning outcomes that they have developed. These SLO's correlate with established state and national requirements and recommendations for each allied health program. The learning outcome assessment data will help instructors adapt their courses for the most effective learning experiences to ensure that the students are best prepared for their allied health career goals.

**SLO Faculty Dialogue**
The Allied Health faculty is required to complete an End of Course Evaluation form that documents their course assessments and improvements they wish to implement in the future. These documents are reviewed by the instructors and program directors and a dialogue and plan of action is initiated to make any necessary changes or adaptations for improvements.

11. **Departmental Engagement**

**Community Connections**
The Division of Allied Health has established affiliations with many institutions within our community. The Dental Hygiene department is affiliated with the UCLA school of Dentistry, Veterans facilities, MEND clinic, Kid's Dental Clinic, and more recently, Southbay free clinic. The Pharmacy Tech program is affiliated with CVS, Wallgreen's and the Skilled Nursing Pharmacy. The Certified Nursing Assistant program is affiliated with Country Villa Cheviot Garden, Mary Crest, Culver West and Kaiser Hospitals. The Medical Assisting program is affiliated with Kerlan-Jobe Orthopaedic Clinic and Daniel Freeman Hospital, San Miguel Medical Clinic, St. John's Well Family and Child Center. We also offer a contract education program through the UCLA Emergency Medical Technician/Paramedic Program.

**Interdepartmental Collaboration**

The Allied Health Division conducts Division Meetings during each semester. Some meetings are held during the day and some at night in order to provide opportunities for attendance to all faculty. The meetings are available via telephone conference as well. The division meetings allow each discipline to share their progress and challenges and allows for the opportunity to collaborate and bring the field of allied health together as a stronger whole for a more well-rounded experience for the students. Community events such as the CareNow LA and the RAM events show the collaboration of each allied health discipline can benefit the community as a whole. The director of Allied Health has started the process of integrating the different areas of allied health together through academic collaboration as well as community service collaboration.

At the senate meeting, the Allied Health division presented our student success strategies.

**12. Professional Development**

**Professional Development Unmet Needs**

Faculty members are encouraged to keep up with their professional development through continue education courses and FLEX hours. New faculty members need to be trained in teaching methodology in their disciplines, and understanding of SLO development and assessment. These faculty members need more flexible course offerings on campus and more funding is needed for internal workshop offerings.


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

**Impact Catalog schedule website**

The Allied Health program is well marketed through the college catalog, class schedule and college website. The Division Chair has access to update the website directory to keep the information correct and current. The Division Chair also works with Michelle Long-Coffee and Westside Extension to update and promote Allied Health courses.

**Service Eval Disagree**

Information technology service needs to be improved. The server going down more than 24 hours during the regular semester is unacceptable. Repair, service and training through Information Technology should be faster and more effective. Funding is needed for clinic repairs and services. Library materials are not sufficient to support Allied Health programs since the disciplines require access to specific periodicals, journals and materials. We wish to have more funding to support the library materials and instructional materials for Allied Health. For the Allied Health division, more attention to the details of cleanliness is necessary. We observe overflow of trash cans and lack of proper custodial supplies on a daily basis.

**14. Programs Clubs Orgs & Special Activities**
Accomplishments of Students

- VTEA/CTE Scholarship Award
- Fred Aves Award
- NCRER Scholarship Award for Community Service
- Latinos for Dental Careers Scholarship Award
- CDA Foundation Scholarship Award
- CDA Allied Health Scholarship Award
- ASO Divisional Scholarship Award
- CDHEA Scholarship Award
- Don Leiffer Scholarship Award
- ADHA Scholarship Award
- CDHA Table Clinic Award
- Tylenol Scholarship
- DegreeDirectory.org - Nursing Scholarships
- Dean's List Recipients

Club Sponsorship

Yes, Dental Hygiene students establish a Dental Hygiene Club every year. This club enables dental hygiene students to participate in campus events and activities furthering the recognition and awareness of the dental hygiene program. Through the club, students elect officers and manage activities and fundraising to help offset examination and licensing costs as well as graduation ceremony costs. They are involved with Club Rush and the campus Health Fairs. The Pharmacy Technician faculty members are working towards a Pharmacy Technician club. As we continue to increase the number of Allied Health programs, an Allied Health Club is being considered for development.

15. Environmental Scan

Community Trends

We were recently informed by WERC that the DHS will be hiring 300 Medical Assistants in the coming weeks. The dental hygiene class of 2012 recently reported 90% employment in a survey conducted. Private nursing and convalescent companies have reached out to WLAC for hiring of recent graduates from the CNA, HHA and IHSS programs. The employment trends in the community are strong for degree and certificate completers in allied health division.

Labor Market Trends
The labor market shows:
IHSS 39,000 job openings in California at a payrate of $10.55 per hour and reported to increase 52% from 2010-2020.
Home Health Aide job opening in California at a payrate of $10.34 and said to increase by 42% from 2010 to 2020
Nurses Aides 39,000 opening in Califorina at a payrate of $13.44 per hour and reported an increase of 22.5%. Medical Assistants at 38,000 openings in California 78,300 annual average employment; reported to increase to 101,400 by 2020 at 29.5%; payrate of $16.58 per hour
Dental Hygiene California(2010-2020) estimated employment: 16,300 Projected employment: 19,400 19.0% additional openings due to net changes 2,600; payrate $35.00 per hour
Emergency Medical Technicians and Paramedics currently employing 15,90 reported to increase to 22,600 at 42.1%. Payrate $15.19

The dental hygiene program and nuring 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.

**Technology Trends**
New software and systems platforms are needed to keep track of patient's health records, and to generate prescription labels. Data is becoming more and more digitized and computers and software training is necessary with every allied health discipline. New techniques in radiology are being used to minimize the radiation levels and increase patient comfort (Phosphorus plates), Digital cameras are needed for intra-oral photography are needed.

**16. Facilities**

*Facilities Challenges*
There currently isn't a central allied health program information area for students to obtain information on all programs. The dental hygiene building is currently distributing information to students for all allied health programs. However, once the dental hygiene clinic is open to patient care, the current system will need to be changed. The dental hygiene Chair currently uses one office for chair, director and instructor purposes, at lease one more office space is needed for the Chair of Allied Health. Due to the limited space in the chair office, meetings with faculty and student needs can not be held in the office space alloted. The dental hygiene program faces the challenge of opening the clinic to serve patients. Budget restraints have reduced the available hours that facilities are in full-function (Compressor, air-conditioning etc.) limiting the availability of events or functions that can occur outside of normal operating hours. The classroom space in the SC building is being shared by math, english and the nursing department. Unfortunately the cleanliness of the facility is disregared by other disciplines. Emails are constantly being sent to chairs of the other disciplines to encourage cleanliness in the SC building.

*Facilities and division/ department goal*
The facilities need to create a positive learning environment for the students and by taking care of and properly utilizing the technology and equipment we currently have. We wish to continue to exhibit a state of the art clinic facility and nursing and pharmacy tech laboratories, and work towards continued improvement of these facilities. With the larger facilities, we will be able accept more students in the allied health programs and increase student success. We are currently working towards opening the dental hygiene clinic to the community, and in doing so, we can provide a community service and awareness of allied health fields that we currently are not offering. The maintenance and upkeep of such state of the art facilities requires monetary resources and we are creating continuing education course and a budget to help sustain the clinic. These facilities allow students more learning opportunities and a more well-rounded academic experience. The SLO's reflect a broader selection of assessment strategies that helps to adapt to a wider range of learning styles. We will continue to make sure that the survey data reflects a correlation between facilities improvement and success rate.

**Facilities and EMP**

Educational Master Plan:

Goal #1: The allied health division has developed comprehensive orientation and assessment courses to help guide students who are interested in the allied health field and plan to host collaborative meeting with other discipline in facilities/classrooms in which adequate space will host students.

Goal #2: Roadmaps are published and dispersed so that students have the guidance they need to achieve their goals in the allied health program and with the new MSB building. A centralized office is needed to dispurse allied health information to students.

Goal #3: The new classrooms in the MSA building have all allowed instructors to utilize modern technology to enhance their curricula. CTE holds Tech Fairs where faculty can attend workshops to learn and apply new educational technologies.

Goal #4: With the new dental hygiene clinic, students have access to patient treatment chairs and dental radiology equipment that enhances their learning experience by increasing the available hands-on experiences from the new equipment. Programs updates are required.

Goal #5: The dental hygiene program offers a Radiology Interpretation course online that gives students an opportunity to take an online course while at the same time being able to meet face-to-face with other courses

**Facility Long Term Goals**

The opening of dental hygiene clinic is currently an in progress goal. Opening the clinic for patient care will require equipment maintenance and janitorial services. A larger clinical facility for the nursing programs and medical assisting program to accommodate more students since all three programs can share a lab. There has been discussion regarding bringing the allied health programs together so that allied health students can take some of the core science courses and participate in community building events together to help strengthen the awareness of the allied health fields, and to give a more well-rounded and collaborative experience to the allied health students. The facilities needs to be arranged and organized so that this collaboration is made possible. This collaboration among disciplines will encourage continued education and student success. The chair of allied health will need a office separate than that for faculty. An allied health office is needed to distribute information for all allied health programs to students.
Work with academic affairs to establish sufficient office space for the Chair of Allied Health. Continue meetings with the VP to open the dental hygiene clinic for patient care. Implement Continuing education programs to help support the opening of the dental hygiene clinic (supplies, faculty). Work with plant facilities for improved custodial services so supplies and equipment are readily available for students and patients. Instrument and equipment manuals are being developed so that students are properly using and taking care of these items so that they remain in good condition.

17. Budget Reduction Planning

Reduction Impact
The division of allied health works to prepare students for growing and in-demand healthcare fields. The impact of cuts to any of the programs within allied health would reduce or limit student accessibility towards allied health related career opportunities. Cutting the IHSS program will impact the college in more than one way. It is the only non-credit program of which is paid for by the district, it is a pathway program to Certified Nursing and the only non-credit certificate program in the allied health division on campus.

Reduction Scenario
Our division would reluctantly cut the courses that were not pertinent to the success of our students that demonstrate higher drop rates and attrition rates. We would consult the Labor Market Information to determine which programs are in greater demand, and the type of reduction needed. Many of our programs rely on prerequisite courses that need to be taken in a particular order for successful completion and eliminating any courses within the program could result in a breach of accreditation requirements and standards. The program would eliminate the IHSS certificate program in nursing if a cut must be made. However, this program is the only non credit program in the college.

Our mission is to provide a gateway to success for every student enrolled in an allied health program. We encourage diversity and our learning strategies are strengthened by the ideas and experiences from diverse populations. The allied health programs are well-developed and follow strict regulatory guidelines to ensure a strong career foundation and life-long learning. The division of allied health has demonstrated excellence and we strive to engage each student and empower them with strong ethical values and a solid foundation in allied health.

Prior to cutting of any programs/course, discussion of program cuts would be discussed among all faculty so that each program would be able engage in a collaborative discussion.

19. CTE Programs

Advisory Board Membership
Dental Hygiene:

Dr. Paulo Camargo, Periodontist, UCLA School of Dentistry
Lilian Cheng, D.D.S., Clinic Director, Venice UCLA Clinic
Ara Aguiar, WLAC Dean of Academic Affairs
Carmen Dones, R.D.H., Director of Dental Hygiene, Allied Health Chair
Lisa Kamibayashi, R.D.H. WLAC Faculty
Carlos Sermeno, R.D.H.A.P., WLAC Faculty
Sandra Schneidewind R.D.H., WLAC Dental Hygiene Instructor
Joy Ogami R.D.H., WLAC Dental Hygiene Instructor
Christopher Nucho R.D.H., WLAC Graduate 2009
Natasha Kerllenevich, R.D.H., WLAC Instructor
Carly Memsic, R.D.H., WLAC Graduate 2010
Kay Shepherd, R.D.H., WLAC Graduate 2010
Ginny Williams, Allied Health Division Office Manager
Alison Corwin, R.D.H., WLAC Graduate 2008
Dr. Sandra Tomita, D.D.S., General Dentist
Dr. Gary Green, D.D.S., Periodontist, UCLA Faculty
Dr. Ron Mito D.D.S., Associate Dean, UCLA Faculty
Erica Johnson, R.D.H., WLAC Graduate, Class of 2006
Liliana Cracium, R.D.H., WLAC Graduate, Class of 2006
Fran Leonard, WLAC Faculty, English Division, Chair of College Accreditation Committee
Cynthia Chambers, R.D.H., WLAC Instructor
Sr. Steve Okamoto, D.D.S., Prosthodontist

Pharmacy Technician:

Advisory Board Outcomes
Dental Hygiene: The major outcomes is revising the program outcomes and assessment based on current trends and professional advice from the advisory board members. The program's plan of action is to continue to receive support from the advisory board members and the community to start dental hygiene services in the new clinic. The committee suggested offering continuing education courses online.

Pharmacy Technician Program: Grant funding has helped to subsidize the costs for maintaining the pharma tech program. Starting in Spring of 2011, the program will become fee-based due to the downward shift of the economy. The advisory board members strategized ways to increase marketing for awareness of allied health programs and to build stronger connections with local hospitals and pharmacies. Equipment and program needs were addressed by allocating faculty to hold orientation sessions to reduce attrition rates and to make sure to plan for equipment and space needs necessary for accreditation requirements.

Medical Assisting: The major outcomes for medical assisting were to allow for outside visitor access for online tutoring sessions and to develop an action plan for continued student success and affiliation with the WERC program. Continued efforts are being made to build externship relationships with local hospitals. The program's plan of action includes continued development and support from advisory board members to help continue a strong medical assisting program.

Assess CTE Student Learning Outcomes
Retention rates in the division of allied health are very high with 99% reported for fall of 2010 and 98% for fall of 2011. Success rates are also very high with 95% for the fall of 2010 and 97% for fall of 2011, reflecting a consistently high rate of success.

Dental Hygiene Graduate surveys were sent out, and 20 responses were collected indicating 100% of graduates had found employment in dental hygiene. The employers are then sent a survey to inform the program of proficiency in training. Of the 22 surveys from employers from graduates of 2012, 98% report Dental Hygiene Graduates of WLAC being well prepared or prepared in various aspects of patient care. The medical assisting program will conduct their survey 6 months after the completion of their first class.

CTE Accreditation Recommendations
The Dental Hygiene Program is fully accredited. The site visit was scheduled on December 2&3, 2010. The self-study report was submitted on September 20, 2010. No recommendations were found during this accreditation period.

Employer Satisfaction Survey
Employer surveys were sent out to the dental hygiene and nursing graduates. We are currently working on sending a survey to the medical assisting graduates in the future.

Of the surveys returned, 75% of the graduates were employed. 50% of those employed were employed full-time and 25% were employed part-time and 25% were working in another field. The surveys for the dental hygiene graduates indicated that the dentists felt that the graduate was "Well Prepared" for and average of 85% of their duties as a dental hygienist, they were "Prepared" for 26% of their duties, and they stated that they were "Not Prepared" in only 2.6% of the dental hygiene duties. The majority of the comments were very positive and we will review the SLO's and assessments to address the areas where the graduates seemed not as prepared.

**Labor Market Demand**

In California,

Dental Hygiene: (2010-2020) current employment trends: 16,300 Projected employment: 19,400 Numeric change: 3,100 an increase of 19.0% additional openings due to net replacement: 2,600

Certified Nursing Assistants (CNA): current employment trends: 109,500 said to increase in 2020 to 134,100 a change of 24,600; in increase of 22.5%, annual average openings of 3,880

Home Health Aides (HHA): Current employment trends: 61,100, in 2020: 93,100 an increase of 52.4% average payrate: $10.44 Average annual salary: $21,712

Medical Assistants: Current employment trends: 80,900 said to increase in 2020 to 99,000 an increase of 22.4%. Annual average salary of $31,568

Personal Care Aides (IHSS): Current employment trends: 324,700 said to increase in 2020 to 462,900 an increase of 42.6%. An average payrate of $10.34. and average annua salary of $21,510.

Emergency Medical Technicians and Paramedics Current employment trends: 15,900 said to increase in 2020 to 22,600, an average increase of 42.1%. An average payrate of $15.19. An average annual salary of $31,578.

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.

**Licensure Exam Performance**

The dental hygiene students continue to achieve high success rates with the state practicum and national board licensure examinations. All students in 2012 passed the national board examination on the first attempt. 22 out of the 23 students passed the state board examination and one student is awaiting the results because she was forced to withdraw and retake the examination this past October.

The Certified Nursing Assistants accept 45 students each semester. The retention Rate is 85% with a 96% Pass rate on Nursing Assistant Certification state examination.

**20. Completion**
**Manager approval**

Carmen Dones 12/2/12.
Anthropology

01. Department Purpose

**Purpose**

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.

**Purpose Alignment**

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 increasing trend in student success (a 9% increase in success rates over the past three years).

03. Response to Prior Recommendations

**Accred Recommend Response**

N/A

**PR Recommendations Response**

N/A

04. Enrollment Trends

**Enrollment Trends**

Anthropology department is experiencing a decline. Since Fall 2009, the enrollment and corresponding FTES show a 24% decrease. This decrease in enrollment over the past three years is a direct result of administrative class cuts. The overall number of classes offered in anthropology fell by 30% in this period. This trend is not being paralleled in the BSS Division in general, where there is an overall 6% decrease in enrollment for the same period.

**Section Count Trends**

As a direct result of budget restraints, the anthropology section offerings dropped by nearly 30% between Fall 2009 and Fall 2011. The decline experienced in anthropology is a much greater drop than seen in general by the BSS Division, which experienced a 17% section decrease overall in this period. With fewer sections and needing to service the same number of students, average class size in anthropology shows 30% increase (from 35.4 to 50.6). This increase is evendent even with the change in policy when in 2009, online sections could be increased to 60 students with permission and in 2011, this was no longer policy.

05. Students and Student Success

**Degree/Cert. Trends**
There appears to be many more students majoring in anthropology (or believe they are), earning degrees in anthropology and/or transferring to four year colleges into anthropology programs then are being recorded by WLAC. Currently the data is antidotal. The current tool used to take these measures needs to be refined or there needs to be a new way of tracking 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 to continue their education earning instead of the AA, a bachelors degree.

**Demographic Trends**
The trend of more females than males enrolled in anthropology classes is continuing with a 9% shift over the past three years. More and more females are presuing higher education, a trend reported at all educational levels (*looking for source*).

A telling shift is in the age distribution of students in anthropology classes. While the 20-24 age group make up the highest percentage of students and the proportion remained fairly stable, there was a decrease in students under 20 (decrease by 5% between Fall 2009 and Fall 2011). The greatest change was in students 25-34 with a nearly 20% increase. This is likely a product of the greater economy and the need of workers to come back to school to retool for new careers. There is no significant change in the ethnic group distribution.

Flexible course offerings would best serve this growing community of students. These students likely have heavy work loads and family obligations in addition to school obligations. Short session and online sections provide students with options that may best fit their schedules.

**Success Trends**
There has been a small shift in retention rates over the past three years. While there was an overall decline in retention in anthropology, the Fall 2011 rate is 1% below the BSS average for that year (calculated without POPP because of the nature of the program). The shift is driven by the classroom which showed an 8% decline over the three year period. Online classes however experienced a slight increase in retention rates (2%). More discussion is needed concerning how to hold and preferably increase the rate of retention in the traditional classroom. Currently anthropology is looking into eight week hybrid sections to see if retentions rates for shorter session classes are better.

Success rates in for classroom and online sections have increased over the past three years. Both modes of instructional delivery showed a 72% success rate for the Fall 2011. The overall success rates for anthropology is 8% above the BSS average (excluding POPP). It is a goal to have this trend continue.

**06. Staffing Trends**

**Staffing Levels**
While the trend is reduction in sections, there is no need to increase staffing. In the future when sections can be added it is very likely that an additional regular faculty member will be of a benefit to the discipline.

**Staffing Trends**
There has been a decline in FTEF from Fall 2009 to Fall 2011 from 2.77 to 2.00. This is in direct correlation with the decline in section offerings seen in this same period.

**07. Functions and Services**

**Function service list**
Offer intro level anthropology courses which are transferable to UC and CSU.
Offer an AA in Anthropology.

**Technological Advances**
The dedicated anthropology classroom (SC 101) is currently 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.

<table>
<thead>
<tr>
<th>08. Survey Results</th>
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<tbody>
<tr>
<td>Survey Results</td>
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<tr>
<td>N/A</td>
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<tr>
<td>Survey Results Implications</td>
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<td>N/A</td>
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<tr>
<th>09. Curriculum</th>
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<tr>
<td>Course Outline</td>
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</table>
The Course Outline of record is provided to the instructor teaching the course (available on the ECD system).
Course textbook remain consistent between sections.
All instructors are required to provide a copy of their syllabus the first week of classes.

| Course sequence         |
The anthropology discipline produced maps that allow students to complete an AA degree within two years.
Due to budget constrants there have been cancellations of classes that have impacted the schedule.

<table>
<thead>
<tr>
<th>Online and Hybrid Classes</th>
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Anthro 101, 102, 103, 104, 111, 121, and 132 are offered at least on semester a year in an online formate.
Anthro 101, 102, 111, and 121 have been or are scheduled to be offered in a hybrid formate.
The online sections are the first to fill during the enrollment period. Students seem to be wanting the flexiblity of short session online classes.
Hybrid classes are gaining in popularity and have been successful. Anthropology would like to vary the delievery mode of all courses to give as many options to students as possible.

<table>
<thead>
<tr>
<th>10. Student Learning Outcomes</th>
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<tbody>
<tr>
<td>Course Assessment Plans</td>
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</tbody>
</table>
Anthro 103, Anthro 104, and Anthro 121 are next to be assessed.

| Program Assessment Plans |
A discipline-level student learning outcomes are to be assessed:
The application of culturl relativism

| SLO Faculty Dialogue |

Prepared by WLAC Office of Research Planning
Dialogue between faculty, within the discipline as well as between disciplines, have taken place both formally and informally. Formal settings include SLO meetings and workshops. The results of such collaborations have had an impact on:
- the understanding of what are SLOs for both the course-level and the discipline-level
- the development of questions that get at particular SLOs
- the development of measures such as rubrics to assess the SLOs

11. Departmental Engagement

Community Connections
See Division Report

Interdepartmental Collaboration
Anthropology has collaborated with English with Reading Apprenticeship.

12. Professional Development

Professional Development Unmet Needs
No. Anthropology instructors have kept current in the field. All instructors are members of professional organizations and attend organization meetings.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
While the published paper class schedule becomes quickly obsolete with classes being cut, the online schedule and website keep students well informed and up to date on course offerings and programs. As the fiscal crisis improves, we will need to promote courses that have been not offered for awhile such as Anthro 109 and Anthro 119.

Service Eval Disagree
N/A

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Anthropology has awarded the Selma E. Morley Memorial Scholarship to anthropology students.

Club Sponsorship
The Anthropology club is not active at this time.

15. Environmental Scan

Community Trends
Fields that require the following would be a good fit with anthropology:
Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Labor Market Trends
According to the Bureau of Labor Statistics, Occupational Outlook Handbook "Employment of anthropologists and archeologists is expected to grow 21 percent from 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."

Technology Trends
There is the trend of the increasing use of the internet. We offer online and hybrid sections of classes. Most on campus sections have internet based assignments and a class web site or ETUDES shell.

16. Facilities

*Facilities Challenges
The anthropology classroom is in the process of being up graded.

Facilities and division/ department goal
Improve student success.

Facilities and EMP
Improve student success.

Facility Long Term Goals
Improve the presentation of materials in the classroom, which would require an upgrade in cabinetry.

Facility Short Term Goals
Technology upgrade for SC 101.

17. Budget Reduction Planning

Reduction Impact
There would be a major void curriculum offered WLAC students. Anthropology classes offer valuable and popular options to IGETC requirements.

Reduction Scenario
Wait to make upgrades to the classroom.

19. CTE Programs

Advisory Board Membership
N/A

Labor Market Demand
N/A
## 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 help provide a transformative educational experience for students by sharing resources with students at Welcome Week and celebrating milestones (deans honors, scholarships, and graduation) in students' educational journey.

## 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. The deans continued to work with the individual departments into the fall semester. All of the student services departments now have SLOs, including ASO.

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 complete.

**PR Recommendations Response**
Goals were created out of the recommendations from the last program review.

## 04. Enrollment Trends

**Enrollment Trends**
The majority of classes are classroom based followed by online courses. The data suggests 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**
More students are earning certificates over degrees. There are implications for the college as a whole, but not necessarily for the program.

**Demographic Trends**
West serves significantly more females than males. Currently West serves mostly students who are 20-24 years of age, however, the populations of 19 years of age and under, 25-34 year olds, and 35 years and older are relatively balanced. The majority of students are African American, followed by Hispanic/Latino, and White. The ASO should offer activities that span all age groups and offer activities that celebrate Black History and Latino Heritage.
Success Trends
West is retaining most of its students, however most are not successful. The implication of this is that many students who apply to be ASO officers or senators are not eligible because they do not meet the minimum 2.0 GPA requirements. Another implication has been educating students of changes in policy (e.g., math requirement for a degree, three repeat policy, financial aid changes).

06. Staffing Trends
Staffing Levels
Yes.
Staffing Trends
There are no full time equivalent faculty in this program.

The staffing for this program:
1 Associate Dean
1 Student Services Aide

07. Functions and Services
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 movie 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.

08. Survey Results
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; amd 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

10. Student Learning Outcomes
SLO/SAO Assessment Plans
(blank)
SLO/SAO Changes
(blank)
SLO/SAO Resource Request Need
No.

11. Departmental Engagement
Community Connections (AU)
Celena Alcala has served as a liaison to the Culver City Martin Luther King Jr. planning committee for the last six months. She attends their monthly meetings and is actively recruiting volunteers for the event.

Celena Alcala recruited ASO and club volunteers for the League of California Community College conference on November 16th.

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 health organizations will be invited to the student health fair as part of this collaboration.

Interoffice Collaboration (AU)
Our office is collaborating on the student mental health grant. As part of the grant, Activities will increase the student health fair from one day to two days. The fair will have a mental health focus and many local mental health and veterans service providers will be invited to the fair.

On behalf of student activities, Celena Alcala also collaborated with the committees for Hispanic Heritage, Black History, and Women's History.

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 (AU)
Free speech workshops by legal council will help ASO advisors and staff stay current on changes in the law.

13. Instructional Support: Services and Activities
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.

The LACCD Student Affairs Committee recently voted to implement negative check off, which means that instead of students electing to pay the seven dollar ASO fee, it would be an automatic payment unless they completed a form to have it removed. The ASO Office will work closely with the marketing personnel to ensure that students are informed of this change.

Student activities will continue to work with the marketing personnel to market student activities.

15. Environmental Scan
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 Challenges*

ASO and Student Activities is an office designed to serve students, but our office is located on the outskirts of the campus. Student frequently complain about the long walk that it takes to get to our office. As a result of most of the student services units moving to the Student Services Building and our office remaining in A-5, student traffic has declined. There are plans for the ASO/Office of Student Activities to move to Building A-9 during the winter. Building A-9 has several small offices and meeting spaces available for student leaders and clubs. Our office would be in the same vicinity as the Student Pavilion and the Student Health Center.

Another challenge is that the restrooms have been out of service and will remain out of service until we are moved to Building A-9.

#### Facilities and EMP

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 governance 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. In addition, we expect that more club leaders will visit the ASO because it will have a space for clubs to meet and for them to create poster boards.

#### Facility Long Term Goals

Our long term facilities goal is to move into the 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 been released from the moratorium, but the occupants of the building are not able to evacuate until the TLC building is complete.

#### Facility Short Term Goals

Our short term goal is to move to Building A-9 and get settled into our new location. Once the college demolishes all of the A buildings except for A-9, it will be closer to the center of the campus and students will be able to see our building from the front of the Student Services Building. As part of our move, four student officers who are currently cramped into one office will be able to spread out into private workspaces. Our new office will allow the ASO to create a separate room where officers and club leaders can create posters. It will include a conference room and more space for students to use the computers.

### 17. Budget Reduction Planning

#### Reduction Impact
ASO does not use any general funds, it supports campus life and should not be cut.

If student activities were to be cut, we would not offer receptions for students who received scholarship, for students who received honors awards, and we would not hold a graduation for our graduates.

The impact of the loss of student activities would result in poor morale for students, faculty, and staff. It would send the message that student accomplishments are not worth celebrating. These celebrations of our students are very important for faculty, staff, administrators and for students in particular. These ceremonies celebrate all of the SLOs for the college.

**Reduction Scenario**

The ASO manages the ASO budget (which includes the ASO $7 fee and fundraising) as well as the student rep fee (which is generated from each student paying a $1 student rep fee). Over the years, the ASO's budget has dwindled considerably. This was particularly the case with the loss of revenue from the food truck as well as the loss of revenue from the college's decision to no longer sell preferred parking to students. (Preferred parking for students automatically included the ASO fee of $7). This year, ASO's budget is the lowest that it has been in years. They have already suffered a 5% loss. The ASO does not receive any money from the general fund.

The student activities budget covers deans tea, scholarships, and commencement. The money is used to pay for printing of the programs as well as food. If the budget was cut by 5% we would offer less food or purchase cakes from Costco instead of buying food from the Cafe.
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 to 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/coaches who have demonstrated successful performance with a diverse collegiate community of learners. The department has worked in a collaborative manner with the college community to facilitate an ethos of accomplishment from the moment our student athletes are admitted to West until they successfully matriculate on to four-year institutions of higher learning. We also seek to help our student athletes succeed in the classroom, grow and develop as a person, develop intelligent decision making and leadership skills, and improve their athletic skills in an effort to create future scholarship opportunities.

03. Response to Prior Recommendations

Accred Recommend Response

There were no accreditation recommendations made other than what was articulated in the program review recommendations response area.

PR Recommendations Response

The institutional accreditation report from 2006-07 did not list any recommendations for the athletic department; therefore this section is not applicable. However, every five years the athletic department undergoes a Program Review/Accreditation visit by the Western State Conference, and the last review was conducted during the 2006-2007 school year. As a result of that evaluation, the department was found to be in violation of multiple infractions and we were placed on probation, and given a list of recommendations for immediate implementation. Athletic Administrator, Dr. Lawrence Jarmon and Vice President of Student Services, Betsy Regalado created an action plan matrix to address the recommendations. The action plan consisted of a prioritized list of corrective measures for the department resulting in renewed accreditation and quality service for our students and coaches. Initially the action plan called for the employment of a full time Director of Intercollegiate Athletics, and a full time Academic Athletic Counselor. These positions were filled by Steve Aggers and Jawell Samilton in the fall of 2007. Mr. Aggers and Mr. Samilton worked to address the problems beginning with changing the department culture to one of academic success, the student-athlete
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 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 five year period ending with the spring semester of 2012. The academic performance statistics demonstrate that there has been marked improvement among the student-athlete population during this five year period. In light of budget cuts and reductions, we have been able to sustain student academic success since 2007. NOTE: A complete listing of all statistics referenced is available upon request.

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, however the college has been able to be compliant using Test #2.

06. Staffing Trends

Staffing Levels

[Continued on next page]
No - We need to hire two classified staff personnel will serve as a part time Athletic Trainer and a part time Sports Information Director.

**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 on as adjunct faculty members.

**07. Functions and Services**

**Function service list**

The functions and services provided by the athletic department consists of 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.

**Technological Advances (AU)**

We have worked diligently to upgrade all of the coaches in our department with a desk top computer. As recently as two years ago the majority of the coaches in our department did not have an office computer. The athletic director, department secretary and counsel 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 team members for recruiting purposes. In addition, our department has acquired a new lap top computer, a laminating machine, and a fax/copier/printer/scanner all-in-one machine. The department needs 2 additional laptops and two desktop computers for compliance purposes, and for faculty and staff usage.

**08. Survey Results**

**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, informative, willing to help, sensitive to meeting student needs, prompt in dealing with various issues, and prepare students for transfer to four year schools. Additional feedback from the survey indicated that we needed a larger training room, clean rest rooms, additional athletic counselors and athletic trainers, multi media equipment, athletic equipment, and improved athletic locker room facilities (larger lockers, showers that work properly, 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.
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.

10. Student Learning Outcomes
SLO/SAO Assessment Plans
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, as well as use feedback provided from all student athletes in the end of season exit interviews. Also, 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 coaches for every athletic program.

1. Critical Thinking: The student-athlete will be able to think critically and problem solve logically during athletic competition at practice and in games.
2. Communication: The student athlete will demonstrate active listening skills in response to directions from coaches regarding skill development, game planning and strategy implementation. Student athletes will also demonstrate proper verbal skills in communicating with teammates and coaches during practice and game situations. Finally, student athletes will learn how to deal with and respond appropriately to constructive criticism, and utilize it for learning and improvement.
3. Quantitative Reasoning: The student athlete will demonstrate the ability to navigate available resources to

SLO/SAO Changes
Improving faculty teaching and student learning is an ongoing process, and assessing skill development is a continual qualitative and quantitative measurement; however it will be completed by every head coach for each athletic program. In a recent meeting with all head coaches, each head coach was asked to update their sport specific course syllabi with Student Learning Outcomes. Furthermore, in an effort to foster the ongoing efforts to improve faculty teaching and student learning, each head coach will administer course assessment tools that effectively evaluate student learning outcomes. As a result of this assessment process, it is expected that coaches will use the results for future professional growth and the enhancement of student learning within the physical education discipline.

SLO/SAO Resource Request Need
These planned changes will not necessitate a resource request.

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 LAUSD 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 Orthopaedic Clinic in effectively meeting the Sports Medicine needs of our student athletes.

**Interoffice Collaboration (AU)**
Over the past five years, the athletic department has made a conscience effort to change the culture amongst the student athlete population here at West. In an effort to foster this change the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to foster an environment conducive to student learning, retention, persistence, and graduation and transfer.

1. Academic Senate
2. Matriculation
3. Admissions and Outreach
4. Financial Aid
5. EOPS
6. Child Development Center/Reading program
7. Learning Resource Center/Academic Support Services
8. Media Relations
9. Office of Student Excellence
10. Plant Facilities
11. DSPS
12. Counseling
13. HLRC/Library
14. Institute for Student Excellence
15. Associated Student Organization

12. Professional Development

**Professional Development Unmet Needs (AU)**

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. Philosophically, 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.

15. Environmental Scan

**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.

16. Facilities

Facilities Challenges

In light of the Allied Health and Wellness project not moving forward, and in a continued effort to improve college facilities and enhance faculty teaching and student learning we would like to recommend the college approve a plan to remodel the Physical Education/Athletic locker rooms, complete the baseball stadium renovation project, refinish the gymnasium floor, install a public address sound system in the gymnasium, enclose the C-1 building storage area on the south end, complete the installation of the football, soccer and track & field stadium public address sound system, and replace the deteriorated track & field pole vault and high jump landing pits. The Athletic Department is in desperate need of locker room space. Currently, we have the original large multi-purpose locker rooms which are located in the Physical Education Complex North and South. These locker rooms were originally designed for Dance, Health and Physical Education classes, and not for the athletic programs. As a result of the current conditions, it is recommended that we gut the inside of the men’s and women’s physical education locker rooms, and remodel the area to better suit the needs of students for the future. The college baseball stadium is desperately in need of repair and upgrades. The repairs and upgrades would include the acquisition of a new scoreboard, appropriate spectator seating, updated team dugouts, additional room for storage, press box, small concession stand, and new foul poles along the first and third base lines. In an effort to preserve, market and brand the existing gymnasium, we would like to sand the wood floor down to bare wood, refinish it with new college and athletic logos, and install a public address sound system. The Athletic Department would like the college to approve a plan to complete the college’s football, soccer and track & field stadium public address system, and install the two remaining speakers that have been purchased. Additionally, we would like to request the college approve a plan to enclose the existing structure on the south end of the C-1 building. Finally, it is recommended that we replace the existing cover of our pole vault landing pit, and the foam rubber padding for the high jump and pole vault landing pits to ensure the safety of the student-athletes participating in these events.

Facilities and EMP
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, which shall result in an increase in the persistence, graduation and transfer rates within this learning cohort of 300 plus FTES.

**Facility Long Term Goals**
The long term goals for the athletic department will be to sand and refinish the gymnasium floor with new school logos, complete the water reclamation project on the multipurpose grass practice field and baseball complex, install a new baseball scoreboard, purchase and install two foul poles, complete the public address system at the football, soccer and track stadium, acquire a new operating console for the track & field scoreboard, install a new public address system in the existing gymnasium, gut and remodel the existing outdated men's and women's locker rooms with new modern large lockers, showers, and restrooms.

**Facility Short Term Goals**
The short term goal for the athletic department will be to work collaboratively with plant facilities personnel to complete the track & field throws area, address the multiple tears in the artificial turf field, and provide adequate seating for both the participants and spectators and functioning public restrooms in the baseball complex.

17. **Budget Reduction Planning**

**Reduction Impact**
See the response provided in the Reduction Scenario area.

**Reduction Scenario**
In the spring 2011 the athletic department was asked to make a five percent budget reduction. The department was able to meet this request by eliminating five assistant coaching positions, and reducing each team's operating budget. In the summer 2012, the college asked the department to make additional budgetary reductions. The department complied with this request by suspending the Men's Basketball program for the 2012-2013 academic year. If the department were asked to make further cuts, we have created a model that gives us a prioritized guide us in making further difficult fiscal decisions. The following criteria have been adopted, and will be considered in making additional budgetary reductions if needed:

1. The ultimate goal will be to preserve all programs and ensure that we are in compliance with federal Title IX Gender Equity legislation.
2. The department leadership will confer with the campus union representatives to ensure compliance with the current LACCD and AFT Agreement.
3. The department will examine the impact of subsequent cuts and the effect on our mission, as it relates to the academic success of students in their course completion, retention and persistence, and graduation and transfer.
4. The department will also consider reductions that impact the fewest number of students. This goal will be accomplished by examining the total number of participants in each sport.
5. If cuts are required, then we will try to make cuts without affecting people or positions.
6. A prime consideration would be to make decisions that impact the fewest number of positions and personnel. If cuts in staff are considered, we will look first at the student-to-coach ratio in each sport, and the number of participants in a given program along with the number of allowable coaching positions.
7. The department will examine the budget of each program to ensure that all programs have basic operating funds for game officials, team transportation, meals, uniforms and equipment.
8. We will examine the tenure of each sport and work to preserve those programs that were recently added at the college.
9. Finally, the department will analyze how cuts might impact prospective student athletes at our local feeder high schools, and the community at large.

**20. Completion**

*Manager Approval (AU)*

Steve Aggers, November 21, 2012
# Biological Sciences

## 01. Department Purpose

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

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

## 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
1. Encourage formation of instructor facilitated study group.
2. Encourage students to utilize the online tutoring of 'mastering chemistry' that is an optional package that comes with the text.
3. Recruit upper division or graduates to tutor students, and preferably having the tutors attend classes with the students, whenever possible.
4. Provide more drill problems.
5. Make lecture notes accessible online

## 03. Response to Prior Recommendations

**Accred Recommend Response**
N/A

**PR Recommendations Response**
N/A

## 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.

## 05. Students and Student Success

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

Demographic Trends
The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Success Trends
While retention rates remained steady, ~74%-80%, the success rates were about 15% lower than the retention rate. 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 Levels
Yes, the staffing levels are adequate. The Biological Sciences discipline has two classified staff, a full-time lab tech (1.0 FTEF) and a part time (0.60 FTEF) lab tech.

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 serve multiple other programs: (1) Satisfy the natural science or biological science in general education requirements for an AA degree and for entry into dental hygiene and nursing programs (2) Satisfy requirements for AA degrees in biology and chemistry; (3) Transfer preparation for UCLA Life Science major.

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. 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

#### Course Outline

There is Divisional directive to do that. The full time instructors and adjuncts of 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. The syllabus must reflect what is on the course outline. 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 disciplines in the Division and mathematics courses to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs ans CSUs institutions with an AA in two years.

#### Online and 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, and efforts are now underway to develop hybrids for other biology disciplines.

### 10. Student Learning Outcomes

#### Course Assessment Plans

completed

#### Program Assessment Plans

completed

#### SLO Faculty Dialogue

In divisional monthly meetings. All courses have well developed course and program SLOs.

### 11. Departmental Engagement

#### Community Connections

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.

#### Interdepartmental Collaboration

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Prepared by WLAC Office of Research Planning

12/12/2012

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The Biological Sciences Program includes courses (Anatomy 1, Biology 3A, 3B, 6, and 7, Physiology 1, and Microbiology 20) that are prerequisites for various programs such as nursing, dental hygiene, respiratory therapy, physical therapy, physicians assistant, dental, pharmacy, and medical schools and it is one of the most successful programs in the Division. The 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.

### 12. Professional Development

**Professional Development Unmet Needs**

Yes. 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.

The Division has initiated a mentoring program to foster academic growth on new tenure-track faculty. Other unmet needs: lack of assessment and prerequisites for students for courses; lack of adequate ECD software.

### 13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

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 instructions 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.

### Service Eval Disagree

N/A

### 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**
Expand the Biological Sciences discipline curriculum and develop AA and certificate programs to train vocational oriented students to enter the workforce, providing needed service to the community as nurses, dental hygienists and doctors and other health care related careers.

**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 clinical programs such as nursing, respiratory therapy, physical therapy, and other professional programs-- medical, dental, pharmacy. As the demand for nurses, dental hygienists, dentists, pharmacy-technicians, doctors increase, it is evident that the Biological Sciences discipline would have to develop more innovative programs to train and attract students.

**Technology Trends**
The Laboratories/classrooms of the Biological sciences meet modern standar of lighting, ventilation,and comfort. They have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

**16. Facilities**

*Facilities Challenges*
1. Resolve all autoclave issues;
2. Set-up cadaver protocol with cold room for the Human Anatomy program

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

**Facilities and EMP**
program growth/ increase in biological and allied healths programs.

**Facility Long Term Goals**
same as in previous.

**Facility Short Term Goals**
See previous question's answers.

**17. Budget Reduction Planning**

**Reduction Impact**
Transfer/matriculation numbers for biology and allied health programs would be severely impacted.

**Reduction Scenario**
Major negative impact. Biological programs are already lean; pre-med/pharma/dental students would be affected the most.
Divisional meetings would be the form to discuss them if there were going to be cuts.

### 20. Completion

**Manager approval**

- Completed: Nov 29, 2012
- Abraha Bahta, Division Chair
# 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 and Management so they will be equipped to continue their education through transfer or obtain employment in the Business environment.

### 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

### Improvements in Program
We are continuing to involve more faculty members in the Program Review Process. However, we are still very understaffed. We presently need 2 additional fulltime faculty members. This would also greatly improve the shared governance of the division. One Retirement will take effect this semester and one next semester, we then own need three replacements. This need is urgent!!

## 03. Response to Prior Recommendations

### Accred Recommend Response
Accreditation recommendations are proceeding along with vigor. Our accreditation team has been meeting to respond to all recommendations made. Our accreditation was approved this year with modest recommendations for improvements which have been implemented.

### PR Recommendations Response
Responses to prior recommendations has been moderate from the department's standpoint. However, request for more fulltime personnel has not been addressed. Presently we are anticipating 2 retirements in the next two years, and are addressing that problem in the current Program Review 2012-2013.

## 04. Enrollment Trends

### Enrollment Trends
Enrollment in disciplines in the Business Division continue to experience increases. Additional faculty is needed to meet this challenge, and to get closer to AB 1725 requirements. We also are anticipating at least two retirements within the next year. Marketing and Management continue to have no fulltime faculty. The FPIP process is long and tedious and does not lend itself to address certain situations.

### Section Count Trends
Due to budget cuts, the number of sections have been reduced forcing larger classes. Many students are turned away for online classes. The demographics for the Business Division tends to remain constant over the past three years, This trend will possible continue into the next three to four years.

## 05. Students and Student Success

### Degree/Cert. Trends
The Division is now understaffed and we will continue to request additional faculty for the department. As stated earlier, we need to replace our instructor who was lost to us, and in addition, we need additional faculty to replace retiring faculty and at least one anticipated retiring faculty. Also we are working on a globalization curriculum which will need special personnel for the implementation and instructing the program. This will manifest in the curriculum for international business.

**Demographic Trends**

The demographics trends remain constant and we do not anticipate any current need for changes in this area. We will monitor the trends and make any adjustments required.

**Success Trends**

The Business Division has experienced a modest improvement in the success rate of all students enrolling in business classes. We could experience a higher success rate if we obtained more instructors for the division. As of now the division is grossly understaffed.

**06. Staffing Trends**

**Staffing Levels**

No, we have only four Full-time faculty to service Real Estate, Finance, Marketing, Management Business and Paralegal disciplines. We are far from satisfying AB1725. Additional staffing is critical.

**Staffing Trends**

This has been answered in previous questions, However, Our growth in student population demands the replacement of lost faculty and additional faculty to meet the departments growing need. Their need is immediate. As Stated we are creating an International Business program.

**07. Functions and Services**

**Function service list**

The Business Division offers A.A Degrees, Certificates of completion, Skill Certificates, a transfer program. The Business Division continues to have the highest transfer rate of the college. The Business Division services the following Disciplines: Real Estate, Paralegal, Finance, Marketing, Management Business, entrepreneurship accounting and law.

**Technological Advances**

Last year's Program Review was written with the expectations that a new building for Business and computer science was being built. We had programmed many innovative technological improvements, such as smart boards, virtual library and updated computer rooms to enhance the teaching of all subjects in the Business Division. We continue to plan for the construction of the TLC (Technology Learning Center) building. It is hoped that The Business Division and Computer Science Division will have access to the building in the near future.
01. Department Purpose

**Purpose**

The Business office maintains fiscal integrity in all aspects of college financial transactions including, but not limited to, daily collections, budgeting student refund disbursements, revolving fund reimbursements, accounts payable, ASO accounting, Foundation accounting.

**Purpose Alignment**

The Business Office is one of the "supportive services" which contributes to the development of "leaders who encourage excellence in others" as stated in the West Los Angeles College mission statement.

