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Prepared by WLAC Office of Research and Planning
Source: IES Data
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8/13/15
Academic Affairs Area

AH - Certified Nursing Assistant

01. Department Purpose

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

**Purpose Alignment**
The Certified Nursing Assistant Discipline focuses on hand-on administrative skill sets, soft skills, and clinical tasks. Through quality instruction and student learning assessments, division and discipline meetings, the Allied Health division supports students in obtaining skills and knowledge needed for employment.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
We review our program regularly to make certain that we are in compliance with the Department of Health Services.

**Improvements in Program**
Implementation of program improvements through review of COR's and SLO’s.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Need a full time faculty/ Clerical support to maintain the accreditation of the Allied Health Program.

**PR Recommendations Response**
SLO Implementation: Allied health division has created a google doc to track SLO assessment for each discipline. It allows faculty to review the data regularly and recommend and discuss needed changes. Besides the college accreditation, the Allied health Division has accrediting bodies who require maintenance of SLO’s for the program.

04. Enrollment Trends

**Enrollment Trends**
2013-2014, increase in enrollment and increase in program completion rate - 95-97%.

**Section Count Trends**
Increase in class size in 2013. Session increase due to higher volume of students enrolled in the class. Average class size for 2013 is 57.7

05. Students and Student Success

**Degree/Cert. Trends**
We are currently working on a certificate for the CNA/HHA students. This will hopefully be completed in the next semester.

**Demographic Trends**
Majority of the students are female age between 20-34. Hispanic students are majority in the class at 40% and African American 35%. We generally have an ethnically diverse class, however, a major gap in males entering the field.

**Equity Gaps**
The equity gap shows comparable to the college with the exception of the male enrollment.

**Success Comparisons**
The college success Rate is 62% for 2013, where Nursing Success Rate is 95%. Students understanding the expectation of the class through thorough review of syllabus, following the SLOs and faculty commitment to student success, as well as working with individual who are in need of additional tutoring hours.

**Success Trends**
The CNA program has experienced an increase in student enrollment in 2013. with the IHHS/VOC ed classess being cancelled, emphasis on improving the CNA program has been the focus. Retention rate for Fall 2013 was 95%.

06. Staffing Trends

**Staffing Trends**
The FTEF is consistent with the increase in enrollment of students.

07. Functions and Services

**Function service list**
The college works with a few nursing facilities in the community and provide patient care under the supervision of a West faculty/RN.
Prepared Program Source: Lack Service We Catalog, No, Professional 12.
Interdepartmental The Community 11.
Student SLO Results Yes. 10.
Program None Outreach, (blank) Curriculum Yes, 399A Most COR 09.
The 08.
None Technological Lack of Curricular 399B have been updated but the parent course needs updating. We are working on getting that done.

Update: Update: if

COR Update: Missing CORs 08. We don’t currently have a certificate of achievement. However, we are working on that. Since it is a CTE program, we have to take the program to LAOC RC for approval. The application was submitted to the Dean of new programs. We are going to resubmit with new courses and name of certificate.

COR Update: Out-of-Date CORs 07.
399A and 399B have been updated. CORs 06.
Course Outline
The DHS informs the course outline of record on what must be taught. The faculty are aware of the COR and are fully on board with what needs to be taught. Time logs are keep for each area taught.

Course sequence
Yes, the program is a 1 semester program and students complete both the CNA and HHA, as well as CPR in one semester.

Curriculum Impact
We are planning on offering a Health core curriculum for students interested in the health care field. This program will be industry recognized and offer industry certificates/badges. It is a 4 course 7.5 unit curricula tied to CNA/HHA, Medical Assisting, Dental Assisting, and any other healthcare programs offered. It will be recognized at all 9 colleges in the LACCD.

Degree/ Certificate Changes
Degree/ Certificate Changes
(blank) Outreach, Online & Hybrid Classes
None of the classes are offered online or hybrid. We over information workshops regularly to attract students.

Program Relevance, Appropriateness & Cur
We don’t currently have a certificate of achievement. However, we are working on that. Since it is a CTE program, we have to take the program to LAOC RC for approval. The application was submitted to the Dean of new programs. We are going to resubmit with new courses and name of certificate.

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14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Job attainment at UCLA Hospital; no other awards known of.

Club Sponsorship
Job fairs for CNA/HHA and Medical Assistant.

15. Environmental Scan

Technology Trends
New automated mannequins for CPR and patient care training.

16. Facilities

Facilities Challenges
We are in desperate need of a Nursing Lab with the equipment necessary for effective teaching. The lab is currently being shared with Medical Assisting program which is difficult since both programs want to be able to provide additional lab hours for student tutoring. The classrooms are also very tight we need a room for at least 50 students.

Facility Long Term Goals
A Laboratory dedicated to just nursing dept.

Facility Short Term Goals
To obtain a lab conducive for teaching/learning environment. Obtain new beds and mannequins for teaching purposes.

19. CTE Programs

Advisory Board Meetings
(Blank)

Advisory Board Membership
We are currently attending the Health Sector Advisory Board meetings available district wide.

Advisory Board Outcomes
Improving pedagogy; using technology to teach. We have acted on the pedagogy.

Assess CTE Student Learning Outcomes
We have documentation of job attainment of graduates of the CNA program. The success is measured by the passing of state certification and employment outcomes.

CTE Accreditation Recommendations
Addition of topics to areas in the curriculum and more clinic sites due to one of them not getting re-approved by the DHS.

CTE Program Accreditation
(Blank)

CTE Programs Offered
(Blank)

Employer Satisfaction Survey
No surveys have been done recently but we will get back in the practice of doing the surveys. We need assistance in the Allied Health Division to be able to meet the needs of all of the state requirements.

Labor Market Demand
The labor market shows a high demand for CNA/Nursing Aides/ Home health Aides.

Licensure Exam Performance
95-100% pass rate on State Certifying Exam.

20. Completion

Manager approval
Carmen Dones

11/3/14

Participant List
(Blank)
AH - Dental Hygiene

01. Department Purpose

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

Purpose Alignment
The dental hygiene program accepts students who meet the pre-requisites for the program and demonstrates college readiness. Though rigorous, the program prepares student to be professional and competent in their field of study. This includes students who do not have prior experience in the dental or medical field. Therefore, it aligns with the WLAC's Mission in that West Los Angeles College provides a transformative educational experience. The department faculty attend professional development courses annually and strive to provide each student with quality instruction by advising and meeting with students regularly to assess their progress and encourage excellence.

Also, With SB 850 being signed by Governor Brown, which will allow 2 year colleges to offer a 4 year degree, the department is hoping to be chosen as one of the colleges/programs to offer a bachelor degree in dental hygiene. Since the CSU or UC do not offer a bachelor degree program for community college students to transfer into, this opportunity will provide our students career building prospects and additional employment opportunities,

The dental hygiene faculty are dedicated to student success; our success rate is evident in our 100% pass rate in National and State Board Examination results.

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. - See more at: http://www.wlac.edu/About/Mission-Values.aspx#sthash.Tx11Ndbs.dpuf

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
We have downloaded a Bio-sketch to substitute the faculty profile form and faculty are providing the each fall semester. Two of the one unit classes has been combined, DH 155 with DH 203 to DH 215, and DH 102 and 103 have been combined to DH 212. The faculty are working on combining more classes.

Improvements in Program
As a result of program review, faculty held meeting to discuss the needs of the program. One area that was improved was the SLO practice. Joy Ogami-Avilia agreed to be on the SLO Committee and provide the department with the assistance needed to complete the assessments. The equipment in radiology was repaired to offer a better learning experience for the students. A radiology safety certification from the Dental Board of California was obtained by the department to offer to 1st year dental hygiene students who successfully complete the course. This will allow them to obtain employment over the winter and summer sessions, if necessary, prior to graduating from the hygiene program.

We have also increased the number of students being accepted into the dental hygiene program from 25 back to 30 this year without increasing the number of faculty.

The program also saw a need to provide students a testing location closer to the campus since the other locations were over 30 miles away. We worked with UCLA to offer the state practicum exam for our students for the first time this year (Western Regional Board Examination). The results were a 100% pass rate on the Process of Care and practicum examination. The students were grateful for the accomodation.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accepted Recommend Response
With the help of the WIAC SLO team and our department SLO member, we have completed all of the calendars for the SLO Assessments. We have also discussed reviewing the current SLO’s to decide if they need updating to align better with the PLO’s. The discussion have been continuous in the division meetings and faculty are on board with completing their course projects.

Since the last program review, all faculty are now active members on governance committees on campus. They report to the faculty in the division meeting to keep the group current with the college news.

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

Enrollment Trends
The enrollment trends in the department have stayed consistent for the last four years, with a very slight decrease. The drop in Fall 2009 was due to budget cuts and the decrease in student acceptance to the program from 30 to 25. That also explains the drop in FTES from 2009 to 2013. That is consistent with the classroom offerings in in the college. 2014 and 2015 will show a slight increase in enrollment trends as more students are being accepted into the dental hygiene program.

Section Count Trends
The section count has been consistent, however it has decreased by one section for the last two years as the Pharmacy class is being offered through the science department and open to dental hygiene students and college wide. The average class size trends have improved slightly but are consistent with the number of students accepted into the program.

05. Students and Student Success

Degree/Cert. Trends
The Dental Hygiene program decreased the number of students enrolled in the program in 2011, hence the decrease in the number of degrees awarded in the program; 22 in 2012 and 20 in 2013. However, many student who are interested in dental hygiene and complete the pre-requisites for the program and plan B, are eligible for the Liberal Arts; Health Professions degree. With 59 degrees in 2012 offered in liberal arts; Health Professions and 44 offered in 2013, this also contributes to the degrees awarded college wide.

Though the program was accepting 25 students in the DH program 2012 and 2013, some students did not complete their requirements by the end of the Spring semester (graduating term), and had to remediate over the summer session to reach a level of competency, and complete the program requirements by the end of the summer session. Therefore, the students ultimately completed the program but the degree numbers may not be reflected in the data. And, two students will be returning with the class of 2015 due to illness leave. With that, and the number of students accepted into the program increasing in 2014, the number of degrees awarded in dental hygiene will hopefully continue to improve.

In addition to the degree earned, the dental hygiene students are required by the Commission on Dental Accreditation to take a national written examination that contains science and patient case studies in order to be eligible to take the State or Western Regional Examination. Of the students who took the exam, 100% passed the exam on the first attempt. They also passed the Western Regional Board Practicum examination on the 1st attempt after graduating from the program.

Demographic Trends
Historically, the dental hygiene field has been Caucasian female dominated, in the 25-34 age range, and the trend continues to remain. However, as expected in the last program review, the demographic trends are changing and the diversity in the program has increased with more African American, Hispanic and male students enrolling. The reports show a slight increase in all of these areas since the last report.

Equity Gaps
The equity gap in successful course completion rates was 6% in 2013 for dental hygiene program, which is very low and consistent with the data from previous years. Although it is inconsistent with the overall college rates, we attribute the low gap rate to being a cohort program where students study and learn together, and encourage one another.

The program holds information workshops and application workshops twice a year to inform the potential students about the program and what they can expect from the profession. Another two orientations are held prior to starting the program to again prepare student for the two year program.

Success Comparisons
The Allied Health Division has a successful course completion rate of 95% in all of the programs, with Dental Hygiene having the highest success rate in the division. We attribute the success in retention and completion to cohorts of students, offering information workshops, tutoring hours, class officers, program advisers and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills). In comparison to the college retention and success rate, the allied health division far exceeds the college rates. The success of students in the division is attributed to faculty dedication to student success. These rates are consistent with other cohort programs in the college.

Success Trends
The Allied Health Division and Dental Hygiene Program has a retention rate of 99% in all of the programs. We attribute the success in retention to offering department tutoring hours, team leaders, program advisers and we offer remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements is constant to assist in keeping them on track to successfully complete the program.

In addition, the class of 2014 had a 100% pass rate on their National and Practical Board Examinations. This is attributed to the collaboration of faculty to calibrate on pedagogy in the discipline. It is also due to offering for the first time last year, the opportunity for students to take the practicum exam at UCLA. In the recent past, the exams were held in Orange and Riverside County and students were not familiar with the facilities.

06. Staffing Trends

Staffing Trends
The data trends are consistent with the number of adjunct faculty decreasing and the number of regular faculty in the department increasing.
However, the FT:PT faculty ratio continues to be low in Dental Hygiene; there are currently 16 adjunct faculty and 4 regular faculty, and one regular faculty has 1.0 release time as the DH program director (.5) and the Chair of the Allied Health Division (.5). Therefore, there are currently only three regular faculty members teaching in the DH program and the rest are adjunct. With the new AS Dental Assistant program coming in Fall 2015, we will need to hire a one faculty to cross teach in dental hygiene and dental assisting. The position that will be requested will be for a .5 clinic coordinator and .5 Faculty for a 1.0 assignment. With the Dental Hygiene program having 8 external clinics to attend; 4 Veteran Affairs dental facilities, MEND non-profit dental facility, Kids Dental center, UCLA School of Dentistry, and UCLA-Venice Dental Clinic, the student’s schedule must provide equal opportunities in each of the clinics. This person will also work with the Dental Assistant program to schedule the students in the same clinics. The clinic coordinator will also work with the Certified Nursing Assistant and Medical Assisting program to schedule students in the affiliate clinics for their programs as well. They will also work on obtaining and updating the existing contracts with affiliate clinics.

07. Functions and Services

Function service list
Services provided by the program are oral health screening, radiology and basic dental exams, smoking cessation for students on campus. Interprofessional collaboration with dentist and doctors at MEND dental and medical clinic and the VA facilities, and with the Medical Assisting and CNA students at WLAC during campus health screenings.

The Dental Hygiene students also attend local elementary schools as part of their Community Health and the Dental Health Education class and provide nutritional guidance, oral hygiene instructions, whole body health awareness presentations to the teacher, staff and children.

They also provide dental hygiene services at MEND (Meeting Everyones Needs with Dignity) non-profit medical facility, UCLA, UCLA Venice Clinic, Kids Dental Clinic, Veterans Affairs (4 locations). They treat the elderly, children, adolescents and the medically compromised patients under the supervision of the faculty.

The department has recently collaborated with UCLA to provide the licensing practicum board exam at their facility, and provide the WLAC DH students priority registration for the exam.

The department has also recently obtained course approval from the Dental Board of California to offer industry recognized Certifications in Radiation Safety and Infection Control. These two classes will allow students to obtain employment during the winter and summer breaks in a dental facility.

The Allied Health Division currently consists of 4 programs: Dental Hygiene (1 cohort per year); Degrees offered: A.S. Dental Hygiene and A.S. Liberal Arts, Health Professions and a state licensure from Dental Hygiene Committee of California/ Accredited by the American Dental Association.

It is our hope to someday provide dental hygiene services to the students of WLAC and all LACCD students.

The Allied Health Division also invites licensed and state certified alumni students back to WLAC for continuing education courses in an effort to maintain their license.

The division has also submitted an application to LAOR OC for a Dental Assistant program at WLAC.

Technological Advances
Since the last program review, all of the computers in the dental lab had to be updated to window 10 since XP had potential risks associated with the software, according to Larry Rowell. Because of that, we had to call a company out to assist the in updating all of the computers.

Videos have been developed and uploaded to Youtube, by Lisa Kamibayashi, to assist students in the learning process of instrumentation, infection control, and many other areas of patient care and clinic maintenance.

08. Survey Results

Survey Results
Due to the interest of a BS degree in Dental Hygiene from the student, faculty and advisory board surveys, we are moving forward with proposing our program for the 4 year degree at WLAC.

At the end of every year, we survey the graduating class to identify program needs and areas of needed improvement. The faculty take the suggestion of the graduating class into consideration and make changes accordingly. For example, improvements to the number of requirements, providing students exam schedules so that they are not overlapping, instruments quality and improvements.

Every year our students are surveyed in regards to the financial aid services but they still have difficulty with the process. Francine Sanz works diligently with our students to get them through the process but they need more direction.

Survey Results Implications
Changes to improve the program have taken place. We have streamlined requirements for graduation and rubrics for skills testing, created exam schedules so not to overlap exams, suggestions for a practical testing site at UCLA instead of Orange County or Riverside County. We are moving forward with the bachelor degree proposal to the state chancellor.

09. Curriculum

COR Update: Missing CORs
Prepared by WLAC Office of Research and Planning
Source: IES Data
Though some courses have been archived in the process of cleaning up the ECD system, I am currently working on updating the COR for DH 91, Voc Ed 400CE, Voc Ed 408CE and Nursing 399. (Need to a new list of courses that need COR updates). I will work with the Dean of Curriculum to determine which classes should be archived.

**COR Update: Out-of-Date CORs**

Meetings have been set with the Chair of Curriculum to update all of the COR’s needed. We really need to archive many of the courses but I would rather wait until the courses are moved to the new system so to not lose them.

**Course Outline**

All faculty members are introduced to their course in the ECD system upon hire, and reviewed at division meetings. The chair works with the faculty to update courses being taught when necessary.

**Course sequence**

The Dental Hygiene program is followed in a sequence after the entering student completes approximately 2 years of pre-requisites. 90% of students complete the program in the prescribed program length. The program is a cohort and the student begin the program with the foundational classes. The program starts in the fall semester each year and the course sequence is consistent from year to year. The students are provided a schedule from the program at the beginning of each semester that lays out the course sequence for the particular semester they are entering.

