Program Overview - Program Mission

Program Mission

Describe the purpose of the program:

The West Los Angeles College Transfer Plan adopted by the college Senate and president states the purpose of the Transfer Center “As a focal point for transfer issues, initiatives, information and services, the Transfer Center provides services to students which facilitate their transfer to four year universities. The Transfer center is established and developed to comply with the minimum standards for Transfer Centers (CA Education Code, SEC. 51027 in order to meet the needs of prospective transfer students from West LA College. A copy of this plan is included as supplemental material.

Respondent: A. Gamble

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>With appropriate support services, increase data collection.</td>
<td>Jul, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Program Overview - Overview

Response to Demand

Location, days/hours:

The Transfer Center is located in Building A-13 and provides services to students M-F, 8:30 a.m. to 5:00 p.m. and Wednesdays until 7:00 p.m.

Respondent: A. Gamble

Services offered during last cycle:

<table>
<thead>
<tr>
<th>Service Offered</th>
<th>On-Going</th>
<th>Date Added</th>
<th>Date Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening services</td>
<td>On-going</td>
<td>9-07</td>
<td>Remove</td>
</tr>
</tbody>
</table>
OBJECTIVES:

External Validation - Advisory Board

Given the data, describe the trends in Ethnicity, Age and Gender. What are the implications for your program?

Data has been collected through the SARS system, and a report has been developed on numbers of students/participants served. The Transfer Center has developed a collaborative relationship with ethnically based programs including UMOJA, PUENTE and EOPS.

Data has been collected through the SARS system, and a report has been developed on numbers of students/participants served. The Transfer Center has developed a collaborative relationship with ethnically based programs including UMOJA, PUENTE and EOPS.

Student Achievements

Given the data, describe the trends in Access, Success, and Persistence. What are the implications for your program(s)?

Information has been received from UCLA in the public school sector and USC in the private/independent sector which provides baselines of prior year transfer admissions to those institutions. Under the direction of the Vice-President of Student Services, computers and increased staffing has been added during the last year. SARS student tracking has been supported and increased to allow for review of Transfer Center service delivery. A copy of the 2008-2011 West Los Angeles College Student Services Strategic Plan in Goal 4 includes an objective to increase the number of students transferring by 5% each year over the baseline year of 2007-08. This report is included in the supplemental material section of this report. (For Validation Response) In response to your question, please refer to the supplemental reports to the Program Review Report. The supplemental information refers to information that you requested.

Validation Review

Data Evaluation: Return to Unit for Review

Comments:
Please describe the work you have done with university rep visits, workshops, transfer fairs, transfer counseling, etc...
You could also describe your CSU/UC data under “Student Achievements”.

OBJECTIVES:

No Objectives Submitted.

External Validation - Advisory Board

Advisory Board

Members Names, Representation:

<table>
<thead>
<tr>
<th>Advisory Board Member Name</th>
<th>Company/Affiliation</th>
<th>Title</th>
<th>Meet Once Every</th>
</tr>
</thead>
</table>

Page Description
No Board Members Added.

Respondent: A. Gamble

Meetings

List the Date and Membership of your Advisory Board:

<table>
<thead>
<tr>
<th>Dates (mm/dd/yyyy)</th>
<th># Members</th>
<th>Members Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Meetings Added</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reminder: Keep copies of your Minutes for audit purposes.

Recommendations

What have been the major recommendations resulting from your advisory board meetings? Of those recommendations, which have been acted upon, and what is your plan of action with regard to other recommendations discussed?

Not applicable to this program

Not applicable to this program

Save

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

External Validation - Program Accreditation

Response to Demand (Operational Program Review)

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

What is the program's accreditation status?

Not applicable to this program

Respondent: A. Gamble
**Recommendations**

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

Not applicable to this program

**Validation Review**

Data Evaluation:

Comments:

**OBJECTIVES:**

No Objectives Submitted.

**SLOs - Program SLOs**

**Resources**

Curriculum Committee webpage with Institutional and Program SLOs listed

42 single course assessments by West faculty

SLO Tutorial on Janet Fulks’ Bakersfield CC website

**Student Learning & Service Outcomes**

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Program Objective</th>
<th>Outcome</th>
<th>Opportunity</th>
<th>Assessment Tool</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>That students will have developed awareness of opportunities in the three segments of higher education and the information to apply and make a successful transition to a university setting</td>
<td>The goal is to provide personalized information on various opportunities in higher education, as well as follow-up to maintain students in a plan that leads to an education that evolved from their self awareness of educational interests</td>
<td>Students will be able to apply and make a successful transition to a university setting so they become part of the university</td>
<td>Regular review of strategic plans that exist for the Transfer Center on the framework and minimum standards for California transfer center. In addition, review of</td>
<td>Continued meetings with the Vice-President of Student Services for strategic planning and review of all practices.</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES:

Program Effectiveness - Surveys

Success transition to life in the university of choice for the student
and information that allows for a choice of educational setting to coincide with those personal interests.