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**

FTES is down from F2011 (7,674), but has been constant for the F2012 (6,784) and F2013 (6,716), which means that there should be no appreciable change in 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 Levels**

Yes.

**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 for student fees; preparing and processing refunds; distribution of scholarship checks; processing requests for financial aid debit card replacements; all accounting associated with the Associated Student Organization.

Services for faculty and staff include: payment of vendor invoices; payment of non-vendor requests for payment;

08. Survey Results

**Survey Results**
In Fall 2011, Admin Services promulgated a survey which included a question about the courtesy and competence shown by Business Office staff. The rating system included five choices: excellent, good, fair, poor, and very poor. Data from the survey showed that out of 146 respondents, 35.9% were very satisfied with Business Office customer service and 44.7% were satisfied most of the time.

Comments to the survey indicated that 1) too often phones are not answered promptly and callers have to leave a voice mail message and wait for a call back and 2) more feedback is desired regarding progress on requests for payment.

**Survey Results Implications**

1) Business office staff was reminded of phone answering responsibilities when assigned to backup. In addition, the transfer to Cisco IP phones in the Business Office in February, 2011 has meant that all voice mail is now reviewable in e-mail. This gives management the opportunity to review all unanswered calls to detect patterns. This has been done and the pattern that emerges is that calls go to voice mail during the heavy volume of registration time and in non-registration time when the office is short-staffed due to vacations or illness. However, having voice mail on e-mail has allowed us to be sure all voice mail calls are answered.

2) The Business Office is now sending an e-mail to faculty and staff for whom we have received an approved Request for Conference Attendance. We chose this process to provide feedback because there is usually a lag between the Request to attend the conference and the Travel Expense Claim which requests reimbursement for the conference. The Business office is the last stop for all other requests for payment and the requestor will hear from us pretty quickly either to answer a question/provide more documentation or come to the office to pick up a check.

**11. Departmental Engagement**

**Community Connections (AU)**

N/A

**Interoffice Collaboration (AU)**

The Business Office collaborates almost daily with the campus offices of Academic Affairs, Student Affairs, the Admissions Office, and the Financial Aid office. Also, we are in almost daily contact with various divisions at District office.

**12. Professional Development**

**Professional Development Unmet Needs (AU)**

None.

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

**Impact Catalog schedule website**

The information contained in the college catalog, class schedule, and college website regarding Business Office hours of operation, routine fees, refund policies, and parking permit applications is very helpful. There are no plans for developing informational/promotional materials at this time.

**15. Environmental Scan**

**Technology Trends**
1) The proliferation of cell phone use by students has encouraged us, in conjunction with Admissions and Financial Aid, to implement a queuing system which relies heavily on text and voice notifications through mobile phones.

2) We are doing more and more routine communication with students, faculty, and staff through e-mail.

3) As our international student population grows, we are working to streamline the process of receiving and refunding via electronic funds transfer.

16. Facilities

*Facilities Challenges
We have a lovely new facility with only one serious problem: the heavy security glass on our counter windows prevents our hearing and being heard by our students/customers without everyone having to raise their voices.

Facilities and EMP
N/A

Facility Long Term Goals
None.

Facility Short Term Goals
We will address the window issue in Phase II of the new building construction schedules for Spring 2013.

17. Budget Reduction Planning

Reduction Impact
If the Business Office were required to cut back on staff, there would be a reduction in service: longer lines at the window and longer wait times for payments for example.

Reduction Scenario
If our department were required to cut expenses by 5% (approximately $21,000) it would have to be by either:

1) instituting a handling charge on credit card payments sufficient to cover the merchant charges.

2) salary action in the form of furloughs or salary reductions.

20. Completion

Manager Approval (AU)
Maureen A. O’Brien, 11/30/12
# Child Dev/ F&CS

## 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.

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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.

### 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 university transfer, career education and courses for personal or professional growth.

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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 hybrids on Sunday.

## 02. Effectiveness Assessment & Continuous Process Improvement

### Assessment of Improvements

Child Development Department:

We have assessed the appropriate improvements and learning that has occurred in our program through feedback from students, 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 CCCEC the Community College organization of all ECE instructors, this keeps us current and relevant.

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FCS:

### Improvements in Program
Child Development Department:
We have grown in terms of not only the number of students that are participating in our program, but we have grown in what resources we have been able to provide for our CD students that have supported their academic, professional, and personal success. We looked at who we were and the population of students we were serving and pledge an intention that we would be culturally aware and responsive. We pledged that we would develop more substantial and relevant relationships with our students. We established mapping of their pathway to success, that took into consideration that our students are real people living real lives outside the borders of this institution of higher learning. As a committed faculty and support staff, we have not only provided financial stipends that make it possible to buy those books that cannot afford to purchase, but we have provide advisement on both an academic plane and on a personal plane. We know our students and they know we are available and accessible. We developed an email address for them so that we can be accessed 24/7. Our diligence in making sure that our faculty engage in personal and professional development has impacted what they bring to the classroom in terms of curriculum and professional expertise in the subjects they teach. The students needed a sacred space where they could go to study, get tutoring, and work on their projects. Yes, our students needed a sacred space where they could just go to be nurtured and fed by faculty that are engaged in their profession and the students they serve opened our lab in the back of Beth Evans station wagon 15 years ago. Today we sport a fully equipped curriculum lab that houses our curriculum classes and is that sacred space for our CD students. We honor our students every year for what they have accomplished in terms of employment, degrees, certificates and skill awards. We are a learning community that has used the opportunity of Program Review to not only assess our progress, but to inspire us to accomplish more for the benefit of our students and the children they will one day serve.

FCS:
Program review has encouraged me to constantly evaluate what I do in the classroom and online to encourage student success

03. Response to Prior Recommendations

Accred Recommend Response
Child Development Department:
We have worked on the following projects:
1. Updated 28 official course outlines for Child Development to be presented to the Curriculum Committee between December 2012 and January 2013.
2. Wrote and established one course specific SLO and Assessment for all 28 Child development courses.
3. Re-worked all of the A.A. degree plans, Certificates, and Skill awards content and mapping.
4. Updated and enhanced the format of our Child Development course syllabus that are a template for all of the CD instructors.
5. Designed a SEP format for students and counselors that will enable them to assist Child Development students in a more streamline fashion. This format was designed for the A.A. degree, transfer to CSU's, and for Pacific Oaks. Plans have been made for Plan A and Plan B.
6. Re-design of the A.A. degree in Child Development to meet not only the academic requirements but the employment requirements for ECE teachers in the field.

PR Recommendations Response
Child Development Department:
1. Curriculum: One of the major recommendations from the previous program review was the need to have our curriculum engage the students in more writing assignments. We have gone over our SLO's for all of our classes and have re-worked the assignments and the SLO's to represent a change in what we expect our students to do in each course.

2. Curriculum Lab Hours: Another recommendation was the accessibility of the curriculum lab and so we have changed our hours and days of operation so that we are available on Saturdays from 8:00 am to 1:00 pm for those students who cannot come during the week.

3. Textbooks: We have always struggled with the cost of the CD textbooks and this has been a major stumbling block for our students. We have taken the Program Review recommendation to make books more affordable by developing a relationship with our bookstore and we are now participating in the book rental program. We are very appreciative to Thomas Harjuno, who stepped forward years before the bookstore program and enabled us to provide textbooks for our CD students, Math students and Umoja students. His actions inspired our institution to provide this service as well. Although his books were less expensive for the students.

FCS:

04. Enrollment Trends

Enrollment Trends
Child Development Department:
The trends in enrollment and FTES show according to the data that in terms of the Child Development Program we have had a slight decrease over the past 2 years in terms of our on campus enrollment. The most significant data is that we have been able to retain the enrollment in spite of the huge cuts in class offerings. In Fall 2009 we served around 770 students on campus, 34 Jumpstart students, and 115 online students. In Fall 2010 we served around 721 on campus students, 20 Jumpstart students, and 213 online students. The trend at this point is that as of 2011 we serve approximately 578 on campus students and around 328 online students. Our online program started with offering one course (CD 1) in Fall 2008 serving 34 students and now we offer an additional 5 different courses on line serving more than 300 students. It is amazing that we are able to serve our students to the level we do with only two full time instructors. We have grave concerns that with the cuts in course offerings that we have experienced over the last year and what we are facing in Spring 2012, will have a tremendous negative impact on the vitality of our Program. We have established a pathway for students to follow in taking their coursework, but if we are not able to offer the pre-requisites in the number of sections we need to accommodate the enrollment, we will not be able to get students through the Program. This will have an impact on those students that want to transfer and for those students that are trying to acquire their Teaching Permit and find employment. The data shows as of 2011 we serve more that 906 students.

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

Section Count Trends
Child Development Department:
Considering the number of courses that are required to complete the A.A. degree in Child Development and to meet the requirements of the teaching permit the average class size as of Fall 2011 is around 48.2 average per section and we offer around 16-17 sections of classes per semester (Fall and Spring) for the 14 different courses that we have to offer each semester. Now that we are offering some courses on line, our courses that are also counted as general education courses have increased the count in online offerings. We are currently serving more than 900 students in our program. This trend seems to be consistent since Fall 2008. As of Spring 2010 we have experienced a cut in class section offerings which is now have a negative impact on trying to matriculate our students through the Core pre-requisite courses. There is a domino affect on the upper level courses since the students need the Core courses first. Given the seriousness of cuts and the necessity for students to matriculate, we have re-designed the mapping for CD so that we will be offering more hybrid eight week courses in the upper level specialization courses.

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FCS:
The number of classes in FCS has declined due to the financial difficulties facing the college. More students are trying to enroll but we are unable to meet their needs.
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 2011-June 2012 year our CD students earned 160 Specialization Skill Awards and 10 Certificates of Achievement /Completion.

FCS:
Due to budget restraints, no new classes have been added and another FCS class had to be archived.

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

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

Success Trends
Child Development Department:
The retention rates in our program are between 85-93 has of Fall 2011 which shows an increase. We attribute this to the fact that the Child Development program is a specialized program that is dealing with students that have an intention to become teachers and enter the workforce. The program has additional financial stipends to support the students as well as other programs that offer individual mentoring opportunities. The program has been very intentional in providing a community to support the student's success which entails participation in State wide programs, tutoring, curriculum lab, and a student help center in our Child Development office.
The adjunct faculty have been trained by the CD Department to function as Professional Growth Advisors that assist the students in the process of doing their professional development requirements for the teaching permit process. We believe that the access to the Department Chair, and collaboration with the Assessment services and the Umoja program has enhanced what services we are able to offer our students. Our students participate in an Orientation every year and are given a handbook specifically written for the Child Development Program. All students are given a Permit Matrix and a Program Matrix by which they can navigate through the program successfully. We keep an open dialog with the counseling division and a collaborative relationship with the Campus Child Development Center which serves as our lab facility for the Child Development Program.

06. Staffing Trends

Staffing Levels
Child Development Department:
No it is not adequate. The program really needs to have at least 3 full time instructors to serve the more than 900 students in the department. We have been fortunate to maintain some of the adjunct faculty staff that has been consistent over the last 10 plus years so that the students have been able to rely on their commitment to them and the quality of education. The adjunct faculty has been very supportive and active in the progress and stability of the program. We have 5 other programs that we participate in to support our students and therefore it will be necessary to enhance our full time instructors to meet the demands of the field. We will need to fill the position of the Lead instructor (program director) retiring in June 2013 and fill the other position we have had in Program Review for more than 5 years.

The financial support will be approximately: $70,000 and Benefits (@22.72%) $15,904, for a total of $85,904 per instructor

FCS:
As it is, only one person is in this department with part of their assignment being in Child Development.
Child Development Department:
In Child Development the FTEF has not changed over the past 10 years. We had a retirement in 2004 and now there are still only two full time instructors. Our Lead instructor (program director) will retire in June 2013 and we need to not only fill her position but the other position we have had in our Program Review for more than 5 years. We have been fortunate to have an adjunct faculty that are not only highly qualified, but that have served our students consistently over the past ten years. Each adjunct has served on our Advisory Committee and have trained and worked as professional growth advisors for our students. Our adjunct faculty is not as integrated into the fabric of our Program as we have had in the past, because so many of them have not been offered class as a result of the cuts in classes.

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FCS:
Number of classes are being cut, so no additional faculty is needed.

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.

Auxiliar Programs:
California Student Aid Commission
California Mentor Teacher Program
Child Development Training Consortium

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FCS:
See division report

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 online. 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 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 online 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 and office staff.

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FCS:
See division report.

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.

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FCS:
See division report.

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-Heart4Kids has in the past also been a means to access information from students that has helped to enhance our program.

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FCS:
See division report.
09. Curriculum

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.

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FCS:
It is offered each semester for various programs.

Course sequence

Child Development Department:
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.

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FCS:
Is a stand alone class. It is offered each semester both onground and online.

Online and 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 will add the following upper level specialization courses in hybrid format:
CD 30 and CD 31
CD 44 and CD 45
CD 46 and CD 47

FCS:
FCS 21 is offered each semester online, onground, and in hybrid form.
Been revising both the online and hybrid classes each semester to improve student's retention and performances.

10. Student Learning Outcomes

Course Assessment Plans
Child Development Department:
Now that we have aligned our courses with the CSU's for the 24 core units for transfere, 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

FCS:
Use of more technology and hands-on activities

Program Assessment Plans
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 Unit Project and our in alignment across the State.

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.

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, Umoja Statewide Consortium, CAP, CCCECE, and the 24 Unit Alignment Project with the CSU transfer agreement.

Interdepartmental Collaboration

FCS:
FCS is a stand-alone class at this time.

FCS:
Meet with the child development department on a regular basis.

FCS:
Not a program.
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.

12. Professional Development

Professional Development Unmet Needs

Child Development Department:
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 proficiency as instructors.

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

Kenya Bikeer: Full Time Instructor for Child Development Dept.
Professional Development for the past 2 years.
ETUDES Certified, California Child Development Mentors; Selection Committee, attended various workshops related to Child Development, attends District Discipline (Child Development), attend and did workshops for Director Seminar at Southwest College, attend SWAT (Southwest, West LA, and Trade Tech) Committee.

FCS:
The professional development needs have been met.
Attended several workshops on nutrition and its affect on cancer, diabetes, and heart disease.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
Child Development Department:
The resources available to us through the catalog, class schedule and website has been supportive in marketing our program. We do not however just depend on these resources to promote our program. Our interaction and involvement through the programs we participate in and our involvement on a State level have given our program exposure. We want to be able to continue to upgrade and enhance our Child Development Handbook, brochure and website to support the development of our program. We are in the process of updating our web page that somehow disappeared off the Campus Website.

FCS:
FCS transfers to the CSU and UC. There is no marketing at this time.

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

Aves Scholarship
Dorothy Kahn Galloway ECE Teacher Scholarship
Child Development Training Consortium Stipends
California Student Aid Commission Stipend
L.A. County Cycle Stipend for ECE Teachers
ASPIRE Training and Stipend

Club Sponsorship
Child Development Department:
We have created a virtual community for our students (heart4kids) that has a site for our students and other child development students to interact through. We also sponsor field trips to colleges that our students are interested in transferring to. We hold Student Orientation meetings and workshops for our students. We are also in the process of reinstating our Child Development Club on campus. Kenyatta Bakeer our new full time instructor is taking the lead on this project so that she will be the advisor for the on campus CD Club and the Chair-Beth Evans will maintain the virtual club community even after she retires as a service to the Department and the students. This virtual community is a way for the Department to stay in contact with students that have matriculated out of the college.

15. Environmental Scan

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

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

Data shows child care jobs in 2010 and the projection for 2019. It shows the difference between these numbers and the % of growth. The 2010 and 2019 LQ (location quotient) indicates that child care employment is rising 10 to 11% faster than the average career field. It also shows both the annual openings and the total number of openings over the 10 years of the projection.

FCS:

**Technology Trends**

Child Development Department:
We are integrating the use of computers as part of the Early Childhood curriculum that students will use in their classrooms with children. We are also besides the online class offerings, encouraging students to utilize the availability of access to the Etudes system to communicate with their instructors and to submit assignments. We have strongly encouraged all of our instructors to become ETUDES certified so that they design and implement a shell for their class. the goal is to have an ETUDES shell for every class offering. Our students have to have computer literacy to function in an ECE program as a teacher or Director of a program.

FCS:

Etudes is used for all of the classes except for the classes that are only on the ground.

**16. Facilities**

*Facilities Challenges*

Child Development Department:
We have absolute no real challenges in terms of facilities since we have relocated to our new building GC 180. Currently we have 3 classrooms, a curriculum lab, offices for all our full time faculty, office space with desk for all of our adjunct instructors, room for our auxiliary programs, and a resource room. We are satisfied and appreciative for what has been provided for our students and for us to serve them more professionally and resourcefully.

FCS:
None.

**Facilities and division/ department goal**
Child Development Department:
We have every state of the art equipment that any instructor or student could want for in our new facility. It is now up to us as instructors to utilize what we have at hand to enhance our presentation and delivery of the content of our courses. This new environment and the elements that have been installed to support our teaching and the student’s learning should be inspiring and motivate us all to not only being successful, but innovative and creative. We expect excellence from everyone involved in this learning community. The care and service that we are given by our custodians is remarkable. They have always taken a personal interest in us and here is mutual respect.

Facilities and EMP
Child Development Department:
If we are in fact intentional about producing well prepared students then our students must develop the tools of their trade. When we provide a curriculum lab and the materials that are critical to enhance their development and at the same time manifest the competency we are working for through the SLO’s for each course, then we have to align the sophistication of our Curriculum Lab resources and facilities to support their success.

Facility Long Term Goals
Child Development Department:
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. This would also entail expanding the facilities accessibility.

Facility Short Term Goals
Child Development Department:
If we had a short term goal it would be to re-stock our Curriculum Lab with materials that we want to provide for our students. We have purchased new computers that will be installed in the Lab for the CD students to use to do their projects, research and assignments.

17. Budget Reduction Planning
Reduction Impact
Child Development Department:
We would not like to see any program cut. We believe viability is really the issue and deciding factor in these economic times. We believe that the college should look at individual course offerings and what the viability is in those courses before looking at programs, especially CTE programs that lead our students to employment. The federal government is stressing the importance of CTE and how there is a crisis in developing a population of people that do not have skills that will provide an income and resources to support their lives. WE are an institution as was all community colleges, that were developed to meet the needs of the communities that we serve. We were the light at the end of a tunnel that for many people they don’t dare venture into. We have evolved to a concentration on preparing students for transfer and that is important but we must remember there are many roads that these institutions are pathways for: Transfer-CTE-Personal Development- RE-Training and re-entry to society for Veterans and other disenfranchised citizens. We must keep a balance in our vision and mission and never forget from whence we came and for the why we came into being. Child Development -Early Childhood Education is a field that will never be replace by computers or machines. It does not at this time provide the highest income but the demand for good teachers is off the charts. The State Commission on Teacher Credentialing and other entities are aware of this so that it is upgrading the requirements and re-visiting the concept of going back to requiring Early Childhood credentials.

FCS:
N/A

Reduction Scenario
Child Development Department:
We have been down this road for the past 4 years. We have had reductions from 32 sections of CD classes a semester to 17 class sections. We have been facing the reduction with fighting for every course we could hold on to. We have therefore created a mapping schedule that will help us keep our heads above water. We have no intention of letting our program become dysfunctional and irrelevant. What we have put in place to protect our class offerings is to move towards more online-hybrid and short term class offerings so that as the student matriculates through the program and is taking upper level courses, the courses are more accessible. If in fact the college vision is to be "A gateway to success for every student", then we support that with our creativity and flexible. We support that with re-designing our course offerings and the number of sections we offer of one course. At the same time we are careful not to close the door to students in the entry level courses so that they can have a solid foundation. If in fact the college mission is for "West Los Angeles College provide a transformative educational experience which fosters a diverse learning community dedicated to student success through quality instruction and supportive services". then we will do our part to support the college in not only this endeavor but in its effort to develop leaders who encourage excellence in others. This process involves us as faculty, staff, administrators, and support staff working in concert and in harmony with one another. The students model what we demonstrate for them in our ability to remain positive, motivated,

19. CTE Programs
Advisory Board Membership
Child Development Department:
West Los Angeles College
Child Development Department Advisory Committee
Our Advisory Committee consists of the following:
Yvonne Simone-CDC Campus Director
Child Development Center Faculty
Adjunct Child Development Instructors
Shenece Canty-Students majoring in Child Development
Ara Aguiar-Dean of Academic Affairs of College

Child Care Providers:
Jeni Butterworth- Director of Sony Child Development Center
Cathy Ellis- Director Bright Horizons Corporation Child Care Centers
Mildred Lovett- The Children¿s Center and the South Central Training Consortium
Wilma Kiel-The Intergenerational Center and The South Central Consortium
Shelley Hughes- Owner of a Family Day Care (Alumni)
Ingrid Maxie- Owner of Family Day Care Center
Directors of Child Care Programs funded by CDE/CDD
Yuovene Whistler-Crystal Stairs Resource and Referral Services for Child Care
-Chair of ECE CSU- Domiquez Hills
Representative of Pacific Oaks College
Dr. Patricia Banday-Director of Assessment and Matriculation
Bryan Starks-Department of Social Services-Child Welfare Services

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FCS:
N/A

Advisory Board Outcomes
Child Development Department:
The major concern from the input from our Advisory Committee members is that they want to see more writing opportunities required in the course work that students undertake. There is a serious demand that teachers be skillful in observation and writing techniques to record as assess the development of children. We as a faculty have taken this into consideration in the formatting of the modality of learning techniques we institute in our courses. We have increased the writing assignments in all of our courses and have required more essay exams and less scranon multiple choice. We have included one of the course requirements for the A.A. degree to incorporate the Observation and Recording course into the mix. There was also a concen of what would happen if one of the full time instructors was to follow thorough with retirement and what that impact would have on the CD Program.

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FCS:
Child Development Department:
Obviously, our students have been successful in reputable numbers evident by their ability to acquire employment in the Early Childhood field. We are contacted constantly for referrals for our students as potential teachers in a variety of programs that are satisfied with the training and field experiences that our students have to fulfill. We have had a real struggle with encouraging the counseling division to not counsel our students out of Child Development for their A.A. degree. This has had a real impact on our degree since that are encouraged to attain a Liberal Arts degree instead. There seems to be a lack of understanding that our program is both academic and vocational. With our new SEP we are guiding students to complete their A.A. in Child Development and with 2 additional courses they can attain their A.A. in Libral Arts as well. With the new design of the SEP for Child Development we are trying to collaborate with the counseling department so that assisting our CD students will be streamlined and straight forward. The Chair attends the counseling meetings at least once a semester to keep the lines of communication open and has been successful in getting the transfer counselor Helen Young to work with her in evaluating the SEP template.

CTE Accreditation Recommendations
NA

Employer Satisfaction Survey
Child Development Department:
Based on the feedback we have received from the members of our Advisory Committee that are a representation from the employers in our community and in the outlining communities that are students have found employment, we have established a great reputation. Our students are in demand. We have teachers that have gone through our program for their degree, certificates and skill awards and have received their teaching permits that are currently employed in ECE programs like: Bright Horizons, Sony Pictures, Child Development Center, L.A. Unified Child Development Centers, Culver City Child Development Centers, Westside Child Development Center, local YMCA and Parks and Recreation Child Development Centers, Headstart Programs, First 5 Programs, as well as private for profit programs. We feel that the strides we have made in the content of our courses, the resources we have provided, and the relationships we have built with our students have proven to be best practices and us kept our program provicent and relevant.

Labor Market Demand
Child Development Department:
We are serving at least 900 plus students a year. We have had more than 52 graduates since 2009 that we can account for since the data collection just started in 2006 and we are collecting that data now. We have had more than 100 students receive their teaching permits in the last 5 years that put them in a position to go into the field as teachers. We also have students that are serving as associate and assistant teachers in ECE programs across L.A. County. Our students are in high demand working in the WLAC community at such sites as: Sony Pictures, Bright Horizons, Culver City ECE Programs, L.A. Unified Child Development Programs, Headstart Programs Westside Children's Center and private for profit institutions. Many of our students start their professional career as a result of doing their Practicum experience and end up being hired. We have to actually ask the employers to allow them to finish their Practicum experience first. We do although encourage the employers to hire them during their second semester of Practicum when we are confident about their skills and ability to handle work and school.

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FCS:
N/A

Licensure Exam Performance
NA

20. Completion
Manager approval
Elizabeth Evans, M.S. Ed. Vice Chair for Child Development
Buck Stapleton, Chair of Behavioral and Social Sciences
## 01. Department Purpose

### Purpose

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

The Child Development Center has three mandated fundamental purposes:

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

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

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

### Purpose Alignment

The Child Development Center is a student support service providing access to higher education for student-parents. By offering preschool childcare services, it gives parents the opportunity to complete their educational goals. The CDC helps student-parents persist with their educational goals, consistent with West's Educational Master Plan and mission. The CDC prepares instructional students for the workforce as an education laboratory for instructional students where they engage in detailed observations and study of young children, teacher-child interactions, and application of theory to learning through student teaching/practicum/internships. Students pursuing a child development career path earn certificates, degrees, and prepare for transfer readiness to four-year institutions.

## 03. Response to Prior Recommendations

### Accred Recommend Response

CDC director has worked with the Student Services administrative team to rewrite CDC Service Learning Outcomes. The CDC participates annually in the program review cycle and the request for resource allocation.

### PR Recommendations Response

12/12/2012

Prepared by WLAC Office of Research Planning

Page 69 of 324
Why move an SFP to a classified position? How will CDC generate funding?

This position was initiated in 2000 as an SFP position. It is an essential position to the maintenance of the four grants that financially support the Center. This position was surveyed approximately 3 years ago by the Personnel Commision as to whether it should be a regular classified position. It was agreed upon at the Student Services administrative level and was never addressed any further by the PC. This position would continue to be fully funded by grants as long as our grant funding existed.

Possible collaboration with FKCE.

The CDC collaborated with the Forster Kinship Care program by housing the program/classes during the 2010-11 and 2011-12 years. The CDC director is a member of the FKCE advisory board.

Unmet needs for professional development?

Staff initiated / take advantage of campus staff development at will.

Please investigate additional grants to support the CDC.

Summers 2011-2012, under the over site of the CDC director, a Pre-K summer camp was initiated and offered to the community as a possible revenue source to the CDC/college. The community demonstrated little interest in this activity. In 2012, publicity and visibility of this summer camp was ramped up to no avail.

In spring 2012, the CDC director and Toddler teacher teamed with the college grant writer in response to a meeting/ request with the college president and the CEO of LAUP. A proposal to fund an Infant classroom was submitted to LAUP for funding consideration.

04. Enrollment Trends

Enrollment Trends

While the college demographic show 60% female, the CDC student demographics for gender are higher for females (88%) who traditionally have child rearing responsibilities. More males are participating in the program not as students but staff employees and grandfathers. The Center staff has offered a workshop/meeting for men to address their childcare interests and concerns.

The Center is consistent in reflecting the college's age groups. CDC student-families are across the age spectrum.

The CDC is rich in ethnic diversity. As of 2012-13 there has been a increase in the CDC American Indian and white populations, the Afro-American population now is slightly less than the Hispanic population (the Hispanic population has been consistent for the 3 out of 4 years). Hiring bilingual/Spanish teaching assistants is a Center staffing consideration.

The CDC in its capacity as laboratory school plays a role in providing indirect instruction to the Child Development instructional curriculum resulting in certificates, skills certificates and AA degrees.

05. Students and Student Success

Degree/ Cert. Trends

12/12/2012
Prepared by WLAC Office of Research Planning
Child Development instruction has increased awarding certificates and skill certificates. Instructional students course work, has a high volume of observational assignments and the student-teacher/practicum required hours has increased from 90 to 108 hours. CDC is accommodating more observers and longer hours for practicum students. More CDC staff time involved in training and supervision.

**Demographic Trends**

The CDC anticipates a growing trend of Hispanics enrolling children into the program. Hiring staff who are bilingual is a consideration due to this trend. Female veterans are beginning to show up in the program. The collaboration with St. John's Child and Family Student Center will work with the CDC veterans families and staff.

**Success Trends**

The CDC has been consistent with enrollment and many student-parents persist with their educational goals or a three plus year period.

The CDC laboratory/practicum training also has been consistent. The practicum placement number for the past years has been 12 students and 8-9 complete the year long training.

**06. Staffing Trends**

**Staffing Levels**

Staffing levels are "adequate" to meet the existing program. Staffing is at minimum base level.

Anticipated retirement in June 2013. A CDC program director is required by Title 22 of the California Educational Code.

**Staffing Trends**

Maintenance of existing staff to provide childcare services and student-teacher/practicum training the the Child Development instructional program.

**07. Functions and Services**

**Function service list**

Provide childcare services for preschool age children 2-5 years of age.

Provide CD 22/23 practicum placement, supervision and training / total of 216 hours of CDC supervised training per student. (12 stu. x 216 hrs = annual 2,592 hrs)

Provide opportunity for instructional students to complete individual and class observation assignments.

Offer parent education and activities.

Offer child & family and lead teaching staff consultation services provided through Center's collaboration with Saint John's Child and Family Study Center.

Assist in providing student-parents campus and community resources i.e. WIC, Regional Center, local school districts,

**Technological Advances (AU)**

Center application on college website. This has been useful to potential families.

CDC Parent Survey was implemented online. (Limited success.)

**08. Survey Results**

**Survey Results**
The CDC Parent Survey combines a survey from the State Child Development Division (Desired Results Parent Survey) part of the state grants and is connected to the Child Portfolios (DRDPs) that the teaching staff develop on each child. Part two of the survey is a LACCD/CDC survey that provides a look at the student parent population, demographics, reasons for attending college and their satisfaction with the CDC services. Spring, 2012.

The surveys had been combined and developed for online a year ago. Having parents do the surveys online was not successful. When asked student parents preferred hardcopies. The CDC which over to hardcopies. The response was still low (compared to 2 years ago when doing hardcopies prior to the development of the online format). 14 of 64 student parents responded. All parents stated they were satisfied with the “overall quality of this program”, their children were “happy and safe” in the program, and all rated the program as excellent. Parents felt they received information about the program ranging from how children development at different ages to nutrition, to the experience and training of the program staff. The majority of parents were students at West with a few parents also taking classes at another LACCD college. The majority indicated

**Survey Results Implications**

With low response a second year in a row, after attempting to have student parents do the survey online is an implication for change. CDC planning to go with an added incentive (food, treats?) and hardcopies to obtain a higher reponse level - Spring ’13.

Parents indicated interest in additional services i.e. Kindergarten, evening services for toddlers and preschoolers, summer and winter intercession services for toddlers and preschoolers. CDC staff looking for funding opportunities to extend and provide additional services.

### 10. Student Learning Outcomes

**SLO/SAO Assessment Plans**

1. 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.

2. Civic Responsibility:
   - As the result of participating in CDC events and fundraising, students will be able to demonstrate civic responsibility.

3. Ethics:
   - As the result of completing the CDC enrollment documents and participating in the intake/orientation process, students will adhere to the CDC handbook.

4. 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.

5. Critical Thinking:
   - As the result of students participating in parent conferences, student will be able to analyze problems and implement solutions.

6. Self-Awareness / Interpersonal:
   - As a result of participating in the parenting enrichment training, students will be able to apply self-assessment strategies to enhance their parenting skills.
**SLO/SAO Changes**

The CDC SLO/SAOs and assessment measure are new and were rewritten fall 2012 to address accreditation recommendations.

**SLO/SAO Resource Request Need**

No cost.

### 11. Departmental Engagement

**Community Connections (AU)**

In 2008, the CDC partnered with St. John’s Child and Family Study Center to provide mental health consultation to the children, student-parents and CDC staff. This has been extremely successful.

CDC teaching staff reach out to local school districts to obtain assessments and developmental services for children and parents. Example - Westside Regional Center, Culver City School District.

**Interoffice Collaboration (AU)**

The Child Development Center and Child Development Instructional program have had a collaboration since 1975. The Child Development Center is a laboratory/field training site for Child Development instructional observers, class observations, and practicum. Students from CD1, CD2, CD22, CD23, CD30, CD38, 65 use the CDC for instructional assignments.

Dental Hygiene and Psychology classes use the CDC for instructional presentations/activities/assignments.

The Foster Kinship Care program for the past two years has partnered with the CDC to hold its classes at the CDC.

The CalWORKs program works with the CDC to provide childcare services to student-parents.

The CDC facilities have hosted Trio and SSS grant programs for youth during the summers and weekends.

### 12. Professional Development

**Professional Development Unmet Needs (AU)**

Each faculty member selects their own professional development based on the needs they observe in their classrooms to ensure their professional and personal growth and keep current with trends in Child Development.

### 13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

The class schedule is an essential communication tool for student-parents to learn about the Child Development Center. Noted in our Parent Surveys.

CDC visibility on the college's website has been very useful for enrollment building.

Being sure to keep the schedule current with program information. Also, keeping the CDC webpage updated.

### 15. Environmental Scan

**Technology Trends**
CDC program visibility on the college website. Great!

16. Facilities

*Facilities Challenges*
CDC facility is well maintained.
Number of parking spaces, for peak times, remains a challenge. CDC staff have worked with parents and the Sheriffs on this issue.

Facilities and EMP
Maintenance of program quality and facility presentation to parents.

Facility Long Term Goals
None.

Facility Short Term Goals
Replacement of sand completed thorough a grant. The second grant funded project is to replace one torn yard shade.
Exterior metal surfaces need repainting. Fencing has rust spots.

17. Budget Reduction Planning

Reduction Impact
See prior question/ response - Reduction Scenario

Reduction Scenario
A 5% cut presents 2 scenarios:
Cut to the CDC total budget, inclusive of grants, would be $30,108.
A 5% cut to the portion of the budget that includes the Tax Bailout funds and the college augmentation only would be = $13,869.

Because the CDC has multiple funding sources these cuts could be absorbed is a variety of ways:
Effects- Off loading a portion of certificated salary on program 70007 budget to a grant.
This could impact a certificated teaching position.
If the cuts were absorbed by the only budget line item there is other that certificated or classified benefits, then the student employee account would be cut.
Cutting student employees presents concern for mandated adult/child ratios being maintained in the classrooms.
Less student employees less student-families enrolled / children to stay within legal ratios
Less student-families enrolled = less grant money earned.
Reduced grant funding. Classroom closure?
Reduced access to student-families.
Reduced observation/training for Child Development instructional students and other user department.
Reduced student-teacher/practicum = less certificates and career pathway opportunities.

20. Completion

Manager Approval (AU)
Yvonne Simone,
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 career 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 course for students to fulfill general education requirement. These goals are supported by the division offering of degrees, certification 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 CS 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 analyze the data report from the college research office that provide number of students receiving degrees and certificates awarded by CS division. Below is the analysis of the above data that we used to assess the improvement in student achievement and learning.

The number of degrees and certificates awarded has been growing as new vocational degrees and certificates were in place year 2010. The awardees of CSIT certificate and degree has increased 60% in year 2011 & 2012 compared to year 2010; the awardees of legal secretary has decreased due to the cancellation of a required class, as a result, students have to delay their graduation.

Improvements in Program
1). Update computer network and security program by implementing VMware training:
The improvement was to leverage, expand, and add more student value to our existing vocational training programs, such as the 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.

2). Request tutoring service:
Tutoring has been of a great help to the students who are pursuing computer science degree/track. Learning Computer science topics, which often are complex, involve a lot of mathematical, logical, critical thinking and analyses. So, hands on approach with a faculty or a learned tutor is essential to the success of the students. So far we have two tutors with the combined time of 10 hours of tutoring. This 10 hours is split between 4 days from Monday to Thursday. Every single day, students from computer science and web design tracks come to the lab CE101 and seeks the help of the the tutors to understand the material or help to do their homework. This has also helped students improve their grades and hence contributed greatly to the student success rate for each of the computer science class which now hovers around 70%.

3). Consulted with Articulation Office and identified classes/courses with a four year universities that map to our classes. Initiated contact with the Universities, Requested our courses to be transfered to the universities and got approval on transferability of many of our classes.

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03. Response to Prior Recommendations

Accred Recommend Response
The team recommends that the college identify student learning outcomes that are related to course objectives for all courses; evaluate all courses and programs through an on-going systematic review of the relevance, appropriateness, and achievement of student learning outcomes, currency, and future needs and plans; and conduct authentic assessment of student achievement at the course, program, and institutional levels in order to improve student learning.

In 2006, the college began an SLO Portfolio Project to capture SLO assessment, with about 25% of the faculty starting the project each year through 2009. Focusing on high-impact courses, CS instructors created (or identified existing) lessons focusing on a specific program SLO, developed a rating scale for the assignments students produce as a result of these lessons, and posted model student work illustrating A, B, C, D, and F grades in relation to the SLO. Instructors also posted reflections stating what they learned during the process and what they might change the next time they taught the course. In this way, West calibrated grade on individual assessments (essays, quizzes, speeches, art projects, etc.) with SLO achievement, showing how faculty evaluate student achievement. Faculty were prompted to use the results of this process to help more students achieve their SLOs. The resulting cycle (design, develop, pilot-test, evaluate, modify--if necessary--test again) allowed for continuous improvement, both in instruction leading to student achievement of SLOs and in the assessment process itself.

Program SLO-To identify Program SLOs, faculty typically began by listing the critical outcomes of the courses that made up the program. In order to apply a Program SLO to a course, an instructor needed to reverse this process, matching an assessment in the course to a Program SLO.

Student Learning Outcome has been an on-going process and effort for our division, course level and program level SLOs have been developed, reviewed, and assessed by all faculty in the division. In order to complete a SLO cycle, every faculty in the division has completed course SLO addendum for every course that the division offered for the past two years. These 40+ course addendum were approved by the Curriculum Committee and

PR Recommendations Response
The administration approved our request to implement/fund the VMware training.
The administration also approved our request for tutors.

04. Enrollment Trends

Enrollment Trends
Our total enrollment and FTES increased by over 30% from year 2007 to 2010. This growth can be attributed to our two new degree and five certificate programs. We expect steady growth with the expansion of VMware virtualization curriculum and Apple training program. The enrollment drop 5% from year 2010 to 2012 due to the budget constraint causing cancellation of several classes.

Section Count Trends
Budget restraints have forced section counts to be cut and average class size has increased by 15%. 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 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.

In order to help students succeed and to increase course success rate in Computer Science track, the Division has enforced the pre requisite requirement causing Computer Science intermediate and advanced class size to be smaller than other 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 60% in year 2011 & 2012 compared to year 2010; the awardees of legal secretary has decreased due to the cancellation of a required class, as a result, students have to delay their graduation.

In 2011, the program with the most degree/certificate awardees is Computer Network and Security Management, there are twenty four students receiving this award; Legal secretary certificate has fourteen students completed the program; twelve students graduated from web and database certificate program.

There is a surge of students holding bachelors or associates degrees in other disciplines who are pursuing either a career change to IT fields or to modernize their skills for the job market. These students are focused on getting knowledge and skills in order to quickly rejoin the 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/certificate in Computer Science(Programming), as in the case with Vocational Training, since most of them transfer to a four-year University towards Bachelor Degree.

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, faculty contact and availability.

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

**Demographic Trends**

There is a surge of students holding bachelors or associates degrees in other disciplines who are pursuing either a career change to IT fields or to update their skills for the job market. Another large group of students are retraining due to job loss. These students are older (age 35 and older), mature, and motivated. Both groups are focused on getting knowledge and skills in order to quickly rejoin the labor force or improve their attractiveness to employers and less likely to pursue associates degrees or transfer status.
**Success Trends**

The average retention rate for the past two years is about 81% and but success rate is only 65%. Computer science courses are among the most challenging at college level; students must be motivated and committed in order to succeed. As industry is increasingly demanding certification and degree, courses must be rigorous to prepare students for workforce.

Computer Science Program:

Learning Computer science topics, which often are complex, involve a lot of mathematical, logical, critical thinking and analyses. So, hands on approach with a faculty or a learned tutor is essential to the success of the students. We have enforced prerequisite for intermediate and advanced courses to improve success and retention rate. In addition, we have two tutors with the combined time of 10 hours of tutoring. This 10 hours is split between 4 days from Monday to Thursday. Every single day, students from computer science and web design tracks come to the lab CE101 and seeks the help of the the tutors to understand the material or help to do their homework. This has also helped students improve their grades and hence contributed greatly to the student success ratio for each of the computer science class which now hovers around 70%.

**06. Staffing Trends**

**Staffing Levels**

The ratio of full time instructors versus part time instructors is 4:5, our division has submitted FPIP proposals in Spring 2011 requesting to hire two full time faculty members.

In spring 2012, our division was approved by the college to hire one tenure track faculty, in August 2012, we were able to hire a new tenure track faculty to take care of our new degree and certificate program called Web Support and Database Administration.

**Staffing Trends**

FTEF is growing, the challenge of a vocational program is that our curriculum must maintain relevancy with the industry, our facility and instruction must stay current with the IT industry.

In order to keep our program current, we have hired one full time and numerous adjunct instructors from the IT Industry, to bring the real world experiences to the class, and to prepare students for employment and job success following graduation.

**07. Functions and Services**

**Function service list**
The division offers instruction to students who intend to obtain an associates degree, transfer to a 4-year university, gain industry certification, or obtain technical knowledge, best practices, and career skills needed to better compete 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 design & administration.

**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 Managment 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 enhances students' experiences by providing students access to the latest VMware technologies.

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 course materials directly from VMware's print vendor.
- Authorization to purchase certification vouchers directly from VMware's certification vendor.

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) We took a newly purchased server and placed it in the Virtual Machine pool 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 two years at each college in the Los Angeles Community College District. The last survey was conducted Fall 2011. Over 2,000 West Los Angeles College students were polled. The following survey results were of interest to the department: (1) Science, technology, engineer and mathematics was a field of high interest. (2) Use of a computer to do homework, use of Internet to access information for a class or to register for classes, was very high. (3) 22% of students polled sought job skills (4) over 25% are currently unemployed.

Survey Results Implications
VTEA (Vocational and Technical Education Act) is conducted every year; student survey revealed student goals to: obtain new job skills, advance in a current position or obtain a better job. The department’s current objectives and course offerings are on track to support student needs. New certificate programs offer current technologies with high job prospects. Online and hybrid courses enable working students flexibility with scheduling. Computer literacy courses meet demand for core computer and Internet skills.

CS division also conducts student survey on regular basis, among 200 students who responded to the Division survey, more than 40% are not employed, 54% are pursuing CSIT/CAOT degree & certificate, 34 % are for GE requirement. 86% stated the CSIT/CAOT program will help them advance in current job/career and update their job skill.

09. Curriculum
Course Outline
The official course outline of record is stored in ECD and accessible through LACCD portal, every instructor in the division has been required to update the course outline on regular basis.

Every instructor must meet the division chair the week 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 division chair has required all faculty to use the syllabus guidelines approved by the Academic Affairs. The course syllabus now must include Student Learning Outcomes and course objectives as required by the college.

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 commit their coursework within two years. Vocational programs are structured for one-year and two-year tracks.

The degree & certificate road map and course sequence are developed, reviewed and approved by the division and the Academic Affairs as a reference for 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 programs either in spring or fall semester.

**Online and Hybrid Classes**

Since a significant percentage of students participating in our programs are working adults, our core courses are offered in the evening, weekend, hybrid and on-line to accommodate students with varied schedule.

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 proved to have better retention rate and student success rate.

**10. Student Learning Outcomes**

**Course Assessment Plans**
1) For CS901
The division plan to make the following changes for CS 901
- All the textbook assignments will be standardized and consistent within all sections.
- All lab assignments be standardized and consistence within all sections, plus all the lab assignments will be accompanied by video demonstrations. All assignments will be accompanied by aditional practice exercise.
- All exams, quizzes, and tests will be standardized and consistence within all sections using MyItLab.

2) For Computer Science
completed course assessment on CS902 and CS917, plan to do CS939 and CS936 in spring 2013.

3) For Network Security
Completed course assessment on CS934, CS967 and 985, plan to do CS965 and CS980 in spring 2013.

4) For Web and Database program:
Completed course assessment on CS953 and CS963, plan to work on CS933 & CS938 in spring 2013.

5) For Legal Secretary:
Completed course assessment on CAOT23 and CAOT 84, plan to work on CAOT93 in spring 2013.

Program Assessment Plans

1) For Computer Science
Plan to develop a capstone project for the terminal course.

2) For Network Security
We will maintain a comprehensive final exam and encourage students to take Microsoft, CISCO, Security+ and VMware certification exam.

3) For Web and Database program:
We will maintain capstone final projects which encapsulate all the skills studied in the program.
These skills include web application and database development, integration of web databases and maintaining database integrity.

4) Legal Secretary
Meet with instructors and advisory board members to assess needs of legal community to ensure up-to-date methods are used and skills sets are relevant.

SLO Faculty Dialogue
The division faculty members meet on regular basis to standardize curriculum and implementation.

The division faculty members also meet 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 the following strategies and plan to implement in Fall 2012:
   - E-mail the course syllabus to students two weeks before semester starts
   - Work on course to course articulation agreement with UC and CSU
   - Track each student as they progress through the program
   - Assign a faculty advisor for each student who has declared a major with our division
   - Enforce prerequisite for advanced courses
   - Conduct faculty SLO assessment workshops during division meeting to facilitate future SLO assessments and improvement plan.

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. So far five students have successfully been chosen as interns.

2) The division encourages students to apply for the American Apparel Internship. These students successfully completed the internship program and now are professionally employed full time in the database IT industry. It is our goal to expand this internship program to include many more students.

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 virtualization academic alliance.

3) 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 ESL, Dental Hygene, Pharmacy Tech, and Tech Fair are the secondary users.

4) Our adjunct faculty, Ken Taira, has implemented the secondary Wireless infrastructure that at POPP@ARTC. The LAUSD wireless Internet was too heavily filtered and access to Moodle or Etudes was very slow. ARTC brought in a second 3-5 Mbps Internet connection from Time-Warner cable and Ken used Linksys WRT-54GL wireless routers to create infrastructure. Although Ken has used the standard firmware that comes with these older-style routers, the standard firmware could be replaced by dd-WRT Linux firmware as an upgrade if advanced features (including boosting signal gain beyond normal limits).