**Curriculum Impact**

The division is currently working with the 8 sister colleges and the Chamber of Commerce, Health Sector on a Healthcare Core Curriculum that consists of 4 courses, 7.5 units total. The curriculum is part of a grant to prepare healthcare workers to be successful in entry level jobs in the industry, a pathway to programs of interest, and a good foundation for their future. The plan is to have students assessed by counseling and then direct the students with a healthcare interest into the H-Core Curriculum. This set of curriculum will lead to badges or certificates that are recognized by all 9 sister colleges. I plan to add the 4 courses to the health professions degree and to the CNA certificate.

Additionally, the Certificate of achievement was approved locally at our curriculum meeting but when the Dean took the certificate to the Dean’s meeting, it was questioned due to the title Health professionals. The certificate has not moved forward by the Dean since then, and I’m not sure where it is at this time. However, my plan is to add the 7.5 unit H-Core Curriculum to the CNA/HHA courses as a Certificate of Achievement.

The Dental Assistant program and curriculum was approved by the curriculum committee locally. However, we want to add the H-Core Curriculum to the degree option for the dental assisting AS degree. The dental assistant program is slated to start Fall 2014.

Last but not least, with SB 850 allowing community colleges to offer a bachelor degree in the community college setting, the dental hygiene program is going to propose WLAC Dental Hygiene program as one of the 15 programs to run the pilot. We are currently creating/updating the current courses in the program to be 300 and 400 level courses. We will put them through the curriculum committee for approval and wait for approval from the state.

**Degree/ Certificate Changes**

(blank)

**Outreach, Online & Hybrid Classes**

The Dental Hygiene program hold information and application workshops 2-3 times per year. We have recently connected with the outreach department on campus and have discussed offering the Healthcare Core Curriculum at local high schools to students who might have an interest in health careers.

At this time, one course is offered online for dental hygiene. As far as I know, the COR is updated and there is a DE uploaded for the course.

**Program Relevance, Appropriateness & Cur**

In regards to the dental hygiene program, the besides the division meetings, the department holds junior and senior faculty meeting; but all faculty are invited to attend. These meetings are to discuss student concerns with faculty and program improvements in grading, calibration on testing, and methodology. Faculty also attend professional development courses in the field and in pedagogy. Since the program is accredited with an outside agency, Commission on Dental Accreditation, we are held to a standard that must be met. At this time, the division continues to reduce the number of 1unit lab courses and combining it with the related 1 unit lecture course to reduce the number of sections being offered. DH 155 and DH 203 were combined as a 3 unit course, now DH 215. DH 102 and 103 were also combined to become DH 212. No unit increases have been made, the units have stayed the same, only the number of sections has been reduced. Also, the rigor of the one unit classes are not consistent with a one unit course. With the DH+ A.S. degree program, we have annual advisory board meeting which includes dentist, dental hygienist, and dental company representatives providing us input on new technologies and emerging trends. The director and faculty attend state and national conferences to keep current on new developments. The Medical Assisting A.S. Degree and certificates of achievement programs share an advisory board with the Certified Nursing Program. They have regular meeting to discuss new trends. Since all of the faculty in the allied health division hold a professional license in either nursing, medical assisting or dental hygiene, they are required by the state to attend professional development courses and complete a certain amount of hours of continuing education units.

**10. Student Learning Outcomes**

**SLO Assessment - Course**

The Allied Health Division is very fortunate to have a SLO leader on our team. Joy has been helpful in providing the division the guidance we need in regards to assessing our SLO’s. At the division meetings, she takes the lead in presenting what is due for particular programs and we discuss results and changes, if necessary, are needed. We have identified many areas of weakness and have worked to strengthen the programs. All of the
department SLO's are stored in a shared file where we are all able to access our particular course and identify needed changes.

**SLO Assessment & Resource Request**

Yes. With a new program coming on board, we will need a director for the program the new dental assistant program, and some new equipment and supplies for the existing dental hygiene program. The program is slated to start Fall 2015 along with the bachelor of science degree in Dental Hygiene. We will provide students who successfully complete the dental assisting program at WLAC the opportunity to test out of certain courses in the Dental Hygiene program if/when accepted.

**SLO Faculty Dialogue**

At our division meeting we discuss results, improvement needs, and take minutes at each meeting. Though we used to conduct 2 night meetings a semester, we are now doing only day meetings for this semester. However, we always make phone conferencing through CCC Confer available to faculty who can not physically attend. All meetings are open to all FT and Adjunct faculty. We generally have a good distribution of both groups attending. The dialogue we have is regarding SLO's is across disciplines.

**SLO Program Assessment & Changes**

Based on surveys from students on their interest in a bachelor degree in dental hygiene at WLAC, and a survey by the advisory board indicating support of a dental assisting program and bachelor degree program at WLAC, and a survey of the dental hygiene faculty indicating support, we will continue our quest to make WLAC a bachelor granting program for the dental hygiene program, and implement a dental assistant program as a pathway program to dental hygiene. We will also offer the Healthcare Core curriculum as a pathway to the Dental Assistant, Certified Nurse Assistant and Medical Assistant program due to feedback from industry leaders indicating students lack soft and foundational skills when entering the workforce.

### 11. Departmental Engagement

**Community Connections**

The dental hygiene students continue to provide services at UCLA School of Dentistry, UCLA-Venice Dental Center, Veteran's Affairs facilities, two in Westwood, one in Downtown LA and one in Mission Hills; Kid's Dental Center in Burbank, and MEND non-profit clinic in Pacoima.

Recently, we have collaborated with UCLA to provide the licensing exam for our student at their facility. Prior to that, the students had to drive their patients to Orange County or Riverside to participate in one of the most stressful events of their careers. Since they are familiar with the UCLA campus, they have reported feeling comfortable and confident on their exam day and were grateful for the connection.

The dental hygiene students attend numerous oral screening events throughout the San Fernando and Los Angeles area providing Oral Health Screenings and Oral Health Instruction to families.

Additionally, the department works with Westside Extension to provide mini lectures and workshops for international students.

If West is selected as one of the bachelor granting programs, I would like to make a connection with UCLA, CSU Dominguez Hills and Brandman University on pathways to masters programs.

Through the TAAACT grant, a connection has been made with the allied health programs in the eight sister colleges to collaborate on a core curriculum for students interested in health professions. This connection has opened up dialog on how we can all serve our students better.

**Interdepartmental Collaboration**

The dental hygiene and Allied Health programs works closely with the counseling department to provide information and SEP’s to new cohorts. This practice has been going on for many years and is a great system.

We also work closely with the computer science department to determine classroom assignments for our medical assisting program.

The science department works with our department to establish schedules for classes related to your disciplines.

We also work with the Child Development center as the dental hygiene students provide dental education to the children enrolled in the program; DH students go to science classes to discuss the allied health programs. The DH students provide Oral Hygiene information to the science department, Nursing department and the medical assisting department. The Medical Assistant students are invited to work with the dental hygiene students during healthcare screenings.

More recently, meetings have been held with learning skills to adopt a assistance for students who are struggling in math.

As a faculty advisor, meetings have been held with counseling and transfer to discuss information sessions and documentation. Every semester we work closely with DSPS to support students who need accommodations.

I'd like to work more closely with the financial aid department to streamline the process for students in cohort programs.

### 12. Professional Development

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**
The dental hygiene faculty are mandated to take methodology courses in their teaching area per the Commission on Dental Accreditation, and for their license renewal as health professionals, we are required to obtain 25 Continuing education units every 2 years. West LA College is bringing continuing education to our campus for faculty and alumni to participate in. Recently, we have joined forces with the nursing department at WEST to offer the courses to the CNA alum as well. Additionally, we are applying to the Nursing Board to open the classes to students in our sister schools. We hope to have collaborative meeting in the near future.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
I feel the the catalog most recent catalog did not provide students with enough information to make informed decisions on their career goals. When the new catalog (coming soon), it will be more comprehensive with program maps for degrees and transfer. I have been working closely with academic affairs to provide accurate information for the new catalog and schedule. The division is looking forward to training on the new Kenitco system. Though our PR department does a fantastic job of promoting our programs, we would like to have control over some of the materials on the page, and be able to split out some of the programs accordingly. However, we will work closely with the marketing department as we would like to obtain promotional materials and additional guidance with enhancing our programs and content in the website.

We are anxiously awaiting the training schedule so that we can schedule a time.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
The Class of 2014 had a 100% pass rate on their National Board written examination, and a 100% pass rate on their Regional/State Practicum Licensing examination on the first attempt.

Jessica Short and Rosemina Maghefta received the $4000. scholarship from the foundation. Again, the students junior class created a video clip on youtube and won a $500 contest.

Club Sponsorship
The students have a Dental Hygiene Club. The students host on campus oral health screenings and smoking cessation advice for peers. They fund raise by selling t-shirts that they designed as a class and hold raffles at the professional organization meetings. Recently, the junior class won a video contest for $500.00 that they contributed to their class funds. They raise money to help pay for the high cost of exams that they have to take toward the end of their 2nd year. The cost is upward of $2500.00 per students for fingerprints, National Board exams and Regional Board Exam and, lastly the state law and ethics exam.

The students also participate in many on campus oral health care screenings for students. They are anxious to get the dental clinic open to LACCD students so that they can receive low-no cost oral health care.

15. Environmental Scan

Technology Trends
The emerging trend that will effect the program is the bachelor degree offered at a two year college. The department has done extensive research and have had numerous meetings with campus and district leaders in regards to our interest in being one of the colleges chosen to offer a bachelor degree to the dental hygiene students. The reason for the interest is because the Dental Hygiene Committee of California, the licensing board, will soon be requiring instructors to have at minimum a bachelor degree to teach. They can currently teach clinical rotations with an AA and six years of experience. That will limit the graduates of a community college and put our students at a disadvantage in employment. Also, most corporate industries require a bachelor degree to be a sales representative for the bigger companies (i.e. Hu Friedy, Colgate...). We want our students to have the same opportunities as graduates from the private colleges graduating with a bachelor degree.

Also, the UC and CSU do not offer a dental hygiene pathway and therefore, the AS degree is terminal.

Other trends in the program include new technology in radiology. The system that we currently have is uncomfortable for patients. The new system is redesigned to make it more comfortable for the patient and easier for the student to learn from.

Additionally, students are no longer owning cameras; they are using their cell phones for photo taking. In the program, they are required to take photos on patients. HIPAA prevents them from using cell phones to take x-rays due to patient privacy, as well as the potential for cross contamination.

16. Facilities

Facilities Challenges
For the last few years, our students struggle to get their financial aid in a timely manner. Students come to our office on the verge of a break down due to financial stress. After discussing my concerns with the office, it tends to get better. I wish there was as way to streamline the process for cohort programs, as this financial burden often times hinders their success.

The allied health division is growing and needs more lab space for the Certified Nursing and Medical Assisting and the Dental Assistant program.
Program Review
Academic Affairs Area | AH - Dental Hygiene
2014-2015

The MA and CNA program often overlap with needing the skills lab. Making it impossible to offer additional tutoring hours for one of the programs. One lab is not enough for these two high enrollment/high completion programs.

MSA 111 is often booked by the science department, leaving dental hygiene to use the much too small classroom MSA108. Since we have increase the number of students in the program, the seating is tight and projects are difficult. The classroom is not wet lab and therefore should not be used as one.

Often times the MSA 1st floor smells of sulfur or sewer. Though this doesn’t affect our goals, it is unpleasant.

**Facility Long Term Goals**
To open the dental clinic for patient care to all LACCD students at a low cost.

Have a computer lab testing site built on campus so that all CTE programs can have a testing site on available.

To continue to grow our program offerings in the allied health division to support the Labor Market Demand for vocational employment;

.To have a career office on campus where students can get assistance for future assistance.

**Facility Short Term Goals**
Short term goals for this program are to get the radiology equipment repaired and working properly so that students do not have to go off campus and pay additional fees to complete their radiograph requirements for the program and board exams.

Short term goals will be to have the 1st floor of the MSA classroom converted to labs for the specific programs, Certified Nurse Assistant and Medical Assistant programs, and have all of the allied health programs housed in their respective labs and classrooms on the same floor.\(^{1}\) Our programs are in need of adequate lab space conducive to learning.

To grow our program offerings in the allied health division to support the Labor Market Demand for vocational employment;\(^{2}\) to implement the Dental Assistant program that will share facilities with the Dental Hygiene program, and bring back the Pharmacy Tech program to program 100 from Westside extension and offer a for credit program that is already tied to a degree and certificate.\(^{3}\)

19. CTE Programs

**Advisory Board Meetings**
(blank)

**Advisory Board Membership**
Dental Hygiene, Dental Assistant and Dental Hygiene Alternative Practice Advisory Board Members:

Gary Green, DDS Periodontist, UCLA Faculty and Private Practice Dental Office

Joanne Peterson- WLAC Foundation

Paulo Camargo, DDS, MS, MBA, FACD-Diplomate, American Board of Periodontology, Professor and Chair, Periodontics

Tarrson Family Endowed Chair in Periodontics, Associate Dean of Clinical Dental Sciences- UCLA School of Dentistry

Julie Morrill, RDH, BS- Hu-Friedy Clinical Education Manager \(^{4}\) Pacific Territory

Steve Okamoto, DDS- Private Practice Dental Office

Erica Johnson, RDH- President Ventura Dental Hygienist Society- Sigma Phi Alpha Board Member

Sandro Tomita- DDS- Private Practice Dental Office

Chris Nucho, RDH, BS - Private Practice Dental Office, Lecturer UCLA

Sara Anderson, RDH, Private Practice Dental Office

Phyllis Martina, RDH, BS, MBA Senior Academic Relations Manager -Colgate Oral Pharmaceuticals, Inc

Ara Aguiar, RDH, MBA-WLAC DH Faculty, Dean CTE and Curriculum

Lisa Kamibayashi RDH, MS -WLAC DH Faculty

Joy Ogami-Avila, RDH, MS -WLAC DH Faculty

\(^{1}\) Goals will be met to the extent possible and flexible to accommodate students.

\(^{2}\) a high priority to the effects of the debate about the demand for these programs.

\(^{3}\) Though the community has not been able to offer meeting the needs of the program.

\(^{4}\) Pacific Territory: The Advisory Board is responsible for the success of the program and must meet with the Dean at least once a year.
Program Review  
Carlos Serneno, RDH, BS - WLAC DH Faculty

Ronald Mito, Ronald S. Mito, DDS, FDS RCsed-Professor of Clinical Dentistry and Associate Dean, Academic Programs and Personnel- UCLA School of Dentistry

Fran Leonard, MA- West Los Angeles College Faculty, Chairperson, Language Arts

Yervant Boghos-WLAC Faculty- Medical Assistant Program

Amanda De La Vega-RDH, BS, New WLAC DH Faculty,

Advisory Board Outcomes

Major outcomes from our advisory board meetings have been:

Consensus on support for program 100 to maintain a budget from the college to upkeep the radiology equipment, support of need to hire FT faculty, support for a dental assistant program to be offered at WLAC and most importantly support of a 4 year degree in Dental Hygiene offered at WLAC; discussion to bring back specialized rotations through UCLA, State Board examination held at UCLA for the student licensing exam, suggestions for program improvements including new trends in the industry.

The advisory board has confirmend interest in a dental assistant program offered at WLAC and support for internships at UCLA and MEND. We have a program slated to begin Fall 2015 and it will offer a AS degree in Dental Assistant.

Assess CTE Student Learning Outcomes

Prior to graduating, students are required to pass three Mock Board Examinations, complete all of the program requirement and complete a capstone Periodontal Case Project. All of the students completed the requirements and graduated from the dental hygiene program. The class of 2013 and 2014 have all passed the National and State Licensure examinations and all but one is licensed.

According to classmates, all graduates from the class of 2014 have found employment at least 1-2 days per week. That is typical for in the dental office as dentist do not usually hire hygienist full time. All but one student has found employment in the class of 2013. Both classes will be surveyed in December to identify employment.

CTE Accreditation Recommendations

At the last accreditation visit, there weren't any recommendations made. We were only given suggestions to reduce the number of 1 unit classes by combining the lecture and lab classes and to improve the faculty profile form we were using.

CTE Program Accreditation

(blank)

CTE Programs Offered

(blank)

Employer Satisfaction Survey

With the survey results for the class of 2013, only 5 survey were returned employers. Of the 5 surveys returned, most employers felt that the students were well prepared for patient care, in professionalism and in community. We will survey the class of 2014 in December and re-survey the employers for the class of 2013 if we can get employer information. Problems we have with survey is that we do not get information back from students regarding employment so we don't have the name of employers to send out the surveys to. This appears to be a problem across colleges as discussed at the last Dental Hygiene Directors meeting.

Labor Market Demand

The labor market shows a projection of job opening in California at 1,060 and a median wage of $48.00 per hour. The students WLAC are very fortunate to find employment upon graduating. Most students in the class of 2014 indicated that a job was waiting for them upon licensing. I attribute the high employment rate to the great reputation of graduates of WLAC in the community and the connection with the UCLA school of Dentistry, VA facilities, MEND non-profit clinic and Kid's Dental Center. Our students work closely with the dental students at UCLA which allows them to build a rapport.

The upcoming Dental Assistant program, slated to be offered Fall 2014, will also be working with same facilities which will provide the students/graduates the same opportunities as well. The labor Market shows a projection of job openings in this field at 1,640, and a medial pay of $17.71 per hour.