Core Competencies Alignment

How do the department’s course and program SLOs address West’s Core Competencies?

Student use of Transfer Services provide an opportunity for students to increase self-awareness of life issues that involve present interests and life in a university and career taking place beyond their experience at West Los Angeles College.

Respondent: A. Gamble

Assessment

Describe what has been done in developing and conducting assessment of student learning outcomes. Describe any changes implemented as a result of your findings from the assessment of student learning outcomes.

At this point in the evolution of SLO development, the West Los Angeles College Transfer Center has participate in a recent student satisfaction survey as one form of assessing student learning outcomes in Core Institutional SLO areas of self awareness and critical thinking. The review is currently taking place.

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Program Effectiveness - Surveys

Student Satisfaction Survey

Survey Name Data Analysis

No Survey(s) Added.

Discuss and analyze Student Satisfaction Survey results and what program changes will be implemented in response to the
The Student Satisfaction Survey results support my observation that students are warmly/adequately received in the Transfer Center. The results also indicate that student interests and questions were adequately addressed and that fundamental transfer services are in place. Staff were perceived as knowledgeable and interested in serving students. Students are generally satisfied with services that were coordinated to respond to their varied interests in the three segments of higher education. I will review the results with staff and discuss enhancements to always continue improving how we receive and serve students. I have also asked the Student Services Vice-President to meet with Transfer Center staff as we move forward with strategic planning.

Respondent: A. gamble

Faculty/Staff Program Assessment Survey

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Survey(s) Added.

Discuss and analyze Faculty/Staff Program Assessment Survey results and what program changes will be implemented in response to the survey data.

Not Applicable

Save

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Program Outreach

What standing committees does your program maintain? What are their charges and membership?

The Transfer Center Director co-chairs the college Transfer Task Force with the Vice-President of Student Services. This is a college and Faculty Senate committee that has a charge within the shared governance structure. This committee is presently being considered for reformatting and reconvening.
What intra-college collaboration has your program been involved in during the past six years?

The Student Services Vice-President and the Transfer Center Director have recently culminated even more of a linkage between the Transfer Center and counseling services through Matriculation SARS appointment processes and monthly Transfer Center events. Counselors will have the capability to schedule students as they leave counseling sessions with the intent to meet with individual representatives from various universities. There are also documented linkages and collaborative relationships with the Financial Aid, EOPS, Admissions, ASO, ACT, SSS/TRIO, TAP, Online and other programs and services. Collaboration with these entities allow for more contact with students of these programs and an opportunity to maximize efforts to serve student as all programs attempt to encourage students to avail themselves of college services. Please review the Transfer Annual Report that is included in supplemental material of this report for more information on this topic.

What has your program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Please refer to the attached Transfer Annual Report for a complete statement on this topic. It can be found in the supplemental report section of this report. You may also review a statement regarding the LACCD Transfer Center Directors meeting with representatives of universities in the supplement material section.

Respondent: A. Gamble

<table>
<thead>
<tr>
<th>Name/Status</th>
<th>Activities (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Off-Campus Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On-Campus Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Organization (Specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus-Wide Committees (Specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

The Transfer Center Director is co-chair of the college Transfer Task Force and co-chair of the LACCD Transfer Center Directors Committee

Remove
Professional Development Needs

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

**Because of Transfer Center operations needs, there is a need for the Student Services Assistant to coordinate staff coverage in order for both us to attend conferences. This can be achieved.** (For Validation Follow-up) The assistant performs the following functions: receives students, assesses their needs and questions, advises, provides assistance, advises on use of Assist, Eureka, IGEC, CSU Certification, university websites, application assistance, and will now begin to develop flyers on a regular basis. He will also perform other duties as assigned.

Respondent: A. Gamble

Validation Review

Data Evaluation: Accepted

Comments: Please describe Darrell Roberson’s activities here.

OBJECTIVES:

No Objectives Submitted.