Some of the parental controls inherent in Apple Macs provided by LAUSD are still in place so the students don’t have unlimited use of the Internet, but usability has been greatly improved.

The following is quoted from ARTC:

"The LAPD wishes to thank Ken Taira for spending countless planning hours on his own time as a community service to POPP. Educators have, and do, give beyond their normal commitment. Many times it goes unnoticed and without fan-fare.

12. Professional Development

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 current technology. 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 training workshop June 2012
Anna Chiang - Computer Security training workshop June 2012
Manish Patel - SQL server seminar, Windows 8 and ESRI Geographic Information System User conference, 2012
Ken Taira - VMWare, CISCO June & July 2012.

13. Instructional Support: Services and Activities
**Impact Catalog schedule website**

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 spent a lot of time to update the division web site providing road map, course sequence, requirement of each degree & certificate program, faculty advisor, course syllabus, faculty office hour, IT job outlook, frequently asked question, course advice & career consultation session...etc.

**Service Eval Disagree**

The computer classrooms and laboratories are supposed to be clean all the time, the custodial services sometimes do not meet the needs.

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

**Accomplishments of Students**

September Year 2011 to June  2012

Students who have passed industry certification exams:

- CompTA A+ certified: 30 students
- CCNT-Cisco Certified Entry Networking technician: 10 students
- CISCO CCNA certified: 8 students
- CompTIA Security+ certified: 15 students
- Oracle Database : 2 students

**Club Sponsorship**
1) To encourage students to become industry certified, the division sponsors "CompTIA" certification exam discount voucher and exam fee reimbursement. Students who are ready for taking CompTIA certification exam will get a discount voucher, once passing the exam, the division will reimburse the exam fee. There are a number of students passing the exam and got the fee reimbursed in year 2011.

2) The division chair, Anna Chiang, offers "one on one"-course advice and career path consultation- to students on weekly basis, any student can walk in her office and seek advice. there are 100+ students per semester have received this benefit.

3) The division has required all on-line instructors to offer "first time on-line students orientation" week before and the first week of semester. This orientation has significantly improved the students retention and success rate.

4) The division has participated the college wide open house and orientation events in May and August 2012 respectively. The division just held "CS open house" in Nov. 2012 for existing and new students.

15. Environmental Scan

Community Trends
Recent increases in unemployment within 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) has been impacted both a positive and negative 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 and payroll reductions, as well. 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 four emerging technologies that will change the way people and industry will use technology. They are:

Virtualization,
Cloud computing,
Wireless/mobile,
Web-based application development.

While all four 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 the paradigm shift occurring now. We have courses and programs addressing all four.

16. Facilities

*Facilities Challenges
All the computer classrooms in CE were not originally designed for computer technology training, in addition, the facility can’t accommodate the number of students attending the class.

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. If you look at the spring 2013’s schedule, every usable computer classroom is taken in the evening and Saturday already. There is no additional computer classroom for us to expand our program. For instance, the CS Division will be participating in a grant award from the Department of Labor to train 300+ long term unemployed and veteran students to enter the technology workforce starting March 2013 and the following 2 years. Now the challenge is that we need three technology classrooms to provide technology training to fulfill the grant requirements.

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.

3) CE105A: In the beginning of the semester we have about 65 students in the class, but there are only 45 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, Again, at the beginning of the semester, there is not enough space to accommodate 65 students. 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. Also, the projector in the CE015 needs rewiring as it is getting old and often turns yellow during the lectures.

4) 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

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 grasping 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 SSB420 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.

If the proposed changes are put in place, the environment would allow students to excel at grasping new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of course success rate and increased degree/certificate completion.

Some of our classes are held online just because some classrooms are not suitable to support the course.

**Facilities and EMP**

The CS 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.

The facility should be redesigned to allow students and instructors to move around 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.

If the proposed changes are put in place, the environment would allow students to excel at grasping new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of course success rate and increased degree/certificate completion.

**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 rackmount 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

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 CS902 to a larger classroom with 55 computers.
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
9) Expand CE104 by breaking the wall between CE104 & CE105A
10) Expand CISCO CE106A by breaking the wall between CE106A and CE106B.

17. Budget Reduction Planning

Reduction Impact
Our division has four tracks:

1) degree and certificate in computer network and security management
2) degree and certificate in computer science
3) degree and certificate in web support and database administration
4) legal secretary

If any of the above programs have to be cut, the impact would be that students will not have industry required skill set.

All the programs have been proved to be viable and sustainable. Every course has only one section except CS901 which is GE elective for students to transfer. All the intermediate and advanced courses are offered every other semester. The CS division is very slim already.

Reduction Scenario
The division offers three associate degrees and five certificates of achievement. Each degree and certificate program has required courses and an elective pool. If there were a required 5% budget reduction, the division will offer the advanced courses every other semester and will rotate the offering of elective courses.

The division has developed degree and certificate "road map" and post the "road map" on the division web site for students to lay out the educational plan. The division must be very careful when making decision to cancel any class, students might not be able to graduate because of the cancellation of the core classes.

Any additional cuts or reductions would seriously impact the division's ability to assure student access to courses in a timely manner.

19. CTE Programs
Advisory Board Membership
Ashok Patil-faculty-Computer Science, WLAC
David Sitao-SAP support, LACCD
Kabwy Chanda-Network Engineer-Southwest College
Steve Gonsoski-Programmer Analyst-LACCD
Michael Satmper-IT director, Pepperdine univ.
Linda Wallace-E learning sepcialist, Pepperdine univ.
Larry Wong-senior Linux engineer, Aerospace corp.
Bill Williams-IT director, Aerospace corp.
Kent Taira-e-commerce consultant
Manish Patel-Web database architect, City of Los Angeles.
Patricia Morris-legal secretary
Mimi Wong: legal secretary
Marcus Butler: faculty-CISCO and Microsoft networking, WLAC
Clyde Titus: Office application, WLAC
Anna Chiang: operating system, A+, Network+, Security+, WLAC
Yuen Yuen-Software Engineer, Northrop

Advisory Board Outcomes

The first major outcome is that our division has become VMware authorized training center, academic alliance member and start teaching VMware in Fall 2012. VMware is a major foundation for virtualization and cloud computing. VMware is the industry leader in this market segment. It is expected that this training will make our student extremely marketable since most companies with multiple servers are adopting virtualization technologies.

The second major outcome is Apple curriculum with two courses, one is Apple application development starting spring 2011 and the other is Apple care administrator offered in Fall 2012.

Apple application development class uses tools and APIs to build applications for the iPhone platform using iPhone SDK. Apple care administrator provides a comprehensive curriculum covering Apple products and technologies. This course covers Apple-developed diagnostic tools to help diagnose, prevent problems and support a technical Apple infrastructure.

Assess CTE Student Learning Outcomes
1) It has been very difficult to track or reach students after program completion about the employment success. Over 70% of students in our vocational programs are employed. Currently, our most viable measurements are degree & certification completion and inserty certification exam passing. At the end of Fall 2011, there are 12 students passing CompTIA Security+ certification exam and have become computer security certified; there are 22 students passed A+ certification exam, there are 5 students passing CISCO/Linux/Oracle database. These IT certification make our students extremely marketable for the IT job market.

2) 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. Quoted from the City of Los Angeles, Department of Transportation: "The WLAC CSIT internship program is a 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**

The team recommends that the college identify student learning outcomes that are related to course objectives for all courses; evaluate all courses and programs through an on-going systematic review of the relevance, appropriateness, and achievement of student learning outcomes, currency, and future needs and plans; and conduct authentic assessment of student achievement at the course, program, and institutional levels in order to improve student learning.

In 2006, the college began an SLO Portfolio Project to capture SLO assessment, with about 25% of the faculty starting the project each year through 2009. Focusing on high-impact courses, CS instructors created (or identified existing) lessons focusing on a specific program SLO, developed a rating scale for the assignments students produce as a result of these lessons, and posted model student work illustrating A, B, C, D, and F grades in relation to the SLO. Instructors also posted reflections stating what they learned during the process and what they might change the next time they taught the course. In this way, West calibrated grade on individual assessments (essays, quizzes, speeches, art projects, etc.) with SLO achievement, showing how faculty evaluate student achievement. Faculty were prompted to use the results of this process to help more students achieve their SLOs. The resulting cycle (design, develop, pilot-test, evaluate, modify--if necessary--test again) allowed for continuous improvement, both in instruction leading to student achievement of SLOs and in the assessment process itself.

Program SLO-To identify Program SLOs, faculty typically began by listing the critical outcomes of the courses that made up the program. In order to apply a Program SLO to a course, an instructor needed to reverse this process, matching an assessment in the course to a Program SLO.

Student Learning Outcome has been an on-going process and effort for our division, course level and program level SLOs have been developed, reviewed, and assessed by all faculty in the division. In order to complete a SLO cycle, every faculty in the division has completed course SLO addendum for every course that the division offered for the past two years. These 40+ course addendum were approved by the Curriculum Committee and
**Employer Satisfaction Survey**

The division plans to conduct employer satisfaction survey this year.

**Labor Market Demand**

According to EMS (Economic Modeling Specialist Inc., the scope of this report covers Los Angeles Country), 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 16% 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

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 in "computer network and security","computer science" and "web support & database administration" to meet the needs of local industry & business by providing convenient and affordable learning opportunities.

**Licensure Exam Performance**

Not applicable.

**20. Completion**

**Manager approval**

Anna Chiang  
Nov 27, 2012
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.

03. Response to Prior Recommendations

*Accred Recommend Response*

There were no accreditation recommendations that applied to Westside Extension.

*PR Recommendations Response*

There were no recommendations from the previous program review. However, Extension did achieve many of the goals and objectives stated in the earlier reviews, including improving efficiency by adopting an online registration program and developing new programs and courses with a focus on workforce training and job skills.

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. We expect to see solid growth in the contract education portion as the economy slowly recovers. Our two comprehensive workforce preparation programs -- the 6-month Medical Coding & Billing program and the 8-month Pharmacy Technician program -- have garnered strong enrollments in 2012 and we expect that trend to continue and build.

05. Students and Student Success

*Degree/ Cert. Trends*

Not applicable.

*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 is over 11% in California and the Consumer Confidence index has been very low, indicating Americans are still very worried about the economy and job prospects. This has been the economic climate for much of the past four years. 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 improves.

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 strong, 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. Fifty-five students began the cycle in Spring 2012 and 38 (69%) completed. A follow-up survey of the program revealed strong satisfaction among the students for the instruction.

In Spring 2012, Extension also began a 7-month, 360-hour Pharmacy Technician training program. Twenty-eight students began the program and 22 completed. Four of the six students who left the program did for personal or financial reasons. Our success rate was 79%, which is a good indicator that our program was doing well.

06. Staffing Trends

Staffing Levels
No. Westside Extension needs to fill a vacant classified position and get a highly functioning Community Services Assistant in place to be able to succeed. Without this adequate staffing level, it is a Herculean effort to maintain current program offerings, and growth is out of the question. It is hoped that we will achieve a staffing level of at least three full-time staff by Spring 2013.

Staffing Trends
The Extension office has been greatly understaffed for the past three years. It operated without classified staff in '11-12 despite enormous effort to hire personnel. It currently has 2 full-time employees and part-time unclassified support staff. The office has two classified vacancies and intends to fill one vacant classified position. Getting proper staffing in place is the 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.

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 has greatly increased productivity for upper level staff and resulted in a number of cost-saving reductions, including staffing and 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 and Fall 2012 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

We survey students using class evaluations in the majority of our classes. 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 that are under our control. One implication of the survey results would be for West to improve our facilities usage during Winter and Summer periods when the credit program is not in session. Students complain that buildings and rooms are closed and that other offices are closed or staffing is minimal during these periods. West tends to ignore that Extension and other programs are running classes year-round. The school needs a regular, structured process for discussing and satisfying facilities and staffing needs for Winter or Summer, especially if there is no credit activity during then.

10. Student Learning Outcomes

SLO/SAO Assessment Plans

Westside Extension is 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 to develop programmatic SLOs.

SLO/SAO Changes

not applicable yet.

SLO/SAO Resource Request Need

Not applicable.

11. Departmental Engagement

Community Connections (AU)
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), The Study Institute, Education 2 Go, Santa Monica College Extension, Third St. Dance, UCLA Outdoor Adventures/Recreation and Marine Aquatics, Josephson Academy of Gymnastics, The Academy of Beauty, LA Ice Ventures, Avant Garde Fencing, Brit-West Soccer, Creation Station and more.

**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 In-Home Supportive Services (IHSS) programs, using the Extension schedule as a primary means to publicize the classes. 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. For the FREE College, we developed noncredit classes in conjunction with Allied Health, Business and the library divisions. For contract education, Extension has been working with the divisions to develop offerings in pharmacy tech, CNA, film production, child development, aviation, business, real estate and paralegal, to name a few. The Extension class schedule has also provided ad space for travel, real estate, paralegal, WISE, Study Abroad, Foster Care and other campus programs.

**12. Professional Development**

*Professional Development Unmet Needs (AU)*

We would like to have sufficient time to attend other conferences that deal with continuing education and contract education.

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

*Impact Catalog schedule website*

The Westside Extension schedule and our website are absolutely crucial for marketing our program services. We distribute the Extension schedule by mail three times a year to 155,000 residents surrounding the community. It is the primary way that members of the community discover our classes. 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 is less critical for the marketing and success of Westside Extension. There is very little information in the catalog and the class schedule has 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.

We have gotten excellent assistance from Michelle and Clarissa in 2012 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.
Technology Trends

The main trend in the community is an emphasis on gaining workforce training and a de-emphasis of 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.

16. Facilities

*Facilities Challenges

The biggest challenge facing Westside Extension in terms of facilities is the access to adequate facilities during the Winter and Summer periods. When the credit program is not in session, access to buildings and rooms is severely constrained. There needs to be a better process on campus for year-round programs like Extension or grant programs to be able to plan our activities in suitable facilities. The lack of a process has created an environment where decisions about facilities usage during the Winter and Summer are being made without Extension and other grant programs’ needs or desires ever being discussed and considered. This last summer was a big ordeal at first to gain access to a wide-open campus. That must change.

A second facility challenge involves the lack of good available computer rooms on Saturdays. The Computer Science division frequently uses all but one lab -- CE 226 -- which makes it difficult to offer computer classes to Extension students. And to make it more difficult, CE 226 has become the place where old computers go to die. The computers are not very good and are so old they are not supported by IT anymore. So this excellent instructional space is becoming less useful each month as the equipment dies off. We need to outfit this lab with newer working computers. A dedicated, multi-use classroom that could be outfitted with up to 40 computers would be very useful for Extension.

A third facility challenge is gaining access to suitable classrooms for dance or recreation classes. There are two large dance/fitness classrooms (PECS-Studio A & FA 104) and one smaller one (PECS-Studio B). Often during weeknights and weekends, there is not enough studio space to accommodate the needs of the PE department and Westside Extension. The PE department always gets priority, so it leads us to schedule at less attractive times, or to not schedule a class in some cases.

The last facility challenge is gaining access to classrooms. We do not have keys to many classrooms and the Sheriff’s Dept. often takes 15-30 minutes to respond to a request to unlock a door. I think the best solution is to get keys for some of the rooms.

Facilities and EMP

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 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.
**Facility Long Term Goals**

1) Get a designated multi-use computer lab for Westside Extension.

2) Move the Westside Extension office to a more central location on campus, near parking, with good access to students and teachers.

3) Have 1-2 more dance/fitness studios in which we can hold classes.

**Facility Short Term Goals**

1) 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.

2) Improve the access to Saturday computer lab space.

3) Get keys to rooms or buildings so Extension teachers can access their rooms on time.

### 17. Budget Reduction Planning

**Reduction Impact**

Not applicable.

**Reduction Scenario**

The Westside Extension program is self-supporting and not reliant on program 100 funding so a 5% budget reduction does not make sense, as it would only inhibit our ability to generate revenues.
# Counseling

## 01. Department Purpose

### Purpose

Provide assistance to students making decisions regarding educational, career, and personal concerns. The fundamental goal of the Counseling Division is to provide opportunities for students to clarify their values, their goals, to cultivate self-confidence, develop self-direction and foster self-esteem.

### Purpose Alignment

The stated purpose of the Counseling Division aligns with the Colleges mission by way of the following elements:

- Educating, the Colleges diverse learning community
- Catalyst, for the promotion of student success
- Instrumental, in supplying students with the necessary tools needed to meet their objectives

During the counseling session, information is disseminated to allow students to make decisions in an effort to achieve their academic, career, transfer, and personal goals. This allows for an environment to cultivate future leaders for the community.

## 02. Effectiveness Assessment & Continuous Process Improvement

### Improvements in Program

As a result of the Program Review 2010-2011 the Counseling Division has made advances in the practices and procedures. Prior to the move into the new Student Service Building (SSB), the Counseling office, Admissions and Records and the Business office were collectively housed in one facility without any barriers or separation. The move into a new SSB, provides a centralized area for students to complete their Counseling contacts without any interference.

Furthermore, workshops, class presentations, and university visits to the transfer center have been implemented. With the growth of the International student’s population and Veterans returning to school, Counselors have been designated to address the needs, compliance and matriculation process of those populations.

## 03. Response to Prior Recommendations

### Accred Recommend Response

No recommendations were noted for the Accreditation process; however a commendation was given as formal response.

### PR Recommendations Response
The Program Review for the 2010-2011 school year states for Staffing Trends section, that group counseling needed to be enhanced. Two General Counselors where hired prior to the 2012-2013 school year with an emphasis on group counseling to address the growing need of providing counseling services to students.

Effectiveness: Functions and Services section for the 2010-2011 Program Review recommended an increase exploration in career services and job placement. The Counseling Division addressed this deficit by providing training and purchasing technology to assist with investigating career/vocational opportunities. Software (My Career Center) was purchased along with the initiative from the California Community College Chancellors office, to created "Career Café" a virtual system to address the lack of Career Centers at the California Community Colleges.

04. Enrollment Trends

Enrollment Trends

Given the growth in FTES and Enrollment on the campus, the delivery of counseling services will be impacted considerably over the next few years without the hiring of additional counseling faculty. As student enrollment increases, information pertaining to high demand occupations, state approved certificated programs and fast-track skill certificates will need to be explored thoroughly. However, without sufficient coverage year around the Counseling Division will not be able to stay abreast of the mandates (SB 1456). Additional implications within the division are listed below:

- Athletes will be unable to complete their athletic eligibility process during the summer months.
- Career Center services are not prepared to support the influx of students wanting placement or assistance with preparation after educational/vocational training has been completed.
- DSP&S students were unable to have accommodations prepared in a timely fashion which resulted in limited course offerings.
- The EOP&S office will limit the amount of students they can offer services to.
- Financial Aid students were unable to obtain their Student Educational Plan (SEP)
- International Students run the risk of missing the opportunity of taking courses in the North America, if they are not enrolled in classes by first week of semester.
- Online students will not be able to complete their virtual counseling contact or any other on campus matriculation service.
- Veterans will be unable to complete their Certification for educational benefits which results in delayed payments of educational benefits.

Section Count Trends

The report prepared by WLAC Office of Research and Planning reveals an increase in the average class size and decrease in the section offerings.

05. Students and Student Success

Degree/Cert. Trends

Based on the data provided for the for the Associates of Arts/Associates of Science, Certificates of Achievement and Skill Certificates being offered, the college has encountered a reduction compared to previous years. Less course offerings equate to less degrees being offered. Moreover, students not having access to Counselors results in a lack of degrees offered in majors other than Liberal Arts. Majors such as Mathematics, Science, and Behavioral and Social Science require greater attention and guidance from a Counselor and should not be tackled individually by students.
Demographic Trends

Gender distribution:
Based on the enrollment trend for the last five (5) years, 40% of males have populated the campus. The current counseling body is 25% percent male. With the hiring of additional counselors the disparity of male faculty representation can be closed.

Age group distribution:
Based on the enrollment trend for the last five (5) years, the 25-34 year old students have remained the second largest group returning to school. Additional Counselors will further provide services available for the non-traditional student. Such as those students returning to school for career options and retraining and the combat veterans returning home.

Ethnic group distribution:
Based on the enrollment trend for the last five (5) years, the Hispanic/Latino and White population has increased seven (7%) percent. The Counseling division comprises of forty-two (42%) percent of the Hispanic/Latino and White ethnic groups.

Success Trends

The Retention rates for the campus along with the Success rates have been growing at an average of 84% over the last five (5) years and 63% respectively. The implications associated with the annual growth, is not having enough Counselors to back the Vision of the College, “A gateway for success.”

06. Staffing Trends

Staffing Levels
The Counseling Division is not functioning at adequate staff levels. The State Academic Senate recommends a counselor to student ratio of 370:1 (http://www.asccc.org/resolutions/title-5-changes-include-counselor-student-ratio) opposed to WLAC counselor to student ratio of 1:1,448 (based on 10,860 students for Fall 2012). Fostering a diverse learning community dedicated to student success; through quality instruction and supportive services, the College develops leaders who encourage excellence in others. To continue the alignment with the Mission of the college, retaining Counselors are requisite to the progression of the state of this institution.
The staffing trends for the Counseling Division is listed below:

<table>
<thead>
<tr>
<th>General Counseling</th>
<th>EOP's</th>
<th>DSPS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>100%</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Specially Funded Program</td>
<td>1.4</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>General Fund Release</td>
<td>.9</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

Based on the configuration of EOP's, 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.

DSP&S 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, Braille 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.
General Counseling

~Counseling services include 30 minute individual appointments schedule ahead of time, 5-10 minute Walk-in sessions, transcript evaluations, degree audits, course recommendations, Student Educational Planning and Online Counseling

Transfer Center

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

DSPS

~The DSPS office assist with classroom accommodations, diagnostic assessments, registration assistance, proctored exams and additional support services.

Career

~The Career Center provides individual career counseling sessions, career assessments, and workshops which include navigating Career Café, and My Career Center.

Athletics

~The Athletic department has monitored, tracked and complied data relating to departmental GPA, course completion rates, graduates and transfers. The Counseling functions include creating Student Educational Plans (SEP¿s), keeping students on track for Intercollegiate eligibility.

Technological Advances

The Counseling Division has implemented the use of Degree Works which produces a sequence of courses tailored towards the students educational goal. Additionally, the Division has expanded the online services to include an electronic chat program, video calls, group video sessions, screen sharing, web calling, video chat rooms and instant messaging.

08. Survey Results

Survey Results
The Spring 2012 Student Survey:
The results indicate that more than 73% of students who completed the survey are seeking to transfer and complete a bachelor’s degree even though over 50% of the respondents indicate that one or both parents obtained a high school diploma or less. Research has shown that first generation students have higher rate of which can effect completion of transfer goal.

More than 40% of the respondents have a family income of $19,000 or less per year while over 60% of the respondents come from households with 2 to 4 people. A little more than 52% of the respondents currently work while 36% of them work 20+ hours per week. These two factors can affect a student’s ability to attend school full time.

More than 79% of the respondents in the survey have met with a counselor and 56% of them indicated that have a Student Educational Plan on file.

Campus Climate Survey Spring 2011:
The survey did not include the Counseling Divisional meeting as one of the meetings/committees attended by faculty and staff. None-the-less, 45% of respondents either agreed or strongly agreed that ¿the college provides reliable academic advising and counseling¿.

Counseling Center Appointment & Walk-in services satisfaction survey:
The Counseling Division created two surveys, one survey for those students that visit the Counseling office on a Walk-in basis and those that came in on an appointment. Based on the Walk-in results survey, the data produced paralleled the statistics from the Student Demographic Trends (62.5% female, 37.5% male and 100% of 20-24 year olds). 75% of respondents felt it was easy to find the office, felt comfortable with the Counselor they met with, felt the Counselor provided clear information on options and suggested ways to get additional information.

Survey Results Implications
The primary implications of the survey¿s results acquire from the Counseling Division 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
Course Outline
N/A
Course sequence
N/A
Online and Hybrid Classes
N/A

10. Student Learning Outcomes
Course Assessment Plans
The SLO assessment plans are to assess 2 SLO¿s per school year. The cycle will begin Spring 2013.

Program Assessment Plans
The plans for the Counseling Division to assess the SLO’s will be to continue to use Survey Monkey and introduce Adobe Form Central as the method for collecting surveys. We will continue to monitor Counseling services in general, EOP&S, DSPS, Online, Career, Transfer, International, AB 540, Puente and Umoja.

**SLO Faculty Dialogue**

The Counseling Division decided to monitor progress by having the student complete the brief survey after each Counseling contact. Contacts will include, Walk-in, Appointments, after workshops, Transfer fairs and sessions with university representatives. In addition to surveys, mixed methods of assessment including focus groups and analysis of quantitative answers will be documented.

**11. Departmental Engagement**

**Community Connections**

**Counseling:**
The Counseling Division has partnered with the Jenesse Center to assist those that have are victims of domestic violence, the Los Angeles County Department of Mental Health to create an active resource/referral binder and AmVETS, a network of National Service Officers that assist Veteran in obtaining compensation claims.

**Athletics:**
The Athletics department has established 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 has hosted an open house, invited local university representatives, chaperoned students on university visits, attended UC/CSU conferences and conducted workshops.

**Interdepartmental Collaboration**
Counseling:
- Work w/Matriculation on providing group SEP and orientations
- Work w/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.
- Work w/Puente and Umoja Programs to provide counseling services and Personal Development courses.
- Invite Discipline to weekly Counseling meetings to present updates on course offerings and changes to curriculum.

Athletics:
- Work w/Academic Senate to change the culture among the student-athlete population
- Work w/Matriculation to enhance student retention, persistence and academic success

Career:
- Work w/Disciplines to offer resume workshops tailored to discipline
- Work w/Disciplines to examine career path options arriving at a specific industry

Transfer Center
- Work w/ the TRIO program on arranging university field trips
- Work w/EOPS to on transfer preparation workshops
- Work w/Faculty from all Division on offering classroom presentation to extend the opportunity for the Transfer Honors program.

12. Professional Development

Professional Development Unmet Needs
- Yes, training in the following areas would provide the Counseling Division with the tools necessary to reach all populations:
  - Training in the area of Career Assessments
  - Training in the area of Evaluations for International transcripts and Military personnel transcripts (ACE, AARTS, CGI, CCAF, SMART)
  - Training in the new Senate Bill 1456

13. Instructional Support: Services and Activities

Impact Catalog schedule website
- The catalog, class schedule and college website are the main source of material for students to receive important and valid information about course content, course scheduling and announcements. We will continue to work collaboratively to ensure that the counseling services and information is current and up-to-date so that students can be abreast of new changes for the college.

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
- The Athletic department acknowledges the male and female Scholar Athletes of the Month and Outstanding Athlete of the Year.

Club Sponsorship
General Counseling Division currently has 3 Counselors working as club advisors for the Puente Club, Veterans Club and Umoja.

The Puente club has been commended on paying-it-forward for the cohorts to come. Through fund raising efforts, they have raised money to pay for books and field trips for the entering Puente class. Additional activities include speaking to local feeder high schools on receiving support as an AB 540 students.

The Veterans club was created Fall 2011 to connect civilians and military members of all walks of life. Through membership three areas will be addressed, students will gain awareness and knowledge of resources, network with civilians and fellow service members and gain insight to the occupations and duties of other military members.

15. Environmental Scan

Community Trends
The emerging trends within the West Los Angeles/Culver City area include the influx of Veterans returning from war. Many of which are seeking educational training as they re-enter civilian life. Additional developments include single parents needing additional resources in order to complete their educational goals and seasoned adults returning due to current economics situations and unemployment. They will need to acquire new and additional skills and training in order to re-enter the workforce.

Labor Market Trends
N/A

Technology Trends
The new Student Information System (SIS) coming 2014-2015 school year to the district, will streamline the current process for handing students that attend multiple campuses. The new SIS will allow for degree auditing, pre-requisites to be placed district wide and a general unanimity of matriculating students within the district.

The purchase and implementation of Application Xtender scanning software that allows Counselors to view data such as transcripts and applications.

As the continued interest in Distance Education grows the usage of Oovoo, echat and Adobe Form Central will be an inaugural part of communicating with online and hybrid students.

16. Facilities

Facilities Challenges
There is currently no growth potential for the Counseling Division. All office space is currently occupied by Tenure and Limited Counselors.

Facilities and division/ department goal
By increasing additional office space, the Counseling Division will continue to work to/and ensure confidentiality with students.

Facilities and EMP
N/A

Facility Long Term Goals

Prepared by WLAC Office of Research Planning
We will continue to work with the college to adequately provide office space for faculty members, Limited and Hourly Counselors and university representatives when additional faculty members are hired.

**Facility Short Term Goals**
The Counseling Division will working collaboratively with the DSPS and EOP&S office when additional office space is needed for university representatives. Additionally, we will continue to work with LACCD Build to make corrections within the Students Service Building.

**17. Budget Reduction Planning**

**Reduction Impact**
If the Counseling Division had to reduce operational hours due to a budget reduction, the direct impact will impinge on the opportunities for students to receive counseling services such as individual appointments, online counseling, transfer assistance, and students receiving services and accommodations from EOP&S and/or DSPS.

**Reduction Scenario**
The Counseling Division would move towards condensing the work week to 4 days (Monday – Friday). The Division would work with AFT and the College to discuss a 4 day work week, reducing the overall expense and operational cost for having the office open 5 days.

**20. Completion**

**Manager approval**
Tamara Jones-Jamison (Program Manager) 11/27/2012
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, transfer to a four year institution or life-long learning.

Purpose Alignment
The Dance program cultivates a deeper understanding of the arts. Physical Education cultivates a deeper understanding of fitness. The Health department gives the students the knowledge needed to live healthy lives.

The division gives the students the knowledge and skills needed to earn a certificate, Associate degree, transfer to a four year university while also encouraging life-long learning and support of the arts.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The Health department assesses all class sections for student learning outcomes. Since reviewing the data the instructors have varied the way they present some materials for better understanding.

The Physical Education department began assessing some classes for student learning outcomes in Spring 2012. Additional sections were evaluated in Fall 2012. The department is still working towards evaluating all sections.

The Dance department is working on a movement rubric to use in class evaluations.

03. Response to Prior Recommendations

Accred Recommend Response
The Dance, Health & Physical Education division is completing a course SLO Addendum for every course currently offered. Assessments for the Health department are done regularly. Assessments for Physical Education courses are moving ahead this semester. Dance assessments are not currently being done as we only have an adjunct instructor.
**PR Recommendations Response**

The Dance, Health & Physical Education division is moving ahead with department and course SLOs along with assessment plans.

### 04. Enrollment Trends

#### Enrollment Trends

FTES for Dance, Health and Physical Education have grown since 2007 from 242 to 332 in 2011. The growth is mainly reflected in Health and Physical Education. The Dance department is no longer offering classes through the Jumpstart program and that is reflected as a loss in FTES. Overall the division is showing a greater growth in FTES than the college total.

#### Section Count Trends

The Dance, Health and Physical Education division total section count was 70 in 2007 but dropped to 60 in 2011. 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. So far there have been no graduates. There is no degree in Health; it is a supporting part of the AA and AS programs. A certificate in Fitness Training is in the planning stages.

#### 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.

There is a 5% decrease in African-American/Black students with a 6% increase in Hispanic/Latino students. Based on these numbers I do not see any implications for the division.

#### Success Trends

The average retention rate was 88% in Fall 2007 and increased to 92% in Fall 2011. In reviewing the numbers the ACT and POPP students have a higher retention rate than the Jumpstart program.

However, the highest success rate by mode of instructional delivery was with the POPP program and in the classroom. The ACT and online success rates are significantly lower than the other delivery modes.

### 06. Staffing Trends

#### Staffing Levels

Staffing levels are not adequate but until the college funding crisis is over there does not seem to be an alternative.

#### Staffing Trends

- In Fall 2011 Dance has .71 FTEF, down from 1.30 in Fall 2007
- In Fall 2011 Health has 3.53 FTEF, down from 3.60 in Fall 2007
- In Fall 2011 Physical Education has 4.07 FTEF, down from 5.28 in Fall 2007

We have fewer teachers, fewer sections and larger class sizes. This is difficult for the students and instructors.

### 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 instructors have all been trained in the use of Smart Classrooms. We are now in the process of relocating the Health classes to the new General Classroom building.
The Physical Education department supports the Athletic teams and offers an Associates¿ degree with a Physical Education or Athletic emphasis.

Technological Advances
Health instructors have been trained in the use of Smart Classrooms.

08. Survey Results

Survey Results
Faculty and staff surveyed would like:
Sprung wood floor dance studios
Funds for student dance concert expenses
Replace or repair broken and damaged equipment in the Fitness Center and Weight Room.
Smart classrooms for Health and PE classes.

Students surveyed would like more sections offered in all areas, cleaner restrooms and better facilities for dance and PE.

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.

09. Curriculum

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¿ are then evaluated (as scheduled by the union agreement) with that outline in mind.

Course sequence
We are not able to offer a variety of Dance class levels. Health classes are offered every semester. Due to reductions in the number of sections offered students are not always able to enroll in the semester they would like. Health is a required course for CSU General Education Certification as well as Plan A & B. There is no major in Health. Physical Education courses are offered in the appropriate semester to develop skills needed for the Athletic teams. One unit of Physical Education is required for CSU General Education Certification as well as Plan A & B.

Online and Hybrid Classes
Jumpstart offered dance classes in 2008 and 2009 but with section cuts the department eliminated the Jumpstart offerings in favor of on campus classes which had larger enrollments. The Health department has been successfully offering online sections for a number of years. In the last year the success and completion rates for online Health sections has slipped slightly. The department is updating the course textbook and streamlining the course syllabus. Instructors have been encouraged to continue taking Etudes courses to keep their skills current.

None of the Physical Education classes are currently being offered as an outreach, online or hybrid class.

<table>
<thead>
<tr>
<th>10. Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Assessment Plans</strong></td>
</tr>
<tr>
<td>Course SLO Addendums are being written for all courses in the division. All course updates will contain specific assessment methods.</td>
</tr>
<tr>
<td><strong>Program Assessment Plans</strong></td>
</tr>
<tr>
<td>All course updates will contain specific program and course assessment methods.</td>
</tr>
<tr>
<td><strong>SLO Faculty Dialogue</strong></td>
</tr>
<tr>
<td>Faculty have attended SLO workshops. Outcomes and assessment methods are discussed at division meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Departmental Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Connections</strong></td>
</tr>
<tr>
<td>Physical Education is working with the Culver City Parks and Recreation department to see about offering some of their Aquatics classes in the WLAC pool.</td>
</tr>
<tr>
<td><strong>Interdepartmental Collaboration</strong></td>
</tr>
<tr>
<td>The Dance department has worked with the Music department when presenting the student dance concerts. The Physical Education department works with the Athletic program to offer supportive classes for the Intercollegiate Sport teams. Health offers courses required for graduation and transfer.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>12. Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development Unmet Needs</strong></td>
</tr>
<tr>
<td>Faculty have not indicated they have any unmet professional development needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Instructional Support: Services and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact Catalog schedule website</strong></td>
</tr>
<tr>
<td>The college catalog and class schedule provide the basic course and department information needed for graduation, transfer or life-long learning.</td>
</tr>
<tr>
<td><strong>Service Eval Disagree</strong></td>
</tr>
<tr>
<td>Campus camcorder has been stolen and not replaced. Smart classrooms are not readily available for lecture classes. Music system for the dance program is outdated. Portable player for iPod or MP3 needed. The custodial crew is woefully understaffed.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>14. Programs Clubs Orgs &amp; Special Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accomplishments of Students</strong></td>
</tr>
<tr>
<td>Shaniqua Patterson was awarded a scholarship to Missouri Valley College.</td>
</tr>
<tr>
<td><strong>Club Sponsorship</strong></td>
</tr>
</tbody>
</table>

Prepared by WLAC Office of Research Planning
The division provides rehearsal space for the ASO Karate and Cheerleader clubs.

### 15. Environmental Scan

#### Community Trends

Students are interested in a wider offering of dance styles. Returning students are more interested in lifelong learning, particularly as it relates to health and fitness.

#### Labor Market Trends

More professional 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.

#### Technology Trends

No

### 16. Facilities

**Facilities Challenges**

PECS - The building was constructed in the 1970s and shows it. There are orange accent panels on the front of the building and in the offices. There are avocado colored walls in the offices. 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 mosh of 5 different types and colors of tiles. The dance program is in desperate need of additional storage space for costumes and lighting equipment. Students coming from the pool and returning to the locker room in PECS are at high risk of injury as the linoleum floor becomes very slippery when it's wet.

PECS - Studio A has a wood on concrete floor. The room can accommodate 40 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 CDs, MP3s or iPods. There are speakers mounted on the front walls which are partially blown out. 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 the Westside Extension program. Unfortunately the concrete floor severely limits movement options, particularly jumping.

PECS - 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.

PECS - 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

### Facilities and division/department goal

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Prepared by WLAC Office of Research Planning

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The dance program expects improved graduation and transfer rates with the addition of the new dance studios. Greater movement vocabulary and skill will increase the student’s chances of working professionally or graduating from a four year institution. The student dance concerts can be a showcase for the student’s ability however there are no good performing spaces available on campus. The Fine Arts Theatre is the closest thing to a performing space on campus however none of the stage lights in the facility work. The dance program needs additional lighting resources for performances.

Improved classroom conditions for the lecture classes will improve student success. The instructors have commented on how helpful it is to look at the class while making a power point presentation. The students pay more attention when they feel engaged with the instructor.

Facilities and EMP
The new dance studios will enable the instructors to broaden the range of movements taught to the students. Jumps, leaps and falls not feasible in the current studios can safely be done on sprung wood floors. Additional lighting equipment will help to appropriately showcase the students’ abilities.

Classes in the new smart classrooms give the students more respect for where they are, what they are learning, who is instructing and themselves for being there.

Facility Long Term Goals
Build new dance studios. Purchase lighting equipment for the dance concerts. Finish the remodel of PECS and PECN & S locker rooms; remodel the bathrooms in both PEC buildings.

Facility Short Term Goals
Replace the baseboard in PEC S. Convert PECS 11 into a smart classroom. Finalize plan for new dance studios. Finalize plans for remodeling PECS, PECN & S locker rooms and restrooms. Obtain a maintenance and repair contract for the Fitness Center and Weight Room. Purchase aquatic matting for the hallway in PECS.

17. Budget Reduction Planning
Reduction Impact
We are not cutting a department. Any cuts required will be spread between Dance, Health and Physical Education. The Division will strive to make sure courses required for graduation continue to be offered on an ongoing basis.

Reduction Scenario
Since approximately 95% of the budget is salary I see few solutions to additional cuts. One option is to have FT faculty teach in more than one department. This might mean some additional training for faculty so they could teach, for example, Physical Education and Learning Skills classes. If the FT faculty is not willing to broaden their skill set then another option would be for FT faculty to work at more than one campus to achieve their FT load. Cuts to the WLAC program offerings would be done in consultation with the FT faculty, Athletic director and Dean.

20. Completion
Manager approval
Jane Witucki
Final approval 12/10/2012
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.

The Distance Learning Program:

- Develops and maintains the College's Online and Hybrid Classes website, the Online International Student Portal and the Online Help Desk

- Sets up and provides access to course sites for online, hybrid and web enhanced classes

- Provides technical support for the College's Learning Management System (LMS) and assists instructors with multimedia and web development

- Supports training opportunities related to distance learning and other innovative instructional technologies

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.

The Distance Learning Program is not responsible for scheduling classes or instructor assignments. These duties are the responsibility of the College's Academic Affairs Deans who work in consultation with Division Chairs which are elected by the faculty.

Computers and related peripherals that are used on campus are installed and maintained by the Information Systems Department.

**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.

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.

03. Response to Prior Recommendations

Prepared by WLAC Office of Research Planning
Accred Recommend Response
There were no accreditation recommendations regarding Distance Education, the team issued a commendation:

"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
There were no recommendations.

04. Enrollment Trends
Enrollment Trends
Although the number of both online and hybrid sections has been reduced this reduction has been offset by the increase in sections for web enhanced classes.

05. Students and Student Success
Degree/ Cert. Trends
This has no impact or implications as far as trends or degrees go within the department.

Demographic Trends
None.

Success Trends
This has no impact on Success or Retention rates.

06. Staffing Trends
Staffing Levels
No, we have not been allowed to fill the vacant Online Technical Support Position.

Staffing Trends
Not applicable

07. Functions and Services
Function service list
The Distance Learning Program:

- Develops and maintains the College’s Online and Hybrid Classes website, the Online International Student Portal and the Online Help Desk
- Sets up and provides access to course sites for online, hybrid and web enhanced classes
- 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 completed redesigned. Several new Etudes tools have been released including Course Map, the Activity Meter and a mobile phone app.
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. For Fall 2010 and Spring 2011, 95 ¿ 99% of the online students who completed the survey agree or strongly agree with each of the following:
¿A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the Web by the first week of the term.¿ (99%)
¿The instructor clearly defines the course requirements and posted them on the Web.¿ (98%)
¿The online instruction related to the course objectives.¿ (98%)
¿I now feel able to communicate course material to others.¿ (96%)
¿The 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.

10. Student Learning Outcomes
SLO/SAO Assessment Plans
Not applicable
SLO/SAO Changes
Not applicable
SLO/SAO Resource Request Need
Not applicable

11. Departmental Engagement
Community Connections (AU)
We have developed partnership and articulation agreements with Fort Hays State University, Regis University and Brandman University. Brandman University is going to lease office space and classrooms from us for their award winning MBA program.

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.

**Interoffice Collaboration (AU)**

We have worked with Westside Extension, Marketing and Public Relations, the Bookstore, Admissions, Counseling, Financial Aid, Matriculation, Tutorial Services and the Library and Learning Resource Center to develop an online portal for international students. The Dean of Distance Learning has worked with the Articulation Officer and other Academic Affairs Deans on several university partnerships and articulation agreements.

We have worked with the Office of Teaching and Learning on the development of the Digital Design Studio, Tech Fair and iTunes U.

Our instructor database has been used by the AFT and Academic Affairs in communicating with instructors that do not use West email.

12. Professional Development

**Professional Development Unmet Needs (AU)**

(blank)

13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

Keeping the Distance Learning Program website current is a high priority for us as it is very important in marketing our program. We plan to take a primary role in migrating the online international student portal to Kentico and in providing Kentico training.

15. Environmental Scan

**Technology Trends**

More students are using mobile devices to access our website and our online/hybrid classes. Faculty have greater interest in developing audio, video and other multimedia resources for their classes.

16. Facilities

*(Facilities Challenges)*

(blank)

**Facility Short Term Goals**

We are involved in the creation of a Digital Design Studio to provide instructors with support in the development of multimedia instructional materials.

17. Budget Reduction Planning

**Reduction Impact**
Using one common online instructional platform provides convenient access to both students and faculty. One login provides access to all courses; online, hybrid and web enhanced. In addition, since LACC, ITV, LASC, LAVC, ELAC and LAHC all use Etudes students have automatic access to their classes at our sister colleges as well. Using another CMS would increase the need for training and technical support. The lack of a tool equivalent to the Etudes Activity Meter would make early intervention more difficult and may have a negative impact on student success rates.

**Reduction Scenario**
We would have to consider using Kentico for web enhanced classes instead of Etudes.

**20. Completion**

**Manager Approval (AU)**
Eric Ichon, November 27, 2012
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 the one of the focuses of our mission is to foster student success, the DSP&S Office is there to assure that students with disabilities are given the necessary academic adjustments and services to facilitate this effort.

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.

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 Levels
No. The staffing level will need to increase in the next couple of years. The department student headcount is rising daily and the demands on the current staff is almost unbearable. The college will see an increase in veterans in the next couple of semesters that will no doubt exit the military with a disability. DSPS will need to have proper staffing to meet this need.

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

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 equitably 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
Due to limited staffing, the DSPS Student Survey was not fully implemented for student with disabilities. The need to encourage and be diligent as the DSPS high tech center for students to complete the survey did not happen.

Survey Results Implications
No data collected

10. Student Learning Outcomes

SLO/SAO Assessment Plans
Student Services recently revamped the divisions SLO’s.

SLO/SAO Changes
DSPS needs to fully implement SLO’s into the fabric of the department by collecting information on an on going basis

SLO/SAO Resource Request Need
NA

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.

<table>
<thead>
<tr>
<th>12. Professional Development</th>
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<tbody>
<tr>
<td>Professional Development Unmet Needs (AU)</td>
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</table>
There are always opportunities to improve professionally. Our staff in DSPS attend conference, seminars, and other related activities.

<table>
<thead>
<tr>
<th>13. Instructional Support: Services and Activities</th>
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<tbody>
<tr>
<td>Impact Catalog schedule website</td>
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</table>
The college catalog, class schedule, and college webpage have significant impact on the DSPS program. These modes act as a marketing tool for the department and letting student know if the services provided. Institutional marketing consistently develops material for the department upon request.

<table>
<thead>
<tr>
<th>15. Environmental Scan</th>
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<tbody>
<tr>
<td>Technology Trends</td>
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</table>
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/HOH; have a learning disability, or other related disabilities.

<table>
<thead>
<tr>
<th>16. Facilities</th>
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<tbody>
<tr>
<td>*Facilities Challenges</td>
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</table>
There are no facility challenges. DSPS just moved into a new facility

<table>
<thead>
<tr>
<th>Facilities and EMP</th>
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<tbody>
<tr>
<td>NA</td>
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<table>
<thead>
<tr>
<th>Facility Long Term Goals</th>
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</thead>
<tbody>
<tr>
<td>There are not long term goal for improvement or functionality other than maintenance on wear and tear for the building.</td>
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</table>

<table>
<thead>
<tr>
<th>Facility Short Term Goals</th>
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<tbody>
<tr>
<td>There are no goal for facilities improvement.</td>
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<tr>
<th>17. Budget Reduction Planning</th>
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<tbody>
<tr>
<td>Reduction Impact</td>
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</table>
If the DSPS program were to be cut, this would have extreme fiscal implications on the college. DSPS services are mandated by federal and state law and requires colleges to provide academic accommodations to student with disabilities in order to assist them in being successful.