Licensure Exam Performance

We had a 100% pass rate on the National and State Board licensing exams. Where the students appeared to struggle was with the State Law and Ethics Exam. They explained the answer options were very closely related and therefore confused them. However they all passed on the 2nd attempt and all are licensed now.

20. Completion

Manager approval

Carmen Dones, Chair of Allied Health and Program review Manager for Dental Hygiene 10/12/14.
AH - EMT/ Paramedic

01. Department Purpose

**Purpose**
The purpose of the EMT/Paramedic discipline is to provide state of the art education in prehospital medicine leading student to certification, licensure, employment and transfer pathways to universities. This is accomplished by providing students with program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The discipline seeks continued growth in degree completion program offerings and student success outcomes.

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

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
Students have been assessed in all cognitive domains via quizzes and written block examinations, in psychomotor via documented and supervised skills demonstration and affectively via peer and faculty evaluations.

One improvement made in the program was the recording and playback of scenario based practical examinations. This has initially been assessed by determining that a recording was completed for each group of students.

Improvements in audiovisual equipment and the related presentations was also made. The assessment of satisfaction with this improvement is documented by student evaluations.

**Improvements in Program**
As a result of program review and community advisory meetings, EMT/Paramedic discipline started a part-time paramedic program. This is the only part-time program in Los Angeles County. Additionally, the discipline created and submitted an Associate of Science in Paramedicine that was recently approved. This new transfer program allows students to pursue a bachelor's degree from Loma Linda University.

03. Response to Prior Recommendations

**PR Recommendations Response**
This is the first time completing program review for this area. No recommendations as this program is contract Ed.

04. Enrollment Trends

**Enrollment Trends**
The EMT/Paramedic course offerings are non-apportionment generating (no FTES) and are covered under the contract education relationship with UCLA. Enrollment into EMT/Paramedic remains strong.

**Section Count Trends**
The program review data provided significantly understates the number of sections offered in 2013. The document lists a total of 3 sections, when 16 EMT sections and 24 Paramedic sections were offered. Class sizes vary from 20-30.

05. Students and Student Success

**Degree/Cert. Trends**
The EMT/Paramedic discipline recently received approval for an Associate of Science in Paramedicine. This will create a pathway for students to earn an A.S. and transfer to a university to earn a bachelor degree.

**Demographic Trends**
The high-low equity gap is 22% for EMT/Paramedic. There is opportunity for promotional and marketing activities to close this gap and enroll a more diverse student population.

**Equity Gaps**
The equity gap for EMT/Paramedic is 22% which is approximately the same gap as the college. Over 50% of the students in the Paramedic program are employer sponsored. Thus, the discipline has very little opportunity to effect change. While comparable to some Allied Health Division programs, it is higher than Dental Hygiene. Additional promotional and marketing efforts will be explored and planned to attract under represented students.

**Success Comparisons**
The EMT/Paramedic discipline is significantly above completion rate of the college. The 88%+ completion rate is comparable to other Allied Health Division offerings.

**Success Trends**
The EMT/Paramedic discipline has in excess of a 88% success and retention rate. This is the result of dedicated faculty delivering excellent education and staff supporting the student needs. No changes are needed at this time.

06. Staffing Trends

**Staffing Trends**
EMT/Paramedic staffing is covered under the contract education relationship with UCLA. The WLAC instructor of record is consistently been at .4 FTE.
07. Functions and Services

Function service list
UCLA partners with WLAC to offer students orientations to understand available services for students and the program requirements. Students frequently report concerns working with WLAC Federal Financial Aid office citing delays, miscommunication, lost documents and failure to respond to emails and phone calls in a timely manner. This was documented in student surveys. Meetings with Ms. Carmen Dones have been scheduled with the FFA office to address these concerns, however, students still report the same problems. Students in other Allied Health Division programs report similar concerns.

Students perform internships of between 20 and 480 hours in the community by working on a private or fire department ambulance.

Technological Advances
The EMT/Paramedic program has been limited by funding to fully address the technology needs of the EMT/Paramedic discipline. Some advances include housing student materials on a learning management system for easy retrieval, online grade books, and improvements in the classroom including high quality LCD projectors, and video cameras for recording/reviewing student simulations.

08. Survey Results

Survey Results
Students complete surveys after each module and class. Over 90% of students rate the program as good or excellent. Unfortunately, students report poor experiences with the WLAC Federal Financial Aid Office.

Survey Results Implications
The EMT/Paramedic has nearly 88% completion/success rate and has very strong student satisfaction. Improvements can be made with the processes of students engaging with the WLAC FFA Office.

09. Curriculum

COR Update: Missing CORs
There are no missing course outline of records for EMT/Paramedic. All CORs are up to date and in the approved course inventory for WLAC.

COR Update: Out-of-Date CORs
There are no out-of-date COR for the EMT/Paramedic discipline.

Course Outline
All faculty members are introduced to their course in the ECD system upon hire, and reviewed at division meetings. The chair works with the faculty to update courses being taught when necessary.

Course sequence
Yes, the courses are scheduled in the appropriate sequence to permit students to complete the EMT/Paramedic program in the prescribed length. The sequence is based on a national curriculum, adopted by the State of California and the national accrediting body - the Commission on the Accreditation of Allied Health Education Programs.

Curriculum Impact
The implementation of the AS in Paramedicine will be underway shortly. This will include reaching out to past students to inform them of the degree for which they could petition.

Additional changes in the practical portion of the program include modernizing both the clinical and training equipment.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
The EMT program has distance education addendum completed for it. Approximately, 6 courses are offered in this format. The benefit of hybrid courses is convenience for students and in some case faculty. However, it requires a discipline student to be successful.

Promotion and marketing of the varied class formats available will be helpful for prospective students considering this discipline. This could include additional online materials and an enhanced website.

Program Relevance, Appropriateness & Cur
EMT/Paramedic discipline holds regular faculty meetings and quarterly quality improvement meetings with the program director, medical director and key faculty. These meetings cover key student outcomes, student concerns/evaluations, program improvements, grading and calibration on testing, and methodology. These courses are accredited by an external body, the Commission on the Accreditation of Allied Health Education Programs.

10. Student Learning Outcomes

SLO Assessment - Course
EMT/Paramedic SLOs were assessed by the instructor of record in collaboration with program and WLAC faculty. This includes several meetings to discuss the SLOs, assessments, modifications and improvements.

SLO Assessment & Resource Request
The increase in students and sections necessitates an increase in the FTE of the instructor of record from .4 to .6FTE.

SLO Faculty Dialogue
The EMT/Paramedic discipline is nationally accredited and requires annual self studies to be submitted for ongoing approval and accreditation.
Program Review

This information created by program faculty and discussed with the department chair.

**SLO Program Assessment & Changes**
Based on assessments, the primary focus of the program is Paramedic Medicine. This new A.S. will enable students to earn a degree and transfer to a bachelor program at a local university.

### 11. Departmental Engagement

**Community Connections**
The EMT/Paramedic discipline has relationships with over 25 ambulance, fire department, and clinical affiliates. In response to the State of California’s request for proposals for new roles, Paramedics could play in the healthcare system, two pilot programs were submitted and approved. An additional 12 hospital, urgent care centers, fire department, and ambulance companies are now new partners on these projects.

**Interdepartmental Collaboration**
The EMT/Paramedic discipline works closely and collaboratively with Admissions and Records to ensure students are enrolled into the corresponding courses. The EMT/Paramedic program has a working relationship with the Federal Financial Aid Office. However, despite best efforts, the student experience with that office has been poor.

### 12. Professional Development

**Committee & Prof Dev Activities**
(blank)

**Professional Development Unmet Needs**
All faculty participate in regular in-services and annual development meetings. However, as technology advances in classroom instruction, clinical equipment, and corresponding training equipment, additional training for faculty is needed.

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**
The website and schedule are very important to the marketing of the EMT/Paramedic. Over 50% of our students report learning about us from the Internet. The other 50% learn by word of mouth.

**Service Eval Disagree**
(blank)

### 14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**
98% of Paramedic students are employed within the first 6 months of completing the program. Obtaining desirable employment is a notable accomplishment of both the student and program.

**Club Sponsorship**
Not at this time.

### 15. Environmental Scan

**Technology Trends**
The equipment used in clinical practice of EMT/Paramedics is developing rapidly. New equipment and upgrades are needed to ensure students are trained on the equipment they will use when employment is obtained. This includes such items as tablets for patient care data entry, monitor defibrillators for managing patients with cardiac problems, and high-fidelity training manikins to train and document student competency.

### 16. Facilities

**Facilities Challenges**
The EMT/Paramedic discipline operates offsite in space secured by UCLA. The program is currently looking to secure approximately 12,000 sf to house the program.

**Facility Long Term Goals**
The long-term facility goal for EMT/Paramedic is to identify a permanent location for the Paramedic program. Again, this is approximately, 12,000 sf of dedicated classroom and administrative space.

**Facility Short Term Goals**
Short-term facility goals include new tables and chairs and a functioning computer lab for 24 students.

### 19. CTE Programs

**Advisory Board Meetings**
(blank)

**Advisory Board Membership**
Ms. Aracely Aguilar WLAC Dean of Academic Affairs
Ms. Carmen Dones WLAC Chair of Allied Health
PM/FF Wayne Schuetz LAFD Preceptor
PM/FF Shane Reilly Redondo Beach FD Preceptor
PM/FF Sara Rathbun LACoFD Preceptor
FF/PM Joshua Binder LACoFD Preceptor
PM Jeff Smith Sierra Madre FD Paramedic
PM Kenneth Lee LACoFD Graduate
Nan Jiang Gold Coast Ambulance Graduate
Advisory Board Outcomes

Prepared by WLAC Office of Research and Planning

Source: IES Data

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8/13/15
The major outcomes of the meeting were to:

1) Confirm the purpose of the community advisory meeting and confirm the program goal which is "to graduate entry-level competent paramedics in the cognitive, psychomotor and affective domains.

2) Review the annual report with the advisors including the completion and licensing rates.

3) Review the data and discuss the benchmark for graduation skill requirements.

4) Discuss the program length as some fire departments have asked that we reduce the total time to complete the program.

5) Discuss plans for a part-time paramedic program.

The advisory committee supported the development of the part time program which was implemented. The skill requirements for graduation will be discussed at the next meeting.

Assess CTE Student Learning Outcomes
Evidence of that the student learning outcomes were attained exist in the independent certification and licensing boards for EMT/Paramedic. Both programs report licensing rates in excess of 90%.

CTE Accreditation Recommendations
The EMT/Paramedic program was re-accredited with strong acknowledgements for program and student success. In fact, the Paramedic Program was identified by the Journal of Prehospital Emergency Medicine as one of the top ten performing programs in the nation.

CTE Program Accreditation
(Blank)

CTE Programs Offered
(Blank)

Employer Satisfaction Survey
Employers report high satisfaction with graduates. In fact 98% of paramedic students are employed within 6 months of graduation.

Labor Market Demand
In California, the number of Emergency Medical Technicians and Paramedics is expected to grow much faster than average growth rate for all occupations. Jobs for Emergency Medical Technicians and Paramedics are expected to increase by 23.2 percent, or 3,900 jobs between 2012 and 2022.

The median wage in 2014 for Emergency Medical Technicians and Paramedics in California is $29,947 annually, or $14.40 hourly. The median is the point at which half of the workers earn more and half earn less.

California Employment Development Department:
http://www.labormarketinfo.edd.ca.gov/occguides/Detail.aspx?Soccode=292041&Geography=0601000000

Licensure Exam Performance
The EMT program has a 90% first time certification rate and the Paramedic program has a 93% first time licensure rate.

20. Completion

Participant List
(Blank)
AH - Medical Assisting

01. Department Purpose

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

Purpose Alignment
Through quality instruction, the Allied Health division supports students in obtaining skills and knowledge needed to earn a certificate and/or degree, and prepares students for employment. Through student learning assessments, advisory board, division and discipline meetings, the Medical Assistant Discipline focuses on hands-on administrative skill sets, soft skills, and clinical tasks.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
Through discussion on program review with faculty, we were able to identify needs for the program. Faculty identified a need for EKG machine, phlebotomy chairs and examination tables to prepare student for employment in a clinical and/or ambulatory setting. In addition, the faculty have agreed on software for the program that will provide students with the basics in electronic health record management. As a result of the data provided us by the Office of Research and Planning, we identified an error in the number of certificates earned in Medical Assisting. We were able to work with admissions to correct the problem and provide the students with their certificates. In comparing the number of students enrolling in the MA program last year to this year, the numbers have increased and the retention rate is high. With a team of full time faculty in the Allied Health Division, regular meetings are being held, participation in governance committees are being attended by the full time faculty member, and the division is being informed at division meetings of upcoming college events.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

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

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

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

04. Enrollment Trends

Enrollment Trends
Since this program was grant funded in 2011 and 2012, the data is not available to compare with the current year for the Medical Assisting program. However, there was 1.71 FTES Trend in 2013.

Section Count Trends
The Medical Assisting program/Health Occupations internally has had an increase in average class size from 2013-2014. However, the data to compare the section counts and average class size is unavailable since this program was a grant funded program in 2011 and 2012.

Overall, there was an increase in sections for the allied health division in 2013. The increase was due to the implementation of the medical assisting program and meeting the demands of the students. In 2013, 78 certificates of achievement (Clinical and Administrative) were obtained by students in the Medical Assisting program.

05. Students and Student Success

Degree/Cert. Trends
The Medical Assisting program gave 78 certificates of achievement in 2012-2013. The discipline brings a representative from matriculation to the classroom to discuss the degree and certificate options, and to fill out the petition forms. However, it is my understanding that they are no longer going to be coming to the class to discuss opportunities with students. There is no prior year data to compare with.

Demographic Trends
The demographic trends in Medical Assisting in 2013 show that it is still a predominantly female career path with the majority of students, 51%, being in the 35 and over range. The gender demographics are consistent with the college distribution. However the age range in the college shows student in the 35 and over distribution being lower than that in the MA program. Since 2009, there has been an increase in the number of African American student in the MA program, and a slight decrease in Hispanic students. In comparison with the college ethnic groups, we are in alignment with the distribution.

Equity Gaps
The equity gap in Medical Assistant is 22% with African American students being at 78%. The college equity gap is 22%, again with African
American Students being in the lower % of course completion. Medical Assistant program is consistent with the college equity gap. Students in the Medical Assisting program have to take pre-requisite courses to enter into the program. They are, for the most part, very serious about their goals. Most of the students are career minded and are focused on either moving forward with their education or finding employment after the program. However, the discipline has identified a weakness in math skills with the students. We are currently working with learning skills instructor to provide tutoring to students to enhance their math skills.

**Success Comparisons**

Though the Medical Assistant program successful completion rate has dropped slightly from the previous year, from 98 to 91%, It is higher than the overall college success rate. We attribute this to the program being a grant funded program that enrolled encumbered workers who had many of the skill set coming into the program. The students who are enrolling today, require more attention and remediation. Planned strategies are to work with Learning Skills to enhance students math skills.

**Success Trends**

The Allied Health Division has a retention rate of 87-100% in all of the programs. The Medical Assisting program has a 91% successful course completion. We attribute the success in retention to offering department tutoring hours and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements.

**06. Staffing Trends**

**Staffing Trends**

In the Medical Assisting program, we recently hired one full time faculty member who is now on B2 Tenure Track. There are four part time faculty members in the discipline.

The Medical Assisting programs require applications for admittance to the program which includes immunizations, background checks, and other information necessary to protect the students and patients from infectious disease. Answering to an external governing body, the programs are required to track skill assessment, and complete reports to be sent to the state licensing agency. Tracking of the requirements are necessary but can be cumbersome to the division chair and faculty. The Medical Assisting program needs a Full time .5 clinic coordinator and a .5 instructor to teach Health Occupations courses.

**07. Functions and Services**

**Function service list**

The faculty provide advisement to students for career pathways, tutoring, additional lab skill sessions. The students provide health services within their scope of practice in externship facilities. The students also work collaboratively with the other allied health programs to provide health screenings and smoking cessation.

**Technological Advances**

Technology advancements include Medisoft Computer software, the Centrifuge system, EKG training and Infection Control skill sets.

**08. Survey Results**

**Survey Results**

In regards to the 2103 WLAC Student Survey, it is interesting to mention that 61% of students are interested in a Health Sciences Occupation. Also it appears that most students are working while attending College with the majority of them working more than 20 hours per week, and all of them are the first generation college students.

**Survey Results Implications**

Allied Health Division will have to consider that most students are working adults. Therefor mapping of programs is required to expedite the number of years the students spends in a 2 years college. also, more articulation needs to be made between the Allied Health Division and 4 years colleges since students reported the goals of achieving and A.S. degree and transferring to 4 years colleges.

**09. Curriculum**

**COR Update: Missing CORs**

There are not any missing COR’s in Health Occupations or Allied Health that affect the Medical Assisting program.

**COR Update: Out-of-Date CORs**

All of the Allied Health and Health Occupation Courses that pertain to Medical Assisting are updated and current.

**Course Outline**

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

**Course sequence**

Yes, the sequence of courses and a roadmap is available on the WLAC/Allied Health website for the Medical Assisting Program. The Medical Assisting program is sequenced for the administrative and clinical certificates, but the roadmap for the degree needs to published. Orientations are held regularly and student are informed of the sequence of classes.