Resources - Personnel

<table>
<thead>
<tr>
<th>Certificated Administrator, Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Tony Gamble</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Darrell Roberson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>No Student Workers Added.</td>
</tr>
</tbody>
</table>

Projections

Projected Retirements:

**None known**

Are available faculty and classified staff adequate to support the program?

There are times that the Transfer Center Director and the Student Services Assistant may be very involved with...
coordination functions or incoming students. At those times, and for follow-up functions such as phone calls and email messages to students that would suggest the need for a receptionist function. College Work Study staff lack the continuity, and in many cases the skills to perform this function. (For Validation Response) CWS student workers perform vary activities as their experience and skills in understanding the Transfer Center develops. Their activities begin with reception, phone calls to students, instructing students to enter SARS. With experience and ability, duties can progress to introducing students to university websites, transfer literature, and other sources of online transfer information.

Respondent: A. Gamble

Validation Review

Data Evaluation: Accepted
Comments: Please add student workers.

OBJECTIVES:

No Objectives Submitted.

Resources - Facilities

Facilities

Is space currently assigned to program adequate to support the needs of the service area? Please explain?

At this time, based upon student use patterns, space is adequate. As the college continues to grow and students make a greater use of Transfer and other student services, space will become a greater consideration. There is a need for office space for the Student Service assistant and visiting university representatives. We do need conference and storage space. In the next section I will explain ways we respond to some of these issues.

Does the program regularly utilize general campus facilities? Are they available and adequate?

Rooms with large computer access are scheduled for possible online application needs. Meeting rooms are scheduled for our frequent workshops. Outside venues are scheduled for transfer fairs. These venues have been adequate with good planning and follow-up

Respondent: A. Gamble

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:

No Objectives Submitted.

Resources - Planning

Past Unit Plan Objectives
What is the status of the objectives in the 2007 unit plan. Areas will evaluate the objectives included in the unit plan for 2007 in a grid with following measures: completed, in progress, deleted. Please explain outcome.

Based on your evaluation, what objectives or initiatives would you develop to improve this measure?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>With appropriate support services, increase data collection.</td>
<td>Jul, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Service Area Planning Assumptions

In the space below, please list the planning assumptions that will guide your program during the next 6 year period. Include assumptions for at least the following areas:

- Expected demand
- Anticipated funding trends
- Anticipated pedagogical trends
- Anticipated technological trends
- Anticipated trends in student needs and/or demographics
- Relevant Advisory Group recommendations

Please refer to supplemental information entitled, "West Los Angeles College Student Services 2008-2011 Strategic Plan.

Respondent: A. Gamble

Self-Assessment of Challenges Facing Program

Please present the program's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

Based upon my work with the local and Academic Senate for California Community Colleges, as Faculty Senate President and Transfer Center director, the greatest challenge to program effectiveness will be related to the state of the college budget and the tendency of colleges to reduce transfer and student services as a priority at those times. Planning will require keeping a "strong eye" on good practices and determining ways to achieve transfer goals with collaboration to maximize efforts with declining resources.

Validation Review

Data Evaluation: Accepted
Comments:

Resources - Resource Request

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
<th>Description</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>0</td>
<td>Units Printing costs</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Equipment</td>
<td>5</td>
<td>Units Signs to post Transfer Center calendars</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Supplemental Material

Supplemental Materials:

FileName | Description | Uploaded
---|-------------|----------
Final Summary

Summary

Based on your program review, summarize

Program Strengths - What is your program doing well?

The primary strength is the recognition of opportunities to work in collaboration with administration, faculty, peers, other support services and colleagues in four year universities who in the case of the Transfer Center are in a mutually beneficial position of interests with the same student base. All parties mentioned above serve the same student base.

Program Weaknesses - What areas can your program improve?

We can improve in student reception, data collection and greater responsiveness and responsibility of our students to avail themselves of the effort made by the entire college.

Discuss anything else you would like to share about your program that has not been addressed.

Readers and evaluators of this report should read California regulations on Transfer Center, State Senate position papers on Transfer Centers and the College Transfer Plan adopted by West Los Angeles College in 2003. Regulations related to Transfer Centers are contained in a document entitled Transfer Center: Recommended Guidelines which is included in supplemental material for this report.

Respondent: A. Gamble

Validation Review

Data Evaluation: Accepted

Dean’s Review and Recommendations:

Student Services Council Review

Submit Program Review

Program Review has been completed for this Unit.