<table>
<thead>
<tr>
<th>Reduction Scenario</th>
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<tbody>
<tr>
<td>If the DSPS department were asked to reduce by 5%, it would be done in accordance with Title 5 regulations and with student success driving the process</td>
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<table>
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<tr>
<th>20. Completion</th>
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<tbody>
<tr>
<td>Manager Approval (AU)</td>
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</table>
Shalamon Duke
11-28-12
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, 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 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

N/A

03. Response to Prior Recommendations

Accred Recommend Response

N/A

PR Recommendations Response

N/A

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 from 2007-2009 was 90, essentially remained unchanged, until fall 2009 when enrollment 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-track earth science instructor. As our earth science programs expand, the trend in enrollment for geology classes will continue to rise. Additionally, together Geology 1 + geology 6 satisfy the IGETC science laboratory requirement. The FTES remained ~the same (10), with a little increase in 2009 to 12. With the expansion of course offerings already in progress in regular and ACT program, as well in the development of hybrid and online classes in these disciplines, a request for lab tech support of 0.60 FETF would be forwarded.

Section Count Trends

Section count for Geology and the other Earth disciplines have been stable, as was the average class size.

05. Students and Student Success

Degree/Cert. Trends
From Fall 2007 to Fall 2011, the Geology discipline and the other courses of the Earth Sciences had no AA degree graduates. However, course offerings in geology serve multiple programs. Geology 1 and 6 satisfy the natural science general education requirement for the associate degree and the physical science IGETC requirement. Current geology programs are expected to expand to include training programs for Laboratory Technicians with AA and skill Certificate.

**Demographic Trends**

The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

**Success Trends**

While retention rates were in the range of ~75%-88%, the success rates were lower, ~65%-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 Levels**

Geology and the other Earth Science classes do not have any classified supporting staff. With the expansion of course offerings already in progress in regular and ACT program, as well in the development of hybrid and online classes, a request for lab tech support of 0.60 FETF would be forwarded.

**Staffing Trends**

During each of the Fall semesters from 2007 to 20011, the FTEF for the various Earth subjects have remained stable. As enrollment for Oceanography, Earth science, Environmental science and Geology classes are on the rise, the FTEF allocation for these disciplines would have to be altered in coming semesters.

### 07. Functions and Services

**Function service list**

Geology and the other courses and programs serve multiple other programs: (1) Geology 1, and 6 satisfy the natural science general education requirements for an AA degree (2) Both classes satisfy for AA degrees in Geology; (3) Transfer preparation for UCLA

**Technological Advances**

During the 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 Earth Sciences that include: Geology, Earth Science, Oceanography, Geography and Environmental Science are currently only housed in two Laboratory classrooms. Each lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera aninternet access. Efforts will be made to increase the lab spaces allocated for the Earth Science disciplines.

### 08. Survey Results

**Survey Results**

12/12/2012
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 earth science disciplines, 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 geology and other science programs and develop fulfilling careers in the physical sciences. Some others will enroll in geology courses for their GE requirement for an AA degree and yet others will enroll in geology 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.

**09. Curriculum**

**Course Outline**

There is Divisional directive to do that. The full time instructors and adjuncts of 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. The syllabus must reflect what is on the course outline. 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**

The course offerings in Earth Science along with other subject areas in the discipline are aligned with other disciplines in the Division to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road maps to transferring to various UCs and CSUs institutions with an AA in two years.

**Online and Hybrid Classes**

During the Fall semesters of 2007 through 2009 Geology classes were taught in classrooms. An enormously successful Geology 1 was offered in the Winter of 2010. Following that the Division has experimented by adding an eight-week hybrid section of Geology 1. In Spring 2011, Geology 1 section is being offered online. These new efforts are attracting new students to the disciplines as witnessed by huge turnouts and classes were at maximum capacities. Many had to be turned away. The Division plans to develop a hybrid as well as completely online Earth science 1 course soon.

**10. Student Learning Outcomes**

**Course Assessment Plans**

Write SLO addumbers in ECDs for the course outline of records.

**Program Assessment Plans**

All SLOs will be linked with the addendum to be placed on ECDs.

**SLO Faculty Dialogue**

In divisional monthly meetings. All courses have well-developed course and program SLOs.
11. Departmental Engagement

Community Connections

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.

Interdepartmental Collaboration

The 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 lend hand to the Earth science laboratories, relieving science faculty members of the routine chores that detract from academic responsibilities. Nonetheless both physics and the disciplines in the Earth sciences, need to hire laboratory technicians.

12. Professional Development

Professional Development Unmet Needs

Yes. 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. The Division initiate a mentoring program to foster academic growth on new tenure-track faculty.

13. Instructional Support: Services and Activities

Impact Catalog schedule website

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 instructions 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.

Service Eval Disagree

N/A

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 do so) numerous letters of recommendations as the road to a career in the sciences passes through the Divisions science programs. West's gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

### Club Sponsorship

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 STEM programs.

### 15. Environmental Scan

#### Community Trends

Expand the Geology curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community.

#### Labor Market Trends

Geology classes can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. The discipline would have to develop more innovative vocationally oriented programs that would help students to transition into the work force.

#### Technology Trends

The classrooms/ laboratories of the Earth Science disciplines -- geology, oceanography, environmental science and geography-- meet modern standard of lighting, ventilation and comfort. They have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

### 16. Facilities

*Facilities Challenges*
Specialized Labs
A DEDICATED SPACE FOR THE PLANNED ENVIRONMENTAL SCIENCE LAB
Scope of Laboratory:
This environmental science laboratory course will be specifically designed for practical applications of science to environmental problems. The course shall provide students with hands-on experience of important scientific principles and approaches to environmental problems.
The following is a selection of labs:
- Air Quality
- The Greenhouse Effect
- Home Energy Audit
- Alternative Energy (biodiesel, solar energy, wind energy)
- Waste-Management
List of Equipment:
- 16 Computers (a computer to be shared by two students)
- Solar Power Unit (with panels, alternators, battery, etc.)
- Wind Power Generator
- Air Quality Measurement System (including ECO-Badge Ozone monitoring system)
- Test Kit for Chemical Pollution of Water
Space Requirement:
One lab room with 32 seats and an attached, but separate stockroom.
For safety reasons and to prolong the life of equipment, the Environmental Science lab should be allocated a dedicated room with an attached supplies (stock) room. This lab space cannot be shared with other disciplines for lectures or labs. This is a standard practice in all of the Division's science laboratories.

Such a space that the Division is requesting to adopt for this environmental science lab is MSA 111 and the adjacent stockroom. The Division's desire to retain one of the four laboratories in the old SC Building for this very same purpose has been taken over by Dental Hygiene. The acquisition of MSA 111 and its stockroom, will

Facilities and division/ department goal
Earth Science programs will flourish- more students would be attracted and matriculate/transfer in these fields, thus achieving student success.

Facilities and EMP
Safe, smooth and efficient operation of laboratories, thus achieving student success.

Facility Long Term Goals
1 and 2 in previous answer.

Facility Short Term Goals
1. All Cabinets and drawers in the Earth Sciences laboratories should be keyed.

17. Budget Reduction Planning
Reduction Impact
as described in previous question.

Reduction Scenario
Program already lean. a cut would be hard to manage. Divisional meetings would be the form to discuss them if there were going to be cuts.

20. Completion
Manager approval
**Program Review Fall 2012**

Completed: Nov 29, 2012
Abraha Bahta, Science Division Chair

### Economics

#### 01. Department Purpose

**Purpose**

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 to assess economic activity and to contribute productively in their careers using knowledge learned during their study of economics.

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.

**Purpose Alignment**

The college implements its mission through:

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

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

**Improvements in Program**

As a result of program review, the econ 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.

#### 03. Response to Prior Recommendations

**Accred Recommend Response**
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 adjunt 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.

**PR Recommendations Response**

Funding could be sought to support guest lecture program which has enhanced the stature of the college and enriched college culture.

### 04. Enrollment Trends

**Enrollment Trends**

Economics department is experiencing a growth. As of Fall 2011, there are 689 students enrolled which represents 43% increase since Fall 2007. Most of the growth took place between fall 2007 and Fall 2009. Enrollment trends seem stable with no growth between Fall 2009 and Fall 2011 due to cuts.

**Section Count Trends**

The trend in section counts is stable overall but differ based on the mode of instructional delivery. We have offered 12-16 sections per semester since Fall 2007. 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 were offered since Fall 2010. Classroom Based classes showed a stable trend. Considering the ideal average class size is approximately 35 students, we have average class size around 43 in economics courses.

### 05. Students and Student Success

**Degree/Cert. Trends**

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

**Demographic Trends**

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

**Success Trends**
The trend in retention rate did not show substantial change. The average between 2007 and 2011 was approximately 86% 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.

Success Rates Data suggests the Economics department has a stable trend. The average rate was 67% 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.

### 06. Staffing Trends

#### Staffing Levels

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

#### Staffing Trends

The FTEF by regular/hourly was 2.8 as of Fall 2011. The last five years average is 2.84. Trend is stable.

### 07. Functions and Services

#### Function service list

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/Advising 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)

#### Technological Advances

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.

### 08. Survey Results

#### Survey Results

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

#### Survey Results Implications
Considering students' academic background, our students are in need of improvement in the areas of basic skills, particularly in problem solving and critical thinking.

09. Curriculum

Course Outline

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.

Course sequence

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.

Students are encouraged to create their SEPs (Student Education Plan)

Online and Hybrid Classes

Econ 1, Econ 2, Econ 1 (LAPD 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.

10. Student Learning Outcomes

Course Assessment Plans

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 2012): 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.

Program Assessment Plans
The department goals for the education of economics majors consist of significant understanding of economics in three categories: macroeconomics, microeconomics, and global economy. To assess the success of the department in preparing economics majors and to help the department improve pedagogy, the department has plan to institute procedures in two parts. Part I relies upon an assessment of course work in three key courses that all econ majors must take. Part II relies on a survey of students. The Econ club president and the department chair are responsible for acquiring results to the survey.

**SLO Faculty Dialogue**

Econ Department Meetings with online and on campus faculty are held once a semester. The Department vice chair (Keskinel) and the Econ Club President have access to the results of the econ major student surveys, and the department vice chair has access to the minutes, and the assessment plans and the results of the assessments.

**11. Departmental Engagement**

**Community Connections**

The following presenters came to WLAC to give economics seminars:

1. G. Zimmerman (The Federal Reserve)
2. Prof. 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)

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.

Dr. Keskinel has attended an economic seminar at the local chapter of B'nai B'rit in Santa Monica.

**Interdepartmental Collaboration**

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.

**12. Professional Development**

**Professional Development Unmet Needs**

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.

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

**Impact Catalog schedule website**
We may need extra promoting on the new course (Econ 10) which will be offered in Fall 2013 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.

Service Eval Disagree

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Two students were accepted to UC Davis Econ Program for Fall 2010. One student was accepted to UCSD Econ Program for Fall 2010. One student was accepted to UCLA Math/Econ Program for Fall 2011. One student was accepted to UCLA Business/Econ Program for Fall 2011.

Club Sponsorship

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.

15. Environmental Scan

Community Trends

N/A

Labor Market Trends

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.
**Technology Trends**

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.

### 16. Facilities

**Facilities Challenges**

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.

**Facility Long Term Goals**

N/A

**Facility Short Term Goals**

Condition of the current facilities is very good, impacting learning environment postivitely.

### 17. Budget Reduction Planning

**Reduction Impact**

The most popular major in the nation is business. Business major must take intro level economics course, the most of our students are in business major. if the program had to be cut, the impact on the college would be very negative, many business major students would be interrupted, would take more time for them graduate.

**Reduction Scenario**

We plan to cut online sections if necessary. Currently, we offer more online classes than on campus classes.
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 contributes meaningfully to West's mission to provide quality instruction and supportive services.

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.

Demographic Trends
Total head count/FTES is the only demographic trends data point which has significant implications for Enterprise Services. Decreasing head count/FTES typically generates less revenue to offset fixed overhead expenses.

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.

**Success Trends**

While retail operations have a direct impact on the educational mission of the college by providing textbooks and required supplies to students there is no useful data to measure the impact of retail operations on student success rates and retention rates. It is reasonable to assume facilitating account purchases via EOPS and CARE grants or bookloans 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.

When data from the 2011/2012 school year is available we expect the data to show a strong 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.

Coordination with contract vendors providing food service and vending services and West’s Event Coordination operation generate income to support 10100 activities.

### 06. Staffing Trends

#### Staffing Levels

Staffing levels in retail operations are sufficient to provide essential services to West's students, faculty and staff. West has taken advantage of filling our Buyer 2 position in June 2011 to greatly enhance our FIPSE grant funded Instructional Materials Rental Initiative.

The .2 FTE of the CEM position allotted to operation of the Event Coordination operation and oversight responsibilities for contract vendors and Staff Services is insufficient due to the demands of Event Coordination operation.

#### Staffing Trends

FTE classified staff and supervisors assigned to retail operations incresed from 5.5 to 6.5 in Fiscal 2011 with the addition of the "Buyer 2" position which had been vacant since Fiscal 2010. (The cost of the position will be fully offset through July 2013 by the FIPSE grant.)

Enterprise Services and the college have very limited options to reduce peramanet staffing costs in retail operations in response to reduced income from operations. The balance of overhead expenses, with the exception of a 1% of sales occupancy expense (Utilities), are predominately non-discretionary and/or critical to generating income to offset overhead expenses.

Coordination with contractors (Cafe West and vending machines), administrative oversight of Staff Services and operation of Event Coordination office are the responsibility of the CEM (.2 FTE) without classified staff support.

### 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 @64 hours per week.

Operate the Event Coordination office to coordinate third party use of campus facilities.

Provide administrative oversight of Staff Services.

Oversee contract vendors (Cafe West and vending machines).

Technological Advances (AU)

Our retail operations focused on developing our online store to support distance education. Expanded online store to include textbook rentals in X, 20XX.

Changed bookstore and Paws POS systems in June 2011 to facilitate standardization of POS systems district wide to help improve bookstore operations.

08. Survey Results

Survey Results

Survey data from the 2011/2012 school year is limited. No data re: student services available from campus and district surveys.

Response to store surveys related to rentals was limited in Spring 2012 with only 61 responses. The same survey generated significantly more responses Fall 2011 (589) and Spring 2012 (265) which represented more than 20% of students participating in the rental program in those terms.

Survey Results Implications

The surveys of student rentals show outstanding support for West's rental program with answers to answers re: convenience of renting from the store and would students rent from the store again ranging from 97.3% to 99%.

The surveys also indicate students who rented books were unlikely to purchase their books from the bookstore if rental textbooks were not available. Only 15.8% of students who responded to the survey in Spring 2012 said they would have purchased the book from the bookstore if a rental wasn't available -- which is down significantly from 28.6% in Fall 2011 and 34.8 in Spring 2011. The survey validates the industry trend which shows students strongly favoring textbook rental programs.

11. Departmental Engagement

Community Connections (AU)
Our retail services operations work with a number of local, regional and national vendors and publishers. The bookstore is also a member of the California Association of College Stores and National Association of College Stores (state and national trade associations for the college store industry).

Our event coordination operation is in constant contact with a broad cross section of the local community from schools which utilize West's athletic facilities to working with the film and television industry on film shoots as well has supporting a variety of public and private events on campus via the Civic Center Permit, Permit for Use and ground lease processes. West's Event Coordination operation enjoys a good reputation with users thanks in part to the efforts of Maintenance and Operations and LASD.

**Interoffice Collaboration (AU)**

Worked with Dean Mark Pracher to write the successful FIPSE Instructional Materials Rental Initiative grant application in spring and summer 2010 then implement the IMRI grant beginning in October 2010. The bookstore has enjoyed good support from a number of faculty members in developing the stores textbook rental program.

**12. Professional Development**

**Professional Development Unmet Needs (AU)**

Most professional development needs of the classified staff and supervisors working in retail operations can be satisfied by attending the California Association of College Stores (CACS) annual meeting and expo which includes two full days of educational sessions and a trade show. CACS and the National Association of College Stores (NACS) also provides outstanding data and information about the college store industry to member stores in addition to online and regional educational sessions. All professional development needs are currently being met with funding from the FIPSE grant covering annual attendance at CACS and the NACS annual meeting and trade show.

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

**Impact Catalog schedule website**

West's retail operations have seem positive results from advertising our textbook rental program on the website, Facebook, etc. and in the class schedule and other publications. We will continue to work with Michelle to maximize exposure of the rental program and other programs and services to students, faculty and staff.

West's event coordination operation is referenced on the college website on the Business and Community page.

**15. Environmental Scan**

**Technology Trends**

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.>
16. Facilities

*Facilities Challenges*

The inadequate and poorly located “temporary” Paws 4 Snacks & Stuff convenience store cannot support sufficient sales required to offset operating costs of the Paws operation and West's retail operations. Solving the inadequate and poorly located Paws store problem -- building the C Store we've been trying to build for ten years -- will generate $50,000 to $60,000 more gross profit with no appreciable increase in overhead expense.

Cafe West is also poorly located and does not have sufficient space to operate a premium coffee service and food court operation in SSB. Relocating the premium coffee service to a high foot traffic area to increase intercept sales will increase commission income from the food service contract by $30,000 or more annually.

Lack of dedicated conference facilities limits West's ability to host community meetings on campus.

**Facilities and EMP**

Enterprise Services provides retail services and oversees support functions and business operations of the college in support of West's mission.

Building the Student Services Annex would generate significant additional income to offset operating expenses of the bookstore operation and support 10100. Developing a conference center on campus could have a dramatic positive impact on community outreach efforts by making West a resource for a wide variety of public and private events in addition to generating additional income to support 10100.

**Facility Long Term Goals**

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 center as part of the final phase of A/AA/J construction to facilitate campus and community meetings it could support community outreach efforts and generate additional income to support 10100 activities from facilities rental fees and commission on catering.

**Facility Short Term Goals**
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 project a space of @2,500 sq. ft. should be indentified 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.

### 17. Budget Reduction Planning

**Reduction Impact**
The college must provide bookstore and/or convenience stores services to students and faculty to support the day to day educational activities of the college. If retail services are not sustainable at current overhead costs (staffing levels) the district and college either have to make the decision to subsidize or outsource retail operations.

The college must also make facilities available to the public when facilities are not in use by the campus for educational activities. If event coordination is not part of Enterprise Services the college would have to identify another office on campus to respond to requests for third party use of facilities, issue permits, coordinate support services, etc.

**Reduction Scenario**
The bookstore budget is determined by gross profit on sales. A 5% across the board budget reduction would have a significant negative impact on enrollments and sales.

There is very little discretionary spending in the bookstore W1990B overhead expense budget so a +/-5% reduction in gross profit would most likely lead to an operating loss which would reduce the carryover fund balance of the bookstore. (West's Bookstore finished Fiscal 2012 with restricted reserve balances of $355,442 and a carryover fund balance of $217,851.)

The event coordination budget is limited to a portion of the .2 FTE of the CEM position assigned to 10100 and the Program Assistant assigned to event coordination which is funded from permit fees. Any further reduction in staffing in event coordination would impact the offices ability to respond to requests for use of facilities from the public.

### 20. Completion

**Manager Approval (AU)**
SLOs/SAOs incomplet pending division meeting. Final edits pending SLO/SAO content. LP
# 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 in career employment.
- To increase the number of students who transfer to four-year institutions.
- To improve the delivery of programs and services to the disadvantaged.

## 03. Response to Prior Recommendations

**Accred Recommend Response**
We are in the process of resuming advisory board meetings.

**PR Recommendations Response**
The only recommendation from the last program review was to extend the advisory committee. The advisory committee will be adding members from the feeder high schools and the community.

## 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. In the past three years, our program cap has been reduced to come in alignment with the 39.66% reduction in the 2009-2010, 2010-2011, and 2011-12.

## 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 trends from the 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 be engaged in a brainstorming mode to develop methods to invigorate the program.

## 06. Staffing Trends

**Staffing Levels**
There is a need for one more counselor and a data management support assistant to maintain database and management information system (MIS) to the District and state.

**Staffing Trends**
The program recognizes its significant role to the college on the number of FTEF it contributes to the college.

07. Functions and Services

*Function service list*

The EOPS Program provides students with priority registration, book voucher assistance, counseling, educational workshops, letter of recommendations, supplies and cash grants.

*Technological Advances (AU)*

The program is in the process of implementing on-line counseling, skypping, and texting to students to notify them of various events on campus.

08. Survey Results

*Survey Results*

Based on prior surveys, the student are satisfy with the services the program offer. However, they would like to have more counseling hours availability.

*Survey Results Implications*

The EOPS/CARE Program continously evaluates the quality in which the support services are being dessiminated to the students.

10. Student Learning Outcomes

*SLO/SAO Assessment Plans*

At this time, we have not assessed our SLO's.

*SLO/SAO Changes*

None.

*SLO/SAO Resource Request Need*

N/A

11. Departmental Engagement

*Community Connections (AU)*

The advisory board meetings have been instrumental in maintaining and improving the connections with schools, institutions, organizations, businesses, and corporations.

*Interoffice Collaboration (AU)*

EOPS/CARE has actively collaborated with the various programs and offices on campus such as: Bookstore, Financial Aid, Admissions, DSPS, Trio, Cal Works, Counseling, Business Office, Puente Umoja and students government amongst others.

12. Professional Development

*Professional Development Unmet Needs (AU)*

The EOPS/CARE Program staff particpates in the EOPSA conference and in addition to attending regional meetings.

13. Instructional Support: Services and Activities

*Impact Catalog schedule website*

The marketing is adequately; however, there is a need for more program visibility.

15. Environmental Scan

*Technology Trends*

The college will be a beta campus to launch the new student information system. The new system is expected to improve the intake process and make it more student and technologically friendly. Also, with the expansion of SARS, the department plans to collect SLO data on a continuous basis.

16. Facilities

*Facilities Challenges*
None

Facilities and EMP
None.

Facility Long Term Goals
None.

Facility Short Term Goals
None.

17. Budget Reduction Planning

Reduction Impact
If the EOPS/CARE program were to be cut, the college will see a reduction of 550 FTE. Which is equivalent to $2,345,750.

Reduction Scenario
Using the college mission, vision, and goals - a 5% reduction would impact the discretionary items that do not impact student success. For example, supplies, new technology, and extended hours of operation.

20. Completion
Manager Approval (AU)
Shalomon Duke/Maria Mancia
## 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. Reaching the 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.

## 03. Response to Prior Recommendations

**Accred Recommend 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, business office, counseling and matriculation and assessment. Recommendations are made to improve the policies and procedures of all LACCD colleges at a monthly directors meeting at the district office. Policies are developed to streamline the delivery of aid and to improve efficiency and effectiveness of federal and state aid.

**PR Recommendations Response**

The financial aid office was able to secure a queuing system to improve the customer service, track and monitor the counter service and efficiency responding to students inquires to aid offered and disbursed. The queuing system has some deficiencies but overall assisted with the counter contacts satisfactorily. 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.

The Financial Aid Supervisor position was filled in July 2011. One Financial Aid Technician position was filled in August 2011. Another Financial Aid Technician position was filled in February 2012. The positions are funded using state BFAP categorical budgets.

A Counselor was hired September 2012 to deliver assistance to financial aid applicants seeking Student Educational Plans 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. Position was funded using the categorical BFAP budget. The Financial Aid Office request for the second Financial Aid Assistant position from program 100 funds has not been approved as of November 2012.

## 04. Enrollment Trends

**Enrollment Trends**
Current data and trends suggest that education is primary factor for all ages, ethnic and gender groups in terms of how individuals anticipate to improve their social-economic status in their communities with personal development. More students are attempting to enroll in courses that will lead to an AA degree, Transfer to a 4 Year and vocational certificates. These trends to seek higher education particularly in community colleges means that students will enroll and seek financial aid to assist with their educational expenses. The financial aid office will continue to play an integral role in offering financial assistance to those whom qualify as the pursue their goals. The recent WLAC student survey data reflects that 60% of our students have applied for federal financial aid.

05. Students and Student Success

Degree/ Cert. Trends
See enrollment trends.

Demographic Trends
The number of students that actually enroll as full-time students has dropped this 2012 year compared to 2011. The number of students that apply for financial aid continues to increase. Reasons for the reduced unit level may contribute to an economy that is improving this year compared to last so students are working full-time or additional workload hours. The college's research reflects that there is an increase in the number of students completing AA degrees and certificates. As financial aid regulations continues to become more complex there will be a need for adequate technology, to sustain student centered service to respond to students and parents needs.

Success Trends
The Financial Aid Office has several programs that contribute towards access and the enrollment management objectives. The financial aid program contributes towards the success of the college's objectives of positive persistence and retention rates.

06. Staffing Trends

Staffing Levels
Yes at this time. We continue to have a need for a Financial Aid Assistant. The Financial Aid Assistant assists the office with highly clerical needs and telephone inquiries from students and parents. The Financial Aid Office hired the Financial Aid Supervisor, 2 Financial Aid Technicians, 1 Financial Aid Counselor, 1 Financial Aid Assistant.

Current staffing levels:

- Financial Aid Director  1.0
- Financial Aid Supervisor  1.0
- Financial Aid Technician  6.75
- Financial Aid Assistant  1.0
- Financial Aid Counselor  1.0
- Accounting Technician  1.0

Staffing Trends
Based on the Spring 2012 Student Survey and the district office 3 year comparisons of students applying for aid, the college will continue to see increases in the number of students applying for financial aid. The rising costs of enrollment fees, textbooks, child care and transportation puts students in the position to apply and have the need for financial aid resources.

07. Functions and Services
Function service list

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

Technological Advances (AU)

The Financial Aid Office completed the upgrade and conversion of its imaging system with the vendor Vitran. The financial aid office has implemented a new process at intake to scan all documents and update information on all internal databases. This was made possible with the purchase of 5 Panasonic desk top scanners setup at each counter window. The new process reduces the intake of paper, creation of files, no need to purchase legal size files, reduces costs of supplies purchases and errors made by staff. The office has a new copier machine that also allows the office to make improvements in electronic communications with various parties.

Financial Aid utilizes the College SMS text messaging system to make timely announcements and news on critical financial aid information and deadlines for students.

Now uses Facebook and other social media formats to communicate with our students.

The Financial Aid Office is currently planning to implement the use of a web-based texting queuing system to manage the wait time and contact our students starting January 2013.

08. Survey Results

Survey Results

The College Spring 2012 student survey suggest that to reduce processing time, improve telephone customer service. Need to reduce the number of repeat visits per student with the office. The 36.9% in the college survey on how often do you use the service implies there should be reduced number of visits to the office with improved methods of communication for students. This can be accomplished with better training and the hire of appropriate staff (Financial Aid Assistant) to assist students at the intake counter and with the increased use of social media formats. The district and state surveys also supports the need of improvement in services for students.

Survey Results Implications

There is a need for continuous evaluation of program services, delivery of aid by reducing the processing time to disburse aid and by reducing the repeat number of contacts with the office per student each semester. The financial aid office needs to hire a Financial Aid Assistant which job is to work at the intake counter and provide accurate information and answer questions from students proficiently. The Financial Aid Office has implemented in the current award year to conduct Satisfactory Academic Progress and Federal Direct Loan/financial literacy workshops.

10. Student Learning Outcomes

SLO/SAO Assessment Plans
Continue to use applicable survey tools available for assessment of the program from the office, college, districtwide and the state level.

**SLO/SAO Changes**

Implementation of the debit card system to deliver financial aid funds to be disbursed to students are on the latest changes made to address the SLO components of Critical Thinking Communication, Quantitative Reasoning and Technological Awareness. The implementation of Satisfactory Academic Progress and Loan/financial literacy workshops will enable the financial aid office to effectively reach that outcome.

**SLO/SAO Resource Request Need**

Not at this time.

**11. Departmental Engagement**

**Community Connections (AU)**

Participate annually in Cash for College Events opened to the entire Greater Los Angeles area promoting and conducting outreach activities with high schools, community based organizations and other LACCD schools. The financial aid office co sponsors events with the LACCD outreach components throughout the year. Financial Aid works with the outreach and recruitment area on campus when assisting to facilitate workshops. Collaboration with learning communities on campus, Umoja, Puente, Project Learn.

**Interoffice Collaboration (AU)**

- Enrollment Management Committee - Student Services and Academic Affairs
- Matriculation and Assessment Center
- Interdepartmental collaboration with Academic Affairs and Institutional Research
- Counseling Division
- Transfer Center
- President's Office for West Week development
- Outreach and Recruitment

**12. Professional Development**

**Professional Development Unmet Needs (AU)**

None at this time.

**15. Environmental Scan**

**Technology Trends**

Imaging systems have improved for use with technology in the financial aid industry

Social Media formats to be used for communication with students

Financial institutions using technology to make deposits with smart phones like our students using Higher One Debit Cards

Text messaging to be used to communicate to students financial aid news and deadlines

Q-Less text messaging queuing system to manage and control student wait time and become more efficient with tracking trends of student’s window counter contacts

**16. Facilities**

*Facilities Challenges*
Financial Aid Office space is limited and the current space will not allow additional work stations for future hires.

**Facilities and EMP**

The additional financial aid hires results in improved support services for our student population. Reducing processing time and faster disbursement of funds in a timely manner improves persistence, retention and student success rates. Improved success rates will lead to increased degrees, transfer rates and certificates.

**Facility Long Term Goals**

Additional work space for growth with future hires

**Facility Short Term Goals**

Need for brochures and publication stands and wall space for display case(s)

17. **Budget Reduction Planning**

**Reduction Impact**

No programs can be cut to due Program Participation Agreements with federal and state governing agencies

**Reduction Scenario**

Supplies, and printing
Outreach activities
Professional Development for conferences and workshops

All decisions would be relayed and conferred with the Deans and Vice President of Student Services and to the Enrollment Management Committee
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**Purpose Alignment**

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.

| **02. Effectiveness Assessment & Continuous Process Improvement** |
| **Improvements in Program** | 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. |

| **03. Response to Prior Recommendations** |
| **PR Recommendations Response** | 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. |

| **04. Enrollment Trends** |
| **Enrollment Trends** | A. Since the History Department offers combined H41/AA4 & H42/AA5 classes. The following data reflects those combined classes The trends in Enrollment reflect a strong growth pattern: (1) Fall, 2005 = 696, (2) Fall, 2008 = 783 (3) Fall, 2009 = 980 (4) Fall, 2010 = 970 and (5) Fall, 2011 = 911. Up until 2009 the History program was growing showing that the program was offering a program that was increasingly attracting students to History. In the Fall, 2010 the enrollment fell by 10 and By Fall, 2011 enrollment fell by 59. |
| | B. In regards to FTES: (1) Fall, 2005 = 82, (2) Fall, 2007 = 71, (3) 2008 = 78 (4) Fall 2009 = 99 (4) Fall 2010 = 106 and (5) Fall, 2011 = 96. 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, 2011 there was a decrease in FTES of 10 and a corresponding decrease in enrollment of 16. Obviously, this decrease in enrollment and FTES has a relationship to the cut 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. |

**Section Count Trends**
A. Section Counts: (1) Fall, 2005 = 29 (2) Fall 2008 = 27 (3) Fall 2009 = 24 (4) Fall 2010 = 23 and Fall 2011 = 22. B. Average Class Size: (1) Fall, 2007 = 25.5 (2) Fall, 2008 = 28.2 (3) Fall, 2009= 40.6 (4) Fall 2010 = 42.9 and Fall 2011 = 42.8

In general, the History section counts have decreased as the average class size increased.

## 05. Students and Student Success

### Degree/Cert. Trends

Unfortunately, according to the data, there were only a total of fifteen (15) degrees offered with a History major between 2008 & 2011.

### Demographic Trends

As of 2011:

1. The females = 56% as compared to the male population of 44%.
2. Ethnic Groups: African American population has fallen from 48% in 2001 to 37% in 2011 & the Latino/Hispanic population has increased from 33% (2007) to 43%. Combined groups (Asian/Pacific, white and American Indians) comprise about 20% of the population.
3. Age Distribution: Under 20 = 37%; 20-24 =38%; 25-34=16% and 35+ =8%. Assuming that the younger age group is predominant in the day classes, we should look into providing them with more counseling, tutoring and advisory 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, where in these students could accomplish their goals in an expeditious, concise and cohort way.

### Success Trends

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 should develop a program that has a definite educational pathway (relevant and appropriate mapping), so that students can absolutely see that what they desire for AA/transfer is definitely available within a certain, definite period of time. Also, on an annual basis, the faculty should 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 Department, we do need to become more advisory to our students and we need to be able to let the students know what, exactly, what kind of careers/jobs are available to History majors. The entire History faculty could benefit from some workshops/forums that enrich their knowledge about the factors that lead to student success: Establishing clear baselines of student achievement, using student achievement to measure institutional improvement, and regularly reporting on success outcomes with our History majors. The History department definitely needs to put more emphasis on transfer, considering that in 21 there were only 3 History majors transfer to CSU and only 1 History major to transfer to UC. The History Department must set some goals and objectives for student success.

## 08. Survey Results

### Survey Results

Now is the time
01. Department Purpose

**Purpose**

The Center for Academic Support offers a range of resources to support student success, including subject-specific tutoring, 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 the 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. The Center also maintains discipline-specific ancillary resources to support student success from admission to matriculation.

**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; 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.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

Tutors for foundational Math and English support are available during every hour of Center operation. Availability of subject-specific tutoring across 29 different content areas varies according to budget restrictions and tutor training. Computer-assisted learning skills courses in mathematics and language arts are available in both LAN and online formats, with the eventual transition to an entirely web-based curriculum anticipated, given that tech support for the LAN-based program is now obsolete. Annual subscription to the online PLATO platform provides access to resources that support student success across the curriculum, including assessment and course placement. PLATO-based course offerings can be easily updated and revised as part of ongoing program review, and individualized non-credit learning modules can quickly and easily be created for students. Several language arts tutors have completed specialized tutoring in emerging literacy and reading fluency in support of college- and district-wide student success initiatives, such as Achieving the Dream; with purchase of Reading Horizons software, literacy tutors can be utilized in support of pre-English 21 review as well as English 21 and 28 scaffolding.

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 Addenda 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
Additional tutors for foundational math and language arts support have been hired and trained. As a result, at least one math and one language arts tutor is available on the Center floor during every hour of operation across the 54-hour week.

Server memory was successfully upgraded and 1 GB of memory was added to the hard drive of each computer used by students enrolled in CAI classes at the Center. Fifty (50) online licenses were purchased for online Plato access; as preference for online sections over LAN-based (local area network supported) classes grows, additional licenses will need to be purchased to accommodate higher numbers of students logged in simultaneously.

The resource request for certificated personnel resulted in Fall 2011 hiring of tenure track Learning Skills instructor with expertise in Language Arts. This faculty member is presently revising existing curriculum as well as developing new curriculum to support language arts learning through pedagogically sound web-enhanced courses. All language arts Learning Skills classes are offered in both credit-bearing and non-credit formats for student access. As part of the district-wide Achieving the Dream initiative, reading curriculum is being developed for implementation across the curriculum.

04. Enrollment Trends
Enrollment Trends
The trends in enrollment and FTES in Learning Skills courses indicate a clear direction for the future. Enrollment in LSK classes has increased steadily between 2009 and 2011. There was a 77% increase in overall Learning Skills enrollment between Fall 2009 and Fall 2010, followed by an additional 13% increase between Fall 2010 and Fall 2011. As anticipated, enrollment in LAN-based courses continues to drop, while enrollment in online sections continues to rise. Retention and success rates in online sections of LSK continue to be higher than retention and success rates in LAN-based sections, indicating a clear need for additional site licenses for online Plato access. Tech support for the LAN-based program no longer exists, and the server has started to fail, so all students enrolling in LSK courses for credit will need to enroll in online sections beginning in Fall 2013. We currently purchase 50 non-consumable licenses per year, resulting in lock-out of some students at peak usage times. Expanding site licensure to 100 should address our needs at this time. Based on the data provided, enrollment in all LSK classes between Fall 2009 and Fall 2011 has increased by more than 50%, so developing additional curricula will be an important goal for the division.

Section Count Trends
Section counts show steady increases between 2009 and 2011, with a 6% increase between 2009-2010 and a 12% increase between 2010-2011. Average class sizes increased between 2009 and 2011 for both LAN-based and online sections. LAN-based class sizes increased 21% between 2009-2010 and an additional 6.5% between 2010-2011; online class sizes increased 21% between 2009-2010 and an additional 25% between 2010-2011. Clearly, online classes are growing in popularity ahead of LAN-based classes, which is a positive trend given that the LAN server is on its last legs. We plan to use remaining LAN terminals for access to non-credit lesson by topic, rather than for-credit modules or class sections. Students will be able to do a brief, intensive review of correct comma usage, for instance, or a quick review of ratios, rather than completing entire modules or units.

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.

Demographic Trends
Demographic trends are holding steady in terms of ethnic distribution, but show interesting changes in terms of 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%. 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 (L.E.A.R.N. - Leading and Energizing African-American Students to Research and Knowledge - is a program 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, while students aged 20-24 comprised 25% of West's population in 2009, 24% in 2010, and 26% in 2011. Students between 25 and 34 years of age constituted 23% of West's student population in 2009, 19% in 2010, and 17% in 2011, while the 35 and older population at West was at 26% in 2009, 27% in 2010, and 32% in 2011.

**Success Trends**

Trends in retention and success rates in LAN-based and online Learning Skills classes support transition to an entirely web-based foundational skills curriculum. Retention rates in LAN-based sections decreased from 92% in 2009 and 2010 to 85% in 2011, while retention rates in online sections have steadily increased, from 88% in 2009 to 95% in 2010 to 100% in 2011. Success rates in LAN-based classes hovered between 45% and 50% between 2009 and 2011, while success rates in online class section show steady improvement - from 41% in 2009 to 51% in 2010 to 78% in 2011.

Factors impacting retention and success rates in 2011-12 include the shift from seat-based credit to mastery-based credit, significantly tighter supervision of weekly student progress, and administrative exclusions of non-progressing students at four-, eight- and twelve-week markers. Enrolled students were provided with course syllabi identifying course-level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. 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 content mastery 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.

Beginning in Spring 2013, several policy changes approved by the Curriculum Committee in Fall 2012 will go into effect. Students will be limited to enrollment in two (2) Learning Skills classes for credit in one semester, 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 is available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

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**06. Staffing Trends**

*Staffing Levels*

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12/12/2012

Prepared by WLAC Office of Research Planning

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Current staffing levels in the Center for Academic Support are not sufficient to fulfill the purpose of the Center. Only one full time, tenure track faculty member is currently assigned to the Center (a foundational Language Arts specialist), and one of our two Instructional Assistants is routinely re-assigned (two hours a day, minimum) to cover the LIRL desk for the library on the second floor. We not only need both Instructional Assistants on the first floor, we need them five days a week each, rather than the current schedule model of four 10-hour days. Even more urgent is the hiring of a second full time, tenure track faculty member in foundational Mathematics. This position has been approved, so the search and hiring process should begin in January 2013.

### 07. Functions and Services

**Function service list**

The Center for Academic Support provides comprehensive resources for building foundational skills and content knowledge across disciplines. Services provided by the Center include subject-area tutoring in 29 subjects, with foundational math and English tutors available during every hour of Center operation; intensive review courses in grammar, reading, spelling, vocabulary development, essay writing and basic mathematics, as well as beginning, intermediate, and advanced algebraic concepts, all offered in both non-credit and for-credit computer-assisted instruction modules accessible through the online Plato program; lab facilities and support for the Foreign Language labs in French, Spanish, Japanese, and Arabic; paired-course development and academic support through scaffolded learning resources available to students in and out of the Center.

The Writing Lab is located in the Center, staffed and supervised by the English department. Six study rooms and multiple seating arrangements throughout the first floor enable students to study alone or in small groups; study rooms accommodating 4 - 12 students can be reserved in advance and may also be scheduled for supervised testing. Computers in the Center serve a variety of functions, offering students resources that range from CD-based reading and language programs to local-area network access to Plato, word-processing and printing, and access to online multi-resources and social media. In addition, Center faculty are available on a walk-in and appointment basis for students seeking learning-skills course advisement, tutoring referrals, or content-area academic support.

Center faculty hires between 15 and 20 tutors each semester in approximately 29 subject areas. Most of the tutors are West students, familiar with the college's courses, textbooks and instructors. As part of the hiring process, each tutor must submit a letter of recommendation from a professor in the discipline or course area for which she or he desires to tutor; prospective tutors must have earned an "A" grade in the course in order to be hired as a tutor for that course or subject area. Tutors conform to strict LACCD guidelines and are trained and regularly monitored for the quality and effectiveness of their assistance by Learning Skills faculty. In Fall 2010, a tutor training program was implemented to better prepare tutors to assist the needs of the West student population; in Spring 2012, this program added a reading component linked to the Student Success Committee's Literacy Project to begin training subject-area tutors in reading comprehension strategies as part

**Technological Advances**

12/12/2012

Prepared by WLAC Office of Research Planning
Learning skills courses that were previously available to students only in the Center, using the local-area network (LAN) server, have now been built using the online Plato platform. All twelve (12) of the computer-assisted LSK courses are now offered in online format, as well as being made available to students in for-credit and non-credit sections. As use of LAN-based resources declines, those computers are reassigned to the online server for wider use by students, including access to the online versions of Plato-based courses; since tech support no longer exists for the LAN-based Plato software, transitioning to online offerings is inevitable (and increasingly urgent, as the LAN server crashes more and more often and a number of modules within the LAN-based software no longer function).

This transition to expanded online use of Plato resources has also encouraged student use of Center resources for placement-test preparation and individualized review of concepts following assessment testing. Some tutoring services are now integrated with online and computer-assisted instruction, as Center personnel seek ways to link students with academic support resources using available technology. The Center is able to serve more students more 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 use of electronic tablets by math tutors so that explanatory information can be saved, stored, and sent to students for reference when solving similar math problems in future assignments.

Net Track was implemented in 2009 to capture service hours and track student usage of lab and tutoring services. To ensure that student usage is accurately captured, a computer terminal was relocated in Fall 2012 from the intake desk to the front of the Center; students can now log in as they enter and log out as they leave. In addition to this improvement, Net Track reportage from computers previously used for CAHSEE and Trio programs have been reserviced from second-floor reportage to general first-floor use by students. The Center expects to be able to accurately capture usage data from these computers to count toward Center positive attendance and student usage tracking by Spring 2013.

08. Survey Results

Survey Results
The Fall 2010 Learning Skills and Tutor Program Student Survey indicated that the Center is meeting the needs of the students who use its academic services, Learning Skills courses, and subject tutoring. Of the students polled, 74% were enrolled in a Learning Skills language arts course and 61% of that number reported that they benefitted highly from the class; 60% of those surveyed were enrolled in a Learning Skills math course, and 50% of that number reported that they benefitted highly from the support class they completed. In addition to respondents enrolled in LSK classes, 66% of surveyed students used tutoring concurrently or independently during the year with 56% reporting that resource as highly beneficial. According to the survey results, students are satisfied with instruction, tutoring, staffing, hours of operation, and accommodations in the Center.

Students access Center services regularly: over 41% of the students surveyed use the Center every day they are on campus; 47% use the Center at least 2 days a week; and 13% use the Center less than once a week. Students report that they are very satisfied with staff and tutoring services: more than 94% of the students surveyed rated the Learning Skills and tutoring services 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.

Survey Results Implications
Point-of-service surveys in AY 2011 and 2012 have 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. Availability of math and English tutors every day, particularly on Fridays and Saturdays
2. Addition of web-based Plato course offerings
3. Access to tutoring without an appointment
4. Access to study rooms without advance reservations
5. Access to computers
6. Printing capability now available on the first floor

Survey results identified the following service improvement goals:
1. More math and English tutors during peak hours; some students reported working in groups larger than four students with one tutor at peak times
2. Reading support needed in the form of tutors available to assist with textbook reading or interpretation of written materials and instructions
3. Adjustment of Friday hours to align with changes in Culver City bus schedule - instead of 9 -1, be open from 11 - 3 on Fridays
4. Open the Center on Saturdays again, also from 11 - 3.

In response to this feedback, Center staff are adding a reading component linked to the Student Success Committee’s Literacy Project to train subject-area tutors in reading comprehension strategies as part of their preparation for assisting students with college-level textbook reading and general reading comprehension. Efforts to identify, screen, hire, and train additional math tutors are also underway. End-of-semester data on Center usage on Fridays will be used to consider adjustment of Friday hours to better serve students, and it is hoped that the Center will be open again on Saturdays beginning in Spring 2013.

09. Curriculum

Course Outline
Math and English faculty in the Center evaluate alignment with official course outlines of 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 succesful ongoing review of Center courses and services.

Course sequence
Learning Skills courses are not sequenced according to a prescribed order, but rather are available for students to take whenever an introduction to, or review of, foundational skills in language arts or mathematics is needed. Students are advised by Center faculty regarding appropriate course enrollment, as well as determination of intensive review plans in preparation for taking or re-taking placement exams in English and math. Students in classes outside of language arts and mathematics can request access to Plato resources specific to the discipline, and scaffolding courses for political science and chemistry are just the beginning of support curriculum development. A general guidelines for matching LSK courses to content-area courses is provided below.

<table>
<thead>
<tr>
<th>Learning Skills Class:</th>
<th>PLATO modules:</th>
<th>Courses supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A: Math Fundamentals A</td>
<td>Emphasis on basic math and pre-algebraic concepts</td>
<td>MATH 105, 110, 112</td>
</tr>
<tr>
<td>10B: Math Fundamentals B</td>
<td>Emphasis on beginning and intermediate algebraic concepts</td>
<td>MATH 115, 117, 118, 125</td>
</tr>
<tr>
<td>2A: English Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B: English Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C: Vocabulary Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Mechanics of Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5: ESL Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30: Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 (1377): Essay Writing/Reading Skills</td>
<td>Reading speed improvement and review of essay-writing skills</td>
<td>ENGL</td>
</tr>
</tbody>
</table>

**Online and Hybrid Classes**
At this time, the Center for Academic Support offers twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 50, 73, 74, and 75 are currently 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 format. accessible from o-n and off-campus sites by West students.