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

**Curriculum Impact**

Phlebotomy and EKG Programs are in consideration.
**Degree/ Certificate Changes**

(blank)

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

All of the courses we offer have a COR addendum for Distant Education.

We have not experienced any problems with online education. Rather, it has been a great experience for the faculty since they are fully supported by the Distance Ed Department on campus.

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

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

### 10. Student Learning Outcomes

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

**SLO Assessment & Resource Request**
Yes, with the new full time faculty in the Medical Assisting Program streamlined the certificate Program and it was a tremendous support for the Allied Health Division.

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

**SLO Program Assessment & Changes**
a. A meeting was held with the articulating officer to begin to sequence a day Medical Assisting program. Two courses went through the curriculum approval to add distance education options and are currently being offered online.
b. we have changed the sequence of course for the MA program in an effort to have students complete the program in 1 complete year with internships in summer and winter.
c. As stated in the last question, the skills assessment forms for the whole program were changed to improve student learning outcomes.

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

### 11. Departmental Engagement

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

A relationship has been established with Clinica San Miguel to employee MA students after graduation.

Relationships with several private clinics in the community have been established and job fairs are held each semester for the students in an effort to assist them with employment.

**Interdepartmental Collaboration**
The Medical Assisting students participate in the poster session and providing educational and Preventive Information to the students on campus MA students are collaborating with the Dental Hygiene Students by taking patient Vital Signs before dental screening.

Students go to science classes to discuss the allied health program.

### 12. Professional Development

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**
Since all the faculty in Allied Health Division hold a professional license in either, Nursing, Medical Assisting, or Dental Hygiene, they are required by the State to attend professional development courses and complete an certain amount of hours of continuing education units.

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**
We have to work very closely with the person in charge of marketing. We don’t feel that our program is marketed enough. However we do get quite a bit of interest in our program so they must be getting it from somewhere, possibly the website and students referral.
In addition we need to develop promotional material for our program.
To reach out the schools in the community to promote our program.

**Service Eval Disagree**
The Sanitary condition of Medical Assisting Program is not consistent. We need one person assigned to our department that really understand the Sanitary Condition of the premises: Dust accumulation, Dirty floor areas and boards, are the most common problem in the Classrooms and Skills labs. The trash has not been collected in a timely manner. Also Paper towels and Soup dispenser have not been refilled in a daily basis.

**Service Evaluation**
(blank)

14. Programs Clubs Orgs & Special Activities

**Club Sponsorship**
Student are part of the Community Health Fare club.

15. Environmental Scan

**Technology Trends**
The emerging trends in technology include EKG machine enhancements, updated computer software, needles with safety clips, and, the hospitals are hiring more medical assistants to work in the ambulatory setting.

16. Facilities

**Facilities Challenges**
One the biggest challenge is sharing the Clinical Skill Lab with CNA Students. Medical Assisting Program does not have a designated lab for the students to perform the clinical skills. Also MA does not have a computer Lab.

**Facility Long Term Goals**
To move the Medical Assisting to the First floor at MSA building and have MA Lab and Classroom because we are lacking a lab at this time.

**Facility Short Term Goals**
We are fine for short term.

19. CTE Programs

**Advisory Board Membership**
Carmen Dones WLAC Chair of Allied Health
Todd Legassick UCLA Instructor
Maria Warner WECK Associate Director of Education Program
Yervant Boghos WLAC FT Instructor Medical Assisting
Juan Carlos Castillo WLAC Instructor
Lisa Mitchell WERCK Implementation Coordinator
Dr. Vachick Shahnazarian MD Private Practice
Sabrina Sarkisian Manager in a Private MD Practice

**Advisory Board Outcomes**
Medical Assisting works with team instructors to make a folder review of incumbent workers for grant program, recommendation for employments trends, program assessment, relationship building with community clinics for students interships.

**Assess CTE Student Learning Outcomes**
Employers surveys will be sent out to Medical Assisting employers now that we have a full time faculty.

**CTE Accreditation Recommendations**
Medical Assisting Program will be accredited in the future.

**CTE Program Accreditation**
(blank)

**CTE Programs Offered**
(blank)

**Employer Satisfaction Survey**
We have been receiving positive feedback from the employers.

**Labor Market Demand**
Medical Assisting at 38.000 opening in California. 80900 annual average employment; Reported to increase to 99.000 by 2020 at 20.4 % pay rate of 416.42 per hour. 3580 jobs projected in Los Angeles by 2020 due to net replacement.

**Licensure Exam Performance**
The Medical Assisting students who participated in the State Certification Exam, have passed the test in 100%

20. Completion

**Participant List**
(blank)
AT - Aviation Maintenance Technician

01. Department Purpose

Purpose
West LA College is the only approved FAA Part 147 Aviation Maintenance Technician School (college) within the LACCD. The purpose of this discipline/program/service is to serve our communities and aerospace industry's to meet their demand for well-trained, certificated aircraft maintenance technician. The college offers an Aviation Maintenance Technician Airframe and Powerplant (A&P) Associate Degree, as well as Airframe and Powerplant Maintenance Technician Certificate. Upon completion of the program, student will be issue a certificate authorizing him/her to be qualify to take the FAA written, oral, and practical examinations for Federal Aviation Administration certification.

Purpose Alignment
"College Mission: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. All of the programs offered within the Applied Technology Division align with West’s mission to prepare students for careers and obtain certificates and degrees that are recognized in the industry and external certifying agencies."

02. Effectiveness Assessment & Continuous Process Improvement

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

Improvements in Program
The faculty have monthly meetings to evaluate course and program achievement based on quarterly FAA test data. Areas identified by the standardized exams by the FAA online reports are discussed and curriculum/courses are modified to address the specific areas of need. Solicit for continual improvement ideas (brain storming session). Changes are implemented and re-evaluated at the end of the semester and then compared to next year certification exam results. The result has been improved certification rates for WLAC graduates.

In addition, Aviation Department has adopted an aerospace industry Quality Driven Management (QDM) Philosophy to enhance program student success. Aviation Department has implement changes with ◆ABLE◆ continual improvement process to ensure student success.

Assess ◆ looking for opportunities to improve student success.
Build ◆ try to understand the failure & build a solution for the root cause of the failure.
Launch ◆ an acceptable solution with the buy-in from the faculty.
Evaluate ◆ reviewing the FAA Public Norms Online Reports to confirm success.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

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

Aviation program have 100% completion rate on all classes SLO Assessment for academic year 2013-2014 as well as completed the SLO Courses Assessment Calendar.

The Aviation program established a six months pay internship with FedEx Express during academic year 2013-2014 for two of our program students. In addition, we are anticipating three more of the aviation students to part take this pay internship for academic year 2014-2015 starting on January 2015.

The aviation department also had started tracking our recent graduate◆s employment data as well as continuously providing employment referrals. The following companies currently employed our recent aviation graduates are: FedEx Express, Korean Airlines, Delta Airlines, Certify Aviation Services (CAS), Eaton Aerospace and SpaceX corporation.

PR Recommendations Response
The previous recommendation for hiring full-time aviation faculty was complied with. However, the availability for additional section for the aviation program needs much more improvement due to overwhelming demand from students. Data gathered by Aviation department continue to show high demand for the program and we are continuously turning away students seeking to enroll into the program semester after semester because of the limited class availability.

04. Enrollment Trends

Enrollment Trends
Aviation Program enrollment continue to increase; however, due to the Federal Aviation Regulation placed by the FAA the average class size is
limited to 1:25 faculty to student ratio due to safety related mandate. Our current Aviation class size is at an average of 30 students per class as compared to Fall 2013 at 29.8 students. To maintain current class size we have been able to use our Instructional Aide/Tool Room staff employee to assist in labs as well as modified the lecture and labs scheduling to fulfill legal fitness.

Aviation program needs the following improvement in order to fulfill the state mandated initiative for student success as follow:

◆ Allocate Winter and Summer classes for Aviation Program to abridge lengthy time for the aviation program as compare to other private and public institutions. National standard for the same FAA approved program average length is 18 months versus 36 months at West LA College. As the result of the lengthy time for our students to complete the program their employment opportunity becomes less favorable.

◆ Due to overwhelming demand for this program and lack class availability at West LA College we have been continuously turning away students seeking to enroll into the program based on our data collection. In order to fulfill state mandate for student success initiative and community and industry need we are requesting to restore the aviation day program.

Section Count Trends
The Federal Aviation Administration mandate is such that the class size cannot exceed 25 students per instructor per the Federal Aviation Regulation.

Academic year fall 2013 average class trends are at 29.8 FTES and our current class size is at 30 FTES. To avoid violating the Federal Regulation Aviation Department has been using our FAA licensed Instructional Aide/Tool Room staff employee as a means of increasing the class size.

The Aviation Program has such high demand for enrollment, however there has been no additional section counts allocated to the program. As a result Aviation Department has been turning away students seeking enrollment. Due lack of additional sections this has lead to a lack of fulfillment of the need for the community as well as the industry.

**05. Students and Student Success**

**Degree/Cert. Trends**
The number of certificates and degrees is stable. Current retention rate in Aviation Department is at 99% for the last (5) academic years. The success rate has increased and maintaining at 98% for since Fall 2012. Aviation advisor conduct pre-interview with entry and as well as with prospective aviation program student of the Aviation Program expectation. Program advisor encourage student to pursue high level of education obtaining an AA degree in addition to obtaining FAA Airframe & Powerplant certificates. To enhance student his/her aviation career goals in the aerospace industries, the program advisor is working with counseling department to set-up a transfer program to four year Aviation Business Administration degree program at CSULA.

**Demographic Trends**
The diversity of our gender demographic trend for the aviation program is consistently increasing. Aviation faculties actively engage in recruitment of female student for the program and the result has yielded year over year incremental increases of female students for the program. The trend is as follow: Fall 2011 at 5%, Fall 2012 at 6%, Fall 2013 at 7% and approximately 8.3 % for Fall 2014.

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

Aviation Department has adopted an aerospace industry Quality Driven Management (QDM) Philosophy to enhance program student success.

Aviation Department has implement changes with ◆ABLE◆ continual improvement process to ensure student success.

Assess ◆ looking for opportunities to improve student success.
Build ◆ try to understand the failure & build a solution for the root cause of the failure.
Launch ◆ an acceptable solution with the buy-in from the faculty.
Evaluate ◆ reviewing the FAA Public Norms Online Reports to confirm success.

Multiple measures of successful completion of courses/program driven by QDMs and FAA requirements add to the successful course completion rates.

**Success Comparisons**
Aviation success rate is at 98% and with a retention rate of 99% year-over-year (YOY). The program success is credited for the continuous support from West Administrator(s) as well as the continuous improvement plans for best practices put in place by the Aviation faculty members. In addition, faculties have monthly meetings to evaluate course and program achievement based on quarterly FAA test data. Areas identified by the standardized exams by the FAA online reports are discussed and curriculum/courses are modified to address the specific areas of need. Solicit for continual improvement ideas (brain storming session). Changes are implemented and re-evaluated at the end of the semester and then compared to next year certification exam results. The result has been improved certification rates for WLAC graduates.

Aviation Department has adopted an aerospace industry Quality Driven Management (QDM) Philosophy to enhance program student success.

Aviation Department has implement changes with ◆ABLE◆ continual improvement process to ensure student success.

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

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Assess looking for opportunities to improve student success.
Build try to understand the failure & build a solution for the root cause of the failure.
Launch an acceptable solution with the buy-in from the faculty.
Evaluate reviewing the FAA Public Norms Online Reports to confirm success.

Success Trends
Aviation: Current retention rate in Aviation Department is at 99% for the last five academic years. The success rate for Fall 2009 was at 89%, currently the program has maintained a 98% success rate for last four academic years.

06. Staffing Trends

Staffing Trends
The FTEF has remained stable for the past two years with the hiring of one full-time faculty replacement due to previous retirement. However, one full time Aviation faculty member has been on medical leave for over 4 years and just recently returns to as 50% active status. Due to the past patterns of this instructor medical leave of absent and his current 50% status it has caused detrimental fallout for the aviation program consistency and planning.

07. Functions and Services

Function service list
The Applied Technology Division provides educational programs in Aviation. Aviation program education not only just provide the student opportunity in the aerospace industry but it also enrich the student career field in engineering as well as in other industries sector such as automotive, cruise ship, utilities company. The overall training under the FAA FAR mandated subject areas (curriculum) enable aviation student with broad knowledge and skill to apply above mentioned career paths. Many industries such as Disney Corporation will employ a FAA certificated technician over non certificated FAA technician. Among other things an aircraft technician is valued, because of the attention to details and commitment to safety.

Technological Advances
In past years aviation department purchased several state of the art aircraft systems mock-ups to enhance student leaning success through practical hands on training. These mock-ups are the latest aviation industry instructional training aides.

08. Survey Results

Survey Results
Aviation Department continues the implementation of the aviation graduate surveys since Spring 2013, and aviation advisor has kept update of graduate employment status.

Besides employment, what other data is collected from the surveys?

Survey Results Implications
Data is still been collected concerning graduate employment. Based on current survey we have graduated students working at the following companies: FedEx, Delta Airlines, American Airlines, United Airlines, UPS, SpaceX, Eaton Aerospace and Certify Aviation services (CAS) as well the Federal Aviation Administration (FAA).

09. Curriculum

COR Update: Missing CORs
All Aviation course outlines, and course SLO Assessment are up to date.

COR Update: Out-of-Date CORs
N/A. All Aviation course outlines, and course SLO Assessment are up to date.

Course Outline
Aviation classes each have FAA procedures and requirements that are contained within our FAA approved Operations and Curriculum Manual. This manual has been developed in conjunction with West LA College and our local FAA Flight Standard District Office (FSDO). All aviation classes, instructions and facility are subject to FAA audit inspection to ensure full compliance.

Course sequence
The Aviation Program is in proper sequence and scheduled to maximize program completion. However, due to lack of sections for winter and summer the program is extended from 18 months to 36 months. While other California Community Colleges offer completion of the program within 18 months period.

Curriculum Impact
The Aviation program proposed the following changes to enhance student education training to mirror the ever-changing technologies in the aerospace industry. Based on the Advisory Committee’s recommendations, the Aviation program needs to maintain industry standard equipment and training in avionics and composite technologies. In addition, to exploring associated FAA approved program that including space
exploration and drone technologies.

**Degree/ Certificate Changes**

(blank)

**Outreach, Online & Hybrid Classes**

The program currently cannot be online. However, there is a FAA ruling changes in the making to allow some subject areas to be offered for online training.

**Program Relevance, Appropriateness & Cur**

To maintain relevance, appropriateness and currency, the department holds annual advisory board meetings. The Aviation Advisory Board has been expanded and now includes members from the manufacturing and general aviation companies in addition to the FedEx and UPS. Eaton Aerospace and Kim Davidson Aviation have joined our Advisory Board this year and have provided us with insight of their respective industries for the faculty and students. We also supplement our training with the latest FAA approved industry techniques.

10. Student Learning Outcomes

**SLO Assessment - Course**

The faculty has monthly meetings to evaluate course and program achievement based on quarterly FAA test data. Areas identified by the standardized exams by the FAA online reports are discussed and curriculum/courses are modified to address the specific areas of need. Solicit for continual improvement ideas (brainstorming session). Changes are implemented and re-evaluated at the end of the semester and then compared to next year certification exam results. The result has been improved certification rates for WLAC graduates.

**SLO Assessment & Resource Request**

Yes. The Aviation program proposed the following expenditures to enhance student education training to mirror the ever-changing technologies in the aerospace industry. Based on the Advisory Committee's recommendations, the Aviation program needs to maintain industry standard equipment and training in avionics and composite technologies. The outdated equipment and training aids currently in use must be replaced with the latest industry standard equipment. Aviation Program needs to purchase new test equipment and updated training aid to assure students have the ability to practice and become familiar with the equipment currently used in the industry. The proposed expenditures for the amount of $100,000 to purchase equipment recommended by the Advisory Committee are: purchase Digital Pitot-Static tester, VOR/ILS MB Navigation tester, DMC Avionics pin crimping, insertion and extraction equipment, bonding meter equipment, HeatCon Composite equipment and accessory, as well as Nida training system for Aircraft Electrical, Aircraft Electronic and Avionics data Communication system or similar to maintain industry standard equipment and training. Furthermore, with this expenditure it will enable our aviation faculty to attend and learn the latest up-to-date training on current avionic and advanced composites technologies.

**Are any other resources needed to support the purchase of recommended new equipment?**

**SLO Faculty Dialogue**

In our monthly division meeting we have kept accurate minutes, that reflect faculty suggestion and comments.

**SLO Program Assessment & Changes**

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

11. Departmental Engagement

**Community Connections**

Started a six months pay internship with FedEx Express Aircraft Maintenance Division.
Attended local high school Career Day Fair.
Invited industry expert for lecture and seminar.
Eaton Aerospace conducted a career fair at our aviation facility.

**Interdepartmental Collaboration**

Aviation program is engaging with Student Services regarding academic counseling to expand transferring pathway to 4 years universities. The Aviation program is currently exploring transfer opportunities for BS degrees in Aviation Administration/Management Program with CSULA through our TMC Office.