The educational structure and design of the learning skills program lends itself to technology-based delivery. Using PLATO or other learning systems on the web, students can complete online and hybrid-format Learning Skills classes at any time and from any location with internet-accessible computers; hybrid Learning Skills classes will allow West to reach the segment of its student population with limited time and transportation to attend traditional campus-based courses, providing the opportunity for face-to-face learning interventions and a sense of connectedness to the broader campus community.

Center faculty work closely with the LAUSD Center for Advanced Transition Skills (CATS) Program, which enables special-needs students to enroll in West’s Learning Skills courses while they complete the CATS curriculum. Students can access computers in the Center, at the Disabled Students and Programs offices on the third floor of the new Students Services Building, in the Outreach center, and at the Extension office.

10. Student Learning Outcomes

Course Assessment Plans

At least one (1) course-level SLO was written for every LSK class in Fall 2012 and approved by the Curriculum Committee. These have already been added to the course syllabi submitted to Academic Affairs, and now need to be added to all course outlines of record. Our next step will be drafting 2-3 more course-level SLOs for each course so that the SLO assessment cycle will be ready for implementation across the LSK curriculum. End-of-course evaluations were developed in Fall 2011, distributed by email to enrolled students in week 16 of the academic term. Response rates were disappointingly low in Spring 2012, so Center faculty are exploring ways to integrate the evaluation into the Plato home page so that it is attached to the class for students to complete.

Program Assessment Plans

Re-evaluation of program-level SLOs is currently planned for Spring 2013, with particular focus on aligning course-level SLOs in preparation for accreditation team followup visit in March 2013. Program SLOs currently cover both Learning Skills (LRNSKL) and Library Science (LIBSC) courses, so collaboration with library personnel will be an important part of SLO assessment plans for the division.

SLO Faculty Dialogue

There has been significant discussion within the departments of Learning Skills (in the Center for Academic Support) and Library Science (in the Heldmann Library), but no dialogue yet between departments in the division. We anticipate that faculty dialogue regarding assessment results from across the division in Fall 2012 will begin in January 2013, when data is available and improvement plans can be developed and prepared for implementation in Spring 2013. Each department maintains its own documentation of assessment results, raw data, and planned revision or development of curricula.

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 high school students transitioning to college life, and 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 outreach events sponsored by West as well as those to which West is invited, both on and off campus (one example from Fall 2012 was representation at the Soul of L.A. event). Additionally, the Center is consistently involved in Kickoff Day activities, skill-building "boot camps" in the winter term, 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 12 West students in a week-long program of independent research with LMU faculty mentors.

Interdepartmental Collaboration
Significant faculty dialogue takes place on an ongoing basis between Center faculty and the departments of Math and English. 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, a 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 or those 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

Professional Development Unmet Needs
Staffing shortages have 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 staff are 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 suffer if the professional development needs of Center personnel continue to be unsupported institutionally.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The college catalog, schedule of classes, and college website play critical roles in marketing the resources of the Center for Academic Support. Not only is up-to-date and detailed information about services, resources, and intracollege collaboration (such as with the Assessment Center) needed so that students and college personnel are aware of what's available through the Center, but consistent messaging about the role of the Center in providing academic support structures across the curriculum (and from pre-collegiate skill building to development of transfer-ready skills) is vital for ensuring that those who need our resources the most know where, when, and how to access them. Promoting available resources includes publicizing changes in policy or additions to services, most efficiently done through social media, including the college website. The general catalog is an important place to provide an overview of the Center and its function within the broader college community, particularly for new students who benefit from seeing the "big picture" of campus offices and services. The challenge with schedules of classes is ensuring that accurate information is submitted and that any changes are published in the addenda to those schedules each semester. A number of corrections submitted on the galley proofs each term have not been made on the copy going to press, requiring Center staff to print corrected information to hand out to students. Errors in start and end dates, faculty designations, and incorrect or missing unit-weight information have created a number of problems for students, so thorough editing is a priority.

One of the most important venues for promoting the services available in the Center for Academic Support is the Assessment Center on campus. Students can be referred to us for review and preparation when they sign up to take their placement exams, and referred to us again post-testing for individualized skill-building support specific to their placement levels. Ensuring that assessment and counseling staff have accurate information about Center resources is the first step in matching students with the services that they need in the academic-support area. Development of promotional materials that look professional and include up-to-date information is a priority in the Spring 2013 semester, as is securing much-needed signage to advertise our services and location. The flyers we create to advertise our resources are inadequate; professional informational/promotional materials and signage will make it possible for the Center to reach segments of the campus population that we are currently missing.

Service Eval Disagree
"The necessary media services to support this program are readily available" - some services are available, but they are not "readily" available, despite our geographical proximity to the library's media services area. Equipment is not always available when needed (because there simply isn't enough of it to go around), evening access to equipment and services is difficult to ensure (there is no backup plan if equipment in a smart classroom isn't unlocked, for instance), and apparently there is a shortage of budgeted funds to keep equipment in running order and/or to replace broken equipment or parts. An even greater problem is lack of information about procedures to reserve equipment. This needs to be integrated into faculty development events on campus periodically so that faculty are aware of what's available and the process for accessing it. Updating information on a web page doesn't alert faculty to changes in equipment availability or procedures for accessing that equipment. Many faculty - particularly adjunct instructors - are unaware of what media resources and services even exist on campus, and some media service requests take months to fill. For instance, a set of literacy VHS tapes needed to be transferred to CD/DVD; we took the blank disks, the VHS tapes, and an explanation of the request to media services in April of 2012. Nine months later, we are still waiting to receive the disks from media services.

"The library materials and services provided by the college are sufficient to support up-to-date program instruction" - neither the materials nor the services available in the library are sufficient to support up-to-date instruction at West, for several reasons. Chronic budget constraints have resulted in resource gaps, including keeping up-to-date information about needed acquisitions so that when funds are available, prioritized purchasing can begin. Many of the books in the library collection are old or damaged; a number of books are classified as "lost" or "missing" without anticipated replacement; theft and vandalism of library materials (such as a student tearing pages out of a book placed on Reserve, rather than photocopying the information) is a problem; and many faculty count on librarians to know what's needed (in terms of media resources) to support instruction across the college curriculum. There is not a clearly delineated process for requesting library acquisitions or of subsequently verifying that requested materials were purchased, catalogued, and made available.

**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**

The Environmental Club, created and led by learning-skills students and Center for Academic Support student-employees, is open to students of all backgrounds, ability levels, interests, and majors at West Los Angeles College. Its focus is on helping others and the environment through organized campus and community cleanup efforts, fundraising for local parks, shelters, and social service agencies, and educational events which draw attention to environmental issues and needs which students can help address just in the way they live their daily lives. The club meets twice a month in one of the study rooms in the Center for Academic Support. Center faculty were asked to serve as club advisors, but - impressively - the students themselves navigated ASO procedures to secure club status and a small budget to enable them to serve the campus and local community.
15. Environmental Scan

**Community Trends**
Reductions in community-based academic support services (such as Adult Education) have made the services provided by community colleges even more critical for students. Factored into our planning is the fact that many students are simply underprepared for study at a four-year institution, regardless of how recently they completed their secondary study; the time that these students spend at a two-year institution is the only window for building substantive literacy skills in reading, writing, and math. If we do not maximize our opportunities and resources to support these students academically and personally, where can they turn for assistance? Reduced community-level services require increased college-level services to ensure that underprepared students do not get lost in the system. In the absence of consistent community resources, students depend on two-year colleges to prepare them for civic and professional participation in society. It is incumbent upon us to keep the "community" in community college by ensuring that those who seek access to education have the necessary academic support structures to succeed.

**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 the appropriate resources to the learner populations. The foundation for training and/or re-training to enter a changing job market is foundamentals-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 (and sometimes inventiveness) to the changing needs of West's student populations.

**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 be purchases of web access to software platforms, rather than programs that need to be run through a local area network. Monitoring usage trends will enable us to identify periods of peak demand and encourage students to pace themselves around those periods when it's possible that they may not be able to successfully log on.

Other trends that can positively impact the Center for Academic Support include emerging trends in small electronics, such as tablets with memory that allow tutors to save, download, and send content from a tutoring session to the students for later reference. Smart Boards instead of whiteboards, text messaging reminders to students instead of emailing, using podcasts or social media like YouTube to record and distribute information about how to solve a particular type of math problem or different ways structure a persuasive essay - all of these opportunities require access to emerging technology. Sharing resources with the library or other departments will allow the Center to make use of the technology that already exists somewhere else on campus, and will enable us to employ that technology for academic support across the curriculum.

16. Facilities

*Facilities Challenges

Current facilities challenges in the Center include a need for whiteboards to be installed on walls of rooms 120 and 121, which were converted back to study rooms from DSPS office space in Spring 2012. Whiteboards would allow tutors to use these study rooms for small-group instruction instead of having to tape paper to the walls to demonstrate solutions for students. Also needed is removal of cubicles/stations blocking line of vision from the intake desk to the Writing Lab. This is a dark corner with no visibility from the floor, potentially unsafe for both staff and students. Removing the cubicles (which were originally set up to house television/VHS units for foreign language labs, and no longer operational or needed) would open up much-needed study space and make the area safe to use. Eventually, three additional rooms need to be converted back into study rooms - Adrienne Foster's office (currently housing the L.E.A.R.N. program), the Writing Lab, and the space currently occupied by the Articulation Officer. These will all need whiteboards and tables/chairs, as well. Some of the LAN-based computers are being reassigned as internet-accessible terminals, which can be accomplished without moving any equipment or furniture. Lastly, the alcove by rooms 108 and 109 (the International Student Support Office) is another unsafe area because visibility is blocked by a glass display case on a non-weight-bearing wall. Removing part of this wall or turning the case into a window for line of vision would render this quiet study space safely usable by students and tutors.

*Facility Long Term Goals

[Further details regarding long term goals could be included here.]

Prepared by WLAC Office of Research Planning

Fall 2012

12/12/2012
Long-term goals (2-6 years) of the Center for Academic Support:

1. Larger-scale space renovations to create more usable areas on the first floor, including removing the partial (non-weight-bearing) wall between the mainfloor and the alcove by rooms 108 and 109, or replacing the glass wall cabinet in that wall with a window opening so that there is line of sight from the intake desk to that corner
2. Removing cubicle dividers from corner by Writing Lab and opening up that space to be a quiet study area with line of sight from intake desk
3. Removing non-working appliances from room 108, the former break room and now staff workroom, and installing additional storage (cabinet or shelving) in area where there is currently a microwave, refrigerator, and sink
4. Establishing an area in the Center where students can have coffee and dry snacks during study breaks
5. Working with Facilities Management regarding temperature regulation, as the first floor tends to be overly warm with limited air circulation
6. Gradual replacement of broken chairs and tables with sturdier pieces of furniture that are appropriate to the needs of the Center
7. Improved lighting in open area under central stairwell (general tutoring area)
8. Discussion of possible relocation of videoconferencing equipment from room 112, and repurposing of that space to be a classroom for foundational skills workshops and learning skills classes of 25 or fewer students
9. Repurposing Foreign Language Lab area as language labs transition to online format and students are no longer required to clock hours on site for credit
10. Initiation of program viability review to separate the Center for Academic Support from the Library division for improved functionality and more efficient, relevant oversight of both programs in support of student success

Facility Short Term Goals

Short-term (1 year) goals for the Center for Academic Support:

1. Whiteboards installed on all study room walls
2. Returning office spaces, when vacated, back to usable study rooms
3. Obtaining a shredder, small photocopier, and document scanner for the staff and faculty workroom on the first floor
4. Securing a budget line for supplies and equipment, including signage and instructional materials
5. Repurposing two banks of LAN-based computers into internet-accessible terminals and using the remaining LAN computers for non-credit access to Plato lessons by topic
6. Signage outside and inside the Center
7. Development and printing of promotional/informational materials about Center resources and services
8. Exchanging broken furniture for functional items as those pieces are removed from the A and B buildings or other facilities on campus
9. Establishing an advisory council for the Center, composed of faculty members from the departments that we primarily serve, for collaborative problem-solving and short- and long-term planning
10. Clarifying operational budget allocations and procedures, as well as base-line funding for tutoring services

17. Budget Reduction Planning
Reduction Scenario

The Center for Academic Support would need to evaluate two areas before making a decision about reductions - time frames for peak facilities usage by students and identification of which resources or services most students are accessing during those peak usage periods. If very few students continue to take advantage of Center resources on Friday mornings between 9 and 11 AM, for instance, a viable action may be to open the Center two hours later and capture some salary savings for staff and tutor hours; however, we would also need to look at where Center services are needed but unavailable, such as after 1 PM on Fridays, because opening later may also mean that we need to close later on Fridays - in other words, not fewer hours, but different hours, to capture peak student traffic. Similarly, the Center serves the greatest number of students between 10 AM and 6 PM, so opening two hours later and closing two hours earlier Monday - Thursday would capture some savings in salaries and tutor compensation. Alternatively, we could look at peak periods of tutor usage to determine if too many tutors are on the floor during non-peak periods. Of course, we need more tutors during peak usage periods, so ideally those tutors in non-peak periods would simply be reassigned to peak periods for improved service to students.
### 01. Department Purpose

**Purpose**

The CTE courses are developed to provide students with specific skills in a HFA discipline area with the intention of leading students to gainfull employment in a field of study. Completion is oriented utilizing Skill Certificates, a directed sequence of courses developing an acceptable level of acheivement. The Division has courses that are evaluated for Certificate Programs and proposed Certificate Programs as well as Transfer Degrees.

1. Film/TV Production

The Certificate of Achievement prepares students for a career in Motion Picture, Television and Stagecraft. 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. The program takes between 18 months to 2 years to complete.

**Purpose Alignment**

1. Film/TV Production

The Film/TV Production Program, Multimedia, Computer graphics, Voice Over Broadcasting and Digital Recording 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.

### 02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**

Assessment is based on sucess as an intern being convertated into a paid position.

Success is accessed based on revenue generated by products and severves rendered.

**Improvements in Program**

1. Film/TV Production

   - Changed classes to meet opposite award shows
   - Added more production grip exercises & terms
   - Revised curriculum to expand digital & reduce film
   - Expanded class to include new software
   - Worked with union on specific curriculum needed
   - Received grants to order latest equipment; introduce new techniques

    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.

### 03. Response to Prior Recommendations

**Accred Recommend Response**
1. Humanities and Fine Arts
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

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. Integrate Film Production into Program 100.

PR Recommendations Response

1. 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

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.

04. Enrollment Trends
Enrollment Trends
1. Film Production
The program was grant funded and was not apportionment generating for the first several years (2008-2010), therefore data was not available.

Based on data available through the grant reports enrollment increased every year by 50%.

Multimedia stats /note for program review and area deans

2, Multimedia, 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.

3, Computer Graphics. Enrollment has been steadily increasing. Again interest is driven by graphics required by mobile APPS, web and print media.

4, Recording arts. Enrollment has increased as the program develops. Interest is generated by commercial music applications and private artistic production.

Section Count Trends
Section counts have decreased with the college wide budget cuts. Class sizes have increased to accommodate students as sections decreased.

Degree/Cert. Trends
1. Film/TV Production

31 Certificates awarded in 2012
trends from 2008 through 2012,

AA Degrees HFA total = 29
Certificates = 12

AA degrees have been consistent for this time period with a slight increase in 2009-10. Computer Graphic Certificates have steadily increased for the past years with a 100% increase in fall 2012

Demographic Trends
Demographic trends mirror the college demographics nearly as a one to one ratio.

Success Trends
1. Film/TV Production

Currently the data for Film/TV Production is primarily relying in statistics gathered for the grants. The success rate is 85% and the retention rates are 87%.

Success rates for Multimedia, Recording arts, Computer graphics have been at 70-80%

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 Levels

Staffing is minimal for computer graphics. Staffing certificate program areas is minimal.

Staffing Trends

a Staffing has been reduced as course sections have been reduced.

B Staffing levels are stretched. They are inadequate in the areas of Broadcasting/ music and in Multimedia

07. Functions and Services

Function service list

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 where introduced in 2000-2001 in the Fine Arts Building. Software programs where purchased for Multi-Media and Music, but 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 a independant 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
1. 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: 4.8 Good to Excellent;
Program: 4.5 Good; Most common critique was schedule related

Humanities and Fine Arts
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. 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
1. 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 accomodate students' needs as it relates to schedules.

Humanities and Fine Arts
The implications of the surveys tend to strongly indicate consistant 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 disiplines.
This implies a high student interest.

09. Curriculum

Course Outline
1. Film/TV Production determines that the classes are taught consistently with the official course outline by only offering the courses in the outline of record.

Humanities /Fine Art.
Course outline should be aligned with the instructor’s syllabi content. We have started to check outlines with syllabi when doing instructor evaluation. Of course, there is the factor of academic freedom to contend with, but salient points of the outline still must be brought out within the scope of the freedom exercised by the individual instructor.

Course sequence
1. Film/TV Production
No, the courses are not always in appropriate sequence due to budget cuts. The plan for alleviating these problems is to apply for more grants.

Course sequence has been interrupted due to budget cut. Courses have been realligned to facilitated a smooth transition through the program to meet student demand.

Online and Hybrid Classes
The CTE areas require mostly "hands on" instruction.

10. Student Learning Outcomes
**Program Assessment Plans**

For all faculty to comply with SLO assessments. Uniformity and ont conformaty is going to be strived for, so Improvement plans and documentation will take place amongst the chair and vice chairs of HFA through asements that will take place in classroom situations observing concrete projects, and/or as written papers, essays and oral reports.

**SLO Faculty Dialogue**

At the established monthly Divisional meeting, minutes taken at each gathering. Full presentation has been made of the tasks to be completed. Alice Taylor, the Faculty Chair for Accreditation gave a brief explanation of the course SLO’s that are being written. All faculty present were "invited" to fully participate in the writings of these required papers. Compliance with SLO assessments. Improvement plans and documentation are under the over-sight of the st the chair and vice chairs of HFA, and the very few faculty participating.

11. Departmental Engagement

**Community Connections**

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. 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.

**Interdepartmental Collaboration**

Computer Graphics and Web Design collaborate with Computer Science certificate program.

The individual disciplines of the Humanities and Fine Arts collaborate constantly to allow students to produce inter disciplinary productions and projects.

12. Professional Development

**Professional Development Unmet Needs**

Most of the faculty members of this Division have been keeping up with their individual professional areas.

13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

The performing arts and fine arts sections should have nice lay-outs to promote our CTE porgrams. The required courses of English and Math have nice double page layouts with student and faculty remarks about their classes.

14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**

Two Music majors divided a scholarship from the Philharmonic Orchestra of Los Angeles. The third music scholarship went to an "English" major that never had had a music course. Two theory/harmony students have won first and second place in outside composition contests (one was featured last year in the Scheduled of Classes. Several of the Film Production students have earned full-time union jobs in their industries.

**Club Sponsorship**
Performing Arts Club has been active for several years. This year they developed and ran the Haunted House for the college on Halloween. members of the club will be singing on occasion at the West Cafe.

15. Environmental Scan

Community Trends
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
Employment trends are advancing even in the face of the "Great Recession" Much of the Music industry is computer based as is the Multi-Media industry. Animation is entirely done digitally. We desperately need to modernize our offerings to keep up with our industries. Multimedia stats /note for program review and area deans/enrollment trends.

Among the areas identified in the HFA division of high continuing growth that are in dire need of resources. This would be multimedia, recording Art, Commercial Music, and by law, American Sign Language. An area with explosive interest and job growth. This is easy to understand evidenced by all of us carrying smart phones, this interest has grown 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 collage is behind the curve in this area compared to our sister colleges, have a look at Mission Colleges program.

Technology Trends
Much of the Music industry is computer based as is the Multi-Media industry. Animation is entirely done digitally. We desperately need to modernize our offerings to keep up with our industries.

16. Facilities

*Facilities Challenges
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.

Facilities and division/ department goal
It will strengthen the Division. The Ed. Master Plan was designed to be a framework for a functional education. It helps each department to keep up with our industries. The student learnings and outcomes now have giving more focus to the direction of the students' college career - especially in the arts, as it takes us all out of the entertainment category and into that of the serious study with a meaningful functionality.

The over-aching goal is to modernize. Keeping up with our industries is essential to helping our students with their goal of a meaningful education. Students do better when an applicable goal is apparent instead of an intellectual exercise. When they realize that our inclusions of new methods, new view points and new ideas will lead to their desired goal of employment in the "entertainment" industry, they are encouraged in their studies. We are getting more students that have had minimal training in the arts and need to have more fundamental teaching in the basics. But by the same token they need the encouragement of positive support of achievement. It is not enough to point out mistakes, They must be made aware of successes, however small.

Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.

**Facilities and EMP**

It will strengthen the Division. The Ed. Master Plan was designed to be a framework for a functional education. It helps each department to keep up with our industries. The student learnings and outcomes now have giving more focus to the direction of the students' college career - especially in the arts, as it takes us all out of the entertainment category and into that of the serious study with a meaningful functionality.

**Facility Long Term Goals**

Bathroom and dressing room for the FA recital hall. A suitable classroom for theatre Arts. Repair pianos.

**Facility Short Term Goals**

Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.

**17. Budget Reduction Planning**

**Reduction Impact**

The students opportunities will be drastically limited, reducing possibilities of completing education thereby reducing gainful employment in these fields.

**Reduction Scenario**

We are to the bare bones in most of the departments of this division. It would ultimate in a cut to the quality as well as the scope of the Division. We have been struggling to get out of the 19th century and its philosophy of learning. We are in their 21st and really need to be allowed to function as such through modernization of offerings.

**19. CTE Programs**

**Advisory Board Membership**
Multi Media/ and Computer Graphics
Michael Arata
Brian Olson
Shati Houroni
Kersten

Advisory Board Outcomes
- Keep software and equipment updated.
- Focus on web proliferation/content/media delivery
- Create skill certificates and AA transfer degree.
- Find business to partner with with the goal of creating student internships.

Assess CTE Student Learning Outcomes
- Students have taken on unpaid internships to gain field experience.
- Students are creating their own businesses.

Labor Market Demand
1. Film Production
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 smartphones 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 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'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 December 2010 I submitted an animation course to curriculum, MM 805. It currently resides in Kristina Thomas inbox, completely signed off but not submitted to the district. In September curriculum Committee approved MM 803 and 807, approved by the senate. Those are hung up in someone's inbox. MM 350, Web Design II is moving through the system. These courses need to be approved to establish the foundation for a solid Multi Media program to support the three certificates in the works. 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 saddest part as my courses filter through curriculum committee, is that some of the new animation software will never be able to be used as the software licenses are near expiration.
4. Music
   A. Recording Arts
5.
01. Department Purpose

**Purpose**
The many departments that comprise the Humanities/Fine Arts Division are varying types of communication as diverse as the departments themselves. The Division is engaged in basic skills development for expression in Humanities, Fine Arts, Music Theater, Cinema, Broadcasting, Film Production, Philosophy and the Foreign Languages. Our Division’s purpose to provide students with a comprehensive educational foundation from a practical/historical view of human cultures includes a diverse array of nationalities and races, highlighting significant accomplishments through all time, utilizing concrete projects, including visual, audio and written projects.

**Purpose Alignment**
In order to provide a "transformative educational experience" in all Humanities/Fine Arts courses, we are providing a comprehensive educational foundation, by teaching all the correct basic skills that our diverse educational programs offer. We are engaged in helping the students fashion a strong foundation - the completion of the first two years of college - in order that they are equipped to build a study superstructure - the second two years of college at the university of their choice; and importantly, we fulfill the requirements of other college's disciplines, in order for their successful transfer. Our courses are required for all the other disciplines of the college. The purpose of this Division aligns with the college's mission through active support of transferable degrees, as it fulfills general Ed requirement supporting all AA transfer goals of students across all disciplines. No student will be eligible for AA degree transfer without completing courses taken in the HFA division.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
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**
The Division has been able to maintain the status quo with the minimum allocated in Art for the models and Music for the piano tuning. Multimedia has been able to upgrade some needed software, which requires constant upgrading. The tracking of information has become more apparent, and problems are more easily discovered.

03. Response to Prior Recommendations

**Accred Recommend Response**
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 helpful, presentation by the new Faculty Accreditation Officer, Alice Taylor, was made at the November divisional meeting. This included recommendations regarding 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**
a/ Request Software upgrades, but the division received only software upgrades in the areas of computer graphics, multimedia. The impact of receiving selected, updated software has allowed students to produce outcomes less than equivalent with the related commercial industry.  
b. Smart classroom upgrades. The impact of not receiving needed smartclassrooms and upgrading the few that are in place has led to sporadic and less than smooth professional lectures and student presentations.  
c. Furniture repair or replacement, The lack of safe and sound furniture in art studios has forced instructors and students to invent make-shift solutions, which do not provide an educational experience that should be even.  
d. replacement of retired faculty are still not addressed and therefore unfulfilled. With the reduction of course sections in all of the Division’s course sections, the lack of replacing retired faculty has had less impact as there are fewer course sections to offer.  

e. The recording arts received grant of $20,000 to purchase critically needed equipment outside of Program Review.  
Other than implementing IT’s college-wide license for Adobe CS5, the needs of the Division have been either limited or put on hold.  

04. Enrollment Trends

Enrollment Trends

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 crating 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 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.  
In I209, 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.
Section Count Trends
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
c. The division is happy to notice that degrees and certificate awards are increasing. A significant number of students are seeking specific skills to achieve gainful employment had have entered the several certificate programs that are offered in this division. Two more certificate programs have been written and are awaiting approval through the Curriculum Committee. Tracking of the progress of these certificates through the system has been difficult and the division has been waiting for many months for their approval. Another group of students are seriously pursuing degrees as a means to transfer to a four-year institution. They also find that a certificate program helps to focus their study towards a degree. Modernization of the departments of this division has been one goal that is being pursued. The students are interested in educational study that leads to paid employment, so a review of the various industries, such as Multi-Media, Music, Film Production and Recording Arts, are found to be in need of focused instruction. It has been noted that modernization and keeping up with industry trends is imperative to courses in this division.

Demographic Trends
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.

Success Trends
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 Levels
Staffing levels are stretched in all the departments of the division. They are especially inadequate in the areas of Broadcasting/Recording Arts, Music and in Multimedia. The division had been depending upon adjuncts, but these instructors are the ones that have been reduced to bare bones. This has had the effect of limiting the scope, modernization, and direction of the division.

Staffing Trends
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**

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.

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**Technological Advances**

Smart classrooms where introduced in 2000-2001 in the Fine Arts Building. Software programs where purchased for Multi-Media and Music, but 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 a independant 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.

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### 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 consistantly chose the arts, audio/visual - technical & commercial - as a first through third choice. 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 consistant 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 disiplines.

This implies a high student interest.

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### 09. Curriculum

**Course Outline**

Course outline should be aligned with the instructor's syllabi content. We have started to check outlines with syllabi when doing instructor evaluation. Of course, there is the factor of academic freedom to contend with, but salient points of the outline still must be brought out within the scope of the freedom exercised by the individual instructor.

**Course sequence**
Yes. Courses have been schedule sequentially to complete programs, in some instances teaching needed courses in alternating semesters. In spite of the sever budget cuts the college has experienced and a brief disruption when the courses needed to be realigned, sequential scheduling of all courses has been achieved. The impact upon students is that there are fewer sections of the needed courses and classes of necessity must be larger than lis best for performance-level student instruction. And, most important, it may take longer to get through and complete the program for transfer level study.

**Online and 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.

### 10. Student Learning Outcomes

**Course Assessment Plans**

Institutional and Divisional SLO's were completed at the beginning of the whole cycle and were distributed to faculty. The current goal is to finish the monumental task of Course SLO's as soon as it can be meaningfully completed. Statements from the Course outlines were distilled into Course outline statements were written and emailed to all instructors that teach those subjects. We've decided to include one outcome per course for this go-around as it will make it more easy on those writing SLO assessments.

**Program Assessment Plans**

For all faculty to comply with SLO assessments. Uniformity and on conformaty is going to be strived for, so Improvement plans and documentation will take place amongst the chair and vice chairs of HFA through assements that will take place in classroom situations observing concrete projects, and/or as written papers, essays and oral reports.

**SLO Faculty Dialogue**

At the established monthly Divisional meeting, minutes taken at each gathering. Full presentation has been made of the tasks to be completed. Alice Taylor, the Faculty Chair for Accreditation gave a brief explanation of the course SLO's that are being written. All faculty present were "invited" to fully participate in the writings of these required papers. Compliance with SLO assessments. Improvement plans and documentation are under the over-sight of the st the chair and vice chairs of HFA, and the very few faculty participating.

### 11. Departmental Engagement

**Community Connections**
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. 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.

**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. and the New American Theater group, will utilize performance space on campus in exchange for a student internship program has been instituted. 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

**Professional Development Unmet Needs**

Most of the faculty members of this Division have been keeping up with their individual professional areas. Since computer knowledge appears to be essential in this new climate of eduction, strong recommendations should be made for all faculty to participate in the tech classes that are being offered by the college. Reluctance appears to stem from either, "I have no time," to "I'm not being paid for it," to "I like my old way of teaching." We must recognize that the students know more about the technical advancements of our industries than do the instructors.

### 13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

The performing arts and fine arts sections should have nice lay-outs to promote our programs. The required courses of English and Math have nice double page layouts with student and faculty remarks about their classes.

**Service Eval Disagree**

IT services have been requested verbally and in writing to help hook-up successfully the computers in the Music Lab. This has not been done.

### 14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**

Two Music majors divided a scholarship from the Philharmonic Orchestra of Los Angeles. The third music scholarship went to an "English" major that never had had a music course. Two theory/harmony students have won first and second place in outside composition contests (one was featured last year in the Scheduled of Classes. Several of the Film Production students have earned full-time union jobs in their industries.

**Club Sponsorship**
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15. Environmental Scan

**Community Trends**
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 images and sound! 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.

**Technology Trends**
Much of the Music industry is computer based as is the Multi-Media industry. Animation is entirely done digitally. We desperately need to modernize our offerings to keep up with our industries.

16. Facilities

*Facilities Challenges*
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. Devel office a print making studio with printing press. The metal doors expand in the sun and cannot be opened or closed.

In the needed fields of Recording Arts and that of Multi-Media, we have been limited to adjunct instructors who cannot expand their programs due to both time and money constraints. This is part of the modernization that is needed. The Recording Arts program does impact all the music courses taught at WLAC because more modern versions of music being bought and sold in today's industry cannot be included yet. We really need a music instructor added that can enhance this burgeoning field. Multi-Media is in need of courses to teach the digital fields of computer and film arts. All animation is now digitized. This is an important field to our Division because it would give instruction to artists, musicians, voice actors/design artists.

**Facilities and division/ department goal**
The over-aching goal is to modernize. Keeping up with our industries is essential to helping our students with their goal of a meaningful education. Students do better when an applicable goal is apparent instead of an intellectual exercise. When they realize that our inclusions of new methods, new ideas will lead to their desired goal of employment in the "entertainment" industry, they are encouraged in their studies. We are getting more students that have had minimal training in the arts and need to have more fundamental teaching in the basics. But by the same token they need the encouragement of positive support of achievement. It is not enough to point out mistakes, They must be made aware of successes, however small.

Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.
Facilities and EMP

It will strengthen the Division. The Ed. Master Plan was designed to be a framework for a functional education. It helps each department to keep up with our industries. The student learnings and outcomes now have giving more focus to the direction of the students' college career - especially in the arts, as it takes us all out of the entertainment category and into that of the serious study with a meaningful functionality.

Facility Long Term Goals

Bathroom and dressing room for the FA recital hall. A suitable classroom for theatre Arts. Repair pianos.

Full-time faculty is a necessity in Music and Multi-Media, Art History/Art, and Humanities to modernize our offerings. This will not lessen the importance of the current offerings nor of the current faculty, but will enhance the course offerings that are currently on the books in those areas. It will also help in giving students more direction in career planning.

Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.

Facility Short Term Goals

Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.

17. Budget Reduction Planning

Reduction Impact

Drastic. The students opportunities will be drastically limited, reducing possibilities of completing education thereby reducing gainful employment in these fields.

Plato said that the three essential areas to education were music, rhetoric, and math. The medieval universities at their inception gave the highest degrees to music and rhetoric. This designation has not changed, although the centuries have. Mankind must have something higher than the mundane existence of looking for food and lodging. Plato stated, "that with only math, the student is too hard. With only music, the student is too soft. There must be a balance of the two."

Reduction Scenario

We are to the bare bones in most of the departments of this division. It would ultimately in a cut to the quality as well as the scope of the Division. We have been struggling to get out of the 19th century and its philosophy of learning. We are in the 21st and really need to be allowed to function as such through modernization of offerings.

19. CTE Programs

Advisory Board Membership
Purpose
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

Advisory Board Outcomes
Keep software and equipment updated.
Focus on web proliferation/content/media delivery
Create skill certificates and AA transfer degree.
Find business to partner with with the goal of creating student internships.

Assess CTE Student Learning Outcomes
Students have taken on unpaid internships to gain field experience.

Students are creating their own businesses.

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 continue too accelerate.

D, Digital Recording Arts media continues to expand as MP3 replaces traditional recording techniques.

E Print Making is growing in both a two dimentional outcome and as coutre application.

F. American Sign Langage 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 certain 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

Licensure Exam Performance
There are no board exams or licensure required. Students/employees are expected to be brilliant at creative visual problem solving. This can be witnessed by the increased intellectual media projects found in most advertising and performance platforms. ie: television /broadcasting/ multimedia reflects a more sophisticated context/content geared toward a more highly educated audience.
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

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**

There were no accreditation recommendations related to Info Tech.

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**

N/A

06. Staffing Trends

**Staffing Levels**
No. the rapid increase in new campus buildings, many advance technology projects, many new high-end complex hardware and technology funded by the bond construction program has resulted in the more need to add significant numbers of additional personnel. Again, it is desirable to hire more staff members for Information Technology in order to maximize technology support and services to all divisions campus-wide. These position requirements and justifications have been detailed as following:

1. Sr. Network Support Specialist and System Engineer
Due to new complex and advance Network Cisco equipment such as VMWare, Blade, EMC VNX storage, Cisco VOIP Phone, Wireless network, Cisco Digital Media Player, Comvault Backup, and Exchange 2010, Info Tech department definitely require an additional senior technical staff member to supervise and maintain these hardware. Additionally, Info Tech also expect many new coming projects in next few years such as a new student information system, Single sign-on Student system, Exchange 2010, Kentico CMS, Apple support, District-wide Security System and Fiber Infrastructure implementation.

2. Web Designer
College is urgently planning to implement and create many major critical websites using a new content management system called Kentico. This project estimates about 2 years to be fully completed based on college planning and all website requirement.

3. Assistant Network Support Specialist for Apple servers, applications, Mac and iPad
With many help desk tickets are requested per month, weekend support, Phone support and future Apple workstation support, Info Tech strongly believe we need one full-time experienced help desk staff member.

**Staffing Trends**
There are currently fulltime 5.0 FTE staff assigned to the department.

<table>
<thead>
<tr>
<th>Nick Dang</th>
<th>Info Tech Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Rowell</td>
<td>Sr. Network support specialist</td>
</tr>
<tr>
<td>Tracy Pham</td>
<td>Network support specialist</td>
</tr>
<tr>
<td>Michael Tesfai</td>
<td>Network support specialist</td>
</tr>
<tr>
<td>Richard Flowers</td>
<td>Network support specialist</td>
</tr>
</tbody>
</table>

Staff Projections ☐ The Information Technology Department consists of five full-time positions. The Information Technology manager’s position along other positions is fully funded by the college budget. Many projects are in process and are in need of completion but with the current minimal staff employed some projects do not get the attention needed quickly. The Department Help Desk is maintained and supported by all info tech members.

Equipment Needs ☐ With ever changing hardware technology it is difficult to predict with accuracy the equipment needs for our department and college. We do know that increased security is always of importance and newer equipment and software that allow for improved security will always be needed. As our infrastructure ages we will need to be prepared to evaluate the efficiency of data movement and be prepared to respond accordingly. Continuous need for computing mobility is of importance and having equipment to

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 Technology manager is involved with District-wide Technology Council and College Technology Committee to ensure best business practices, fulfill the recommendation and monitor leading-edge technology development.

Some of the functions of the Information Technology staff include:

- Responding to student, faculty, and staff computer issues;
- Creating and maintain email addresses;
- Maintain 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 20 Servers, 1000 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

### 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
- VMWare 5.0
- HP Blade Server c3000 Server and Chassis
- Cisco Digital Player 3310
- Pro Curse Left-hand Storage 2910
- Tape Library and Comvault backup Server 140
- Two Cisco Core Switches 6509
- Two Palo Ato 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.
08. Survey Results

Survey Results

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.

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.

10. Student Learning Outcomes

SLO/SAO Assessment Plans

To Constant/regular monitor of help desk ticket queue by IT supervision to ensure that customer problems are being addressed in timely manner. Random follow up from IT supervision to ensure customers were satisfied with the IT services. Constantly reminding IT staff in regular staff meetings about the importance of resolving the users¿ computer problems in professional in timely fashion.

SLO/SAO Changes

Educate users to log all their problems via college IT help Desk system to keep track of the problems. Train users on using the campus Help Desk system on college website.

SLO/SAO Resource Request Need

None.

11. Departmental Engagement

Community Connections (AU)

Monthly District Technology Council meeting ñ Council made up of nine (9) Information technology managers from District campus, District CIO, District Technology managers as well as college administrators, business partners reviews the campus-wide projects, plan and makes recommendations for additions, deletions, and revisions.

Interoffice Collaboration (AU)
12. Professional Development

**Professional Development Unmet Needs (AU)**

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:

- Cisco VNX EMC Storage training
- VMWare VMS
- Apple Technician Training
- Email Exchange 2010 Training
- Commvault Backup Solution Training
- Cisco Voip IP and Digital Media Player Training
- Kentico Content Manager System 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.

15. Environmental Scan

**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 staffers 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.

### 16. Facilities

*Facilities Challenges*

- More storage spaces, location for old, out-of-date devices and new equipment.
- Security Alarm System for Info Tech Data Center.

**Facilities and EMP**

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.

**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.

**Facility Short Term Goals**

Temporarily utilize old building for the storage, Install 3 small Security Camera in Data Center.

### 17. Budget Reduction Planning

**Reduction Impact**

College may need to reduce or remove some non-priority programs, consolidate computer labs, utilize some classroom as computer lab during non-lecture period in order for Info tech department able to provide support and services with less staff and resources.

**Reduction Scenario**
Will look into some options of department budget saving to minimize the impact of Info Tech support and services. Several options and alternatives, such as a spare part strategy and buying blocks of service hours instead of an annual basis service agreement, are researched and considered to minimize the expense.

## 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.

### 03. Response to Prior Recommendations

**Accred Recommend Response**

1. As the result of email advising, echat advising and orientation, students will be able to access/navigate support services.

   Measure & Percentage of students enrolled in 12 units or more

2. As the result of students participating in ASO activities and International Student Club, international students will be able to demonstrate civic responsibility.

   Measures & Survey; Percentage of ASO members; Percentage of students in international club; Club growth

3. As the result of advising and students signing the International Student Agreement, students will be able to uphold the Student and Exchange Visitor Information System (SEVIS) standards.

   Measures & Number of students subject to discipline action; # of students who fell out of status

4. As the result of advising through International Students Office, students will understand the advantages of taking online orientation before arriving to the US.

   Measure & Number of students who took online orientation before arriving to campus

5. As the result of participation in the OPT workshops, certificate students will be able to navigate OPT government application process and convince US employees to hire them.

   Measures & Number of students who attend OPT workshop; # of students who apply for OPT

6. As the result of academic counseling and international student advising, students will be able to apply self-assessment strategies such as degree works to meet their educational and career objectives.

   Measures & Percentage of Students who have an SEP; Survey on use of assist.org and Degree Works

**PR Recommendations Response**
1. As the result of email advising, chat advising and orientation, students will be able to access/navigate support services. Measure: Percentage of students enrolled in 12 units or more

2. As the result of students participating in ASO activities and International Student Club, international students will be able to demonstrate civic responsibility. Measures: Survey; Percentage of ASO members; Percentage of students in international club; Club growth

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

Demographic Trends
Although students arrive from 38 countries, we continue to have increased numbers of students from China, Saudi Arabia, Kuwait, and South Korea. Popular major: Business and related majors (Business, Econ, Finance, Marketing). A few students arrive for campus-specific programs: Dental Hygiene and Airframe Mechanics.

Success Trends
Students are continuing to complete their programs (certificate, degree, transfer requirements). Fewer students are enrolling for purposes of OPT benefit to work one year. More students are enrolling to transfer to a 4-year university. Transfer prior to program completion is primarily due to lack of sufficient funds to remain in the U.S., or lack of summer and winter offerings at WLAC. Our competitor, Santa Monica College, is currently requiring that WLAC students transfer to their institution as concurrent enrollment is no longer an option for summer and winter sessions.

06. Staffing Trends

Staffing Levels
At last review, this program serviced 91 active F-1 visa students. Our program now services 161 students. Additional staff is required to meet student service needs of the expanding F-1 population at WLAC. Los Angeles Pierce College has the same enrollment as WLAC but they have three FTEP, a Dean, and two student workers. WLAC has only one full time employee and the Dean, who oversees three additional programs. A Student Services Aide position is recommended to support the International Advisor. A&R personnel hours required to scan International Program applications.

Staffing Trends
Enrollment has increased from approximately 91 to 161 students. Additional staff is required to continue providing services with positive SLOs. Recommendation: Student Services Aide.

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 F-1 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)
Continued efforts to provide services online. Web site designed to provide answers to questions. Students and applicants encouraged to chat online and to correspond by email for advisement. This is more efficient than submissions by regular post and advisement only with office visits. Plans to have online submissions, viewable status of items received, and appointments made online.

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.

10. Student Learning Outcomes

SLO/SAO Assessment Plans

1. As the result of email advising, echat advising and orientation, students will be able to access/navigate support services.
   Measure: Percentage of students enrolled in 12 units or more

2. As the result of students participating in ASO activities and International Student Club, international students will be able to demonstrate civic responsibility.
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   Measures: Number of students who attend OPT workshop; # of students who apply for OPT

6. As the result of academic counseling and international student advising, students will be able to apply self-assessment strategies such as degree works to meet their educational and career objectives.
   Measures: Percentage of Students who have an SEP; Survey on use of assist.org and Degree Works

SLO/SAO Changes

Students will be able to make appointments online for Assessment tests, Student Educational Plan, and international program office visits. Students will be given assessment tests following International Orientation and will then be able to make appointments for SEP with academic counselor. International program will continue to assist students with timely enrollment so that classes are not filled before they have registered. They will continue to be strongly advised to meet with an academic counselor to have a student educational plan. Review student survey and college statistical data, and continue to streamline methods and procedures.

SLO/SAO Resource Request Need

Changes that have been made and have successfully resulted in growth now require additional staff to provide services to the expanding population and there is anticipated growth with planned changes. Student Services Aide required to assist International Advisor with reception, application processing, and email and phone response so that Advisor can dedicate time to student advisement, which results in successful SLOs.

11. Departmental Engagement

Community Connections (AU)
Co-chair of LACCD International Coordinator monthly meetings. Coordinators discuss all aspects of and related to International Programs: LACCD policy, independent College policies, U.S. government policy. Ongoing networking resulting in student referrals to and from community colleges in LACCD and outside our district, such as Santa Monica College, and networking with language schools for conditional acceptance student referrals. Assist with office and SEVIS maintenance to promote development of West Language Academy and our educational partner, Los Angeles Institute of Architecture and Design. Participate with both LACCD and software design personnel in planning phase of Student Information System Modernization project. International coordinators are also involved with the pilot school, Pierce College, with design of SIS international admissions.

**Interoffice Collaboration (AU)**
Collaborate with International Student Program Support offers information on housing and general questions about the college, international student study/social groups, newsletter, and events. Collaborate with International Club offers social interaction, events, and field trips. Support West Language Academy, which offers intensive English language training at our campus and transfer of college-bound F-1 students. Collaborate with WLAC Assessment Center to offer assessment tests after the international orientation to complete tests prior to semester start. Communicate with WLAC Business Office with planning and methods to solve issues specific to F-1 visa students: scholarships, medical insurance, tuition and fees, SIS. Collaborate with A&R Graduation Office evaluators to assist students abroad prior to arrival. Communicate with ESL instructors about class scheduling and changes and student participation and needs.

### 12. Professional Development

**Professional Development Unmet Needs (AU)**
Recommend membership in NAFSA and regional conference attendance.

### 13. Instructional Support: Services and Activities

**Impact Catalog schedule website**
College catalog, schedule and site are dynamic and informational. However, F-1 visa program is difficult to find on the college web site. Multiple email and web site addresses of related programs confuse applicants, who feel they are re-directed to other sites. Plans in effect to improve the design and look of the F-1 web site but not the greater problem of finding the site.

### 15. Environmental Scan

**Technology Trends**
Emerging trends: digital submission of applications and documents. LACCD is considering CCC Apply - International online application submission. LACCD is developing new SIS, which will solve problems due to outdated system. Pierce College is piloting the program. College web site needs mobile-device apps. Students are encouraged to communicate digitally for efficient and rapid response to queries.

### 16. Facilities

**Facilities and EMP**
Additional staff is required to continue to foster educational success in a welcoming, supportive environment. Students are encouraged to use campus programs and services. Many will not venture out or seek help when needed. The personal attention dedicated to their general welfare results in positive SLOs. Arriving in a new country with language barriers, students require assistance with applications, class choices, enrollment, and how to navigate the web site catalog and schedule. Needs progress to help with learning skills and tutoring, transfer, etc. The program is the point of contact for advisement or referral. As the numbers grow so does the need for additional staff.

**Facility Long Term Goals**
International student support to be eventually managed by the international student program with the addition of support staff.

**Facility Short Term Goals**
Additional computer and phone will be needed with hiring of full time Student Services Aide.