12. Professional Development

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

Aviation faculty frequently attend workshops and conferences to remain up to date in educational pedagogy and industry. Aviation faculty have been granted by the FAA as Designed Mechanic Examiner.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

The college catalog and class schedule provide an excellent tool for marketing the programs. Curriculum sequence needs to be part of the college
Service Eval Disagree
Graduated students from the program are having very difficult time receiving their certificate in a timely manner. This certificate is required to proceed for the FAA examination.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Aviation students have earned 4 foundation scholarships, and won at the AMT National competition 3th place nationwide.

Club Sponsorship
Yes, The aviation student club is very active. They participate in many if not all college activities. This year students participated in the student poster session, the AMT national competition in Las Vegas, and many other campus events.

15. Environmental Scan

Technology Trends
The emerging trends in technology associated with aviation maintenance have expanded into advance avionics (aviation electronic) systems which integrate radar, global positioning system (GPS) and advanced auto-flight computer system. In addition, advance construction material such as carbon composite is common usage for modern aircraft.

16. Facilities

Facilities Challenges
Aviation program is highly impacted due to the sharing of the hanger and classrooms in ATA and ATB with the Film Production program and other divisions. Many of our instructional equipment in our facility need regular maintenance service including engine test cell at ATC building.

Facility Long Term Goals
Facilities return as soon as possible to FAA regulatory level.

Facility Short Term Goals
Aviation program is highly impacted due to the sharing of the hanger and classrooms in ATA and ATB with the Film Production program and other divisions. Our short term goal is to continue to work with the Film Production faculty and coordinating class schedules and equipment to reduce impact on programs and to avoid regulatory violations.

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership
Mark Collins - Manager Aircraft Maintenance, FedEx Express
Office: (310) 568-7871
Mobile: (310) 629-8433

Henry Habash - Regional Manager, Certified Aviation Services
Mobile: (310) 988-8866

Irina Boudreau - Title: HR Manager; Organization: Eaton Corporation
Office: (818) 409-1594

James W. Pearson, Jr.◆Title: Group Supervisor, Flight Technicians Services, Organization: Jet Propulsion Laboratory (JPL)
Office: (818) 354-6447

Kim Davidson ◆Title: Owner; Organization ◆Kim Davidson Aviation Inc. (310) 391-6293

Brian Davidson ◆Title: Chief Inspector; Organization ◆Kim Davidson Aviation Inc. (310) 591-9299

Rick Nelson ◆Title: Instructor; organization ◆Westchester High School

Scott Crane ◆Title: Regional Manger; Organization - UPS

Advisory Board Outcomes
The Aviation program proposed the following expenditures to enhance student education training to mirror the ever-changing technologies in the aerospace industry. Based on the Advisory Committee’s recommendations, the Aviation program needs to maintain industry standard equipment and training in avionics and composite technologies. The outdated equipment and training aids currently in use must be replaced with the latest industry standard equipment. Aviation Program needs to purchase new test equipment and updated training aid to assure students...
have the ability to practice and become familiar with the equipment currently used in the industry. We are currently in the process acting on this suggestions from the board.

Assess CTE Student Learning Outcomes
We are continuing to develop accurate method of collecting data post graduation. Once this is completed we will have a dependable method to acquire the data.

CTE Accreditation Recommendations
Completed all aviation courses assessment, and completed program roadmap. In addition, Aviation program maintaining FAA standard.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
Data is still being collected.

Labor Market Demand
Labor market data is used regularly and discussed at advisory board and division meetings. Data aggregated from the Department of Labor.

Licensure Exam Performance
Student performance on the FAA certification exam currently above the national norm. The high cost of the FAA exams still remain a barrier for student to take the exam.

20. Completion
Manage approval

Participant List
(blank)
AT - Travel & Hospitality

01. Department Purpose

Purpose
The purpose of the WLAC Travel program/discipline is to train students for a career in travel and tourism, and more specifically to work in the various positions of a retail travel agency.

The mission of the WLAC Hospitality program/discipline, in collaboration with strategic partners, is to meet the needs of the industry and community by preparing individuals to become successful professionals in a dynamic, multicultural, domestic, and international job market, and to provide transferability to bachelor's programs at four-year colleges and universities.

Purpose Alignment
"West Los Angeles College provides a transformative educational experience." West's Travel & Hospitality programs provide students an opportunity to transform both their lives and their industries. Our graduates are working in various segments of their industries with many in high profile and influential positions. As a recognized leader in travel education, West is one of the few remaining travel programs on the west coast, and the only in Los Angeles county. West’s Hospitality program has grown rapidly since it was approved in 2007. As the only such program in the LACCD, there are numerous opportunities for expansion and connections to local industry.

"West fosters a diverse learning community dedicated to student success." West’s Travel & Hospitality programs represent the diversity of the college overall, and in many ways mirror the demographics of these industries. In addition, since the travel and hospitality industries require understanding and sensitivity of cultural and diversity issues of all types, all courses are taught with an awareness of those issues. Respect for diverse cultures, individuals, and experiences is celebrated and incorporated across the curriculum.

"Through quality instruction and supportive services, the College develops leaders who encourage excellence in others." Both Travel & Hospitality programs are fortunate to include faculty members who are active in their industries. Graduates have become entrepreneurs or managers at their place of employment, and many speak very highly of their experience at West.

"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." West’s Travel & Hospitality programs provide students with skills to find employment in these industries, while also providing continuing education for working professionals seeking to grow in their careers.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
For the last two years, Travel & Hospitality's program review has suggested a formal viability study to evaluate the disciplines and make recommendations for improvements. While that formal process was never initiated, the disciplines took the initiative to conduct our own internal viability study, reviewing data, evaluating the programs, developing updated courses, and revamping the curriculum. As this program review demonstrates, these disciplines have been reinvigorated in the last year. This is in part due to a change in faculty but also driven by feedback and recommendations from the industry advisory boards.

For the first time, the disciplines have an action plan of improvement which includes three goals and 12 actions, each aligned with the college mission and the Educational Master Plan. This is a three-year plan and a critical first step involves hiring a full-time faculty position that was lost in 2013. With attention to the big picture issues and opportunities, these disciplines/programs will thrive. We need the support of the college to achieve these goals for the benefit of students and the community.

Improvements in Program
The 2013-2014 program review stated that "minimum efforts have been placed on student employment, certification or curriculum updates to reflect industry standards" and "curriculum is not meeting industry trends and needs full re-vamping." The Travel Discipline Advisory Board met four times from June 2013-June 2014 and provided considerable feedback and input to revamp the curriculum. This resulted in a year-long process to re-purpose the travel program, update the course offerings, and initiate changes to all certificates and the A.A. degree. In addition, the Hospitality Discipline Advisory Board has met to discuss ways to align the program to the needs of industry and provide students with a pathway to transfer to a bachelor’s hospitality program.

The Travel course changes include:

1. 2 course updates

2. 13 courses archived (or scheduled to be archived)

3. 35 new courses added (all have been submitted to ECD and are at various stages of the approval process)

The Travel certificate/degree changes include stacking the certificates, defining their focus, and replacing some of the courses required for each certificate/degree:

1. Changing the Basic Travel (Skills) Certificate to a Travel Professional Certificate of Achievement and replacing the required four courses
2. Changing the focus of the Advanced Travel Certificate of Achievement to a Travel Consultant Certificate of Achievement and replacing the required 10 courses

3. Adding a new advanced Travel Agency Management Certificate of Achievement

4. Changing the courses required for the A.A. degree in Travel

With the new Travel curriculum in place, attention is now turning to doing the same process and implementing the same type of changes for Hospitality. Hospitality course changes to date include:

1. 2 course updates (submitted to ECD and in the approval process)

2. 1 new course added (submitted to ECD and in the approval process)

A second change in response to the most recent program review was to gather a list of courses students have completed in order to encourage certificate and degree applications for those who meet the requirements. As a result, the Travel discipline awarded three A.A. degrees (compared to none in 2012-2013) and four Advanced Travel Certificates of Achievement (compared to one in 2012-2013). This was accomplished by creating an informal survey distributed by one adjunct instructor at the beginning of the semester, and following up with qualified students near the end of the semester. Going forward, it will be very useful to keep a division-level database of courses completed by students to encourage certificate and degree applications every semester and work with all instructors to establish a similar process.

Several recent program reviews have noted that the disciplines have "not implemented surveys to facilitate program evaluation." Working with the Office of Research and Planning, we have recently launched a survey of current and former Travel & Hospitality students to gather data to be used in course scheduling, curriculum planning, program marketing, and helping students be successful by earning certificates and degrees.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
At the present time, the Travel & Hospitality disciplines are not accredited.

PR Recommendations Response
2013-2014 Validator Feedback: "The travel and hospitality disciplines need to analyze the curriculum and enrollment trends. A program viability was requested last year as part of the program review process. This year the advisory committee discipline group will evaluate the curriculum and make recommendations to the college. The college will evaluate and develop a proposal for changes."

Response: The Travel discipline implemented an action plan to make the changes needed to the curriculum. A revamped travel curriculum is in the process of being approved. Some initial changes to the Hospitality curriculum are in the works, and a thorough process to update and align the courses, certificates, and degrees is now underway. Although a formal program viability was not initiated for either discipline, an internal program viability was conducted and much work was done to address concerns raised by the advisory boards and previous program reviews.

2012-2013 Validator Feedback: "Hospitality and Travel must become more relevant to the businesses that it serves. The drop in enrollment is an important indicator. The faculty should work with the business community to identify steps to strengthen the program."

Response: Both programs are working with industry advisory boards to become more relevant and responsive to industry changes and needs. The drop in enrollment is misleading; overall enrollment has decreased due to a reduction in the number of course sections offered, however average class size continues to increase, demonstrating continued demand for both programs. This also necessitates that the college schedule more courses in order to be more relevant to industry so students can complete their degrees/certificates in a timely manner.

04. Enrollment Trends

Enrollment Trends
Travel has experienced a sharp decline in both enrollment and FTES due to a reduction in the number of course sections offered. Travel's enrollment has gone from 234 in fall 2009 (seven course sections) to 150 in fall 2013 (four course sections). FTES decreased from 24 in fall 2009 to 16 in fall 2013. Because of this, travel courses are in high demand and fill up well before the start of the semester. Interest in the program is significant, and the low offering of courses is holding back existing students while driving others to competing travel programs (i.e., Orange Coast College and Los Medanos College).

Hospitality's growth is impressive, with enrollment increasing from 28 in fall 2009 (two course sections) to 89 in fall 2013 (two course sections). FTES doubled from 4 in fall 2009 to 8 in fall 2013. Like travel, every hospitality class fills to the maximum within days of opening, and more students request approval from the instructor to add beyond the maximum.

The need for these two programs is overwhelming and obvious.

Section Count Trends
Prepared by WLAC Office of Research and Planning
Source: IES Data

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Travel's course section count has been reduced significantly over the last five years, primarily due to the budget cuts and the retirement of the only regular full-time faculty member in June 2013. This position was not replaced. As such, the course sections have been reduced from seven in fall 2009 to four in fall 2013. This semester (fall 2014), only two course sections are being offered in the discipline. By contrast, the average class size has risen significantly, from 25.8 in fall 2009 to 40.3 in fall 2013. This is a very positive sign showing strong demand for travel classes. Average class size has increased for both online and classroom sections. Classroom delivery had the most significant increase going from 15.0 in fall 2009 to an average class size of 34.7 in fall 2013. Travel's 2013 classroom average class size is in line with the overall campus classroom class size (both are 34.7) while the discipline's 2013 online class size is higher than the campus average class size for online sections (46.0 for travel compared to 37.3 for the campus average).

Hospitality is growing steadily despite course section counts remaining relatively flat. No more than two Hospitality course sections are offered in any given semester. Also noteworthy, the average class size has increased from 14.0 in fall 2009 to 44.5 in fall 2013. Hospitality's 2013 online class size is higher than the campus average class size for online sections (44.5 for hospitality compared to 37.3 for the campus average). In 2012 (the last time hospitality had on-campus sections), the discipline's average class size was slightly below the campus average, 33.0 compared to 36.4 respectively.

The data for course section counts is especially troubling as it is increasingly difficult for students to complete certificates and earn their degree in a timely manner. This is addressed further in Modules 5 and 6.

05. Students and Student Success

Degree/Cert. Trends

Over the last four years, the Travel discipline has averaged two (2) A.A. degrees, two (2) Certificates of Achievement, and seven (7.5) skill certificates per year. Over the same period, the Hospitality discipline has averaged one (1) A.A. degree and two (2.25) Certificates of Achievement per year. The trend over the four year period has remained relatively flat, if not slightly decreasing.

There are two primary reasons to explain these numbers and the overall trend. The first is that not enough courses are offered each semester. Currently, each program offers two courses per semester. At that rate, the minimum time required to complete a degree is three years. And that doesn't take into consideration that in scheduling, some courses are offered more regularly, and not all 12 courses are unique. Students are not able to earn certificates and degrees in a timely manner and this affects interest in the program (registration and marketing), course evaluation and SLO assessments, and also relevancy of the courses. Courses are almost obsolete by the time they are scheduled to be offered again.

The second explanation is that students are currently being held up due to outdated degree requirements. For example, the current catalog (which we recognize is being updated) lists Hospitality 345 as one of the requirements for a very popular certificate. This course was archived in 2008 and should have never been listed in the catalog as a required course. Many students cannot complete this certificate because they are missing that single class. Hospitality 311 has not been offered in at least three years. This course is a requirement for the degree and two certificates. While these are just a couple examples, there are others. The discipline is now preparing to recommend substitute courses in other disciplines to temporarily accommodate these students and help them earn their degree and/or certificate.

Once again, these issues underscore the need for a full-time faculty ADVOCATE to monitor and recommend course schedules, degree and certificate requirements, and student progress in the programs. Adjunct faculty who teach one or two classes do not have the information or the perspective to look at the programs in this kind of detail and make recommendations for the benefit of the programs and students.

Despite these challenges, faculty do what they can to help students earn degrees and certificates. As was discussed earlier, individual adjunct faculty are trying to gather a list of courses students have completed in order to encourage certificate and degree applications for those who meet the requirements. In 2012-2013, the Travel discipline awarded no degrees and one certificate. During spring 2014, one adjunct faculty member distributed an informal survey to follow up with students who qualify for certificates and degrees. As a result, the discipline awarded three A.A. degrees and four Certificates of Achievement. Additionally, a division-level database of courses completed by students is being developed to encourage certificate and degree applications every semester.

Demographic Trends

Both disciplines have identical gender distribution (76% female, 24% male) and this has remained consistent from 2009-2013. While this is disproportionate compared to the college's overall gender distribution (58% female, 42% male), it is not disturbing since the program's distribution follows the industry's trend. Both industries are weighed heavily on the female side.

Travel's age group distribution is heavy on the older category, with 64% of students age 35 and over. This too follows the industry trend that travel tends to attract older, more educated and experienced individuals who have more discretionary income and the time/ability to travel themselves. With only 1% in the 19 and under age category, there is significant opportunity to market and establish partnerships with feeder high schools. Hospitality also trends to the older side, with 48% of students in the 35 and older category. However it is worth noting that other categories have experienced a sharp one-year reduction with students in the 19 and under category going from 12% in fall 2012 to 1% in fall 2013; students in the 20-24 category went from 30% in fall 2012 to 15% in fall 2013.

Two ethnic groups are noticeably different in Travel than the overall college ethnic group distribution. Travel attracts 49% African American/black students and 18% Hispanic/Latino (while the college percentages are 35% and 40% respectively). By contrast, Hospitality's ethnic group distribution mirrors the college much more closely.
**Equity Gaps**

Travel & Hospitality's equity gaps vary from year to year, and there is no obvious trend to explain the differences, including mode of delivery (classroom vs. online), course rotation (the same classes are not offered every year), or ethnicity of students. Travel's equity gap is consistently higher than the college average, ranging from a low of 1.4 to a high of 23.9. Hospitality’s equity gap has been below the college average three of the last five years, ranging from 1.6 below to 24.7 above the college average.

At the present time, there are no strategies to address these equity gaps. The disciplines need to understand more about what these numbers mean. What are the practical things an instructor can do in their section to close the gap? And how, when the discipline's classes are offered only online, can an instructor address the equity gap? In a classroom section, an instructor could visually identify the ethnicity of the students to monitor progress throughout the semester. However when course sections are online and class rosters do not include ethnicity of the students, an instructor may not be able to do anything to identify a group to consider any changes.

If the disciplines had a full-time faculty position, this person could work with the distance learning dean/committee, the student success committee, and/or the dean of teaching and learning to discuss these numbers and identify strategies to close the gap. This is another reason why it is vitally important that the Travel & Hospitality disciplines hire a full-time faculty position to manage these administrative functions for the future success of all students.

**Success Comparisons**

Comparing the average success rate of Travel against the college’s rate is relatively close. Prior to fall 2013, the range went from 1% below the college average to 8% above. As described earlier, a sharp drop in student success occurred in fall 2013 when travel was 15% below the college average. Reasons for this were described earlier, including misinformation about retention and student success. We anticipate this to be a one-year drop, and the problem should be corrected for subsequent semesters. Hospitality's success rate is consistently higher than the college average. Over the last five years, the range is 3%-27% above the college success rate.

**Success Trends**

The retention rate for Travel experienced a sharp decline in fall 2013, largely due to the retirement of the only full-time faculty instructor and some misinformation communicated to remaining faculty. From fall 2009-2012, the discipline retention rate ranged from 82%-94% yet fell to 69% in fall 2013. Incorrect information was passed on to adjunct faculty, which resulted in many students remaining on the roster after the census date when in fact they should have been dropped prior. As a result, these students were either dropped by the instructor or dropped themselves late in the semester, which hurt the overall retention. This has been corrected and a clear understanding of the definition of retention and the importance of the census roster should result in higher retention rates going forward. Prior to fall 2013, Travel's success rate had averaged in the mid-60s with a range from 61%-70%. As was the case with retention, Travel experienced a sharp decline in fall 2013, largely due to the reasons discussed earlier. Fall 2013’s average success rate was 47%.

By contrast, the retention rate for Hospitality has remained relatively consistent, ranging from 85%-93% over the last five years, with fall 2013’s retention rate at 88%. Hospitality’s success rate has been steadily increasing over the last four years. The discipline saw a significant drop in student success from fall 2009 (89%) to fall 2010 (65%). However that rate has increased every year since and fall 2013’s success rate was 75%

Both disciplines need to pay much closer attention to and address issues with retention and student success in the programs. Action steps should be developed for individual faculty to implement in their classes. However it is also necessary for someone with this knowledge and the ability to look at these numbers from an overall perspective and consider big picture changes and improvement plans to address deficiencies. This is where a full-time faculty position is vitally important to the disciplines.

### 06. Staffing Trends

**Staffing Trends**

Travel & Hospitality's last remaining full-time instructor retired in June 2013. At this time there is no full-time faculty in either discipline. This presents significant strain on the programs and has severe implications for students. For fall 2014, only two travel classes were scheduled. This increases the time required for students to complete certificates and degrees. At the rate courses have been offered, it takes students at least three years to earn degrees. In addition, since Travel 100 and Hospitality 100 are the foundation courses of their programs, they need to be offered at least once per year, if not every semester. Some new students in the programs do not have the foundation to be successful because Travel 100 and Hospitality 100 have not been regularly scheduled. For Hospitality, it currently takes students approximately five semesters (2.5 years) to earn the 18-unit Certificate of Achievement and nine semesters (4.5 years) to earn the A.A. degree.

Additionally, administrative work of the program is not getting done, or it relies on willing adjunct volunteers. This includes tasks like course updates and curriculum review, program review, advising students in the program, marketing the program, facilitating advisory board meetings, promoting the program to the industry and potential employers, and many other items and projects.

### 07. Functions and Services

**Function service list**

As the only Travel program in L.A. county, WLAC's program has the opportunity to provide significant training, continuing education, and employment services to thousands of travel businesses in the region.

In addition, West's Hospitality program is the only one in the LACCD, and our closest competition is Glendale, Pasadena, and Cypress (whose classes are in Anaheim). This positions WLAC Hospitality as the go-to training center in one of the major hospitality centers of the U.S.

**Technological Advances**

Prepared by WLAC Office of Research and Planning

Source: IES Data

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At the present time, the only improvement to the Travel program related to technology is on the curriculum side. Travel 110 and Travel 115, both software courses, have been archived and a new course has been developed in its place. Travel 101, Travel Systems and Technology, is an overview course of the various sales, marketing, booking, and information systems that support the travel industry.

08. Survey Results

Survey Results
As previously mentioned, both disciplines have recently worked with the Office of Research and Planning to launch a survey of current and former Travel & Hospitality students to gather data to be used in course scheduling, curriculum planning, program marketing, and helping students be successful and earn certificates and degrees. Preliminary data from this survey is not yet available.

Survey Results Implications
Since the student and alumni survey has only recently launched, the results have not yet been compiled and discussed. A formal review process will take place to analyze results and consider what changes are necessary when the survey process is complete.

09. Curriculum

COR Update: Missing CORs
Travel 137 is the only course missing a COR. This course is scheduled to be archived when the new courses are approved.

COR Update: Out-of-Date CORs
As of October 31, 2014, all out-of-date Travel CORs have been resolved. Travel 100 and 180 have been updated and are in process of being approved. Travel 135 is scheduled to be archived.

Hospitality 310, 315, 320, and 350 have out-of-date CORs. There are two challenges with updating these course outlines. First, the discipline does not have any full-time faculty to take on this administrative task. Second, the Hospitality discipline curriculum needs a revamp to be current with the industry and align with transfer programs. Updating the CORs needs to be done as part of a comprehensive curriculum audit, not as a stand alone task.

Course Outline
Current Procedure: Course syllabi are collected each semester to ensure consistency with the course outline of record.

Future Procedure: As the new courses are approved, a sample syllabus and week-by-week course schedule will be prepared to demonstrate how the course should be taught. Syllabi will continue to be collected and compared to the COR and sample syllabus/course schedule.

Course sequence
Previously, the philosophy of the Travel discipline was to allow students to create their own degree and certificate by requiring only one class and all others were electives of the student's choosing. This gave student the ability to structure their education to fit their interests. The problem was that there was no set order to classes, and many students were unprepared, having missed introductory level or appropriate preparation course work from other classes within the discipline. While the Hospitality discipline prescribes which courses make up the various certificates and degree, the order is not set and the same challenge of unprepared students exists.

To address this challenge, the new Travel curriculum imposes prerequisites and advisories to introduce a course sequence for students. Students will be required to take fundamental courses before taking more advanced courses. The curriculum builds on itself as do the planned revisions for the certificates. Since the discipline also provides continuing education for professionals already working in the field, we plan to have the flexibility to waive prerequisite requirements for certain individuals. However students who are not already working in the industry will need to follow a certain sequence of courses to ensure they are prepared so they can be successful.

The Hospitality discipline will follow much the same approach when the discipline's curriculum is updated.

Curriculum Impact
The Travel discipline is in the midst of a complete curriculum update and restructuring which includes archiving all courses except two, adding 35 new courses, updating requirements for the existing certificates and the A.A. degree, and adding one new advanced level management certificate.

The Hospitality discipline needs to go through the same process, but currently there are no full-time faculty to take on this task. In the meantime, several emergency course changes are in process: two CORs are being updated and one new course has been submitted. These three courses are in ECD in process of approval. Once the discipline has a full-time faculty position restored, the Hospitality curriculum needs to be one of the early priorities.

A program viability study will facilitate the process of curriculum needs, industry demands and ways to re-position the program.

Degree/Certificate Changes

Outreach, Online & Hybrid Classes
At the present time, the Travel & Hospitality disciplines do not offer outreach or hybrid classes. For both the fall and spring 2014 semesters, 100% of the courses scheduled were offered online. While there are some advantages for this, it is not a trend that should become permanent.

Compared to classroom sections, Travel's fall 2013 retention rate was 9% lower for online classes and the success rate was 15% lower. By contrast, the Hospitality retention rate is about equal for online and classroom sections, however the average success rate is 11% lower for online
One of the goals of this program review is to improve student success and certificate/degree competition. To achieve that goal, one of the planned actions is to evaluate the effectiveness of distance learning and explore hybrid scheduling. The challenge for both disciplines is that purely online is not the best environment for some classes (for example, the industry advisory boards feel strongly that courses on selling should only be offered in classroom delivery). Both disciplines would like to experiment with hybrid classes and need to evaluate which classes should be offered as classroom vs. online. The second challenge with only offering class sections online is that it does not consider the needs of the students. It takes extra attention, self discipline, and time management to be successful in online classes. We tell students they need to take a self-assessment to determine if they are a good fit for online learning. But in the situation where the program does not schedule classroom sections, many students are at a disadvantage from the start by not being able to register for sections that fit their learning style for maximum success.

Both disciplines need to evaluate the place of classroom, online, and hybrid classes and determine to what extent each works best for the programs and improves student retention and success. Additionally, there are opportunities for both disciplines to explore outreach classes at partner schools and job training centers.

**Program Relevance, Appropriateness & Cur**  
Both Travel & Hospitality disciplines have active industry advisory boards that meet at least annually (quarterly in the last year) to discuss program curriculum, the job/work environment, trends and changes in their industries, and needs of employers in the area. There is a significant need for educated and trained workers for both disciplines, and there are hiring needs that are currently not being met. The state chancellor's office has identified "tourism and hospitality" as one of the ten CTE programs in high demand needing special attention. Statistics and sources that reinforce the demand for these programs can be found in Module 16.b.

### 10. Student Learning Outcomes

**SLO Assessment - Course**  
Travel courses have not been assessed. All courses taught in 2012-2013 were scheduled to be assessed; however when the last full-time instructor retired without completing assessments, no Travel SLOs were assessed and the cycle was incomplete. Courses taught in 2013-2014 were not scheduled for SLO assessment since they are in the process of being archived. New and updated travel courses will start the SLO assessment process as they are scheduled.

Hospitality courses taught in 2013-2014 were assessed and submitted.

**SLO Assessment & Resource Request**  
Yes, a full-time faculty position is being requested.

**SLO Faculty Dialogue**  
Since both Travel & Hospitality disciplines follow an unusual SLO assessment schedule due to the infrequency of course scheduling, dialogue regarding assessment results and improvement plans usually takes place at discipline industry advisory board meetings. Travel & Hospitality each have their own advisory board that includes faculty, industry professionals, program alumni, and others. Discussing ways to improve the programs is one of the primary purposes of the advisory boards.

**SLO Program Assessment & Changes**  
Both Travel & Hospitality disciplines are currently undergoing major curriculum changes and updates, including archiving many existing courses, adding new courses, sequencing courses by implementing prerequisites and advisories, and addressing deficiencies in retention, success rates, and degrees/certificates awarded. The challenge for both disciplines is that without a full-time faculty position providing oversight and looking at the program from the 30,000 foot perspective, it is difficult to thoroughly plan and implement the actions that need to take place to move the programs forward.

### 11. Departmental Engagement

**Community Connections**  
Both Travel & Hospitality disciplines have strong connections to their industry communities, and these partnerships are tapped at various times for the benefit of the programs and to enhance student learning. The Travel discipline has utilized connections with The Travel Institute, the American Society of Travel Agents (ASTA), the L.A. Times Travel Show, and others at several points in the last year to help the program. The Hospitality discipline has connections to UCLA Conference Services, the local chapter of Meeting Professionals International (MPI), the Los Angeles Tourism & Convention Board (LATCB), and a number of local hotels.

This program review identifies several goals and actions that will impact this area including creating and implementing a program marketing plan, incorporating working professionals into courses and career mentoring of students, and cultivating outside funding opportunities from local industry.

For example, ASTA and MPI offer a special student membership program, they host an annual tradeshow, and a monthly mini-tradeshow. WLAC is invited to exhibit at the monthly meetings as well as at the annual event to promote the hospitality program. MPI offers students many opportunities to hone their professional and interpersonal skills. Mattel Toys and Chevron are supportive of WLAC's Travel & Hospitality programs and have invited students to provide meeting and event planning services on a work-study basis. LATCB believe our Travel & Hospitality programs can and should play a vital role in local industry growth; they want to see more A.A. degree and certificated students coming out of the programs. These educated and trained students will become the work force of the expanded hotel industry in Los Angeles. They want to see certified knowledge, skills, and abilities in such areas as hotel front office operations, guest services, housekeeping, food services, sales and marketing, and meetings, convention, and event management. In addition, the Culver City Cultural Affairs Commission--responsible for recommending,
Program Review

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

Academic Affairs Area | AT - Travel & Hospitality

2014-2015

promoting, managing, and producing community civic events—want to partner with our programs and they believe students can play significant roles in all stages of planning, promoting, managing, and producing major hospitality events, including Fiesta La Ballona, Culver City public art events, historic preservation events, performing arts grants, concerts, and other special events.

Interdepartmental Collaboration

In the Travel discipline, one adjunct instructor has been working with the LA/OC Regional Consortium’s Deputy Sector Navigator for Hospitality and Tourism, one of the priority and emerging industry sectors identified by the state chancellor’s office. In this capacity, the instructor has been working with Mark Pracher to identify funding for the Travel & Hospitality disciplines. A $1 million proposal was created to enhance both disciplines and CTE enhancement funding has been allocated to West as part of a $50 million statewide program. It is our hope that the work done and the relationships established result in funding for these disciplines to work on curriculum development and alignment.

12. Professional Development

Committee & Prof Dev Activities

(blank)

Professional Development Unmet Needs

There are no areas of unmet professional development needs at this time.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

The catalog and class schedule are very important to marketing and awareness of the Travel & Hospitality programs. Unfortunately, the information is currently out of date (and in fact was incorrect when the last catalog went to print). Additionally, the disciplines used to operate an independent website (www.TravelClasses.com) to promote their schedules and market to prospective students and industry partners. When the last full-time faculty position retired and was not replaced, the website went dormant and is now no longer active. Attempts have been made to get the domain registration back, however no one knows who owns or controls it.

In January 2014, an adjunct instructor with ties to the industry negotiated with the organizers of the L.A. Times Travel Show to trade speaking/presenting for a booth for the consumer days at the show held at the Convention Center downtown. Several hundred individuals stopped by the booth to inquire about the programs, take a class schedule, or mention that they had been students of the Travel & Hospitality programs at West. In addition, a West LA College–Travel & Hospitality Facebook page has been created to communicate with and engage students and alumni. The page has not been made public yet, but content is being added and is planned to go live before the end of fall 2014.

One of this program review actions is to create and implement a marketing plan for the two programs. This would help achieve the goal of increasing enrollment in program courses. It will be challenging to accomplish this goal without hiring a full-time faculty instructor to replace the position lost in 2013. Someone with responsibility for these programs needs to be hired to facilitate these actions.

Service Eval Disagree

Since all Travel & Hospitality courses are only taught online at the current time, there is not an attempt to integrate Library resources into the curriculum.

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

A recent WLAC hospitality graduate who worked at the InterContinental Hotel in Century City while attending classes moved to New York and is now working for the Marriott Times Square and has applied for the bachelors program at NY College. At the WLAC Spring Open House in April, hospitality students Andreia Gray and Catherine Paine took part in the program as hospitality ambassadors promoting the Travel & Hospitality programs. At the 4th Annual Student Poster Showcase in May, hospitality students Adrienne Turner, Andreia Gray, and Nora Guerrero submitted their posters representing the four stages of the guest cycle in hotel services. In total, six students participated in the poster showcase.

Club Sponsorship

Currently, the Travel & Hospitality disciplines are each exploring the possibility of establishing student organizations. These clubs (whether combined or separate) would support engagement, retention/success, program marketing, industry connections, employment/training, and mentoring for students.

15. Environmental Scan

Technology Trends

One of the great misconceptions about the travel industry is that the prevalence of internet and mobile technologies has made travel agents obsolete. This is absolutely false and in fact the opposite is true. The rise of internet and alternative booking technologies has made travel agents a very valuable asset. Consumers are seeking the services of skilled and trained travel agents to help them navigate the abundance of information available at their fingertips, and to analyze that information in new and advanced ways. In addition, what many uninformed consumers think of first when booking travel, online websites like Expedia and Travelocity, or non-traditional retail locations like AAA and Costco, are in fact travel agencies who employ thousands of agents in a variety of job functions. All this technology is driving the need for highly skilled and trained travel agents and other agency employees. Technology is an important part of the hospitality industry as well.

16. Facilities

Facilities Challenges
The facilities (AT-A classrooms) are sufficient to meet current program needs.

Facility Long Term Goals
One of this program review actions is to develop a business plan for an on-campus travel agency lab, like what the Travel program at Orange Coast College offers. This would help achieve the goal of enhancing the curriculum with practical experience and connections to industry action while providing the campus and local community with a valuable service. Although it is just an idea at this point, a dedicated classroom/computer lab and secure office outfit with workstations would be needed.

Facility Short Term Goals
The facilities (AT-A classrooms) are sufficient to meet current program needs.

19. CTE Programs

Advisory Board Meetings
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Advisory Board Membership
Travel Discipline Advisory Board:

Ted Bradpiece, CEO, Two Bears Travel
Anthony Cheng, Chief Operating Officer, APF Travel, Inc./GoLatin Tours
Jason Coleman, President/Chief Visionary, Jason Coleman, Inc. (and WLAC adjunct instructor)
Dan Ilves, Vice President of Marketing, Travelstore, Inc.
Julie Johnson, CEO/Co-owner, Azzurro Travel
Bob Kern, President, PNR Travel/American Express
Barbara Lamel, Owner, Away to Travel
Michael Madison, President, Arbor Travel Associates, Inc.
Anastasia Mann, CEO, Corniche Group
Eric Maryanov, President, All Travel
Kate Bernier Morad, Manager--Training and Agent Development, Montrose Travel
Analia Rupar-Przebieda, CEO, Eureka Travel
Susan Tanzman, President, Martin's Travel & Tours

Hospitality Discipline Advisory Board:

Kay Boles, UCLA Conference Services (and WLAC adjunct instructor)
Bryan Churchill, Vice President Hotel Sales, Los Angeles Tourism & Convention Board
Andreia Gray, Student Representative
Seth Horowitz, General Manager, The Culver Hotel
Mariles Krok, Destination Sales Director, Los Angeles Tourism & Convention Board
Beverly Laing, President, Meeting Professionals International California Chapter and Vice President, Russell Harris Meetings & Incentives, Inc.
Pat Moore, Corporate Conference Manager, Mattel Toys, Inc.
Catherine Paine, Student Representative
Bryan Quinan, Executive Director of International Conferences and Events, Milken Institute
Adrienne Turner, Student Representative
Advisory Board Outcomes

At the December 5, 2013 Travel Discipline Advisory Board meeting, a list of eight recommendations was presented to the acting chair/CTE dean. All eight recommendations have been incorporated into the new curriculum plan and are already complete or in the approval stages of ECD. In addition, members spent time creating a list of skill sets and providing input into the new travel curriculum.