### 17. Budget Reduction Planning

**Reduction Impact**
Fall 2012, F-1 visa students enrolled in 1,502 units at a cost of $258 each unit for tuition and enrollment fees for a total of $387,516. To maintain these numbers, additional staff is required. To reduce the program by cutting off admissions, additional staff would not be required but this would result in great loss of revenue.

**Reduction Scenario**
There is no paring down because the program is already so lean there is nothing to cut.

### 20. Completion

**Manager Approval (AU)**
Michael Goltermann
11/29/12
01. Department Purpose

**Purpose**
The purpose of English, ESL and Speech is to enable students to become effective communicators. English and ESL guide students to evolve into proficient readers and writers. Speech teaches students how to become confident and credible speakers in dyads, small groups, and in front of large audiences. Jewish Studies educates students in the literature, culture, and philosophy of Judaism by offering a certificate, enhances those who seek careers in Jewish education and related fields. All four disciplines focus on critical thinking, and all content is anchored in class texts with in-depth research required in most courses.

**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:

- Active committee membership on the SLO committee and the SLO Accreditation subcommittee focusing on recommendation 3.
- Development of course SLOs, addendums, rubrics, and assessment instruments for E20, 21, 28 that enhance the quality of my teaching and learning environments. Used as models for other courses in the Lang Arts department.
- Participation and assistance in the WLAC Hispanic Heritage Celebration.
- Engagement with the Puente professional development conference on best faculty practices and assistance with the Puente Student Motivational conference at UC San Diego.
- Attendance at the CSUDH Millennial Learners Student Success Workshop.
- Assistance with the updating and archiving of LS 50 curriculum.
- Assistance with our Language Arts Program Review.
- Completion of the IES Program Review training on 10/19. Point of contact for IES and Program Review completion in the Lang Arts department.
- Enhancement of English 21 and 28 class website, including course resources and materials.
- Completion of Etudes online teaching certification 10/29-11/9/12.
- Implementation of progress reports in classes.
- Participation in the inaugural Early Semester Kick-off event by assisting and greeting students, answering questions, and supporting faculty and staff.

03. Response to Prior Recommendations

**Accred Recommend Response**

12/12/2012
Prepared by WLAC Office of Research Planning
- The Language Arts division has assigned a full time faculty to assist with the implementation of the accreditation recommendation 3, SLO’s. Another full time faculty is working on accreditation recommendations 1, 2, 5, and 7 as a member of the Planning

**PR Recommendations Response**

No recommendations have been recommended by the validation team.

**04. Enrollment Trends**

**Enrollment Trends**

Enrollment and FTES:

Enrollment for the division grew from 3,078 in 2007 to 3,430 in 2011.

FTES grew from 2007 to 360 in 2011.

In this period, in English enrollment grew from 1,990 in 2007 to 2,367 in 2011.

FTES in English grew 212 in 2007 to 240 in 2011.

Speech enrollment climbed from 740 in 2007 to 821 in 2011.

FTES in Speech grew from 80 in 2007 to 83 in 2011.

In ESL, enrollment changed from 61 in 2007 to 82 in 2010 and was cancelled in 2011.

ESL FTES grew from 6 in 2007 to 14 in 2010 and was cancelled in 2011.

E.S.L. enrollment decreased from 259 in 2007 to 210 in 2011.

E.S.L. FTES declined from 45 in 2007 to 34 in 2011.

Jewish studies enrollment grew from 28 in 2007 to 32 in 2011.

Jewish Studies FTES averaged the same at 3 from 2007 to 2011.

Implications:

Due to inconsistencies in section offerings in ESL, there is an erratic enrollment pattern, so students do not have access to a complete sequence of course offerings. Even with the section cancellations, enrollment trended up. Another factor impacting ESL enrollment is the tendency for students to take the English instead of the ESL placement test.

The college has reduced class sections across all offerings, which has impacted the rate of growth in all

**Section Count Trends**

In Fall 2007, 90 classroom sections were offered compared to 42 sections in Fall 2011. This reflects a more than 50% reduction in class offerings. 26 online sections were offered in Fall 2007 compared to 6 in 2011.

The average class size increased from 25 in Fall 2007 to 32.8 in Fall 2011.

**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 2007 to F 2011 indicate that while most age groups have remained stable, there was a 4% 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 millenial student is paramount.

Over the F 2007 - 2011 time period, African American/Black enrollment decreased 7% from 51% to 44% while Hispanic/Latino enrollment increased 7% from 31% 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.

Further, we would do well to examine more closely what factors might account for the decrease in African American/Black enrollment.

**Success Trends**

Overall retention rates for English from F07 to F11 have increased 3%, from 79% to 82%. Hybrid rates for F11 are at 91%. Online rates have risen from F07 73% to F11 81%, a 8% increase. Success rates in English classroom rose from 57% in F07 to 64% in F11; online rose from 48% in F07 to 54% in F11, a 6% increase; hybrid success rates are 82% in F11. We need to conduct deeper analysis to identify factors contributing to the increases in retention and success rates, especially the notable 91% in F11 hybrid retention rates.

ESL 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 2007 to Fall 2009, ESL retention rates are - in classroom, 90% in F07 to 82% in F09. 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. [Are these the paired classes?]

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%. [Need to analyze these.]

**06. Staffing Trends**

**Staffing Levels**
Currently, our full time faculty members include one speech instructor, nine English instructors, and two ESL instructors. One English instructor has 1.0 reassigned time and another has .75 reassigned time, each teaching only one class. A third English instructor has partial retirement status and only teaches three classes. That leaves only six English instructors teaching full loads of courses. That means that in Fall 2011, when Language Arts only had eight full time English instructors, only 28 of those classes were being taught by full time English instructors as part of their regular load with maybe 7 - 10 more being taught as hourly loads by full time instructors. That means that about half of our English classes were being taught by adjunct instructors who do provide high-quality instruction but cannot be as available to students and cannot spend as much time serving the college as full time faculty members. Similarly, in Speech, with only one full time faculty member, 14 of the 19 sections offered would be taught by adjunct instructors.

### Staffing Trends

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

Function and service list: List the functions and services provided by the division. The primary responsibility of the Language Arts Division is to offer high-quality instruction to students enrolled in English, speech, 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, West’s online literary magazine, the Literacy Project and the Reading Apprenticeship FIG.

### Technological Advances

- The Language Arts Division has been a leader in developing and offering online and hybrid classes. Several instructors have developed podcasts. Blogging is utilized as a teaching tool together with efolios and social networks. Some instructors offer su

### 08. Survey Results

#### Survey Results
Survey Results: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys)

a. According to the Spring 2012 Student Survey, 87.1% of West students are either seeking to earn an Associate’s Degree or transfer from West.

b. According to the same survey, 43.2% of West students reported the quality of their high school preparation in reading and writing to be either a major, moderate, or minor problem for them.

c. Finally, 64% of students reported that their experiences at West both in and out of class improved their ability to write clearly and effectively either “Very Much” or “Quite a Bit.

Survey Results Implications
Survey Results Implications: Discuss the implications of the survey results for the program.

a. English classes are required for students to graduate or transfer, and ESL students are prepared for English with their ESL classes. To transfer most students take at least one Speech class.

b. Many students admit that they have not been adequately prepared for college-level reading and writing. This underscores the value of our developmental English and ESL offerings.

c. The majority of West students see that attending West helps improve their reading and writing skills. Much of this can surely be attributed to their skills developed in their Language Arts classes.

09. Curriculum
Course Outline
All faculty are required to submit their course syllabi to Academic Affairs and the chair. The chair scrutinizes syllabi for course content 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.

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.

Online and Hybrid Classes
- All core courses in the English and many Speech curricula are offered online. Some courses are hybrid, and most core courses are web-enhanced with Etudes shells.

- Cohorts have been established with Counseling to offer Personal Development classes in

10. Student Learning Outcomes
Course Assessment Plans
The Language Arts division is assessing all courses taught in the last two years. Discussion, indentification, and implementation of necessary course changes will be completed by March 2013.

For specific course changes as a result of assessment, please refer to the following link:


Program Assessment Plans
The Language Arts division is assessing all courses taught in the last two years. Discussion, indentification, and implementation of necessary course changes will be completed by March 2013, followed by another cycle. Once we assess all Language Arts courses, we will develop a plan for our PLO's.

SLO Faculty Dialogue
SLO dialogue regarding assessment results and improvemen plans 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.

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-Hofmann 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's 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's 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 college's sister campuses.

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, Kathy Boutry 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, data collection 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.

12. Professional Development

Professional Development Unmet Needs
Rachel D. Williams, a regular full-time faculty member, is active on the African American Heritage Month Committee, the Women’s History Month Committee, and the Language Arts Division Hiring Committee.

The two most significant professional development activities that Professor Williams has been engaged in during the past two years include chairing and authoring the Academic Senate’s approved resolutions for the African American Heritage Month and Women’s History Month Committees and serving as a consulting editor for Genocide at the Dawn of the 21st Century, written by Dr. Dale Tatum, a former California State University colleague and political scientist. Additionally, Professor Williams attended the Modern Language Association Conference held in Los Angeles during the 2010-2011 academic year.

Dr. Kathy Boutry, Holly Bailey-Hofmann, and Clare Norris-Bell wrote The West Guide to address the needs of students in the WLAC composition sequence; the book can serve them in classes at all levels of the sequence, including 21, 28, 101, 102, and 103. The book will be marketed nationally.

Holly Bailey-Hofmann has presented to the LACCD Board of Trustees and the LACCD District Academic Senate’s Faculty Innovation Day on the Student Poster Fair she created in 2011. Suzanne Floyd, online English professor, regularly attends Etudes Summit and the Etudes Annual Trainers Retreat.

Many have attended, and some have facilitated, Tech Fair activities. Two of our full-time faculty, Holly Bailey-Hofmann and Clare Norris-Bell, participated in the Literacy project funded by the PBI Grant to learn the intricacies of the reading process and how to relate that to students.

Additionally, after taking a Reading Apprenticeship course with Clare Norris-Bell, Nancy Sander created a Reading Apprenticeship FIG (faculty inquiry group) for faculty campus-wide.

Bernard Goldberg completed a seven-week Directing Intensive at USC’s School of Cinematic Arts during the summer of 2011. Between September 2011 and Summer 2012, he completed a course in poetry, a course in poetic forms, and two courses in the novel, through UCLA Extension.

Katherine Boutry gave a talk at the MLA Conference in Los Angeles in 2011. The topic was “Who’s Afraid of Virginia

13. Instructional Support: Services and Activities

Impact Catalog schedule website

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.

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
English and Speech 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. Student Tera Conway’s publication, “The Imitation of Life Movie Screening and Panel Discussion,” in the March 3, 2011 edition of the Student Voice, is a noteworthy accomplishment in response to the panel that was coordinated by Professor Williams.

Two English 28 students in the UMOJA program and 2 ESL students won cash prizes at the 2nd Annual Student Poster Showcase for their academic research posters.

Each year, several English students travel with Dr. Boutry and Honors program staff to the undergraduate Honors Conference at UC Irvine to present their research papers.

**Club Sponsorship**

The Creative Writing club, founded in 2008, was advised for several years by Prof. Bailey Hofmann, and sponsored an event each semester for students to share their creative writing before an audience. The club now meets online and is advised by Prof. Linke-Ivic.

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. Many division faculty were present on this day, in person and online, to greet students, show them their books, and provide them syllabi. Spring 2011 Holly Bailey-Hofmann created a student poster fair to increase retention rates in her English 21 class. The event has now scaled up to a campus-wide level, but features a large number of English and ESL students.

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, such as “Women, the Arts and History,” and the college’s “Cultural Arts Extravaganza,” to name just a few. 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 Ailey 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 discipline’s students, who attended a film screening and lecture this past spring 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 discipline’s students, who attended the “The Creative World of Synthia SAINT JAMES,” this past spring, 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’s philosophy on fine art by visiting herfox exhibit at the Santa Monica Museum of Art.

**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.

Prof. Linke-Ivic uses an entirely online textbook for her English classes. Prof. Bailey-Hofmann, Dr. Katherine Boutry, and Prof. Clare Norris are planning to make their textbook

16. Facilities

Facilities Challenges

Nuala Linke-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.

17. Budget Reduction Planning

Reduction Impact

Cutting a program would deny instruction to certain populations of students. Students would not receive the necessary preparation to succeed in higher level courses throughout the campus that require reading, speaking, and writing skills.

Reduction Scenario

Because our current budget indicates that there is no money to reduce from printing ($149), supplies ($328), and other ($150), the only option is to reduce 5% faculty hourly salaries/work. This would decimate the instructional program.

20. Completion

Manager approval

Fran Leonard
## Library

### 01. Department Purpose

**Purpose**

The purpose of the Library is to provide research instructions, facility and resources (in multiple format: printed, electronic, audio, visual) to support the information competency & needs of students, faculty and staff of WLAC.

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

The Education Department provides training in educational software technologies and techniques, and provides courses for students in teaching, tutoring and learning strategies.

### Purpose Alignment
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 Library aligns with the college mission in the following ways:

Student Learning -- Library Orientation, workshops and classes to teach students how to research and use retrieved information for academic work, and document the resources.

"knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning." -- Provide vocational and career resources, college and university application and profiles.

Learning communities and student success -- Work with the learning communities in providing online and on campus resources.

Diversified Modes of Instructional Delivery -- Online 24/7 reference service, remote online databases. Evening and weekend access. Provide instructional media service (teaching, creating), collection and equipment

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

Library
1. Formed a Library Advisory Group consisting of discipline faculty and students
2. Increase frequency of solicitation for divisional input on library collection
3. Monthly Division meetings with faculty and staff
4. Refined printed periodical and continuation title list.
5. Updated Collection Development Policy
6. Improved statistical analysis of collection usage, cost, currency, support of curriculum
7. Implemented 24/7 Online Reference service
8. Provided complete access for library online resources for off campus use which used to be limited
9. Increased regular weeding of outdated and unserviceable material

Instructional Media Center
1. collaborated with administration to provide funding for replacement, repair and maintenance of audio visual equipment
2. utilized student workers to augment checking in and out of audio visual resources, and relieve some of the additional duties of producing student IDs

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.
2. Scheduled assessment of all Library Science courses taught Fall and Spring 2012 semesters
3. Divisional meetings to discuss results and development of course SLOs

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. Form 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 address administration request for justification of funding
3. Assess and continue goal and resource request in Program Review
4. Plan for budget reduction
5. Explore additional funding streams to augment 10100 budget: grant, foundation, friends of the library

**PR Recommendations Response**

There were no recommendations from the previous program review.

**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.

**Section Count Trends**

The Library Science section count has been reduced from 6 in 2006 to 4 sections per semester starting in 2007.

Education section has been reduced from 6 section in 2007 and currently since Fall 2009 only has 2 sections in a single course.

**05. Students and Student Success**

**Degree/Cert. Trends**

In 2009-2010, of the Degrees and Certificates awarded, 52% were AA/AS, 28% were Skill Certificate, 20% were Certificates. It appears the ratio of degrees to certificates was 52% degrees to 48% certificates.

The indicates that the focus of Library services could remain even in supported degree and certificate programs.

**Demographic Trends**

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Prepared by WLAC Office of Research Planning
The demographic distribution in Library Science and Education tends to follow the overall college trend of 60% female and 40% male.

The educational goal distribution of 41% transfer and 24% vocational will help us in determining library collection needs.

**Success Trends**

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 courses 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 the 70-75% range.

For Library Services:

From the Library Faculty satisfaction survey.
95% of the faculty that used the Library services were satisfied overall with the online services.
65% rated the print and media resources from Good to Excellent.
96% rated the library orientations from Good to Excellent.

The print and media resources could use improvement according the Faculty Satisfaction survey

### 06. Staffing Trends

**Staffing Levels**

1 full time Library Assistant and 1 Library Technician has been vacant since 2009. It has impacted the Technical Services part of the Library in being able to make materials available in a timely manner since they have been used to cover the missing hours at the Circulation Desk and other direct public interaction services.

Instructional Media Specialist position has been vacant since at least 2006. This impacts the Instructional Media departments ability to meet the high demand technical support by faculty for audio visual resources.

We need at least 1 more FT Librarian to bring the library back to at least the 2008 staffing levels.
Electronic resources collection needs to be maintained, selected and ongoing negotiations require adequate staffing. The print collection is aging and needs to be updated and enhanced to a level that will meet the curriculum needs of all the academic departments on campus. Current librarian staffing level makes it particularly difficult to select and maintain the collection at a reasonable pace. There are currently 2 full time librarians plus .67 FTE. The minimum faculty librarian staffing level based on the current FTES of 7,000+ is at least 5.0 FTET librarians. 3 full time librarians need to be hired to meet the minimum levels based on projected FTES by the time they are all hired within a 3-4 year timeline. The 3 FPIP requests have already been submitted.
Staffing Trends

The Education discipline FTEF change from .27 to .47 from Fall 2008 to Fall 2011.

The Library Science course teaching FTEF was reduced from 0.50 to 0.40 from Fall 2007 to Fall 2011.

--Data section 7 is missing 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. .33 FTEF is the for Library Chair administrator. Based on Title V standard our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians.

Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is 4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.

"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards")

Use and Value of Institutional Peer Comparisons
Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness.

Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.

07. Functions and Services

Function service list

Library-
Functions:
support the basic curriculum and information competency needs of the entire WLAC community

Services:
orientation
reference
research computer lab (access to ebooks and databases, Microsoft Office suite, Etudes, Adobe Creative Suite, printing, scanning)
study rooms
circulation, textbook and instructor reserves,
24/7 reference service
remote digital periodical and research database resources

Instructional media center,

Technological Advances
Library:
- 24/7 reference service
- remote access to research databases
- online cooperative cataloging
- Web 2.0 technology (social networking tools to enhance delivery of resources to where students actually congregate: Facebook, Twitter, LibraryThing: online book reviews)
- online calendar for streamlining scheduling of Orientation, Reference Desk, Library
- upgraded computer lab operation system from Windows XP to Windows 7 to meet system requirements of online, hybrid and classes which require technology.
- introduced Macintosh workstations, laptops and tablets to provide multiplatform experience for the students
- wireless printing available anywhere with campus WiFi access

Instructional Resource Lab and Classroom (LIRL and LIRC)
- Online submission of Reserve material, Orientation, Instructional Media requests
- Smart Classroom training and presentation facility (HLRC 4E)
- Video Conference room
- Provide training to faculty in production of online media resources

08. Survey Results

Survey Results
For Library Services:

From the 2009 Library Faculty satisfaction survey, 95% of the faculty that used the Library services were satisfied overall with the online services. 65% rated the print and media resources from Good to Excellent. 96% rated the library orientations from Good to Excellent.

The print and media resources could use improvement according the Faculty Satisfaction survey

From 2012 Library Student satisfaction survey.

Printed Books scored an average of 4.6 out of 10 for currency and quality.
Online Resources scored an average of 9.2 out of 10

The Instructional Media Center, Reference and Circulation scored an average of 9.8 out of 10 for courtesy and communication

Survey Results Implications
The printed books and media scored low on both the Faculty and Student satisfaction surveys.

The Library needs to continue to maintain and update the currency of the printed collection.

The faculty and students were highly satisfied with the Online resources available from the Library.

09. Curriculum

Course Outline

Course syllabi include content from course outlines.

Division/Department meetings with the Chair routinely review the status and content of course outlines.

Supervised Learning Assistance, SLA 1T, is the formal course outline used for tutoring and supervised learning services.

Course sequence

Library: each class in the program is stand alone and do not need be taken in a given sequence. The budget available for the hours of operation, does hamper our ability to meet the curriculum needs of various programs on campus which meet after the Library’s normal operating hours.

There is only 1 course offered in Education at this time.

Online and Hybrid Classes

Library Science: Credit classes are completely online. This provides access to students with varying schedules. 24/7 reference services provide information competency instruction and support after normal operational hours.

For outreach, the Library offers orientation classes to all disciplines on campus. 59% of the faculty surveyed in 2009 have utilized the library orientations. The number of orientation taught increased 110% in 2007 to 2008 and have averaged 227 orientations every Fall Semester

The only Education course is offered online.

The retention rates have improved in online classes. However, the success rate still is staying at the 50-60% range.

Outreach classes can be improved if we had a dedicated Bibliographic Instruction Librarian to promote and develop the library orientations. The online class success rate could be improved by improving the online courses bases on SLO assessments and analysis.

10. Student Learning Outcomes

Course Assessment Plans
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. LS 101 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.

**Program Assessment Plans**
For the Library Science program, we will discuss as a division the assessment of all the courses in the discipline.

Library services will assess the results of the Fall 2012 Student Satisfaction survey and will conduct a Spring 2013 Faculty survey.

**SLO Faculty Dialogue**
Dialogue regarding assessment results occur at our monthly divisional faculty meetings. They are documented on the meeting agendas and notes.

**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.

We also in regular communication with the libraries in the sister campuses in our district, as well as other community college libraries within Los Angeles County.

**Interdepartmental Collaboration**
Establishment of a Library Advisory Board that includes discipline faculty and students.

The entire Library and Learning Resources division has always collaborated with monthly divisional staff and faculty meetings, technical support of computer lab facilities and online learning platforms such as Etudes, PLATO, and MyITlab.

The Library has actively sought input from the Language Arts Division, Business Division - especially the Paralegal/Law discipline, Social and Behavioral Sciences, and Allied Health. We have collaborated with Paralegal and Dental Hygiene disciplines in preparing for the outside Professional Accrediting Approval bodies.

**12. Professional Development**
**Professional Development Unmet Needs**
Not enough Librarians to staff the services that would allow us to be free to go to Librarian conferences and training sessions.

**13. Instructional Support: Services and Activities**
**Impact Catalog schedule website**
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

**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 Angeles College.

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 approached. 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 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

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

**Accomplishments of Students**

- Library Tutor scholarship
- Library Science scholarship
- Library Service scholarship

Many Library Science students are in the Honor Transfer program.

**Club Sponsorship**
The Library and Education does not sponsor any clubs.

Some faculty are each individually advisors for students clubs, such as the VCA Student Club.

### 16. Facilities

*Facilities Challenges*

1. need to larger room for library orientatian to accomadate larger class sizes, up to 50 students
2. gap in wall allows books to be stolen from library
3. moving shelves behind circulation desk hard to maintain and would be better to eliminate some and make them non moving shelves
4. need more secure location to store portable technology such laptops and tablets
5. security cameras in and outside of all storage locations
6. electronic entry access to record authorized entry times

**Facilities and division/ department goal**

These will support the divisions overall goal of supporting the entire campus and all divisions in supporting their curricular and student learing needs.

Students will receive more consistent and comfortable library orientations. Learning and understanding of using the library resources will be improved. They will not be distracted by a overfilled room. Or having to be split into 2 sections and receiving different information at times if the orientation crosses the librarian shifts.

**Facilities and EMP**

Support student learning. More students can receive library orientations without being packed like sardines in a 20 person room.

**Facility Long Term Goals**

1. Increase the size of HLRC 218 to accomadate 50 students or convert the Black Box theater to a library orientation room to accomadate 50 students.
2. If 50 student orientation room placed on 4 floor would need to update the elevators and stairs to reliably transport the increased traffic to the 4th floor

**Facility Short Term Goals**

1. eliminate the gap in the inner library wall that allows books to escape - work has already been contracted by plant facilities to be completed before Spring 2013
2. install more security cameras
3. electronic entry control
4. remove some moving shelves so they can be used as non moving shelves

### 17. Budget Reduction Planning

**Reduction Impact**
Library
1. reduction of printed periodicals may have some impact on Paralegal program
2. reduction in some reference materials that might be partially substituted with online resources
3. reduction of hours will most likely impact evening and weekend students who work during the week
4. We will try to mitigate the impact of reduction of online databases by only reducing where there me some overlap in subject coverage
5. Most impact will be for student who do not have access to computers outside of the college or Internet access at home

Education might be reduced to 1 section or completely eliminated by a required budget reduction in this discipline.

Instructional Media Center
1. reduction in services
2. charge fees for materials

Reduction Scenario
Library
1. Eliminate all print periodicals (magazines, newspapers)
2. Further cancel 25% of the current continuation book titles (already eliminated 70% last year)
3. Reduce library operating hours and days - keep at least Monday through Thursday, current Mon-Thurs hours of 7:30am-8pm may be further reduced.
4. Analyze database usage and curriculum to see if there can be any research and periodical databases eliminated and/or negotiate price reduction of current subscription based on reduced FTES
5. Further change focus from printed books to eBooks in Acquisitions

Based on "Library Instructional Resource Prioritization the current resource request could theoretically be reduced by 73% to $50,000 for books and $50,000 for online/print periodicals and resources, which is inline with current budgetary trends of college and university libraries in the state and nationwide.

This is taking into the statistical analysis of the curriculum in ECD, divisional faculty title requests, faculty and student satisfaction surveys, and Reference Desk subject shortage and missing title logs. By prioritizing the title selection based on the ECD curriculum, title requests and surveys, we can mitigate the effects of reduced funding.

All categories will be reduced proportionally based on budget reductions. Although the categories are horizontal to keep at least a minimum level in each category. Category I and II have the higher priority.
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

Categorical or soft funds from grants can be used to meet some of the Library's ongoing title and subject needs list.

20. Completion
Manager approval

Judy Chow
## 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.

If the mathematics department secures three new QUALITY mathematics instructors, the result - raising 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:

  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

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<thead>
<tr>
<th>Assessment of Improvements</th>
<th>N/A</th>
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**Improvements in Program**

- The Math Department has modified the common final exams each of the last several semesters. Though the division SLOs remained constant, understanding how to present and therefore access them accurately has been changing. Course SLOs have recently been developed and documented for all math classes taught.

- 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. Matthew Robertson of the Mathematics Division attended the DREAM conference in Dallas, Spring 2012.

- Dr. Bonnie Blustein has been part of the LACCD Math Faculty Inquiry Team (FIT), Summer-Fall 2012.

## 03. Response to Prior Recommendations

**Accred Recommend Response**
Most recently, the math department has created course SLOs for each math course currently offered. It is the intention of the current math chair to assess as many classes as possible at the end of the current semester, and understand where each course in the math department is in terms of the SLO cycle. The previous math chair put together a binder, summarizing the current status of the SLO cycle.

As chair, I have begun a more rigorous evaluation process of the adjunct faculty than what was previously in place.

**PR Recommendations Response**

*REC#1:* The division must take advantage of the campus researcher to compare data on student performance, retention and persistence.

One member of the Math Department (Matthew Robertson) has been engaged in the Student Success/Achieving the Dream movement, attending the DATA team meetings of AtD (at least during Spring 2012 semester). Dr. Blustein participates in the Math FIT, actively analyzing and presenting data made available through various recent websites where retention and persistence are available.

*REC#2:* In addition to the requests for two full-time faculty and a classified assistant, the division should coordinate services with students in the HLRC and work more closely with counseling to assure student compliance with maps and early engagement with transfer requirements in math.

The Math Department tries to make assist the Learning Center be staffed with qualified math tutors. If an instructor encounters an exceptionally strong student, they advise them to apply at the HLRC. Some instructors are more successful than others, as are some student tutors. Generally, the Math Department could do much better with this.

In terms of coordinating with Counseling, we could do better here also. At a recent Transfer Committee meeting (11/20/2012), several counselors attended, and so I was able to engage face-to-face with them there. Generally, more of the math faculty could be involved in more meeting where counselors regularly attend.

**04. Enrollment Trends**

**Enrollment Trends**

Enrollments in math have increased steadily from 2007 to 2011. In Fall 2007 there were approximately 2500 students enrolled in math. By fall 2011 there were approximately 3200 enrolled. This is a 28% INCREASE. Fall 2007 FTES were 322. Fall 2011 FTES were 512. This is an INCREASE of 59%. Keep in mind that much of this trend is during the current budget crisis, where the math department cut back on many of the sections offered. The implications are that the class sizes generally increased. We need more full-time staff to teach this rapidly increasing population.

**Section Count Trends**
The mathematics section count in Fall 2007 was 61; Fall 2008 was 69; Fall 2009 was 74; Fall 2010 was 69; and Fall 2011 was 64. 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 33 in Fall07, 36 in Fall08, 41 in Fall09, 44 in Fall10, and 50 (!) in Fall11. This represents a 52% INCREASE over this 4 year time frame. To increase student success in the future, the math department (and WLAC) needs to reverse this trend.

**05. Students and Student Success**

**Degree/Cert. Trends**

Previously, we awarded one math degree in 2008-2009. Currently we have between 5 and 10 math majors. 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 move more quickly through the algebra sequence. This is to be piloted Spring 2013.

**Demographic Trends**

Looking at gender, age, and ethnic groups distributions from fall 2007 to fall 2011, there are no statistically significant changes. However, one interesting statistic appears. African American/Black population went from 46% of total enrollment in Fall2007 down to 41% of total enrollment in Fall2011. Combine this with the fact that the female population went from 58% to 60% (!) in the same time frame, probably indicating a loss of MALE African American students.

Maybe the Math Dept could offer a scholarship for a Math MALE African American student.

Generally however, the implications for the math department are to continue to serve and encourage all groups to meet their highest potentials.

**Success Trends**

Our classroom retention rate went from 66% in Fall2007 to 70% in Fall2011. Our classroom success rate was 35% in Fall2007, 41% in Fall2008, 45%(!) in Fall2009, 40% in Fall2009, and 42% in Fall2011. Let's see if the math department can break 50%!

The trend is promising. The implications are that what we are doing is working well. It will be a challenge to hold or better these numbers as our class sizes have increased.

**06. Staffing Trends**

**Staffing Levels**
No. Our purpose is to get students prepared to transfer, to earn AA degrees, and to learn life skills for daily living. To succeed we need smaller classes, more sections of classes, and more staff to teach these classes. Specifically, we need to hire three more full-time tenure-track faculty members for the 2013-2014 academic year.

**Staffing Trends**

For classroom instruction alone, the FTEF for Fall2007 was 16.14, Fall2008 was 18.46, Fall2009 was 18.80, Fall2010 was 17.40, and Fall2011 16.07. Comparing FTEF for Full Time instructors versus Adjunct, we saw greater FTEF for regular instructors over adjuncts in 2007 and 2008, but then the trend reversed itself. Fall2011 saw a wide gap, with 7.22 Regular versus 9.80 Adjunct. The implications for our program is that we are far from the 75%/25% state goal. Currently over 55% of our classes are taught by adjuncts and less than 45% by regular staff. Two full time staff have retired recently, with another due to retire at the end of the current school year. Unless the math department hires new faculty members, we will see an even greater imbalance in the 75/25 ratio.

**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 in the Spring 2013 semester, students can take math 123ABC, 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. I 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.

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.

**Technological Advances**

Our classes now are mostly in our new 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. Harjuno 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.

**Survey Results Implications**

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/AtD 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?

### 09. Curriculum

#### Course Outline

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. If not already in a cycle, each course will be assessed this semester, results analyzed, and, if need be, corrections made.

#### Course sequence

Yes. Prerequisites have been validated and are enforced through the computer system 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.

**Online and 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.

10. Student Learning Outcomes

Course Assessment Plans

Moving forward, we have developed course SLOs for all math classes taught. If not already in a cycle, each course will be assessed this semester, results analyzed, and, if need be, corrections made. In general, we seek finer-grained analysis of common final exam results.

Program Assessment Plans

Moving forward, we have developed course SLOs for all math classes taught. If not already in a cycle, each course will be assessed this semester, results analyzed, and, if need be, corrections made. The program SLOs are highly dependent on the course SLOs.

The Math Department is interested in answering the question "Why do students in advanced mathematics courses choose not to major in math?" Developing a survey to help answer this question would be useful.

SLO Faculty Dialogue

Department meetings, emails exchanged. Minutes of these meetings are available, emails are archived. The math department intends to have more frequent meetings regarding SLOs. We have noticed varying results from different instructors. Math 105/112 will be a point of discussion for next semester.

11. Departmental Engagement

Community Connections

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, 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. If mathematics is able to hire a new faculty member Fall2013, 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.

Interdepartmental Collaboration
We have collaborated with the Science Departments on the S-STEM grant and on development of the Physics program.
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 program since its inception.

### 12. Professional Development

**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

**Impact Catalog schedule website**

We are not especially dependent on marketing because students are generally aware that they need to take math in order to graduate and transfer. We would like to see more prominent notice on the website and other media that students need to do math assessment and enroll in the appropriate class promptly.

**Service Eval Disagree**

Trash tends to pile up in the lunch room on the 2nd floor of the MSB building. Bathrooms are not kept as clean and well-supplied as they should be, for both the faculty bathrooms and the student ones. The custodial staff does its best, but they are overstretched.

### 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 S-STEM scholarships will go to Math students.

**Club Sponsorship**

Yes. 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. Harjuno is also the college advisor for the Jack Kent Cooke scholarship program.

In the past, we have sponsored a Math Club. We hope to reinstate this club when staffing levels and student enrollment in STEM-sequence math classes makes this possible.

### 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 Challenges*

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).

**Facilities and division/ department goal**

Our goals for retention and success will be advanced as we are better equipped to teach to a variety of learning styles.

**Facilities and EMP**

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."

**Facility Long Term Goals**

Sufficient numbers of classrooms of adequate size in reasonably contiguous locations to accommodate the program.

**Facility Short Term Goals**
Allocation of a sufficient number of large classrooms to accommodate our classes during the heavily-impacted mid-morning time slots.

17. Budget Reduction Planning

Reduction Impact
We have one major program: mathematics instruction. The majority of entering students assess into developmental mathematics. Significant cuts in these pre-transfer classes would shut the door in their faces and prevent them from achieving AA degrees and close off the possibility of transfer for them. The general-education math classes (especially statistics) are packed every semester. For each section cut, some 50-60 students must postpone their transfer plans, often for a full year. The STEM math classes serve students majoring in STEM fields and also Economics and other majors. The College cannot have a STEM program without these classes. We are already unable to fully support both day and evening students in these majors. Further cuts would drive STEM and other students away from West.

Reduction Scenario
Math 105. Replace existing Math 112 classes with Math 110. Quickly transition the sequence Math 117-118 - Math 127 - 128 into the Math 123ABC sequence, a savings of 8 units cover the previous sequence.

19. CTE Programs

Advisory Board Outcomes
N/A
Assess CTE Student Learning Outcomes
N/A
CTE Accreditation Recommendations
N/A
Employer Satisfaction Survey
N/A
Labor Market Demand
Many jobs require some level of math competency.
Licensure Exam Performance
N/A

20. Completion

Manager approval
Matthew G. Robertson  11/27/2012
01. Department Purpose

**Purpose**

1. Describe the purpose of the Discipline / Program / Service

"The Matriculation Program is an exemplary student services model with an emphasis on at-risk and underrepresented students using evidence-based, innovative approaches that promote student access and success. Matriculation integrates student and instructional services to promote institutional responsibility and accountability for student success."

Matriculation Program Background: California Community Colleges Matriculation Handbook-Sept 2011
"Matriculation is 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. Matriculation services are available to all students, unlike other specially funded categorical programs with eligibility requirements that target specific student groups. The matriculation 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. Title 5 section 55532 provides districts with the authority to establish local policies that would exempt certain groups of students from core matriculation services. Student groups exempted from matriculation services can include students who have already completed an Associate of Arts or Science (AA or AS) or higher degree."

**Purpose Alignment**

Mission
The mission of the Matriculation Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. The program focuses primarily on entering student transition into college to provide a foundation for student achievement. Matriculation ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals. The Matriculation program is currently undergoing revision as a result of the passage of AB 1456 "Student Success Act of 2012".

03. Response to Prior Recommendations

**Accred 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.

Recommendation 6: Staffing -2006
Faculty suggested WEST does not have enough Counselors.

Key Completed Actions to the Recommendations:

Spring 2102: 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

PR Recommendations Response
Prior recommendations were addressed in previous Program Review.

04. Enrollment Trends

Enrollment Trends
At WEST the Census Credit Enrollment by College Fall 2011 report indicates that our enrollment has decreased by approx. 800 students since Fall 2010, and more closely parallels the enrollment number of 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 Matriculation program 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. Costs of Assessment testing are closing options for students to take multiple tests in an effort to "test out" of math and English lower level basic skills courses.

Follow-up: Too few Counselors to assist students who need more time, more direction, first-generation or underserved populations needing assistance.

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**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. Matriculation is hopeful that through the development and implementation of several \textit{Achieving the Dream and Matriculation/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 about 15\% of our students fall under the poverty level criteria. Enrollment data indicates a significant number 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 \textit{Feeder high schools} that traditionally report low test scores in Math and English. ARCC 2011 Student Progress and Achievement Rate report indicates that WLAC has a 46.4\% student progress and achievement rate. The implications for Matriculation at this point indicate a need for:

- Assessment: Expanded Pre-Assessment Preparation
- Orientation: Strategy Workshops that target \textit{Student success key areas}
- 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 2011 report indicates that WEST has an 82.5% retention rate in all classes. Further, the Grade Distribution by College Report shows that WLAC has a 64.1% successful course completion rate. Matriculation has systematically worked to improve information given to students. Given the recent passage of the Student Success Act 2012, 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 Levels
WLAC Matriculation Services in previous years more effectively functioned with the assistance of three Assessment Proctors two morning and afternoon or A shift and the other afternoon evening of B shift full time proctors. A student Services Assistant has replaced one of the A shift proctor positions leaving a need for a B shift Assessment Proctor or Student Services Aide, to assist with Proctoring. Matriculation has traditionally had 7 component areas, however the Student Success Act 2012 has targeted 3 areas as the most significant areas to student success that include: Counseling, Orientation, and Assessment. Each of these areas requires additional staffing to be more effective and have a greater impact on student success. The Assessment Center is requesting an additional Student Services Aide to assist with assisting students in understanding the Assessment and Pre-Assessment planning process, the College Orientation relevancy and guiding students to resources through matriculation such as Counseling.

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 Matriculation is a process 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. Matriculation provides support to students through four primary components:
  Admissions
  Counseling and Follow-up
  Assessment,
  Orientation
The Student Success ACT 2012 / AB 1456 is in the process of restructuring Matriculation into a more viable program that focuses "on the way support services are delivered to improves the assistance students receive at the beginning of their educational experience. The 1456 bill targets existing student services resources to support Orientation, Assessment and educational planning services and lays the groundwork to expand these services SB1456 CCCCO.edu

Technological Advances (AU)
Matriculation has the most 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 Matriculation areas: Assessment, Orientation, Counseling and well as all other student service areas: Financial Aid, International students, EOPS, DSPS ect. 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
The Spring 2012 Student Survey indicates that approx. 90% of the students surveyed reported that they were very satisfied (44.7%) or somewhat satisfied (45.7%) with services through Assessment/Placement services. Each of the component areas in Matriculation rendered similar results indicating a need to continue to working, as the desired outcome is for all students to report their highest level of satisfaction with services received. The Student Services Point of Service Surveys through Survey Monkey fall 2011 indicate that students are satisfied with Matriculation services in the areas of Assessment, Orientation and Counseling in general. Overall students reported that more Counselors are needed to meet student need. The surveys demonstrate a need to connect with more students in all component areas with the hope of improving student outcomes. Additionally, The Orientation "Knowledge Gap Analysis report" reveals that students are learning from the college online orientation, their knowledge os college programs and services increased as a result of their successful completion of the college orientation.

Survey Results Implications
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 Assessment Plans
The Student Services SLOs:
1. Students will be able to access/navigate support services (measures the institutional SLO of technological competence).

Matriculation SLO:
Students will have access to information through Matriculation Services online.

2. Students will be able to demonstrate civic responsibility (measures the institutional SLO of civic responsibility).

Matriculation SLO:
Students will have access to information through Matriculation Services to make informed decisions.

3. Students will be able to uphold the district standards of student conduct (measures the institutional SLO for ethics).

Matriculation SLO:
Students will have access to guidelines, rules and regulations concerning Assessment testing, Orientation, and Counseling.

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).

Matriculation SLO:
Students will have access to guidelines, rules and regulations concerning Assessment testing, Orientation, and Counseling.

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).

Matriculation SLO:
Students will have access to Pre-Assessment, Orientation, and Counseling appointment Preparation instructions.

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).

Matriculation SLO:
Students will have access to Pre-Assessment results that will provide information on areas in English and Math that need to be strengthened before taking the Assessment test. Students will have access to Orientation results to ascertain levels of understanding College Orientation information. Students will have access to educational planning materials to assist in the development of their educational pathway.

**Assessment Plans:**

Student Services Surveys  
Point of Services SLO Survey Monkey  
Orientation Gap Analysis Reports  
Student Accountability and Records System Report Analysis  
Assessment Placement Management System Report Analysis

**SLO/SAO Changes**

To broaden the scope of Assessment services offered to students to include Pre-Assessment preparation.  
To broaden the scope and breadth of Orientation Materials and information to students.  
To continue to advance technologically as a way a harnessing student attention and attraction to information provided.

**SLO/SAO Resource Request Need**

No

11. **Departmental Engagement**

**Community Connections (AU)**

Matriculation has been very involved in the ATD or Achieving the Dream initiative which involves community participation and interface. Additionally, Matriculation has worked extensively with the Transfer Center and College Outreach office 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)**

Matriculation has worked collaboratively with all academic programs and student services departments in the updating of the College online Orientation. Matriculation 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 collegewide committees.
12. Professional Development

Professional Development Unmet Needs (AU)
None noted.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
The College web-site does a good job of apprising students about Matriculation through the Matriculation / Assessment/Orientation / New Student Urgent( Student Connections) pages. There are plans to update the Matriculation webpages to correspond with more recent Student Success Act 2012 Title 5 and policy changes to Matriculation. Matriculation plans to work further with Institutional Marketing in the design of a campaign to market AB 1455 Student Success Act information to faculty and students through the use of: Flyers Posted Materials Website Announcements Text Messages Student Email etc.

15. Environmental Scan

Technology Trends
Matriculation has updated the SARS Student Contact profile to include cell number and email address. This will improve contact with students considerably, along with LACCD Student Email addresses. Additionally, if funding is increased to Matriculation the SARS text messaging feature will be explored for viability. Given that WLAC students are largely millennial learners, the use of technology is imperative to establish connection. Matriculation is constantly looking for ways to connect with students through technology.

16. Facilities

*Facilities Challenges
We had anticipated more (50) computer stations than we currently have, and an Intake room for students in the new facility for Assessment/Orientation services.

Facilities and EMP
N/A

Facility Long Term Goals
None

Facility Short Term Goals
None, we have re-designed the space to accommodate student need.

17. Budget Reduction Planning

Reduction Impact
The direction of Matriculation has been determined by the state budget and the recent passage of the Student Success Act 2012 which is creating a new paradigm for Matriculation which is inclusive of reduced spending. I do not see the program being cut, it is fundamental to student success and student learning. If the program were cut by 5% we would have to begin to trail backwards and eliminate SARS the Student Accountability Reporting System to save funds.

Reduction Scenario
The direction of Matriculation has been determined by the state budget and the recent passage of the Student Success Act 2012 which is creating a new paradigm for Matriculation which is inclusive of reduced spending.

### 20. Completion

**Manager Approval (AU)**

Dr. Patricia G. Banday  
11/30/2012
# 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, 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 pay faculty and staff accurately and on-time. This allows faculty and staff to focus on serving the needs of our students.

## 03. Response to Prior Recommendations

### Accred Recommendation Response

N/A

### PR Recommendations Response

The Personnel and Payroll Office has improved record keeping processes since the last program review. Classified staff evaluations are being scanned before forwarding to the District Office. With the change in location to the Student Services Building, we have more storage space for time and absence records.

## 04. Enrollment Trends

### Enrollment Trends

N/A

## 05. Students and Student Success

### Degree/Cert. Trends

N/A

### Demographic Trends

N/A

### Success Trends

N/A

## 06. Staffing Trends

### Staffing Levels

West's Personnel and Payroll Office has the smallest staff out of the nine LACCD colleges. We have not had a Payroll Assistant since 2005. Even with the small number of staff, we are able to fulfill our stated purpose.

**Staffing Trends**

Since 2005 the Personnel and Payroll Office has consisted of:

- 1.0 FTE Administrative Analyst/SPOC
- 1.0 FTE Senior Personnel Assistant
- 0.5 FTE Program Assistant (student worker)

## 07. Functions and Services

### Function service list

#NAME?

### Technological Advances (AU)
The District is encouraging employees to use the Employee Self Service (ESS) system to find information that in the past would require a visit, telephone call, or email to the staff in the Personnel and Payroll Office. This has allowed the Personnel and Payroll staff to have more time to complete other tasks.

08. Survey Results

Survey Results
The Administrative Services Division Survey in FY11-12 showed that 75.8% of respondents agreed with the statement that "the personnel and payroll staff is perceived as helpful and courteous." 80.6% of respondents agreed with the statement that "the personnel and payroll staff is perceived as responsive in a timely manner to problems." 83.4% of respondents agreed with the statement that "the personnel and payroll staff is perceived as knowledgable about district personnel and payroll policies."

The qualitative feedback from respondents suggested an improvement in communication both campus-wide (policies, deadlines, etc.) and individually (responding to voicemails, friendliness).

10. Student Learning Outcomes

SLO/SAO Assessment Plans
We will create an additional SAO to be surveyed/evaluated in the 12-13 academic year. The survey will most likely take place in the Spring 2013 semester. The survey questions will be included as a part of a larger Administrative Services survey.

SLO/SAO Changes
Based on the FY11-12 SAO assessment, the Personnel/Payroll office has been more mindful of providing excellent customer service to the campus community. An example of improvement in customer service is the faster response to voicemails/emails.

SLO/SAO Resource Request Need
None.

11. Departmental Engagement

Community Connections (AU)
N/A
Interoffice Collaboration (AU)
N/A

13. Instructional Support: Services and Activities

Impact Catalog schedule website
N/A

15. Environmental Scan

Technology Trends
N/A

16. Facilities

*Facilities Challenges
None.
Facilities and EMP
N/A
Facility Long Term Goals
None.
Facility Short Term Goals
None.

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<tr>
<td>Reduction Impact</td>
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**Reduction Scenario**
The Personnel and Payroll Office has no discretionary budget. In order to reduce 5% we would have to reduce working hours.

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<td>Hansel Tsai</td>
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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. In particular, the physical science are about learning the rules of the physical world -- a melding of physics, chemistry, earth sciences and astronomy from which students learn to view nature more perceptively.

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

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
N/A

**Improvements in Program**
The Division is now housed in a modern Science building. The physical sciences can have access to four chemistry, one physics, and one astronomy 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.

03. Response to Prior Recommendations

**Accred Recommend Response**
N/A

**PR Recommendations Response**
N/A

04. Enrollment Trends

**Enrollment Trends**
The data reflects the total enrollment in six different chemistry courses -- chemistry 51, 60, 101, 102, 211, and 212. The total enrollment essentially remained unchanged: at 221 (2007-2009); but has averaged 320 since then. The FTES was ~64 (2007-2009) but increased to ~94 since 2010.
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. Since the hiring of a full-time physics/astronomy instructor, the physics program has now entered in the rebuilding mode. Enrollment for Fall 2007-2009: ~25; since then ~50.

**Section Count Trends**
In the chemistry program there has been a declining trend in section count, from 12 in Fall 2007 to 10 in Fall 2011. Average class size as given by data showing an increasing trend 18.4 in 2007, and 32.4 in 2011. The standard, based on prudent safety considerations and practice as recommended in the American Chemical Society publication (Safety in Academic Chemistry laboratories), is no more than 25 students in a laboratory at one time, except for organic laboratory where 20 students is the maximum. Averaging data over four years, average class size is 27. This is in agreement with the prudent recommendation advocated by ACS.

For physics we have been in a re-building mode and have started reversing the declining trend as well as the average class size.

05. Students and Student Success

Degree/Cert. Trends

From Fall 2007 to Fall 2011, the department has graduated only one AA degree. However, course offerings in chemistry serve multiple programs. Chemistry 51 and chemistry 60 satisfy the natural science general education requirement for the associate degree and the physical science IGETC requirement. Chemistry 101, 102, 211, and 212 are requirements for AA degree in biology and for transfer preparation. Current chemistry programs could be expanded to develop various American Chemical Society approved programs, such as Chemistry Laboratory Technician AA program and skill Certificates.

No Degree or certificate were awarded. Although West's catalog states the college offers an AA degree in physics, by Fall 2007 only physics 6 (one out six) was on the schedule. However, when put in place the physics course offerings will serve multiple programs. Physics 6 and 7 are required for students preparing to transfer as biology majors at most of the region's CSU campuses, chemistry majors at CSUDH, and Geology majors at most of the Region's CSU campuses. Physics 12 is needed by students preparing to transfer to UCLA as psychology majors. Physics 37, 38, and 39 are required for students preparing to transfer to UCLA as engineering, physics and mathematics majors.

Demographic Trends

The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-34 year-old 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: 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Success Trends
While retention rates for chemistry remained steady, ~74%-80%, the success rates fluctuate from ~51%-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 pre-requisites prior to enrolling in physics.

**06. Staffing Trends**

**Staffing Levels**
Chemistry has two classified staff, a full-time lab tech (1.0 FTEF) and a part time (0.50 FTEF) lab tech. With the expanded course offerings for ACT programing and Weekend College, a request for additional lab tech support of 0.20 FTEF will be made.

Physics and Astronomy do not have classified staff-- discipline specific lab tech to support the revamped physics and astronomy programs is needed. The revamped physics/astronomy programs will include new and innovative course offerings by day, evening, weekend and through all modes of delivery --classroom based, online and hybrid. Request for a lab tech support for the two disciplines will be submitted.

**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 FTE, 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 Week-end College occurs, additional allocation of 0.4 FTEF would be needed.

The data recorded the decline of the physics program; by Fall 2007, it was reduced to 0.40 FTEF. The Division just hired a full-time Physics/Astronomy instructor; thus, an increase in the allocation of FTEF for the discipline is inevitable as the Division struggles to rebuild the physics program at West.

**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, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The chemistry discipline has two inorganic and to 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 oven, rotator evaporation, etc. These Labs are also supported by a host of modern chemical instrumentation, such as Spec-20, GCs, FTIR, 60 MHz FT-NMR, and AA. 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. 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.

09. Curriculum

Course Outline
There is Divisional directive to do that. The full time instructors and adjuncts of 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. The syllabus must reflect what is on the course outline. 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
Chemistry and Physics course offerings are aligned with biological and mathematics courses to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs and CSUs institutions with an AA in two years.

Online and Hybrid Classes
Every chemistry and physics class offered: 51, 60, 101, 102, 211, and 212 for chemistry and 6, 7, 37, 38, and 39 for physics has a laboratory component. To-date, they are all taught in classrooms. However, efforts are now underway to develop hybrids for chemistry 51 and 60.

10. Student Learning Outcomes

Course Assessment Plans
Use SLO portfolios that comprise
1. Institutional SLO
2. program SLO and
3. course SLO
rubric for assessment that would align all SLOs, all the disciplines in the physical sciences have been assessed

**Program Assessment Plans**
Please see previous question.

**SLO Faculty Dialogue**
In monthly divisional meetings.

**11. Departmental Engagement**

**Community Connections**
The Division is actively engaged to establish S-STEM programs. WE just got an S-STEM Grant. $600,000. over 5 years and have recruited 9 Scholars into the the program; currently we are actively engaged to recruit up to 20 more scholars for the coming semesters. All five investigators in this Grant are from science division. In collaboration with the Mathematics and computer science faculty the S-STEM team of science division is also currently preparing to submit another Grant to NSF. We also plan to submit another to the Department of education, perhaps a cooperative grant proposal in partnership with one or two area colleges and universities.

**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.

**12. Professional Development**

**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**

*Impact Catalog schedule website*
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.

**Service Eval Disagree**
N/A

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

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

**Club Sponsorship**
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**
Expand the chemistry curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community as nurses, dental hygienists and doctors and other health care related careers.

**Labor Market Trends**
Chemistry and chemistry based programs are central to all other science programs as every facet of life is chemical. As the demand for nurses, dental hygienists, dentists, phatma-techs, MDs increase, it is evident the discipline would have to develop more innovative programs.

**Technology Trends**
Chemistry and physics classrooms meet modern standard of lighting, ventilation, and comfort. They should have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

**16. Facilities**

*Facilities Challenges*
INSTALLING WAITER ELEVATOR TO CONNECT WLAC’s chemistry laboratories with the stockroom:
The following items were believed to be necessary, and were included during the planning of the math/science building. However, they were not included in the construction of the building.
1. The elevator to transport chemicals in the MSA building, from the ground to the 3rd floor (where the chemistry stockroom is located) and from the 3rd floor to the 4th floor, where all the chemistry labs are. This elevator will be necessary to avoid the transportation of hazardous chemicals using the elevators that are used by people.
2. In the MSA building, the fume hoods in the organic labs are fitted with nitrogen line. At this time there is no nitrogen gas coming though the line. A nitrogen gas cylinder needs to be connected to the line and be checked if it is operational.

Facilities and division/ department goal
Same as mentioned previously.

Facilities and EMP
Would enhance all goals: access, student success, increased graduates in the physical sciences.

Facility Long Term Goals
Finalize all requested items.

Facility Short Term Goals
1. Reshelving of physics preproom
2. An independent mechanical vent system for chemistry stockroom

Cabinets near the front of the physics classroom need to be keyed so that expensive equipment can safely be stored in the classroom.

In the physics preparation room, bookshelves in the back of the room need to be removed (along with the large table) to make room for open shelves to store large equipment, and an open area to store telescopes. An additional locked cart or shelf with access to power supply is needed to store the new GLX Explorer hand-held computers and two laptops as the current laptop cart is overcrowded.

Keyed storage units are needed for the physics optics laboratory (MSA 012). In addition, all stations must have access to power supply (or near outlet).

17. Budget Reduction Planning

Reduction Impact
We offer many certificate, degree and transfer courses and programs. Virtually all of our courses satisfy the IGETC and UC/CSU requirements and whether our students are science majors or Biology, Chemistry, Geology, or Physics or wishing to be engineers, doctors, nurses, occupational therapists, dental hygienists, physicians assistants or pharmacists or are non-science majors simply seeking to fulfill a GE requirement, Science Division courses have established road maps that guide students to meet their educational goals. Thus, programs across the campus would be negatively impacted.

Reduction Scenario
If the Division’s budget were to be reduced by 5%, the Division would have to consider eliminating multiple section offerings of high demand classes. Science Division runs efficient interdepartmental programs; the faculty from the various programs would have to confer and undertake a review process that would cause the least of disruptions to the goals of our matriculating/transferring students.
19. CTE Programs

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<td>Advisory Board Outcomes</td>
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<td>Assess CTE Student Learning Outcomes</td>
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20. Completion

Manager approval

Completed: Nov 29, 2012
Abraha Bahta, Science Division Chair
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**

Facilities provides the foundation to enable West LA College to offer education that enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning, through a clean, well lit, and well maintained learning environment.

03. Response to Prior Recommendations

**Accred Recommend Response**

N/A

**PR Recommendations Response**

Facilities did not have any recommendations.

04. Enrollment Trends

**Enrollment Trends**

The recent mandated decline in enrollment has provided the office with a bit of a respite in its need to add personnel proportional to the previous growth in enrollment. However, the rapid increase in campus building space associated with the bond construction program has resulted in the need to add significant numbers of additional personnel and funding.

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**

N/A

06. Staffing Trends

**Staffing Levels**

No. The rapid increase in campus building space associated with the bond construction program has resulted in the need to add significant numbers of additional personnel and funding.

**Staffing Trends**

N/A

07. Functions and Services

**Function service list**

Plant Facilities provides maintenance/repair of buildings and grounds including electrical, plumbing, HVAC, carpentry, locksmith, gardening, painting, elevator services, custodial, event setups, moving & storage, and emergency services.

**Technological Advances (AU)**

Plant Facilities is partaking in the "Building Information Modeling" program, and currently hosts an intern to transfer 2D building plans to 3D computer imaging. We have made advances in our Energy Management System to increase utility cost savings.

08. Survey Results
### Survey Results

N/A

### Survey Results Implications

N/A

### 10. Student Learning Outcomes

#### SLO/SAO Assessment Plans

- SAO - Maintain building(s) performance (including elevators)
- SAO - Alteration and Improvements (A&I)
- SAO - Maintain outdoor environment
- SAO - Maintain clean restrooms/Restroom services

#### SLO/SAO Changes

Staff is diligently servicing all areas of campus on a daily basis.

#### SLO/SAO Resource Request Need

Yes, staffing levels need to be addressed.

### 11. Departmental Engagement

#### Community Connections (AU)

The Director of Facilities is the Community Liaison, attends all Construction related meetings, is a member of the District Storm Water Committee, District Asset Management Work Group, regularly attends the local HOA Meetings, and occasionally meets with County of Los Angeles & Culver City representatives.

#### Interoffice Collaboration (AU)

The Director of Facilities is a member of the Facilities Committee, the Building Program Management Committee, Joint Administrative Council, regularly attends the Work Environment Committee, College Council as a resource, and occasionally attends the Budget, Planning, and Faculty Senate meetings.

### 12. Professional Development

#### Professional Development Unmet Needs (AU)

N/A

### 13. Instructional Support: Services and Activities

#### Impact Catalog schedule website

N/A

### 15. Environmental Scan

#### Technology Trends

LEED Certification and Green Technology are steadily being implemented into the program causing higher cleaning standards along with equipment efficiency and becoming a challenge due to limited funds & personnel.

### 16. Facilities

#### *Facilities Challenges

Storage space on campus needs to be expanded, more funding is needed to provide better quality and performance.

#### Facilities and EMP

A safe and clean learning environment.

#### Facility Long Term Goals

Increase funding and staffing to provide more efficient and thorough service.

#### Facility Short Term Goals

Increase efficiency and service by adding additional staff.
## 17. Budget Reduction Planning

**Reduction Impact**
- Campus operations and maintenance services

**Reduction Scenario**
- Staff cuts would be the only resource without cutting into limited supply funding. As a result of this type of cut, the mission statement would greatly affect.
# Political Science

## 01. Department Purpose

**Purpose**
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.

**Purpose Alignment**
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.

## 02. Effectiveness Assessment & Continuous Process Improvement

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

## 03. Response to Prior Recommendations

**Accred Recommend Response**
NA

**PR Recommendations Response**
No

## 04. Enrollment Trends

**Enrollment Trends**
Political Science: Enrollment in all sections both on campus and on-line is growing as of fall 2011. The only exception to this trend is in the weekend and College and ACT Program.

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

## 05. Students and Student Success

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

**Demographic Trends**
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 breath 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.

**Success Trends**
Political Science: Retention rates in the on-line section are higher than the classroom based instruction (92% to 81%). Success rates for classroom based instruction has been fairly constant with an average of 50%. Whereas on-line instruction has seen more dramatic success rates from 57% in Fall 2007 to 66% in Fall 2011.

06. Staffing Trends

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

Staffing Trends
Political Science: There has been a slight growth of part-time faculty members over full time faculty members. In the Fall 2011, there was a stable trend in the number of part-time vrs full time faculty members. As of Fall 2011, with the reduction in class sections, the number of full time FTEF and hourly FTEF has narrowed.

07. Functions and Services

Function service list
Political Science: The political science Department currently teaches PS 1, 2, 7, 14. In addition to teaching, department members serve on various college wide and union based committees. In anticipation of a regional global studies program, political science is considering offering PS8, Politics of the Pacific Rim, and a new Politics of Latin America and Africa, and has been involved with and supportive of the current Economics of Globalization, EC. 11.

Technological Advances
Use of ETUDES and additional of Smart classrooms within the new General Classroom Building.

08. Survey Results

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

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

09. Curriculum

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

**Course sequence**
Political Science:
Political Science 1 is offered throughout the day and evening hours. There are numerous sections in which students can enroll. Political Science 2 is offered in the Fall term of each academic year. Political Science 7 is offered each semester. Political Science 14, Government and Politics in the Middle East, a newly created course, is offered in a variable on-line/in house format in order to maximize enrollment. As overall enrollment grows, it might be useful to consider offering some of our specialized courses PS2-Comparative Government, PS 7-Contemporary World Affairs in the evening format. Initial consideration of Global Regional Studies will initially be offered with an hybrid format.
The courses offered within the Political Science Department follow a 2 year mapping sequence which was developed by the full time members of the Department. In putting together the department's two year mapping sequence attention was given to Cal State and UC transfer.

**Online and Hybrid Classes**
Political Science: Political Science 1 is offered in our ACT program, the Police Academy program/POPP, Jump Start in the local high schools, ACT, International on-line degree program and our Distance Education on-line program. The PS department has been a leader in accommodating to the different modes of instruction and educational cohorts. Political Science is one of the core classes offered in the LAUSD/LAPD Academy POPP program.
Improvement will come with the ability to offer more on-line options in the areas of course specializations and regional studies.

**10. Student Learning Outcomes**

**Course Assessment Plans**
Political Science: Full time faculty members developed questionnaire for PS1 to measure the outcomes. The plan needs to be implemented for future development. Currently PS2 and PS7 are being assessed.

**Program Assessment Plans**
Plans for Program SLOs is currently being considered.

**SLO Faculty Dialogue**
The department has been working with the SLO Program Coordinators who holds the documents for each of the courses offered in the Department.

**11. Departmental Engagement**

**Community Connections**
Political Science: The department has expanded its PS1 course offering in local high schools, the LAUSD/LAPD Police Academy POPP and an on-line program that was developed for international students. In addition the Department has been involved with the CCIE Council to present workshops on our International Business Certificate Program and is currently planning an International Education Conference which will be held at WLAC addressing the issue of Globalizing the Curriculum. Members of the Department serve on various Boards and Committees within the Southern California region.

*Interdepartmental Collaboration*
Political Science. The department developed a new Middle East program last year that offers Anthropology and history courses. The department has been working with the Economics Department in developing the Economics of Globalization course which was first offered Spring ’11. The department will also be working with the Business Department in developing the International Business Certificate and will be involved in coordinating the Global Regional Studies Program.

12. Professional Development

*Professional Development Unmet Needs*
Political Science: Both full time and part time faculty have been participating in the school annual retreat. One full time faculty spent two semesters in China teaching PS courses in a University in China. In addition one member attended the AFT workshop for Chaiirs, Deans and Vice Presidents in October 2011 and the Senate Leadership Retreat in March, 2011. One member of the department currently serves as Vice Chair of the US. Chinese People’s Friendship Association and was involved in the planning of the Spring 2011 regional conference.

13. Instructional Support: Services and Activities

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

*Service Eval Disagree*
(blank)

14. Programs Clubs Orgs & Special Activities

*Accomplishments of Students*
NA

*Club Sponsorship*
Political Science: There has been an active political science club that ASO (Association of Student Organization) sponsors. One of the members of the department sponsors the Political Affairs Club as well as the Stuent Interns Program offered through the AFT.

15. Environmental Scan

*Community Trends*
Our community have expressed interest in taking Political Courses that cover different parts of the world such as Middle East, Africa, Asia and Latin America. The Department has also been actively involved in sponsoring student and faculty groups from abroad and visiting professionals in orientation seminars and conferences related to a certain aspect of political science, business, banking, and the role of community colleges within the general framework of high education within the American Educational System.

**Labor Market Trends**
NA

**Technology Trends**
With the official move into the new General Classroom Building, most of the lecture technology has been incorporated into classroom presentation and lecture format.

### 16. Facilities

*Facilities Challenges*
NA

*Facilities and division/ department goal*
NA

*Facilities and EMP*
NA

*Facility Long Term Goals*
NA

*Facility Short Term Goals*
NA

### 17. Budget Reduction Planning

**Reduction Impact**
Students won't be able to transfer to 4-year colleges/universities.

**Reduction Scenario**
Cut from courses that are offered in multiple sections.

### 19. CTE Programs

**Labor Market Demand**
NA
POPP

01. Department Purpose

Purpose

West Los Angeles College (West) is part of a collaborative that unites the Los Angeles Unified School District (LAUSD), Los Angeles Police Department (LAPD), and the Police Academy Magnet Schools Foundation (PAMS) with West to recruit high school students into and enroll them in a unique concurrent enrollment program in Administration of Justice. Known as the Police Orientation Preparation Program (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. The desired outcome is to develop a pool of home-grown and highly qualified at risk candidates whose character, educational experiences, and commitment to public service will positively impact the culture of policing and public safety.

Students complete POPP with 60 units of college credit towards 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, Fingerprint Classification, and 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 is concentrating 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 programs. (3) Another significant new program is the Federal Government’s Executive order 13562, Pathways for the Students, promote and provide meaningful paid

Purpose Alignment

The educational mission combines a quality liberal arts education with specific knowledge and skills important to most employers. At this level, students gain knowledge about interpersonal and organizational behavior. They learn to critically analyze problems and to develop and test methods to solve those problems through required courses in research methods and statistics. Through internships, students gain specific experiences in areas that enhance their employment opportunities and make them strong competitors in the job market. Our students will be prepared for college work at the undergraduate level; students gain the leadership, administrative and research skills necessary to excel in their professional and academic career.

The Administration of Justice Department is constantly concentrating on developing and presenting course material in conjunction with our college’s institutional goals and values. To allow learning through a dialog of academic freedom, illustrating the importance of team work and emphasizing the importance of integrity, trust and respect. To illustrate these values as an extremely important aspect of dealing with members of the community and working within our governmental system of justice at any level, position, or component.

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**

New program not previously addressed.

## 04. Enrollment Trends

### Enrollment Trends

POPP started the Spring 2012 semester with 85 students, 42 in the junior class and 43 in the senior class. Four new students were added and 15 students earned their AA Degree early and left the program. Six students dropped the program, five for personal reasons and one for medical reasons.

### 05. Students and Student Success

#### Degree/ Cert. Trends

Out of the 50 students in the POPP senior class:  
Two students completed all of the required classes and were awarded an A.A. Degree in 18 months of starting the program.  
16 students completed their requirements and were awarded an A.A. Degree.  
16 students have applied for transfer to a four year university.  
49 students were awarded a skills certificate in PC 832 Laws of Arrest  
45 students earned their California Guard Card skills certificate  
60 skill certificates were awarded for completion of 15 units or more in a mapped semester

Implications are that assigning students to a cohort increases the chances of success.

#### Demographic Trends

Of the 85 students who started the Spring 2012 semester, there were 26 students that were concurrently enrolled in high school and 18 students who were WLAC college freshmen.

Latino enrollment continues to remain the dominant population and female enrollment has dropped. Students are from the 5 area magnet schools for police/cadet programs within the LAUSD system.

- Latino's comprise 85%  
- African Americans comprise 8%  
- Whites comprise 6%  
- Pacific islanders comprise 1%  
- 44% of the students are 19 years of age or under  
- 66% of the students are between 19 and 21 years of age  
- Male students outnumber females 62% to 38%, which is a decrease in female enrollment from the previous year  
- 73% of the students are enrolled in 12 units or more in POPP; the remaining have previously completed the mapped courses for Spring

#### Success Trends
All POPP students are enrolled in the WLAC A.A. Degree, Plan B. However, CSULA has agreed to review the mapping and sequencing in an attempt to admit POPP students as juniors in the criminal justice major.

72% of the students have a high school diploma, one student has an earned GED, and 27% are concurrently enrolled as high school/college freshmen. All completed their high school diploma requirements.

68% of the POPP students have completed their initial WLAC assessment tests:
* 13.2% placed into math basic skills courses
* 60.2% into pre-college math
* 26.4% into college level math
* 27.9% placed into English basic skills level courses
* 39.7% into pre-college level English
* 25% into College level English
* 5.8% completed English 101 with a B or better.

The implications are we need to continue to employ tutoring for the English language learner population, which is about 80% of the POPP enrollment.

**06. Staffing Trends**

**Staffing Levels**
Instructional staffing was increased from 5 classes to 10 classes per semester. As of this writing a college program manager has not yet been identified or funded. The division chair over Behavioral Social Sciences handles this task in addition to the campus chair duties and faculty responsibilities.

A full-time or .5 position has been requested in the Administration of Justice Public Safety program review.

**Staffing Trends**
POPP recruits approximately 150 students each Summer to begin the application and commitment for the program. 50 students are selected for the freshmen or junior class, which is supposed to be 50% high school seniors and 50% college freshmen. However, the LAUSD requirement to maintain a full-time high school coordinator at the POPP program there must be 35 or more high school seniors which reduces the number of college freshmen who are eligible.

The Fall semester started with 57 students for the junior class and 56 students who are continuing students. In the future this will be reduced to 50 students for the junior class and 50 students for the senior class. As students complete their program early new students who qualify are added to the senior class to try and maintain an average of 50 students for each group.

**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.

**Technological Advances (AU)**
Through the services of a private grant from the Los Angeles Police Academy Magnet Schools Foundation, 100 computers, lap top MACs were provided for use by students on campus, classrooms were updated as smart classrooms, new desk furniture installed.
08. Survey Results

Survey Results
Student surveys seemed to confirm the need for tutors: political science, sociology, psychology, biology, english, and computer science.

Survey Results Implications
Student test scores and retention improved, but this improvement is more likely attributed to to overall program being offered as a cohort with mentors.

10. Student Learning Outcomes

SLO/SAO Assessment Plans
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/SAO Changes
Desk formation was re-arranged, tutors were assigned, peer tutors were appointed, and assessments were revised by adding a portfolio for students and increasing writing activities.

SLO/SAO Resource Request Need
A request was made for a full-time or half time program manager through Administration of Justice.

11. Departmental Engagement

Community Connections (AU)
This is a new program since last program review.

This program is an extention of the Los Angeles Police Magnet Schools program, known as PAMS, and has collaboration with the following high schools:

- Dorsey High
- Monroe High
- Reseda High
- San Pedro High
- Wilson High
- and Mulholland Middle School

Interoffice Collaboration (AU)
Initially this program only offered 5 administration of Justice classes. As the program grew it was necessary to involve the following departments/disciplines:

- Biology
- Computer Science
- Economics
- Health and PE
- Humanities
- Political Science
- Psychology
- Sociology

12. Professional Development

Professional Development Unmet Needs (AU)
Yes, instructors need to become familiar with online instruction. Students are in the technology era and we need to keep up.
### 13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

Although students rely on the schedule as published online, I still see value to a hard copy, carry around with you. The problem with that is there are so many changes AFTER publication that the schedule is often obsolete after it is made available to students. The catalogue, however, should remain as a print copy for professional reference.

### 15. Environmental Scan

**Technology Trends**

Access to online training, Youtube video access, all provide active learning.

### 16. Facilities

*Facilities Challenges*

None at this time

**Facilities and EMP**

Student success rate should improve by at least 5% per year over the next two years.

**Facility Long Term Goals**

The long term goal is to graduate students with an AA degree and ready for transfer and who are qualified as police officers or related occupations.

**Facility Short Term Goals**

The major short term goal is to incorporate a mini background check for all incoming students into this cohort. At present there is only an oral interview and a letter of recommendation required. This program requires students to meet the minimum qualifications for a police officer in California other than age and immigration status, nonetheless there is need for a small background check since this is afterall a law enforcement program and students are exposed to the latest training given to police officers. Character counts.

### 17. Budget Reduction Planning

**Reduction Impact**

The success rate for Administration of Justice would return to the lower unsatisfactory results.

**Reduction Scenario**

We would reduce multiple course offerings of the same class and begin a more stringent mapping and sequencing.

### 20. Completion

**Manager Approval (AU)**

Charles Stapleton, 11/30/12
# Psychology

## 01. Department Purpose

**Purpose**

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.

**Purpose Alignment**

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.

## 02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**

N/A

**Improvements in Program**

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

## 03. Response to Prior Recommendations

**Accred Recommend Response**

The Psychology Department has been up to date on all faculty evaluations as well as implementation of three levels of Student Learning Outcomes as a result of accreditation recommendations.

**PR Recommendations Response**

There were no recommendations from the previous program review.

## 04. Enrollment Trends

**Enrollment Trends**

Overall, enrollment has decreased or remained constant in all 4 modes of instructional delivery: classroom, online, JumpStart, and ACT. Notably, classroom delivery has declined in enrollment due to a severe drop in the number of classroom sections offered, not due to lower enrollment per class. Online enrollment has also shown a drop in enrollment due to sections being cut, not number of students enrolled per section. JumpStart and ACT have not substantially changed in enrollment the last several years.

**Section Count Trends**

Average class size has remained about the same across 4 modes of delivery in the last several semesters. However, individually, classroom, JumpStart, and ACT averages have risen substantially, while online enrollment average is down. This decrease is what caused the overall number to remain constant.

## 05. Students and Student Success

**Degree/Cert. Trends**

The number of psychology degrees awarded have increased by 56% in the last two years and more than doubled in the last 4 years. We are doing well and will continue to offer the courses students need.

**Demographic Trends**

Our enrollment numbers are strong so we will continue with what we are currently doing.

**Success Trends**
Retention rates are excellent in all 4 modes of instruction. Success rates in the last three years are substantially better than previous years with the averages staying around the same the last two years. Though it is better, I would like to see higher numbers in future semesters.

**06. Staffing Trends**

*Staffing Levels*
Yes, staffing levels are more than adequate to fulfill purpose of department.

*Staffing Trends*
The FTEF numbers have not significantly dropped in the last two years, and the slight drop is due to a drop in section offerings. No change will be made.

**07. Functions and Services**

*Function service list*
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.

*Technological Advances*
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.

Due to classes being cut repeatedly over the last two years, several online sections have been cut, so that we now have an average of 3 per semester and 1 or 2 hybrid classes each semester.

**08. Survey Results**

*Survey Results*
N/A

*Survey Results Implications*
N/A

**09. Curriculum**

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

*Course sequence*
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.

*Online and Hybrid Classes*
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).

10. Student Learning Outcomes

**Course Assessment Plans**

We will continue to assess each course in psychology.

**Program Assessment Plans**

We will continue to assess each the psychology program as we have done in previous years.

**SLO Faculty Dialogue**

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.

11. Departmental Engagement

**Community Connections**

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.

**Interdepartmental Collaboration**

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

**Professional Development Unmet Needs**

All faculty meet their professional development responsibilities each year.

13. Instructional Support: Services and Activities

**Impact Catalog schedule website**

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**

The library online resources are very good, but their selection of books and journals are extremely limited in psychology. It is dismal.

14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**
Each year, 4-5 Alcohol and Drug Studies students are awarded a significant scholarships called the Aves Award.

**Club Sponsorship**

None at this time.

**15. Environmental Scan**

**Community Trends**

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

**Labor Market Trends**

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**

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 Challenges*

With the new building, there are no hindrances in our ability to achieve our goals.

**Facilities and department goal**

N/A

**Facilities and EMP**

N/A

**Facility Long Term Goals**

There are no long term goals for facilities improvements at this time.

**Facility Short Term Goals**

There are no 1 year goals in this area at this time.

**17. Budget Reduction Planning**

**Reduction Impact**

Students are in desperate need of all available courses in psychology at this time. There is no way to measure the effect that cutting one of our programs would have on our students and our faculty. It would be detrimental!

**Reduction Scenario**

Per the norm, we would cut courses if there were a required budget reduction. There is nothing else to cut in the psychology department.

**19. CTE Programs**

**Advisory Board Membership**
Advisory Board Outcomes
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
Student graduation rate has doubled in the last two years, so this is clearly evidence for the success rates of the A/D students.

CTE Accreditation Recommendations
There were no recommendations of the last evaluation of the A/D program from our governing board, CAADE.

Employer Satisfaction Survey
N/A

Labor Market Demand
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
Of the students that contact me after graduation stating that they took the state exam, all have passed it on the first attempt.

20. Completion
Manager approval
Carrie Canales
November 12, 2012
## Public Safety

### 01. Department Purpose

**Purpose**

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 assure 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 to provide relevant and engaging curriculum that students need to describe, analyze and explain.

**Purpose Alignment**
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. 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 environments of the prisons, jails, Department of Juvenile Justice facilities and field offices, Probation Camps, Juvenile Halls, and Area Offices. This aligns directly with the college’s mission statement to "enrich students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning."

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 Angles 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, socioeconomic 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

**Improvements in Program**

- New classrooms mult-media presentation have been added

### 03. Response to Prior Recommendations

**Accred Recommend Response**

- Reviewed SLO’s and have completed first analysis. 2012-2013 be analyzed to checked results

**PR Recommendations Response**

- Fire program was added. Hire new AJ-Instructor. Corrections skills certificate was completed and approved.

### 04. Enrollment Trends

**Enrollment Trends**

- Increased enrollment. Need additional course sections in Public Safety to meet student demands.

**Section Count Trends**

- Decrease in section due to budget cuts. The implication larger class sizes.

### 05. Students and Student Success

**Degree/Cert. Trends**
In addition to the traditional Administration of Justice AA degree we offer an emphasis in Corrections. We are currently offering a Corrections Skills certificate to provide the student with the basic skills necessary for immediate employment. The student population we service extends to the staff that are currently employed by a city, state or federal law enforcement agency, and correctional agency to further their education for the purpose of increasing their knowledge and skills, and/or attaining the minimum requirements to promote within their respective agencies when the opportunity arises. Continued efforts will be directed to improve the number of certificates awarded, degrees earned, and transfers to UCs and CSUs.

West Los Angeles college also provides a fire certificate which is designed for those working fire fighters who want to improve their skills without taking additional college courses. At this time, we have 5 certificates that have been issued and this number will continue to grow as the students become aware of the value of a certificate. We are currently making efforts to encourage all students to apply for the certificate offered in each of the options.

**Demographic Trends**

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 overwhelmingly male dominated. West Los Angeles college in cooperation with L.A.City and County fire departments during 2011 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 next hiring examination is now scheduled for the summer of 2013.

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 decline of 12% from 2008-09. In the past, the Corrections field has been a predominately male-dominated field. However, as a result of affirmative action and gender equality in the hiring process of the various corrections agencies, this trend is reflected in the college data. There are no adverse implications as the AJ programs are already teaching to a diverse student population.

**Success Trends**

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

At this time, the fire technology program has on the average five (5) 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 Levels**

Yes, the staffing for the Public Safety program at this time is three (3) full-time instructors. Budget reductions have restricted the use of part-time instructors. The full time position has allowed us to go forward with updated course outlines, new SLOs and new assessment tools. Assessment of courses is now underway. We believe that full time instructors with the education and experience, who are qualified to teach the wide variety of courses is sufficient faculty at this time.

**Staffing Trends**

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

Currently in the Fire program we are at a ratio of 33 students per the one full time instructor, although, we have completely dropped all part-time instructors. The program is increasing and we continue to expect it to increase during the next few years. We are recommding due to the passing of PROP 30 and AB 109, new courses should be devoloped to meet the needs and offer additonal courses per semester for all Public Safety programs.

07. Functions and Services

**Function service list**

The Division offers a wide variety of classes and areas of instruction. For example: Anthropology, Child Development, History, Psychology, Political Science, and Sociology are a few examples, while the Public Safety Department offers Administration of Justice, Corrections, and Fire Technology.

**Technological Advances**

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 multi-media presentations. In addition, internet services are available in the classrooms and a wiki- internet service is provided campus wide. The library and computer lab are open to students not having their own computers

08. Survey Results

**Survey Results**

We conduct 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 to those areas pointed out in the survey. For example, recent comments regarding the need for cleanliness in the restroom areas. An Inspection procedure to verify cleanliness is now in place and is working very well.

Instructors are evaluated by their peers in a 4 year process and at this time our fire instructor has received outstanding remarks during the evaluation period starting 2010.

**Survey Results Implications**

We will be seeking information and training which will improve class presentation both online as well as the classes conducted on the college campus. We will continue to assess the program SLO's and adjust accordingly.

09. Curriculum
Course Outline
Frequent monitoring of the classes, through the embedded SLO’s in the courses and their assessment. In addition, standard course outlines and feedback from student evaluations.

Course sequence
The Administration of Justice, Corrections, 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
Block C Humanities  3

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

Online and Hybrid Classes
We reach out to the students in the local high schools that feed into the jurisdiction of our college, offer courses online to accommodate the working students, and hybrid classes to give the students the best of both modes of learning.

10. Student Learning Outcomes

Course Assessment Plans
Review results of the assessment and make the changes based on the assessments results.

Program Assessment Plans
We are continuing to assess and revise program SLOs

SLO Faculty Dialogue
Discussion with AJ, Correction, and Fire have brought to light several improvements which have been implemented i.e.; multi-media guest lectures.

11. Departmental Engagement

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

**Interdepartmental Collaboration**

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

During the years, 2000 to 2009 the fire technology program has been part of the Administration of Justice program here at West and during this period we worked closely with the Criminal Justice instructors in open house presentation and student on and off campus visits to local public safety facilities. The fire Program was approved in 2009 and a full time director hired in September 2010. Since that time a number of meetings have been conducted to determine if additional courses or training is needed by the community. Several proposals to offer CERT training have been developed as well as obtaining approval fire the State Fire Marshal¿s office to teach the state training classes. While approved, the budget restrictions have not permitted the hiring of instructors to offer these courses. Once the economy improves and the budget is increased, we have the program approved; all that is needed is the funding to hire instructors. We had a field trip to OCC riverside scheduled but because of gasoline prices have decided to re-schedule this next year. It is over 50 miles one-way to OCC from West.

**12. Professional Development**

**Professional Development Unmet Needs**

1) California Peace Officers Standards and Training (POST) Workshop in January 2010 for training updates and changes in the Penal Code for law enforcement officers in the state of California.
2) Standards and Training for Corrections (STC) Conference engaging in the latest training and technology for the field of corrections.

Membership in the national fire academy to develop a standardized core of fire classes recognized throughout the United States. Our fire instructor attended many of the annual meetings to accomplish this starting in the year 2000. This work is now completed and the committee members are now working to complete a 4 year nation-wide approved program.

Active membership in the California Fire Directors association. This association is comprised of the 39 community colleges that offer fire program here in the state of California. The quarterly meeting allows members to share information on fire instruction issues and related educational matters.

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

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

**Service Eval Disagree**
The library needs to update textbooks and other materials to provide research materials for students.

### 14. Programs Clubs Orgs & Special Activities

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

#### Club Sponsorship
Yes, we have a Criminal Justice club that is very active. The club is a good source for networking by putting on Job Fairs and inviting various agencies within the criminal justice community to showcase their respective agencies to the college students. Field trips are conducted regularly to give the students a first-hand look of the actual work environment and what the job entails.

Corrections and Fire also provides field trips and other related activities.

### 15. Environmental Scan

#### Community Trends
The emerging trends in Public Safety is moving towards community-based policing, community corrections, and community emergency services. This is an effort to establish a better rapport between law enforcement/correction officials and the citizens in the community. Also, with the downturn in the state budget, it is more cost-effective to place an offender on probation in the community as opposed to incarceration. The problem of prison overcrowding has led to more prisoners being paroled back into the community prior to the completion of their sentence. Therefore, more probation officers and parole agents are needed to monitor these offenders for compliance in the community to keep the community safer. The fire service is now offering many community orientated training sessions and seminars and law enforcement is being more community-oriented to improve relations in the community.

#### Labor Market Trends
At this point, the downturn in the economy has seriously impacted the hiring for Public Safety in general. However, researchers contend that job market in the various fields of Public Safety are considered a growth industry despite the negative budget situation. At West, we have full time and adjunct faculty who are currently employed in those fields and are available for counseling, career planning, the immediate contacts, and has access to the most current information available as it relates to hiring. According to the US Department of Labor, the occupational outlook for Public Safety shows a potential growth of 11% in the next seven years.

#### Technology Trends
We have incorporated all the new technologies offered by ETUDES-NG for our online classes. The Public Safety Faculty has over 180 hours of special training in Etudes. We have been conducting online classes since early 2000 when the college was using the "E-College" program prior to switching to ETUDES.

16. Facilities

*Facilities Challenges
None at this time. We are currently occupying new classroom facilities with all smart classrooms.

Facilities and division/ department goal
The current smart classrooms that we are using is sufficient at this time and have resulted in improved learning outcomes as they have allowed us to expand our use of multimedia.

Facilities and EMP
None at this time.

Facility Long Term Goals
None at this time.

Facility Short Term Goals
None at this time.

17. Budget Reduction Planning

Reduction Impact
There will be a reduction in FTES and our Public Safety students will migrate to our sister colleges.

Reduction Scenario
We currently have reduced the course offering to an absolute minimum. Additional reductions regardless of how minor, would devastate the program. The cut would prevent our students from gaining the knowledge and skills to compete in the field of Public Safety. Public Safety is vital to the safety and welfare of the citizens in our community and is the foundation of a successful society.

19. CTE Programs

Advisory Board Membership
Angel Smith, Charlie Beck, Tom Gabor, Steve Vera, Ray Jatkowski, Omar Corrals, Ron Williams, Ron Engen, Seth Fogel, Mario Rudea, Dan Coffman, Dennies Wisus, Rey Rojas, Dennis Carroll, Mike Montes, Mel Bailey, Nakia Guidry.

Advisory Board Outcomes
Added courses and additional specific courses based advisory board's recommendations

Labor Market Demand
Due to budget uncertainties public employment hiring have been put on hold. We review this section at a later date.

20. Completion

Manager approval
Corey Williams Flournoy
Charles ":Buck" Stapleton
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."

03. Response to Prior Recommendations
Accred Recommend Response
The Puente Project is implemented at West Los Angeles College following the Statewide Puente Project model. With regard to Recommendation number one, measurable goal setting, Puente is conducting satisfaction surveys of students and keeping track of the graduation and transfer rates beginning with the first cohort in 2008. It is a challenge to track students as some have changed their contact information, etc. In this way, we hope to assess our program's effectiveness with regard to the purpose of Puente which is mainly to transfer students to the university system. With regard to recommendation number 2, 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. 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. Based on this, we are working to provide the Puente students with adequate and quality services. With regard to faculty involvement, the Puente instructor and counselor both participate in campus committees.

**PR Recommendations Response**

The Puente Project has addressed the recommendation of the 2010 program review. The sole recommendation was to conduct a survey of students who have participated in the Puente Project since the Fall 2008. With this in mind, a survey, utilizing surveymonkey.com, was developed and disseminated to students who have participated in Puente since it's inception at West Los Angeles College in the Fall of 2008. The results, will be presented in the “Survey Results” of the current program review.

**04. Enrollment Trends**

**Enrollment Trends**

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 2011 is not yet available.

Enrollment increased at a slightly higher level for Puente 5.36% from Fall 2008 to Fall 2009 compared to the college, -1.69% growth from 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 this year 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

**05. Students and Student Success**

**Degree/ Cert. Trends**
Currently, this data is being gathered. With the shortage of course offerings and sections being eliminated at our college, as is the case throughout our state, Puente students have attended multiple campuses in order to continue on their path toward their timely completion of desired academic goals. 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 (61%) outnumbered males (39%). In the Fall of 2011, females (62%) again outnumbered males (38%).

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.

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 for Fall 2010 and 2011 has not been analyzed. Current data is not available 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 to the local high schools for recruitment purposes. The relationship continues between the departments and it has proven beneficial for recruitment purposes more recently.

In terms of ethnic make up, even though it is open to all those who are eligible, the majority of Puente students were Latino 71%(Fall 08) and 60%(Fall 09) which reflected a significant difference from the college’s Latino population of 23% (Fall 08) and 31% (Fall 09). Current figures for the college as a whole indicates that (34%) students were latino in Fall 2010 and (36%) were latino in the Fall of 2011. Current figures for Puente are not available by the office of institutional research.

The high percentage of enrollment of Latino students in Puente in the Fall 2008 and Fall 2009 semester exceeds the college’s requirement for HSI (Hispanic Serving Institution) status. It is important to mention once more that it is imperative that Puente remain as a viable program serving the growing Latino Population at WLAC. Retaining HSI status will ensure additional funding which will not only serve the Latino student population but also the college as a whole.

**Success Trends**

...
The college wide success rate in Fall 08 (62%) remained constant in Fall 09 (62%). It improved slightly in the Fall 2010 (63%) and in the Fall 2011 (64%) semesters respectively.

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 same rate of success in the Fall of 2011 with 64%.

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 rigors 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-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 pre-requisite 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 concepts which should have been obtained before English 28. Ideally, because of this factor, the Puente faculty were planning to require a writing sample of its recruits. However, due to the late notice to “go ahead with Puente” we were not able to follow through with the original plan.

College wide retention rates in Fall 08 (83%) remained relatively high in Fall 09 (85%). In the Fall of 2010 (85%) and Fall 2011 (84%), the retention rates remained relatively the same as in the previous two years.

The retention rate for Puente students in the Fall 08 was 71%. 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. In Fall of 2010 and Fall of 2011 the retention rates were 91% indicating that Puente retention has surpassed college wide retention rates since the Fall of 2009.

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.

06. Staffing Trends

Staffing Levels
No. The Puente Project Memorandum of Understanding between the Statewide Puente Office at the University of California, Office of the President and West Los Angeles College indicated that Puente would obtain clerical assistance of at least 10 hours per week. This has not been provided as of Fall 2008. Just recently, Puente was able to obtain a student worker via the Cal Works department on campus. However, this position is not guaranteed at the end of the semester. It has proven to be a great help for the program.

Staffing Trends
Two faculty members, one English Instructor and one counselor, who co-coordinate 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.

07. Functions and Services

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 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 the Fall 2011 cohort, the Personal Development course has been transformed into a hybrid course. Students are expected to understand the importance of the online modality for the purposes of self discipline and to supplement their schedules with on and off campus classes. Specifically in this day and age of class shortages, we encourage our Puente students to familiarize themselves with the online format.

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

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**08. Survey Results**

*Survey Results*
Survey monkey in progress.

*Survey Results Implications*
in progress

**10. Student Learning Outcomes**

*SLO/SAO Assessment Plans*
Student Learning Outcomes are utilized by the English and Personal Development Instructor and are listed on their respective syllabi. They coincide with the college SLO's and the particular discipline's SLO's. They are continuously being synthesized with the Statewide Puente Project Student Learning Outcomes.

*SLO/SAO Changes*
Puente English and Personal Development SLO's will continue to be in alignment with the college and discipline SLO's. Changes, improvements, to student learning outcomes are an ongoing process.

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

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 participants.

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. The Puente counselor serves in the Student Success Committee and the English instructor, now the Division Chair, serves on a variety of important committees campus wide.

12. Professional Development

Professional Development Unmet Needs (AU)

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
Adequate promotion including visibility in the school website and in the class schedule will be beneficial to the program as a whole for recruitment purposes.

The plan is 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.

15. Environmental Scan

Technology Trends
(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 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.

### 03. Response to Prior Recommendations

**Accred Recommend Response**

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-Measureable 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. 3-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.

**PR Recommendations Response**

N/A

### 04. Enrollment Trends

**Enrollment Trends**

Enrollment trends impact the office through the FTES projections that the office produces, and through the reports the office prepares and shares with various campus constituencies. Changes in FTES funding impact the schedule preparation reports the office prepares.

### 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.

**Demographic Trends**
Demographic trends impact the grants the college is eligible to apply for, and the office assists with data for grant applications.

**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.

## 06. Staffing Trends

### Staffing Levels
The addition of a Research Analyst will greatly facilitate the ability of the office to meet campus needs for data and analysis. However, the ever-expanding demands for research, including ATD and SLO assessment data management, will require additional resources.

### Staffing Trends
1 Dean and 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 will help 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.

## 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.

### Technological Advances (AU)
The dean introduced the use of several software packages to streamline various processes on campus: BrioQuery is used for data analysis and for creating reports. Adobe Acrobat pdf Forms were developed for use with program review. Crystal Reports software was used to create program review reports. The office web site has been developed as a means to share data and reports. The dean proposed the use of GoogleDocs as a means of collaborative working on the accreditation self study, although this system did not meet the need for shared documents. The office lead the development of IES, the new online program review system, and supported its implementation on campus working with campus Information Technology to appropriately configure computers to make use of IES.

## 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

**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.

**11. Departmental Engagement**

*Community Connections (AU)*

None.

*Interoffice Collaboration (AU)*

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 (AU)*

Additional training in Crystal Reports.