Nabil Abu-Ghazaleh and Adrienne Foster attended the June 12, 2014 Travel Discipline Advisory Board meeting where attendees expressed concern about the direction of the program and lack of support from the college. In response to increased demand for travel agents and the lack of qualified candidates from the college, several large travel agencies in Los Angeles have been forced to start their own in-house travel schools to train potential employees. Advisory board members could not overstate enough that there is considerable demand for travel professionals, especially those properly trained and educated. Travel is an "evergreen" industry, and with the increasing employment gap resulting from older agents retiring, the need for new younger agents continues to grow. The advisory board crafted the following three recommendations for the college to address:

1. WLAC needs to hire a full-time faculty position in travel to replace the one that was lost in 2013. This position should include teaching, planning, marketing, and advocating for the discipline at the college.

2. WLAC needs to offer Travel 100 at least one semester per academic year, if not every semester.

3. WLAC needs to schedule enough travel classes so students can earn a certificate in one or two semesters and the A.A. degree in no more than four semesters (two academic years).

On January 17, 2014, the Hospitality Discipline Advisory Board spent a full day discussing many different aspects of the program. An updated mission statement for the discipline was developed to stress the importance of transfer to bachelor's programs in addition to developing job skills for employment. There was a discussion about the importance of coordinating eligible courses to transfer to four-year schools for further education. The board believes current courses are viable and relevant. Hotels would like to see the curriculum expanded to include multiple certificates in practical application (CPR certificate, Safe-Serve alcohol certificate, and Safety/Emergency certificate). Hotels would like to hire students who have had this kind of training to speed their learning curve and value upon hiring. International hospitality needs to be addressed to meet the expanding tourism trade in Los Angeles. The LATCB is predicting greater influx of international visitors, especially from China. Students who will be filling these expanded hotel positions need better preparation to understand the culture and needs of the international clientele. Hospitality/Tourism outlets would like to hire students who have had some sort of work/study, or internship, or some type of on-the-job experience. The idea of forming a student organization to provide hospitality experience in a comfortable learning environment was discussed. The recommendation was to provide volunteer opportunities both on campus and in the community for students to learn and practice leadership skills, network, and produce at least one special event per semester. The advisory board noted the number of courses currently offered per semester extends completion to an unrealistic period of time. More courses should be added so students are able to complete the A.A. degree within two years. Some theoretical discussion has begun to examine grant and sponsorship opportunities.

In summary, the Hospitality Discipline Advisory Board recommends:

1. Broaden the scope of the program to include hospitality and tourism

2. Provide education for workforce preparation and transferability of courses

3. Add skill course and expanded knowledge opportunities

Assess CTE Student Learning Outcomes

As part of the curriculum update, both Travel & Hospitality disciplines need to develop new program learning outcomes. In addition, a database of former students and regular alumni surveys need to be implemented to track employment and post-graduation successes of students. The database project is a work in progress, however a full-time faculty position needs to be hired to do some of this administrative work such as updating and tracking program learning outcomes.

CTE Accreditation Recommendations

At the present time, the disciplines are not accredited. When a full-time faculty position is approved and hired, this should be a priority to implement for both disciplines.

CTE Program Accreditation

(blank)

CTE Programs Offered

(blank)

Employer Satisfaction Survey

The Travel discipline has not launched a formal employer survey. Our primary feedback has been at regular discipline advisory board meetings where participants provide verbal feedback in a focus group format. A summary of this feedback was reported earlier in Module 16.e.

No formal employee survey has been conducted in the Hospitality discipline. Informal surveys indicate broad industry support for the program. Employers want to engage and hire students from the program. However, they want them to have a few more skills, general knowledge, and be
savvy regarding the industry and the jobs for which they are applying. The concepts of the skill-enhanced courses, the multicultural courses, and the student association are seen as ways to enhance students as well as to provide greater value to the employer.

**Labor Market Demand**

The demand for jobs in Travel & Hospitality is enormous. Unfortunately, West's programs are not able to meet the labor market demand since our scheduled section offerings are minimal and because students can't complete certificates and degrees in a timely manner. Here are a few examples of the demand and opportunity for both disciplines:

"Southern California's Hospitality and Tourism cluster is large, diverse, and critical to the economic vitality of the region. In addition to its large economic impact on the region, the cluster, comprising over 35,000 establishments in food, accommodation, entertainment, travel, events, and other related activities, employs nearly 800,000 workers in Southern California. This figure represents 10.2% of the total workforce in that region. Positions range from the entry-level through management, and include emerging occupations (such as hotel and restaurant "green" supply chain managers) and significant entrepreneurial activity."

According to the California Community College's Hospitality and Tourism Report prepared by the state chancellor's office, "Hospitality and Tourism must be considered one of the most—if not the most—important segments of the Southern California economy. It attracts billions of dollars to the region and employs nearly one in ten workers throughout Southern California—and perhaps most importantly, generates thousands of new openings annually all across the career ladder and for varied skill levels."

"According to Economic Modeling Specialists, Inc. data, the Hospitality and Tourism sector employs 793,259 workers in Southern California alone. Hospitality and Tourism is projected to grow at a higher rate in Southern California when compared to the Nation as a whole over the next three years (5.3% vs. 4.5%). The 5.3% growth rate is also significantly higher than the overall projected growth across all jobs in Southern California, which is a meager 2.6% over the next three years. Over the longer term, Hospitality and Tourism jobs are expected to outpace all jobs significantly, with a growth rate in the cluster of over 16%, compared to less than 11% for all jobs in the region through 2023."

HELP WANTED: LEISURE AGENCIES FACE STAFFING DILEMMA "With the U.S. economy improving and vacation travel on the rebound, leisure travel agencies are facing their toughest staffing challenges since before the recession. The travel industry has experienced a marked resurgence as an economic powerhouse. More jobs are being added for corporate and leisure agents, making people coming into the industry a hot commodity." [http://www.travelmarketreport.com/articles/Help-Wanted-Leisure-Agencies-Face-Staffing-Dilemma](http://www.travelmarketreport.com/articles/Help-Wanted-Leisure-Agencies-Face-Staffing-Dilemma)

LACK OF TRAINING STYMIES SEARCH FOR SKILLED CORPORATE AGENTS "Corporate travel agencies are finding it more difficult than ever to find qualified agents given the dearth of training programs. Demand for new staff was traditionally met by hiring former agents returning to the business or newly-minted travel school graduates. But neither of these groups has the up-to-date skills called for in the current travel environment, according to corporate staffing experts and corporate agency executives." [http://www.travelmarketreport.com/content/publiccontent.aspx?pageID=1366&articleID=8475&LP=1](http://www.travelmarketreport.com/content/publiccontent.aspx?pageID=1366&articleID=8475&LP=1)

QUALIFIED CORPORATE AGENTS ARE A HOT COMMODITY "What good corporate agents want today is everything—a higher salary, medical and other benefits, 401(k), flexible hours and more. The good news for agents is that they probably can get it all. The bad news for agencies is that they will probably have to provide it all. The reason is there are more open travel agent positions at corporate agencies nationally than there are travel agents to fill them. "There is a real shortage of corporate travel agents out there," said Gail Walsh, head of Personal Travel Consultants, a long-time temporary placement agency for corporate travel agents. "Agencies that have agents are looking at ways to retain"

**Licensure Exam Performance**

Since the Travel & Hospitality disciplines are not accredited, there are no licensing or board exams at this time.

**20. Completion**

*Manager approval*

(blank)

*Participant List*

(blank)
Behavioral & Social Sciences (GE)

01. Department Purpose

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

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

HISTORY: the purpose of the History Discipline is to: - prepare students in History so that they will transfer to four year universities. - prepare students in History so that they can earn an AA degree. - teach students the historical importance of the society in which they live so that they will be able to make contributions that will advance and enrich their own lives and the society. - large. POLITICAL SCIENCE The political science sequence is for those who desire to complete a baccalaureate degree in the subject. Emphasis is on satisfying lower division university requirements in this major. Student who wish to obtain an associate degree in political science may do so by completing the course requirements plus WLAC requirements for associate degree.

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

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

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

**Purpose Alignment**
ANTHROPOLOGY: 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 UC and CSU transferable. 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.

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

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

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

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

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

Assessment of Improvements
n/a

Improvements in Program

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

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

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

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

SOCIOLOGY: More students are transferring to the CSU and UC systems. As well, the implementation of Student Learning Outcomes (SLOs).

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response

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

ECONOMICS: Following one of the recommendation, minutes for once a semester department meeting are held by the discipline vice chair. Part Time faculty is encouraged to participate in division meetings. Econ faculty, full and part time- was participating in SLOs assessment process.

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

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

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

SOCIOLOGY: Following recommendations, 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. As well, the discipline is assessing course-level SLOs.

PR Recommendations Response

ANTHROPOLOGY There were no recommendations from the previous program review. Funding will be sought for the maintenance and improvement of the teaching materials as well as classroom technology. Improved materials and facilities can only enhance student success.

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

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

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

PSYCHOLOGY: There were no recommendations from the previous program review.
SOCIOLGY Funding could be sought to develop practices and find resources to allow more time is spent with students during office hours and have a open door policy for those in need.

04. Enrollment Trends

Enrollment Trends
ANTHROPOLOGY Anthropology is experiencing growth. While the long term trend in Anthropology is an 11% decrease in enrollment from Fall 2009 to Fall 2013, the same trend seen in College overall totals, from Fall 2012 to Fall 2013, Anthropology Enrollment Trends show an 18% increase. FTES from Fall 2012 to Fall 2013 show a 16% increase (FTES change from 46 to 55), a modest recovery from a 28% drop between Fall 2009 to Fall 2012 (FTES change from 64 to 46). The addition of ACT classes can account for the change in a small department. Enrollment and FTES trends correlate with section counts; as section counts increase so does enrollment and greater FTESs.

ECONOMICS Economics department is experiencing a growth. As of Fall 2013, there are 700 students enrolled which represents 19% increase since Fall 2009. Most of the growth took place between Fall 2012 and Fall 2013. Enrollment trends seem stable with no growth between Fall 2009 and Fall 2010 due to cuts. Slight decline from Fall 2011 and Fall 2012. FTES reached its peak in Fall 2009 (76), its lowest was in Fall 2012 (67). There is a slight downward trend since Fall 2009. Comparing Econ FTES with the division, it can be seen similar trend

POLITICAL SCIENCE Enrollment has picked up a bit since fall 2010. We lost quite a few sections from 2009 going to fall 2010.

PSYCHOLOGY Enrollment has not significantly changed in three of the four educational delivery modes in the last year. During the four-year period reviewed, Jumpstart declined markedly as a result of the elimination of course offerings. Unfortunately, 2013 was the low year with a total of 999, a decline of over 18% from 2010. Since 2010, enrollment has progressively declined. The proportion of change was closely reflected in FTES across all four modes. FTES has followed the same trend as Enrollment with a high of 135 in 2010 and a progressive decline in subsequent years to 105 in 2013, a decline of 22%. Lack of classes in ACT and Jumpstart in 2013 again could account for this decline.

SOCIOLOGY Enrollment has shown not significant change over the past 5 years. Enrollment between Fall 2009 and Fall 2013 has shown a slight increase, approximately 5%. There is a spike between these semesters with the height being in Fall 2011. FTES shows the same, same totals (38) for Fall 2009 and Fall 2013 with a spike in Fall 2011 (45). It appears that the addition and subsequent removal of POPP sections accounts for the spike.

History is missing

Section Count Trends
ANTHROPOLOGY A cursory look at the data shows that section counts have remained relative stable between Fall 2009 and Fall 2013. However, when taking into account the Mode of Delivery and more specifically programs (not clear why a program such as ACT is considered a distinct mode of delivery?) fluctuation is a product of the adding and pulling of ACT and International offerings. As a result of these programs as part of section counts in years of with section cuts, Anthro has lost 5 courses from the “regular” discipline offerings (combined Fall and Spring). The usual ACT offerings in Anthropology were not offered in Fall 2014 nor Spring 2015 and no classes were reinstated.

The elimination WEC increased the online count as these classes were moved online to serve the same population.

Anthropology classes exhibit the not too surprising trend of fewer section offerings, the larger the class size. In times of cuts students were desperate to add classes and instructors accommodated as many students as possible, stretching the limits of room capacity. More recently, average class sizes have reached optimal for the room (capacity max 48) and online caps (40) at 39 in Fall 2013. This is larger then the college overall, which has an average class size of 36.

ECONOMICS Overall, the trend in section counts is stable though it differs based on the mode of instructional delivery. We have offered 14-16 sections per semester since Fall 2008. A substantial change in the decomposition of delivery method. ACT and Online classes were increased, Weekend College classes were decreased . In fact, there was no WEC sections which were offered since Fall 2009. Classroom Based classes showed a stable trend. Considering the ideal average class size is approximately 35-40 students, we have average class size around 46 in economics courses between Fall 2009 and Fall 2013. As of Fall 2012, we have more students in online classes than classroom based classes.

POLITICAL SCIENCE We lost 3 class room sections in 2009, gained only 1 back in 2012. Lost 4 online sections, gained only 1 back in 2012. Lost only one Jumpstart we offered in 2009, never gained it back.

PSYCHOLOGY Classroom sections decreased by 37%. Additional sections have been added this year in response to increased budgets. Class sizes have remained constant for online but have markedly increased in the classroom. This is probably the result of the decrease in sections which created a much greater demand for each class.

SOCIOLOGY From Fall 2009 to Fall 2012, the section count in Sociology has remained stable at 8. In Fall 2013 the count dropped to 7. For a small department like sociology a drop in one class is significant. The average class size has increased 12% between Fall 2009 and Fall 2013 but this is coming down from the highest count in Fall 2011, with an average of 47.3 students per class. Sociology average class sizes are larger at 41.3 then the general collage total of 36.

05. Students and Student Success

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

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

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

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

Demographic Trends
ANTHROPOLOGY The gender distribution is slightly shifting but the pattern remains constant, there are about half as many males as females taking anthropology classes. The trend at the college is there are more females than males (59 to 41%). In regards to ethnic group distribution, Hispanic student population is on the rise with a 13% change from Fall 2009 to Fall 2013 and a slight decline in percentage of African American students with a 7% change between the same years. There is a change in the age group distribution of students taking Anthropology classes. Since the Fall 2013 there has been a shift up in the age of students. The majority of students (38%) are between 20-24 years old, with the 25-35 making up the next largest group (27%), combined these two groups make up 66% of the students. Older students tend to have more obligations outside of school, the discipline will look into how best to serve these students.

ECONOMICS Student demographics are gradually changing. Hispanic student populations are on the rise. In terms of age distribution, students over 25 are on the rise. There was no significant change in the gender distribution. As of Fall 2013, we have 55% female and 45% male students. White student populations are stable at 13% level, has not change since Fall 2009 except 2% increase in Fall 2013. Hispanic/Latino population was highest with 37%.

POLITICAL SCIENCE Age group 19 and under, 20 Christine 24 have gone up. Lost in age group 25 and up. Ethnicity: Lost African American, gained in Hispanic. Whites, Asian and unknown groups stayed the same.

PSYCHOLOGY Ethnic, gender, and age group distributions have remained relatively constant over the last two years, although African-American students have lost 6% of the overall Psych demographic while White students have increased by the same percentage. In the last year, Latino students have grown 5%. Overall, Psychology is highly popular and that overall trend has not changed. This is reflected by the fact that over 1000 students per year take psychology classes at West. We continue to need to add new sections.

SOCIOLGY Gender and ethnic group distributions have remained consistent between Fall 2009 and Fall 2013 with females making up approximately 64% of the population and African Americans making up 80% of the students (33% and 49% respectively in Fall 2013). The shift seen is in the age group taking sociology class. As of the Fall 2013 there has been an increase in the age of students. The largest group at 45% is the 20-24 year old students with the 25-35 making up the next largest group. Older students tend to have more obligations outside of school, the discipline will look into how best to serve these students.

Equity Gaps
ANTHROPOLOGY The equity gap in the successful course completion is on par with the college average.

ECONOMICS The equity gap in the successful course completion in Economics is stable, averaging around 24 which is slightly lower than the division average of 25.8 for the last 5 years (Fall 2009-13). The trend seems stable for the BSS division. However, the data suggests we had some significant fluctuations in data year to year. In Fall 2009, there was a big fall in the gap when gap reached its lowest value (13). That is true for other disciplines as well. Then, we saw an increase in trend with the latest (Fall 2013) data, 27.

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

SOCIOLGY The equity gap in the successful course completion is on par with the college average.

Political Science and History?
Success Comparisons
ANTHROPOLOGY A comparison of Retention Rates between in anthropology and the college average shows only a very slight difference with a 1% higher rate in anthropology. A comparison of Success Rates are a bit more significant with 5% higher rate in anthropology. The addition of exams (offering more exams than a midterm and final) and the use of ETUDES enhanced courses provide students with more opportunities to demonstrate their knowledge of course materials and have alternative means to see material and submit their work.