Both members of the office should attend regional professional conferences each year in order to keep current with the latest developments in the fields of institutional research and planning.

The Research Analyst will participate in an accreditation training class.

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

*Impact Catalog schedule website*

None.

**15. Environmental Scan**

*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 Challenges*
There is insufficient space to store historical college documents related to research and planning.

<table>
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<tr>
<th>Facilities and EMP</th>
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<tbody>
<tr>
<td>Improved space will enhance the ability of office staff to provide needed data and information.</td>
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### Facility Long Term Goals

- Identify and obtain storage for historical research and planning records.

### Facility Short Term Goals

- None.

### 17. Budget Reduction Planning

#### Reduction Impact

A budget reduction to the Office of Research and Planning would potentially reduce the capacity of the office to provide the data needed by the college to inform a range of decisions, and would reduce the capacity to provide guidance regarding planning and institutional effectiveness. Such a reduction would make it more difficult for the college to meet accreditation requirements.

#### Reduction Scenario

The Office of Research and Planning does not have a separate budget, so any budget reduction would need to be to personnel costs.

### 20. Completion

#### Manager Approval (AU)

Rebecca Tillberg, November 23, 2012
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 under-served 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. Phoenix Continuation, 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".

03. Response to Prior Recommendations

Accred Recommend Response
N/A

PR Recommendations Response
N/A

04. Enrollment Trends

Enrollment Trends
FTES for Jumpstart has significantly dropped when compared with 2008 levels. FTES dropped from 180 (Fall 2008) to 34 (Fall 2011) as a result of the continued section reductions (60 in Fall 2008; 10 in Fall 2011). The reduced size and scope of the Jumpstart program has led us to deemphasize Jumpstart in our recruitment strategies.

In response to this trend, Outreach & School Relations has changed our outreach/recruitment strategy to one of "early preparation". We have shifted our efforts to a "case work" approach; investing more time into candidates for enrollment at West. This shifts us away from a "wide net" approach in which we emphasize making "first contact" with a higher volume of students. The purpose for "early preparation" approach is to net and retain a greater number of prospective students by guiding them through the matriculation process at off-peak periods. The goal of this approach is to highlight the ease of the matriculation process at our "small, personal" college when compared with neighboring (larger) community colleges.

### 05. Students and Student Success

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<tr>
<th>Degree/Cert. Trends</th>
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#### Demographic Trends

The percentage of students age 20 and below has diminished from 2008 levels. This drop off is proportionally inverse to the increase of students aged 20-24. This change (3-4 percentage points) in the student age group distribution may be a result of diminished enrollment opportunities for recent high school graduates and concurrent enrollment students. Further exploration is, however, necessary to determine the cause(s) for this change.

The ethnic group distribution has also shifted from 2008. African-American/Black students represent a plurality of our student population; but their representation has decreased by four percent. Hispanic/Latino students, conversely, have increased five percentage points as a share of the student population composition. Further study is required to determine the root cause(s).

In the coming weeks and months, Outreach & School Relations will work with the Office of Institutional Research to determine (a) the causes/reasons for the age and ethnic group distribution, (b) if these are changes merit intervention, and (c) how or if our outreach/recruitment need to adjust to these emerging trends. The result of this investigation will inform our staff and resource allocations.

#### Success Trends

The Jumpstart program consistently has among the highest retention and success rates within the college when compared with other programs and student groups. The high success rates may result from self-selection (i.e. highlymotivated students pursue Jumpstart options), layers of supplemental support provided by the Outreach & School Relations, well-advised selection of Jumpstart courses at different schools/locations, and selection of the appropriate instructors to work with this population.

The success from the Jumpstart program should merit additional promotion/advertisement and additional consideration to increasing the allocation of Jumpstart sections should also receive consideration.

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

Current staffing levels do not permit us to have the level of involvement we would like with students. We would like to devote greater attention to our students in the Jumpstart classes as well as time to more thoroughly "follow up" with our prospective students. We do not, for example, have the staffing to begin early recruitment of students in lower grade levels. We are also frequently placed in the position of "picking favorites" when high schools coordinate similar events on the same days.

**Staffing Trends**

Funding is unchanged for Outreach & School Relations. Our current outreach/recruitment capability remains strongly tied to the generous support from Academic Affairs (i.e. CGCA). Our outreach/recruitment strategy will, however, adjust the scope, frequency, and duration of our outreach visits if Academic Affairs withdraws support.

**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 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.
- Establish relationships/partnerships with high school faculty & administrators, college & university personnel, and community organizations.
- Organizing and implementing outreach/recruitment events on campus: including "Mini-Days" at West and the Spring "High School Day"
- Conduct tours and presentations to the general population

**Technological Advances (AU)**

Outreach and School Relations maintains a separate "HIGH SCHOOL PAGE" (www.wlac.edu/highschool) that conveys important information for our service population and includes links to commonly requested resources. We have a separate email address to accept documents from our distance education students and/or students with transportation constraints. We have converted many of our application forms to editable PDF fields for more thorough application process.

**08. Survey Results**

**Survey Results**

The most recent surveys were reported in the 2011 Program Review (Annual Update). The point of contact surveys (paper and SurveyMonkey) requested that users rate our service. Students and parents overwhelmingly indicated that our staff provided valuable information, that we seemed very interested in assisting them with their concerns, that we provided appropriate referrals, and that they would refer others to our office for services.

**Survey Results Implications**

The survey results indicate that, for those visiting our office for service, the time we set aside for office hours is valuable. This is an important point for us; especially when we attempt to accommodate afternoon and evening events. We must find an appropriate balance that permits us to continue promoting West beyond our campus and also serve our students and their families on campus.
10. Student Learning Outcomes

SLO/SAO Assessment Plans
Outreach & School Relations will continue utilizing over-the-counter, point of contact surveys to gather feedback regarding the quality of the services we provide. We will administer pre/post surveys to our field trip participants to determine how our services have impacted their college preparedness.

SLO/SAO Changes
Outreach & School Relations will make a stronger effort to solicit survey feedback using online instruments (i.e. SurveyMonkey). Previous efforts at gathering responses using online instruments were not satisfactory.

SLO/SAO Resource Request Need
No Resource Request will be necessary.

11. Departmental Engagement

Community Connections (AU)
West has collaborated with outside programs and agencies to invite more prospective students and their families to West. Our office, for example, partners with the LA Chamber of Commerce (LA YOUTH AT WORK) to host job/career workshops to our campus. We work with UCLA’s VIP Scholars program to bring high school students and their families for university and college application workshops. We also serve as conduits to local agencies (e.g. YouthBuild) to develop contract-education programs.

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 (AU)
Outreach & School Relations should become members of national and regional student affairs associations. Doing so will create opportunities for staff to learn more about current research and best practices impacting the field.

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. Many calls and emails I receive begin with, "I 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

**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 Challenges*
N/A

*Facilities and EMP*
N/A

*Facility Long Term Goals*
N/A

*Facility Short Term Goals*
N/A

17. Budget Reduction Planning

**Reduction Impact**
In the short-term, the elimination of Outreach would greatly reduce the preparedness of many incoming students. Outreach representatives are in our local schools preparing students to make the transition from high school to college. This includes, early application and assessment, preparing students to meet with a counselor and using that time effectively, completing the financial aid process early in the season to reduce money anxiety, conducting tours to familiarize students with key services and locations, and providing advisement that builds upon the work of the counselors to ensure that students enroll in classes.

I anticipate that the long term consequences could include a reduced pool of prospective applicants, a reduced "foot print" at our schools, a decline in the strength of our relationship with local K-12 partners (who are our principal referral sources), and a decline of the trust from our K-12 partners from reneging on our commitments and collaborations.

**Reduction Scenario**
I anticipate that the cuts would impact office supplies and even mileage. We currently have a small budget for the one full time employee, mileage reimbursement, and office supplies.

20. Completion

**Manager Approval (AU)**
Angel Viramontes
11/19/2012
01. Department Purpose

**Purpose**

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**

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**

Consulting with the transfer center.

**Improvements in Program**

More students are transferring to the UC:CSU.

03. Response to Prior Recommendations

**Accred Recommend Response**

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**

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

04. Enrollment Trends

**Enrollment Trends**

From Fall 2005 to Fall 2007 FTES were pretty stable in the low 500's. FTES went down significantly from 2008 to 2009 but have since returned to about the level of 2007. FTEs have remained essentially stable since 2010. We have added online classes and hybrid classes.

**Section Count Trends**

Sections counts went down from 11 in 2006 to 8 in 2009. Section count remained at 8 for 2010 and 2011. Average class size increased from about 23 in 2005 to about 36 in 2009. Since then class size has increased significantly to about 47.

05. Students and Student Success

**Degree/Cert. Trends**
All of the data for Sociology were for AA/AS degrees 2005 to 2009. Degree totals have varied from 2 to 9 with a total of 5 in 2009. Most, practically all, of our sociology students take the courses as general education classes for transfer or to fulfill requirements for a certificate or to get into nursing, physical therapy, teaching or other vocations that require the courses. Therefore there are very few AA degrees in this discipline. Even for students who plan to be sociology majors at the 4 year institutions, it makes more sense for them to transfer to the 4 year institutions with a Liberal Arts AA than to fulfill all of the requirements for a sociology AA. This is because the receiving institution only requires 1 or 2 sociology courses in for preparation in the major before transfer.

**Demographic Trends**

There are a growing number of older students coming back to school to train for new jobs. There are now more women, more younger students and more ethnically diverse students. We need to consider more flexible scheduling of classes to meet the needs of students. Program needs to reflect the needs of non-traditional students.

**Success Trends**

Sociology retention rates have increased significantly from 74% in 2007 to 87% in 2011. Success rates have increased from 53% to 60% in the same time period. Online success rates have decreased significantly from 83% in 2010 to 41% in 2011. We need to examine the online classes to bring the success rate back up or schedule more on campus conventional classes if the online success doesn’t improve.

**06. Staffing Trends**

**Staffing Levels**

Yes, staffing levels in Sociology are adequate at this time considering that the campus has had to cancel many sections due to continuing budget issues. Even if sections are added as the fiscal issues are dealt with, the additional courses will go to adjunct faculty who have taught them in the past.

**Staffing Trends**

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

**07. Functions and Services**

**Function service list**

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 extra curricular and union activities.

**Technological Advances**
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 screens all equipped with remote controls.

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.

## 08. Survey Results

**Survey Results**

See Behavioral and Social Sciences Division report for survey information.

**Survey Results Implications**

See Behavioral and Social Sciences Division report for survey information.

## 09. Curriculum

### Course Outline

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.

### Course sequence

Required courses are not easily offered in a manner that would help students finish on time because of the reduction in necessary course offerings due to budget shortfalls. But four or five Sociology 1 sections are offered every semester in several delivery modes. This course is a requirement for many degrees, certificates, licenses and for general education transfer requirements, so it is offered every semester and in winter or summer sessions when funds allow. Sociology 2 and 11 are rotated with the Race and Ethnicity course in the fall and the Social Problems course in the spring.

### Online and Hybrid Classes

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

## 10. Student Learning Outcomes

### Course Assessment Plans

To continue growing the number of transfers

### Program Assessment Plans

To continue the growth of the transfer students.

### SLO Faculty Dialogue

Through discussions with the transfer center.

## 11. Departmental Engagement

### Community Connections

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

Interdepartmental collaboration has occurred between Sociology and all of the departments and divisions that list Sociology courses as requirements or as recommended classes. Full time Instructor has served on the Faculty Senate and Curriculum Committees and collaborated with members of other divisions about issues related to committee duties. Instructor also collaborated with Student Services to place "211" information on the campus website to help students find community services that may provide support through challenges that interfere with completing educational goals.

12. Professional Development

Professional Development Unmet Needs

Access to conferences, seminars and other development opportunities can always be increased by additional funds to reimburse for those activities.

13. Instructional Support: Services and Activities

Impact Catalog schedule website

The catalogue, class schedule and college website have contributed to filling classes quickly. It is hard to tell whether the marketing is effective or whether we have cancelled so many sections due to budget problems that students have significantly fewer options. Marketing does not seem appropriate when we already have twice as many students interested in enrolling than we have have available classes.

Service Eval Disagree

N/A

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Several Sociology students for whom instructors have written letters of recommendation have received significant numbers of scholarships and honors from this campus and from community organizations. Recently several students have transferred to UCLA, Berkeley and USC majoring in Sociology and have been very successful in the transfer institutions.

Club Sponsorship

There is no sociology club but instructors participate in and volunteer to support the activities of other clubs and campus activities like the poster project and ASO toy drives and food sales. Students learn leadership, management and planning skills. They also develop self confidence and communication skills.

15. Environmental Scan

Community Trends

Since many sociology majors find work in public agencies and non profits they are having a more difficult time finding employment due to budget crises at every level. These negative trends will probably not hurt enrollment because the courses are required or recommended for so many other disciplines and they fulfill general education requirements for transfer.

Labor Market Trends

Many public agencies such as the Probation department will hire students with the AA degree or 60 units and there are transfer internships with the government. There are also entry level positions in non-profits and public agencies. Most students do not take sociology to work in the field, they take it as a general education requirement or as a required or recommended course for a license or certificate as in Dental Hygiene, nursing and Alcohol and Drug counseling.

Technology Trends
Any trend that reduces the cost of access for students, especially to computers and printers will make it possible for students to complete assignments in a timely manner. I have been stunned at the number of students who have some access to computers but don't have convenient access to printers.

16. Facilities
*Facilities Challenges
We have moved into new buildings and classrooms that are up to date technologically so facilities are meeting our needs.

Facilities and division/ department goal
Included in Behavioral and Social Sciences Division program review report.

Facilities and EMP
See Behavioral and Social Sciences Division report.

Facility Long Term Goals
See Behavioral and Social Sciences Division report.

Facility Short Term Goals
We just moved into new classrooms and offices that are almost fully equipped. The only immediate need is for the Sociology department to have a new printer because the instructor has had to send all documents to other discipline instructors in order to make copies.

17. Budget Reduction Planning
Reduction Impact
Five classes are necessary for a full-time faculty, Anymore cuts would likely cripple the program. Do not foresee any further cuts in this program because the courses are vital to many programs, degrees and certificates on this campus.

Reduction Scenario
Sociology has already been cut to the bone. There are barely enough classes to support one full-time instructory and sometimes 1 or 2 adjunct's sections. Reductions would have to occur in other departments. We would use several of the criteria in the campus program viability list.

19. CTE Programs
Advisory Board Membership
Not a CTE program.

Advisory Board Outcomes
N/A

Assess CTE Student Learning Outcomes
N/A

CTE Accreditation Recommendations
Not a CTE program.

Employer Satisfaction Survey
N/A

Labor Market Demand
There never has been a big labor market demand specifically for sociology majors, but the discipline prepares students to pursue a wide variety of careers and professions for which it is a requirement like nursing, dental hygiene, physician assistant and drug and alcohol counseling. Sociology courses are also required or recommended courses for academic majors like anthropology and psychology.

Licensure Exam Performance
N/A
## 20. Completion

**Manager approval**

Charles "Buck" Stapleton  November 30, 2012
Sponsored Programs

01. Department Purpose

Purpose

Sponsored Programs 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, community organizations, and individuals of high net worth.

Purpose Alignment

The stated purpose is in total alignment with the college mission statement. Through relationships and resources developed, this program/service (i) enables instructional and support programs at the college to improve teaching and learning and (ii) opens opportunities for students to pursue certificates and degrees, transfer, and build careers.

04. Enrollment Trends

Enrollment Trends

It appears that both college enrollment and FTES have declined. This program/service can enable the college to work to reverse these trends. This program/service has obtained several sources of funding to support enrollment: (1) the current NSF award that supports student scholars in biology, chemistry, geology, and physics is an example of how this program/service works with faculty to develop a support structure that is focused on increasing the number of native STEM students at the college. (2) the current PBI award supports activities that will improve the retention, persistence, and success of African American students. (3) Two of the three current HSI awards focus on increasing access to high quality online courses and course materials. (4) One HSI award focuses on building better pipelines between Wet and CSUDH to increase the number of students who transfer.

05. Students and Student Success

Degree/ Cert. Trends

There are a low number of students completing degrees, certificates, and transferring. This program/service can assist with finding funding to support innovation.

Demographic Trends

It appears that there is a greater than ever need for this program/service. This program/service can assist with finding funding to support innovation.

Success Trends

The college’s return on investment is low. This program/service can assist with finding funding to support innovation.

06. Staffing Trends

Staffing Levels
At some point there will be a need for a second person to enable the college to move beyond a plateau in development, receipt, and utilization of outside resources. Some individual grant awards have requirements for program staffing for implementation. This is accommodated in several ways: (i) if possible, current college staff are reassigned for implementation which has two advantages: (a) these staff are already familiar with the college and the area(s) of the college impacted by the project and (b) this reduces overall costs to the college, (ii) depending on funding agency and employment status restrictions, and program needs, current staff are assigned additional hours to implement all or parts of a particular program, and (iii) new grant-funded positions are established and filled for the duration of the funding.

**Staffing Trends**

The trend in FTEF is constant: 1 and this is paid from awarded grant funding. The implication for the program is that 1 FTEF can do x amount of work to obtain outside resources that enable innovation.

**07. Functions and Services**

**Function service list**

The office/program/service provides several functions and services to the wider college community including (i) defining ideas, activities, and outcomes so that they can be considered by outside funders, (ii) identifying potential outside resources, (iii) writing funding proposals, (iv) building relationships with outside entities, and (v) implementation assistance.

**11. Departmental Engagement**

**Community Connections (AU)**

The department/program has developed connections with the following that have resulted in partnerships, funding applications, and making other resources available to the college, its students, and the community: Culver City Arts Commission, Culver City Unified School District, Los Angeles Unified School District, Managed Career Solutions, South Bay Workforce Investment Board, City of Los Angeles Workforce Investment Board, County of Los Angeles Workforce Investment Board, Jewish Vocational Services, Northrop Grumman, Lockheed Martin, AT&T, WellPoint, SpaceX, HITCO, Worker Education Resource Center, County of Los Angeles Department of Health Services, UCLA, CSU Dominguez Hills, CSU Los Angeles, Loyola Marymount University, Antioch University Los Angeles, Los Angeles Mission College, East Los Angeles College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Southwest College, Pierce College, Los Angeles Valley College, Pasadena City College, Cerritos College, El Camino College, College of the Canyons, Antelope Valley College, 2nd Supervisorial District office, Employment Development Department, SAG-AFTRA, Actors’ Fund, The Music Center, Los Angeles County Museum of Art, Museum of Contemporary Arts, the Folk Arts & Crafts Museum, The Getty Center, the Los Angeles Theatre Alliance, Lula Washington Dance, Urban League, Hamilton High School, Crenshaw High School, Dorsey High School, Los Angeles High School, Los Angeles Center for Enriched

**Interoffice Collaboration (AU)**

This office/program/service began as a separate function 3 years ago and has worked with academic affairs, student services, and multiple disciplines (child development, child development center, science, humanities and fine arts, motion picture and television production, aviation, administration of justice, etc., to seek funding and build relationships that benefit the college.
## Staff Services

### 01. Department Purpose

**Purpose**

Staff Services operates Mailroom and Reprographics operations on campus to support the educational mission of the college.

**Purpose Alignment**

Staff Services operates Mailroom and Reprographics operations on campus to support the educational mission of the college.

### 03. Response to Prior Recommendations

**Accred Recommend Response**

NA.

**PR Recommendations Response**

NA.

### 04. Enrollment Trends

**Enrollment Trends**

There has been a proportionate decline in workload as a result of reductions in funded base the last two years.

### 05. Students and Student Success

**Degree/Cert. Trends**

NA.

**Demographic Trends**

There has been a proportionate decline in workload as a result of reductions in funded base the last two years.

**Success Trends**

NA.

### 06. Staffing Trends

**Staffing Levels**

2.0 FTE is the minimum staffing required to operate Mailroom and Reprographics operations five days and four evenings weekly when classes are in session.

**Staffing Trends**

NA.

### 07. Functions and Services

**Function service list**

Mailroom Operations: Process and meter outgoing mail; maintain records to facilitate chargeback of postage to SFPs for postage used. Sort incoming mail; maintain up to date listings of faculty, staff and contractors with mailboxes at West. Manage campus postage budget and ensure compliance with all applicable LACCD and USPS policies and procedures governing distribution of US Mail and other materials at the Mailroom.

Reprographics: Support two self-service copiers for faculty and staff walk up use and provide a variety or copying and finishing services. Support online submission of print jobs. Support self service operation of Reprographics on Saturdays when classes are in session. Annual copy volumes are >3,000,000.

**Technological Advances (AU)**
Added online submission of print jobs for faculty and staff in conjunction with Info Tech. Processed 432 online work requests for Spring 2011; 440 for Fall 2011; 495 for Spring 2012; and 440 through October in Fall 2012.

08. Survey Results

Survey Results
No survey data available for Staff Services.

Survey Results Implications
No survey data available for Staff Services.

11. Departmental Engagement

Community Connections (AU)
NA.

Interoffice Collaboration (AU)
Staff Services staff worked with IT to set up online submission of work orders for Reprographics.

12. Professional Development

Professional Development Unmet Needs (AU)
NA.

13. Instructional Support: Services and Activities

Impact Catalog schedule website
NA.

15. Environmental Scan

Technology Trends
Both Mailroom and Reprographics operations are experiencing a modest reduction in volumes of mail and copying primarily in response to reduced FTES and also as a result of increased use of technologies like email, eFax and various digital media options utilized by faculty to provide information to students. The impact of reduced FTES and increased use of new technologies has been modest and has not fundamentally changed operations.

16. Facilities

*Facilities Challenges
Staff Services location is B1 is poor relative to the location of primary classroom and office spaces on campus and has poor access to foot traffic patterns on campus: this is inefficient when most offices make daily trips to the Mailroom and faculty often make multiple visits to the Mailroom or Reprographics weekly.

It is unclear what plans if any are being made to relocate Staff Services from B1 as West's bond construction program wraps up.

Staff Services facilities are also limited due to a lack of efficient storage space. If Staff Services could store multiple pallets of copy paper on pallets instead of having to break pallets down and store paper in cabinets it would save significant labor and limit staff handling of full cases of copy paper.

Workstations for classified staff should be upgraded to provide more ergonomic workspaces and some insulation from the noise/heat generated by four high volume copiers in Reprographics.

Facilities and EMP
Staff Services is a key support service: all offices and faculty members interact with Staff Services. Addressing the shortcomings of the current location in B1 will allow Staff Services to better support West's educational mission.
**Facility Long Term Goals**

Identify a permanent location for Staff Services. A two to six year plan should address the issues identified in Facilities Challenges and Facility Short Term Goals and also try to determine what, if any, changes are expected to occur in the primary functions of Staff Services in the next three, five and ten years.

Staff Services should be more centrally located. Mailroom and Reprographics operations must be located together to allow 2.0 FTE classified staff to operate both operations five days and four evenings per week. Staff Services facilities should be flexible to address current unmet needs of the operations and changes in primary functions over time to support improved efficiency and safety of operations.

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**Facility Short Term Goals**

Identify a permanent location for Staff Services. If a move to a permanent location is 1 year or more in the future address shortcomings of the current location in B1 noted in Facilities Challenges. Improve the efficiency of storage in Reprographics. Improve workstations for classified staff: (Reorganize office space to utilize surplus systems furniture in the A Bungalows).

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**17. Budget Reduction Planning**

**Reduction Impact**

If spending on postage and lease purchase/maintenance of equipment is curtailed to achieve a 5% savings in Staff Services without reducing permanent classified staffing it would amount to a 25% reduction in those expenditures. A 25% reduction in postage would require the campus to reduce mailings by 25% or charge back additional costs for postage to individual departments. A 25% reduction in lease/purchase and maintenance expenditures would limit the capacity of Reprographics and/or require charging back additional costs for services to individual departments.

**Reduction Scenario**

The total budget for Staff Services in Fiscal 2011 was $197,392. The total budget for Staff Services in Fiscal 2012 was $194,481.

Expense for salary and benefits was 74% of Fiscal 2012 total. In order to effect a 5% reduction of the Staff Services budget in Fiscal 2012 without reducing permanent classified staffing the net expense for postage ($9,866), lease purchase of equipment ($12,267) and maintenance of equipment ($15,983), which together accounted for 19.6% of expenditures, would have to be dramatically curtailed.

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**20. Completion**

**Manager Approval (AU)**

Completed by Larry Packham 11/27/12. SLOs/SAOs pending division meeting in December.
### Teaching & Learning

#### 01. Department Purpose

**Purpose**

The Office of Teaching & Learning provides support for teaching and improving student learning through developing and directing faculty development programs; researching and implementing new tools, technology, and resources for instruction; providing leadership on campus-wide outcomes processes; supporting strategies for student success; 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 and improving the quality of instruction through exploring new teaching methodologies and diverse learning styles.

#### 03. Response to Prior Recommendations

**Accred Recommend Response**

The office is participating in the Accreditation 2013 Follow-up Report, contributing to Recommendations 3 and 4, and other areas related to Program Review and improving student learning and success.

**PR Recommendations Response**

N/A

#### 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.

#### 05. Students and Student Success

**Degree/ Cert. Trends**

The office focuses on initiatives to improve degree and certificate completion such as Pathways to Success, the enrollment partnership project between West and CSU Dominguez Hills, funded by a Title V Cooperative grant. The office also funded Apple equipment to support the Computer Science Department's development of Apple Curriculum. In addition, the office has funded support services to students such as online tutoring and online library services. The office will coordinate more with campus areas such as Dean of Curriculum, Retention, and Educational Services, Dean of General Education and Transfer Services, matriculation, financial aid, counseling, West Institute for Student Excellence, the Learning Center and Library.

**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%).

**Success Trends**
Focussing 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. In Fall 2012, the office launched West Connect: resources | collaboration | innovation, a professional development opportunity 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.

### 06. Staffing Trends

**Staffing Levels**

No. Increases in grant applications and awards, requires implementation, processing, and accountability, and necessitates an staff person who focusses on budget, purchasing, and personnel matters. Working through the process of the college-wide outcomes cycle, a 1.0 SLO Coordinator is needed.

**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.

### 07. Functions and Services

**Function service list**

The office plans and delivers professional development workshops through the Tech Fair and West Connect, works with faculty regarding equipment needs and recommends instructional technology tools, provides one-on-one and group training, develops grant proposals to meet college needs, provides leadership on the campus-wide outcomes process, supports strategies for student success, and provides leadership on the implementation of the college’s Title V HSI grants.

**Technological Advances (AU)**

The office uses GoogleDocs in planning for Tech Fairs. 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 Digital Design Studio and Kentico rollout.

### 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.

**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 Assessment Plans
The Dean of Teaching & Learning serves as the co-chair of the SLO Committee (and SLO Workgroup) to provide support, guidance, coordination, and communication on the college-wide outcomes process. In addition, the office has scheduled SLO workshops during Tech Fair and West Connect.

SLO/SAO Changes
Outcomes assessment is ongoing, and the office is working closely with the SLO Committee to continue the outcomes cycle. We are also exploring ways to enhance the cycle with technology tools and online, centralized information about the process.

SLO/SAO Resource Request Need
Yes. An outcomes database is needed with staff to maintain and support it. Increasing the SLO Coordinator from 0.5 to 1.0 is also needed.

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 Harbor College and Pierce College to develop and submit two Title V Cooperative grants in spring 2012. The office has worked with Apple, Inc. to develop an iTunesU account for West for podcasts.

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 Digital Design Studio and Kentico rollout.

12. Professional Development
Professional Development Unmet Needs (AU)
The office is exploring the development of a database for tracking and reporting on outcomes information. 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.

15. Environmental Scan
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).

16. Facilities

Facilities Challenges
The office's current facilities in the Library are conducive for office operations. However, increased security is needed with recent thefts of Apple technology totalling roughly $40,000.

Facilities and EMP
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."

Facility Long Term Goals
The office's long term goals may include 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.

17. Budget Reduction Planning

Reduction Impact
If the Tech Fair program had to be cut, it would greatly reduce professional development opportunities available for faculty. The Tech Fair program supports the Educational Master Plan goal to "Ensure highest levels of educational quality within West's diversified modes of instructional delivery" and objectives: "Support highest quality online and hybrid courses" and "Provide the most effective technologies in and out of the classroom to support student learning."

Reduction Scenario
If there was a required 5% budget reduction, the office would consider reducing the Tech Fair program offerings. Currently, we offer about 100 workshops a semester with a Keynote speaker each spring. We would use survey results and evaluate attendance trends to identify which workshops to reduce or not repeat. We may also consider focusing on increasing webinars because they can be digitally archived and reduce the number of repeated workshops.

20. Completion

Manager Approval (AU)
Mary-Jo Apigo,
## Transfer Center / TAP

### 01. Department Purpose

#### Purpose

The purpose of the Transfer Center at WLAC is to provide students with a variety of tools, opportunities and access to valuable information & resources to effectively explore their transfer options to complete their bachelor degree and beyond.

The purpose of the Transfer Honors Program (TAP) is to provide students with an enriched and vigorous academic program to assist in their transfer process. Students who are selected to participate in the program receive priority admissions consideration to many selective 4 yr institutions.

#### Purpose Alignment

The Transfer Center & Transfer Honors Program (TAP) aligns with the college mission state in that the program provides students with resources, knowledge and skills needed to transfer in order to build their careers, and to pursue life-long learning.

### 03. Response to Prior Recommendations

#### Accred Recommend Response

2012 Recommendation 2 - The Transfer Center (Honors) has used the Program Review process to evaluate the Transfer Center services over the last three cycles and is currently using the Program Review/IES to evaluate the services being delivered to students.

2012 Recommendation 4 - The Transfer Center has developed 6 quantifiable and qualifiable Service/Student Level Outcomes to assure that services are meeting identified students needs so results can be used to improve the delivery of services. The first two of the six will be evaluated ???

2006 Recommendation 6 - The Transfer Center works in conjunction with the counseling division to provide staffing and services that will best meet the needs of students based on the colleges hours of operation.

2006 Recommendation 13 - The Transfer Center Director is a member of Academic Senate, College Council, Chair of the Transfer Committee, and a member of many other committees on campus to participate in the governance process and maintain the trust throughout the institution.

#### PR Recommendations Response

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**Prepared by WLAC Office of Research Planning**
In the 2010-11 Program Review Validation Review Cycle 8 recommendations were made for the Modules below that were all addressed by the department for each area;

Module 1 Recommendation - Elorate on how the Transfer Cente aligns with the college mission

Module 2 Recommendation - Go online and read the previous Program Review of 2008 and respond to Module 2

Module 3 Recommendation - Explain what technological resources are needed for the Transfer Center

Module 4 Recommendation - Elaborate on the typ of online services you would lke to implement and how

Module 8 Recommendation - Review the data from the point of contact survey and provide detailed data

Module 11 Recommendation - Summarize the current activities in Transfer Cente and determine what scholarships are available for Transfer

Module 12 Recommendation - Explain how the Transfer Center can become virtual

Module 13 Recommendation - Refer to previous Program Reviews...

04. Enrollment Trends

Enrollment Trends
Since that last program review in 2010 the enrollment and FTES for WEST has remained fairly consistent with a slight increase in 2011 in the non-credit enrollment - in fact the college has been faced with maintaining similar or even a reduction in enrollment numbers. As a result course sections has been reduced which has made it difficult for students to obtain needed courses for transfer preparation. In the past two years the transfer numbers for WEST to both the CSU & UC systems has increased from 192 in fall 2010 to 212 in fall 2011. There was a dramatic increase for WEST students transferring to CSU system in this two year period from 158 to 179 while there was a minor drop in the transfer number to the UC system from 34 to 33. As a result of success passage of Propositoon 30 it is hopeful that enrollment trends will rise and more students will be successful in completing the course work necessary for transfer.

05. Students and Student Success

Degree/ Cert. Trends
In the past two years at WEST the number of AA/As degrees and certificates awarded has remain fairly consistent with an slight increase in 2010-11 of 667 from 658 in 2009-10. The completion of these important milestones of success for students will often be the catalyticic for completing their transfer requirements. Now in it's second year the development of the AA-T/AS-T degrees as a result of SB 1440 will create more transfer opportunities for students and can result in an increase in the number of successfully transfer to the CSU in a timely manner. However, there is currently only three of these transfer degrees available at WEST for students to choose from. The development of more of these degrees must be a college priority in order to ensure students have opportunity and access.

Demographic Trends
The statewide budget crisis has affected the enrollment and FTEs funding for all California Community Colleges which has reduced the number of sections that can be offered. This reduction has and will continue to delay the transfer process for community college students across the state to the university for bachelors completion. For historically underrepresented students which often arrive at the community college with academic difficulties a delay in obtaining needed courses which in turn slows down the education progress may result in decision to walk away from their educational pursuit. This will in turn reduce the number of students who complete the transfer process.

**Success Trends**

Student Retention at WEST in the past two years has seen a slight 2% increase from 57.1% to 59.7% although the rate of progress and achievement has dropped over 5% from 46.5% to 40.5%. Students' ability to persist is paramount in achieving goals for transfer however if they face the inability to successfully complete their necessary course work then this may result in delay of transfer or even withdrawal. In addition, with the recent changes in federal and state financial aid and the now non-repeatable of courses students will need to take explore all avenues of support to succeed the first time in their academic courses to ensure they meet their goals in a timely manner.

**06. Staffing Trends**

**Staffing Levels**

No, a full-time counselor serving in the Transfer Center to assist students would be provide perspective transfer students. Another full-time classified employee would be of benefit in order to assist students with transfer questions and assistance.

**Staffing Trends**

Currently in the Transfer Center there is a full-time counseling faculty member serving as Transfer Center Director .6 and Honors Director .4. There is also a .10 full-time classified staff member for the Transfer Center. The Transfer Center is working closely with the counseling faculty in the shared responsibility of all things transfer and deliverly of workshops, classroom presentations and other transfer events. The current staffing meets only the minimum needs of the program with the Transfer Director coordinating events and classified staff member providing assistance to students. However, the program would benefit from a dedicated full-time transfer counselor that could provide one-on-one counseling services to students by appointment or walk-in services.

**07. Functions and Services**

**Function Service List**

The Transfer Center coordinates and conducts the following: Fall & Spring Transfer Fairs, a variety of Transfer Topic Workshops, Classroom Presentations, Pre-arrange University Representative on campus Visits, Advertise all Transfers Events via college website, Host Transfer Open-house events, in conjunction with other programs on campus such as SSS and EOPS arrange Transfer Field-trip events, Provide Online Transfer Services. Collaborate with other district, regional and statewide transfer bodies on issues and efforts to ensure students have access and information to facilitate the transfer process efficiently and accurately.

**Technological Advances (AU)**
In the last two years there has has been the development of the Transfer e-chat services that offers a level 1 & 2. The e-chat service allows 4 year university and college outreach offices to serve students via the web. Level 1 e-chat service allows the university/college to connect in real time (live) with students in a instant messaging format. The Level 2 e-chat service, which rolled out his fall of 2012, allows the institution to enchance the real-time connection with video and audio service. Currently there are 17 institutions using level 1 e-chat and 2 using level 2 e-chat.

Since that last program review in 2010 the Transfer center has established a website to desminate transfer related information. There are four pages currently - the landing page titled Transfer Programs and three other pages titled Transfer Center, Transfer Events and Transfer Events Calendar. The sites are updated approx. every two weeks.

This fall 2012 the Transfer Center began using text messaging service to inform students about events and other important announcements. Currently there are almsost 200 students who have opted into the text messaging service and there is a student services campaign effort to ensure that most if not all current students have opted into this istant messaging system.

08. Survey Results

Survey Results

*The Spring 2012 Student Survey

The results indicate that more than 73% of students who completed the survey are seeking to transfer and complete a bachelors degree even though over 50% of the respondents indicated that one or both parents obtained a high school diploma or less. Research has shown that first generation students have higher rate of which can effect completion of transfer goals. More than 40% of the respondents have a family income of $19,000 or less per year with over 60% come from households with 2 to 4 people. A little more than 52% of the respondents currently work while 36% of them work 20+ hours per week. These two factors can effect a students ability to attend full school full time because the need of income which can once again affects the students ability to complete.

More than 79% of the respondents in the survey has meet with a counselor and 56% of them indicated that they have a Student Educational Plan. The survey results show 8% of the respondenstss have visited the Transfer Center many times per semester, while 11% have visited once in a semester and finaly, 15% have only visited the Transfer Center once ever. For the respondents that did visit the Transfer Center 45% indicated that they were very satisfied with the service, 44% were somewhat satisfied and only 10% were not satisfied.

The survey results regarding the respondents use of email, instant messaging and social media indicated that 38% to 43% use it often to communicate with instructors and work on assignments. And some 30% to 24% using these sometimes. This would reflect over 60% to 75% students using email, IM, and social media which has been the resources used by the Transfer Center to communicate with current students.

*Campus Climate Survey Spring 2011

The survey did not include the Transfer Committee in is data collection of meetings attended by staff. There was 45% of the respondents that either agreed or strongly agreed that the reliable academic advising and counseling is provided.
**Survey Results Implications**

The spring 2012 student survey would indicate that a college wide coordinate and strategic plan is needed to increase the number of students who visit the transfer center more than once in a semester.

The spring 2011 campus climate survey results would indicate that there is a need to continue to work closely with the academic faculty to ensure that they are aware of the various services that is provided by the counseling division.

The fall 2012 counseling/transfer appointment satisfaction survey indicated that the transfer center needs to ensure that students receive from all counselors clear and concise information regarding transfer requirements to various colleges & universities. In an effort to address this issue this fall the Transfer Center has established a uniformed delivery of all Transfer workshops and classroom presentations materials using single agreed upon version of all power points and handouts.

### 10. Student Learning Outcomes

**SLO/SAO Assessment Plans**

The Transfer Center has developed 6 Service Learning Outcomes (SLO’s) for the program. Assessment for the first two Transfer Center SLO’s will be conducted using Focus groups, student satisfaction survey.

**SLO/SAO Changes**

No changes have been made at this time based on the Transfer Center SLO’s

**SLO/SAO Resource Request Need**

No resources required at this time

### 11. Departmental Engagement

**Community Connections (AU)**

The Transfer Center welcomes and encourages on campus visit by our established feeder 4 year institutions as well as those where a new relationship has been developed which results greater opportunities for transfer for WEST students.

There is a Transfer Committee which reports to Academic Senate which is chaired by the current Transfer Director that meets monthly. This committee includes an Transfer Advisory which includes a representatives from the local 4 year universities where input and valuable collaboration is occurs.

The Transfer Honors Director and Counselor are members of the Honors Transfer Council of California (HTCC) is the body in which the Transfer Honors belongs. The Transfer Honors Director and/or Counselor attend bi-monthly meetings.

**Interoffice Collaboration (AU)**
The Transfer Center works hand-in-hand with the counseling faculty to deliver the events and services which include; Classroom presentations, Workshop, Transfer Fairs, Open-house events & Transfer Counseling.

The Transfer Center also work with programs such as SSS, EOPS, Puente & Umoja for University visits field trips and Workshops.

Beginning in fall 2011 the Transfer Center has offered to every on-ground classroom faculty the opportunity to conduct a approx. 45 min Transfer power point presentation. Approx. 15 classroom presentations were conducted 2011-12 and 10 have been conducted this fall 2012.

The Transfer Director has attended several divisional meeting to present on transfer since fall 2011.

12. Professional Development

**Professional Development Unmet Needs (AU)**

Participating a professional development opportunites is critical in order to provide accurate and timely transfer information to students. Many of the conferences and workshops provide new or updated information that directly effects students navigating the transfer application process. There is usually fees associate with these events that prevent or limit the number of events 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 are critical for students as they navigate here at WEST using the Transfer Center and services. All of these items must reflect information that has been vetted from a variety of departments such as counseling, curriculum, division-chairs.

Currently the Transfer Center submits to the marketing/communication office a list of transfer events and notifications on a weekly basis that is placed on the college website.

The Transfer Center in conjunction with the counseling division is developing Transfer Sheets to distribute to students for the most popular majors at our top feeder institutions.

There are several bulletin boards and signage areas on campus where transfer information is posted for students.

Ideally, the development of a brochure describing the transfer steps would be useful for counseling faculty and students.

15. Environmental Scan

**Technology Trends**

Many institutions across the state both public & private has experience a reallocation in their budgets for outreach services which has resulted in significant reduction in visits to potential community college and their students. Many of the 4 year institutions are replying on a technology to reach both the colleges and it's students. The use of email notifications, online webinars and notifications & applications via smartphones are just some of the technological ways that outreach services are being addressed. In addition, these same technology formats are being used commonly by most if not all institutions to streamline personnel and budgets. It is important for the Transfer Center to have up to date technology for student use as well as educate and inform students about the current trend in communication by these institutions.
### 16. Facilities

**Facilities Challenges**
None currently

**Facilities and EMP**
None at the time

**Facility Long Term Goals**
None

**Facility Short Term Goals**
None

### 17. Budget Reduction Planning

**Reduction Impact**
If budget reduction required the elimination of the Transfer Center Director/Services that it is likely the number of students successfully navigating the transfer process with reduced tremendously. Transfer is part of the colleges mission and to eliminate the leadership of the Transfer Center would result in the inability of events to be organized and the lack of vital information to be communicated with students.

**Reduction Scenario**
Currently there is a approx. $3000 budget for the Transfer Center - if a 5% cut was required the would need to be a reduction in Conference/Workshop fees.
Umoja

01. Department Purpose

**Purpose**

Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

**Purpose Alignment**

It is the mission of the Umoja Consortium and the WLAC Umoja Program to provide an educational environment and curriculum that will embrace each student for who they are and relate to them in terms of who we see they have the potential of becoming.

It is the philosophy of the Umoja Program at WLAC, that each student comes with a thirst for knowledge and that we as a community have the hunger to give all of who we as educators can be to enhance the lives of the students we serve. We realize that we must approach this work holistically, taking into consideration that we must nurture the mind, body and spirits of the students in our Umoja Community. We see our challenge as moving students to a point of self-actualization and empowerment over the circumstances of their lives.

03. Response to Prior Recommendations

**Accred Recommend Response**

The Umoja Program received a "Commendation" from the WASC Accreditation Team and attempted to continue to serve students using the Umoja pedagogy and practices for which the Commendation was received. No Institutional support was given to continue the program, 

**PR Recommendations Response**

No recommendations were made from the Previous Program Review.

04. Enrollment Trends

**Enrollment Trends**

Enrollment trends reflect budgetary cuts to the Community Colleges system-wide. The Census Credit Enrollment by College Fall 2011 report indicates a decrease in enrollment at WLAC 2010-2011. Budget cuts to the college have resulted in cutting classes. The Umoja program suffered cuts by the college to the Math 100, English 67, Math 105, and English 21 classes. Cutting out the math and English tutorial labs and the Math instructor cut the fundamental components to the program and negatively impacted students success.

05. Students and Student Success

**Degree/ Cert. Trends**

Data indicates that Umoja is successfully matriculating students through the Pre-requisite English and Math courses as well as the transfer Speech and Personal Development courses. Data shows that Umoja students are graduating and transferring to four year institutions.

**Demographic Trends**

The Umoja program has an intention to serve African American students and others. The need among African American Males is grave and has been a strong focus in the program. Consistent with the college demographic the Umoja program serves more males than females. The Umoja population serves all students. This year the program served African American, Latino, White and Asian students as well as students with Physical Disabilities and Learning Disabilities.

**Success Trends**
The Success rates for students in the Umoja program were higher than those in the general population in terms of grade point average in both English and Math coursework. This success was attributed to the focused pedagogical support provided by the Umoja faculty, the English and Math laboratories that were designed to provide students with more time to practice and explore their learning, the Tutorial in-class and out-of-class support and the Counseling that was not only academically based but also focused on resource and referral information to help students with broader challenges that confront and interfere with their educational process.

06. Staffing Trends

Staffing Levels

The Umoja program is currently under the supervision and direction of the Umoja Council which consists of four faculty and Classified unpaid. The program requested funding for tutors from the PBI grant but did not received any funding from the college for the year.

Staffing Trends

Mr. Timothy Russell, Math instructor who began teaching Math in the Umoja program four years ago was cut this year from the Umoja program. Math 112 and Math 117 and Math 118 are taught by three different Math instructors. English 28 and 101 are taught by one English instructor in addition to a Speech instructor. Based on these trends and lack of Institutional support, the program will be closed next term.

07. Functions and Services

Function service list

No services were offered due to lack of Institutional Support.

Technological Advances (AU)

Technological advances have been halted due to lack of Institutional support.

08. Survey Results

Survey Results

Surveys have been halted due to lack of Institutional support.

Survey Results Implications

N/A

10. Student Learning Outcomes

SLO/SAO Assessment Plans

There are no plans due to lack of Institutional support.

SLO/SAO Changes

N/A

SLO/SAO Resource Request Need

Resource requests were initiated and no Institutional support was provided.

11. Departmental Engagement

Community Connections (AU)

Information concerning the Umoja Program is shared with the College Outreach Program as well as the Transfer Center in an effort to reach students who may benefit from the community supported learning pathway the Umoja Program offers.

Interoffice Collaboration (AU)

The Umoja Program has participated with; ATD, Outreach, Counseling, EOPS, DSPS, TRIO, GAIN, Athletics, the Learning Resource Center and several other programs on campus.
12. Professional Development

*Professional Development Unmet Needs (AU)*

N/A

13. Instructional Support: Services and Activities

*Impact Catalog schedule website*

No institutional support for the program and therefore no future planning.

15. Environmental Scan

*Technology Trends*

None

16. Facilities

*Facilities Challenges*

President Mark Rocha signed a MOU 2008-2009 with the Umoja Consortium agreeing to appointing a space for the Umoja program, but this did not happen. Umoja was not offered a space.

17. Budget Reduction Planning

*Reduction Impact*

The Umoja program has been cut, and the impact will be that college committees such as: ATD, Institutional Effectiveness, and Student Success committees will benefit from the creative and effective paradigms used in the program.

*Reduction Scenario*

The program has been cut due to lack of Institutional support.

20. Completion

*Manager Approval (AU)*

Dr. Patricia Banday