ECONOMICS The trend in the successful course completion rates of the economics discipline is stable. The college average is around 63%, the
economics discipline average is 65.6%. One of the factors contributing to the higher rate is to use etudes-ng as a supplement to classroom based teaching. Students could access powerpoints, lecture notes, practice quizzes. Students could submit their assignment to digital dropbox to prevent points reduction in case if they miss the class. To encourage students to attend Econ Club organized events such as bi-weekly meetings, guest speaker seminars, and other Club activities, extra credits are given to those who go to the events. This may also contribute to the higher rate. However, not all instructors are offering extra credits.

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

SOCIOLGY The retention and success rates of sociology are slightly below that of the college overall. This is a small department with only 7 sections offered Fall 2013. The differences are most likely a result of sample size.

Success Trends

ANTHROPOLOGY Success and Retention rates do not show significant change. While there is a 7% decline in retention between Fall 2009 and Fall 2013, there is a 5% increase in success rates between the same periods. A comparison between classroom and online retention and success rates show consistency between the two delivery modes. Retention rates and Success rates seen in Anthropology classes are slightly above those seen by the College overall.

ECONOMICS The trend in retention rate did not show substantial change. The average between Fall 2009 and Fall 2013 was approximately 85% which is 1% above the BSS average. The WEC classes offered the best retention rate with 93% in Fall 2009. One of the implications for the econ department is to apply the WEC and the ACT instructors approach to the classroom based classes which have relatively low retention rate. In fact, the retention rate reached 90% for classroom based classes in Fall 2012. Success Rates Data suggests the Economics department has a slight increase trend. The average rate was 65% in the past five years. The ACT classes had the highest success rate with 85% and the online classes with the lowest, 63%. This trend is consistent with the BSS division data. More attention should be paid in online class success rate and more discussion is needed about how to increase the rate by holding or even increasing the quality of the online instructional delivery.

POLITICAL SCIENCE Retention for classroom sections have gone up a little, retention for online classes has gone down. Success rates for classroom have gone up a little but way up for on line sections.

PSYCHOLOGY Retention has been remarkably consistent from 2009-2013, running between 78-84% for ground classes. 2013 was right at the median of 81%. On line classes were virtually the same, ranging between 80-85%. 2013 was at 80% which was the same as 2012. Alternative education delivery systems such as ACT and Jumpstart were not offered in 2013. Success rates were also consistent for ground classes with a ranging between 59-64%. 2013 was 61%, a slight drop from the previous three years but well within the slight variability that would be expected from year to year. On line class variability was greater for success rates, ranging from 46-59%. If the 2009 rate of 46% is treated as an anomaly, then year-by-year variability is very close to that of ground classes but overall, success was about 4 percentage points less than ground classes. One possible explanation for the difference would be that students who had not previously taken an online class had not yet discovered the differences between ground classes and online classes including the faster pace and the need for better self-discipline and time management.

SOCIOLGY Retention rates have fallen between Fall 2009 and Fall 2013 by 13%. This appears to be due to the elimination of Jumpstart and POPP sections which due to the nature of the programs have high rates of retention. Success rates however have remain consistent between the same periods.

06. Staffing Trends

Staffing Trends

ANTHROPOLOGY The FTEF with slight fluctuations, fairly consistent between Fall 2009 and Fall 2013 (with a drop Fall 2014). The correlation of course is with section counts.

ECONOMICS The FTEF by regular/hourly was 3.0 as of Fall 2013. The last five years average is 2.92. Trend is stable. However, the last two years, there was a decline in FTEF which can be linked to the section offerings cut. In order to keep Economics discipline current and strong, the department should hire adjunct instructors who can bring the real world experiences to the class, and to prepare students for employment and job success following graduation.

POLITICAL SCIENCE A full time faculty assignment is reduced to .2 FTEF. Lost an adjunct .2 FTEF.

PSYCHOLOGY: The FTEF has decreased for the last three years from 5.81 to 4.83. This is due to cuts in sections taught by adjunct instructors, which fell from 3.2 in 2010 to 1.96 in 2013.

SOCIOLGY The FTEF declined in Fall 2013 to 1.40 after years of consistently holding at 1.60. The drop in section counts, particularly the elimination of Jumpstart and POPP account for the decline.

07. Functions and Services

Function service list

ANTHROPOLOGY The discipline offers lower division anthropology courses that transfer to UC, CSU, and other universities. - Offer an AA degree in Anthropology. - Provide students with a foundation in the discipline. - Participate in the Transfer Honors Program
ECONOMICS 1. Offer intro level economics courses which are transferable to UC, CSU, and other universities. 2. Organize monthly seminars and invite speakers to campus to discuss the recent economic, social, ad political issues. (Economics Club) 3. Recommend/Advise Econ Subject tutors to HLRC. 4. Engage in service activities that enhance the development of the College and expanded community of interests. (Economic Impact Report) 5. Participate/Encourage Honors Transfer Program (In Class Transfer Workshop per semester).

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

SOCIOLOGY The discipline offers lower division courses that transfer to UC, CSU, and other universities. - Offer an AA degree in Sociology. - Provide students with a foundation in the discipline.

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**

ANTHROPOLOGY The dedicated anthropology classroom (SC 101) is in the process of being upgraded with regards to technology. Currently we have an overhead projector and are waiting for the “Smart” classroom components, including a computer in the podium. 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 ETIDES as a supplement to classroom based instruction. The use of interactive websites and video to enhance understanding of course material.

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

POLITICAL SCIENCE We have moved to the new building. All classrooms have media equipment, including Internet access, installed.

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

SOCIOLOGY Several sections have been moved into new classrooms which are equipped as Smart classrooms.

### 08. Survey Results

#### Survey Results

ECONOMICS The 2012 student surveys suggested that 39.7% of the students’ first choice was to major in business and finance which ranked the third after health sciences and law.

PSYCHOLOGY N/A

**Were there results from other disciplines?**

#### Survey Results Implications

ECONOMICS The survey results implied that more business/finance and other social science related major interest means more demand for economics since intro econ is required for business major. Considering students academic background, our students are in need of improvement in the areas of basic skills, particularly in problem solving and critical thinking. Reading, writing and computational skills continue to be a problem for our students and the faculty are discussing options such as advisories and pre-requisites. Starting Fall 2014, pre req (math 115) was implemented for Econ 1 and Econ 2. The first impact was a decrease in enrollment. We expect the long term effect will be positive and the students will come to Econ 1 and Econ 2 more prepared.

PSYCHOLOGY N/A

### 09. Curriculum

#### COR Update: Missing CORs

ANTHROPOLOGY Lost updates are being identified and updates are being made.

ECONOMICS Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system. The Department uses the same textbook between sections. According to the course outline of record report with missing CORs, Econ 1 and Econ 2 have the updated course outline, which are updated in
2007 and in 2008 respectively. There will be major change in the course outline except for updating the textbook edition. ECD system will be used to update the course outlines. There were some delay in approving the course outline changes since the file can move one's inbox to another inbox. Assigning someone who can coordinate the steps and/or creating report such as Course Outline of Record Report can resolve the potential problems.

PSYCHOLOGY All of the courses were updated in 2013 so all courses are currently updated and passed through curriculum.

other disciplines?

**COR Update: Out-of-Date CORs**

ANTHROPOLOGY Anthro 121 is currently being updated and barring any problems (getting lost in the system) will be presented at the next Curriculum meeting.

ECONOMICS Economics discipline does not have out of date course outline as of Fall 2014.

PSYCHOLOGY: There are no psychology course outlines that are out-of-date.

**Course Outline**

ANTHROPOLOGY The anthropology full time instructor is responsible for course outline updates. Anthropology instructors each semester meet to discuss course syllabus content, including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record.

ECONOMICS Full Time instructor in the Economics discipline has been required to update the course outline on regular basis. Every instructor in the division is contacted before the semester starts to discuss the contents of the course syllabus including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. The Academic Affairs and the division chair have required all faculty to use the syllabus guidelines approved by the Academic Affairs. The division chair and the full time instructor make sure that all syllabi include Student Learning Outcomes and course objectives as required by the college.

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

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

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

**Course sequence**

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

ECONOMICS Yes, the economics department produced road maps that allow students to complete the program within two years or less. The rationale was based on the idea of the IGETC. There were few meetings to finalize the road maps with the counselors, curriculum committee members, and the DE dean. All Econ courses (Econ 1, 2, 10 and 11) are CSU, UC transferable. At the beginning of the semester all students are encouraged to create their SEPs (Student Education Plan). On October 29, 2014, CCC Chancellor’s Office reviewed and approved ADT degree in economics.

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

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

SOCIOLOGY Courses are scheduled in appropriate sequence.

**Curriculum Impact**

ANTHROPOLOGY Global studies have included Anthropology of the Middle East into a Middle Eastern program and is interested in including an Anthropology of Africa in an African Studies program.

PSYCHOLOGY: We are working in conjunction with Administration of Justice to potentially create a new certificate of achievement. This is a 15 unit certificate for a Chemical Dependency Specialist in Criminal Justice. The courses include AJ 1, 75, and Psych 63, 64 & 65.

**Degree/ Certificate Changes**

(Blank)

**Outreach, Online & Hybrid Classes**

ANTHROPOLOGY Anthro 101, 102, 103, 104, 111, 121, and 132 have been offered online. Anthro 101, 111, 102, and 121 have been offered in a
hybrid format. Anthro 101 has been offered in an outreach program. The online sections are the first to fill during the enrollment period. Students seem to want the flexibility of short session online classes. Hybrid classes are gaining in popularity and have been successful. Anthropology would like to vary the delivery mode of all courses to give as many options to students as possible. The inclusion anthropology courses in outreach programs have been curtailed. Students were not successful in these courses due to their already heavy work loads and the difficulty of the subject matter.

ECONOMICS Econ 1, Econ 2, Econ 1n ad 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 more hybrid classes from being taught. In an online course students work both independently and with others, as students interact in the “online classroom.” Students work closely with the instructor and the students in online classes, just as they would in a traditional classroom. In addition, students will also learn to work online, both independently and with others. students interact in an online classroom and develop new skills such as participating in the class through online discussions or forums. Students also learn good organizational and time-management skills to be successful as an online student.

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

PSYCHOLOGY The Psychology Department currently offers 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. 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).

Program Relevance, Appropriateness & Cur

ANTHROPOLOGY Textbooks and other assigned material that are used in all sections are up to date and recognized in the field. All instructors are active in their fields with continuing field work, publications, and attending professional meetings. All anthropology faculty are active members of professional organizations. Students are enrolling in the offered anthropology courses. AA in Anthropology have been awarded and students are transferring to four year universities.

ECONOMICS Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system. Economics Department offers AA in Economics which requires 20 units, mainly focusing on economics and quantitative skills. The Department uses the same textbook between sections.

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

SOCIOLOGY The textbook is up to date and recognized in the field. The course syllabi reflect the outline of record.

10. Student Learning Outcomes

SLO Assessment - Course

ANTHROPOLOGY The course SLO assessment and revision process is an ongoing process in which Anthropology faculty is actively engaged and up to date.

ECONOMICS The SLO course assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies and is a part of the larger accreditation cycle that the college is engaged in. In Semester 1 (Spring 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. Economics faculty are sharing our rubrics and assessment tools with the economics discipline and the social sciences division, as well as some other colleges such as LMU and El Camino College. We participated in SLO projects as an adjunct faculty at other colleges. There will be a revision on the course SLOs this semester (Fall 2014). Econ faculty are discussing to create a common rubric for Econ 1 and Econ 1 and use it for this semester cycle.

POLITICAL SCIENCE All full time and adjunct faculty participated in the fall 2013 assessment discussion and implementation of SLO for POL SCI course

PSYCHOLOGY Both full time instructors and some part-time instructors were involved in assessing their own courses in psychology last year. It was a successful endeavor.

SLO Assessment & Resource Request

ANTHROPOLOGY Yes
ECONOMICS N/A

POLITICAL SCIENCE N/A

PSYCHOLOGY N/A

**SLO Faculty Dialogue**

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

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

POLITICAL SCIENCE Faculty participated in implementation of fall 2013 assessment for POL SCI course. Results were compatible for all sections.

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

**SLO Program Assessment & Changes**

ANTHROPOLOGY Courses that were lost during budget cuts will be reinstated. The caste collection needs to have stolen and broken pieces replaced and new specimens added to reflect the more recent major fossil finds.

ECONOMICS For Econ2, State of the Economy Assignment is being planned. Students will write a short paper about GDP, Inflation, Unemployment and the future growth based on BLS and BEA statistics. The state of the economy assignment is now mandatory for Honors Students. Some instructors offer the same assignment as an extra credit. The feedback from students has been positive.

POLITICAL SCIENCE We are changing the assessment format to see if there is any changes.

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

**11. Departmental Engagement**

*Community Connections*

ANTHROPOLOGY Connections have been made with the UCLA Global Studies Program.

ECONOMICS The Econ Department has established connection with UCLA Global Studies when the Full Time instructor has taught an econ course at UCLA Econ Department. The most recent speaker on campus was Pat Rishe (LMU). His seminar was on the Sports Economics. The event attracted many students as well as a few staff and faculty members. During the Econ Club meetings, in addition to having insightful conversations on different topics, the club members go out for field trips and participate in various events which take place the community.

POLITICAL SCIENCE Department was working on the Global Studies programs that has the Political Science course as a core section. Recently, the college was rewarded the grant.

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

*Interdepartmental Collaboration*

ANTHROPOLOGY Anthropology has collaborated with English in the Reading Apprenticeship program. Anthropology faculty regularly shares teaching materials and instructional ideas with faculty from sociology, Child Development, psychology, and Family and Consumer Studies. Anthropology faculty is on the advisory board for the Middle Eastern Studies program.

ECONOMICS Seminars organized by the Economics Club attract not only economics students but also political science, history, sociology, and psychology. Econ 10: US Economic History was reinstated and will be offered next year if the budget situation improves. The Econ department is planning to offer Econ 10 online for the first few semester, expecting high demand and enrollment. Depending on the enrollment, we are planning to offer on campus either as an evening class or as an hybrid class. 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.

PSYCHOLOGY In preparing for the Student Learning Outcome changes a few years ago, the discipline chairs from Anthropology, Psychology, and
Consumer Studies 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. Furthermore, the chair of Psychology and Anthropology have recently collaborated on the pedagogy of online teaching, sharing information on best practices for assignments and exams. Currently, Psychology is collaborating with Administration of Justice on a new certificate program.

12. Professional Development

Committee & Prof Dev Activities

(blank)

Professional Development Unmet Needs

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

ECONOMICS There was only one faculty (out of 9) left without etudes-ng training. The faculty was offered a hybrid course for Spring 2014. He completed the etudes training. Thus, there are no unmet needs among economics faculty. We encourage 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.

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

PSYCHOLOGY There are no unmet needs at this time.

SOCIOLGY There are no unmet needs at this time.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

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

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

HISTORY "The college catalog is problematic at times due to the last minute changes (cuts, additions, etc.) in classes, times and dates of classes - which is confusing to our students and our adjunct faculty. In addition, there is no marketing, at all, for our history discipline: i.e., the importance of history both academically and vocationally (e.g., what jobs, vocations, careers are available for History majors). At this time we do not have a definite plan for working in association with the P.R. section of the college. We need to know what is available to us in the area of networking with P.R. It would be great if a pamphlet or information sheet is developed, letting us know the scope and limit of advertising for our discipline. We need to know when and how, we can confer with the P.R. person in determining how we can advertise and enlighten our students and community about the values of taking History. The main problem is, that we do not know what the limitations or expansion of the P.R. service are available. Up to this time, we have relied upon our community relationship to advertise or help us with getting the word out for our classes."

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

PSYCHOLOGY All three marketing tools could be better utilized to advertise the Alcohol and Drug program. We now have a new website that is more easily navigated, which will help students. 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 Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

ANTHROPOLOGY Several students are in the Transfer Honors program. Students are applying to UCLA, USC, Berkeley, Loyola, Cal State Long Beach, and Cal State Fullerton.

ECONOMICS One student was accepted to UC, Berkeley Econ Program for Fall 2014. One student was accepted to UCLA Math/Econ Program for Fall 2014. One student was accepted to UCLA Business/Econ Prorram for Fall 2014. One student was accepted to LMU for Fall 2014.

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

**Club Sponsorship**

ANTHROPOLOGY The Anthropology Club’s charter was not renewed this semester.

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

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

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

PSYCHOLOGY We have a Psychology Club that is sponsored by the department chair, who serves as the advisor. They meet regularly and usually have a guest speaker who gives a talk about different topics in psychology each week. They also do fundraising.

15. Environmental Scan

**Technology Trends**

ANTHROPOLOGY Aside from the benefit of using technology in the classroom to enhance student comprehension and learning, the nature of the field demands we go where people go - online, virtual, social media, etc. Successful students of anthropology need to be versed in and understand these arenas.

PSYCHOLOGY The most notable trend in technology is that rehabs are now switching to computer programs for notes on clients so our program requires a course that is partially taught online, thereby forcing the students to computer exposure.

**other disciplines?**

16. Facilities

**Facilities Challenges**

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

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

POLITICAL SCIENCE Having smart class room is a big plus

PSYCHOLOGY Several other disciplines have now moved into our building, GC. This has caused a problem with adding any additional psych classes. This semester one psych class is in the MSA building, and this might occur again in the spring. It would be better to house all classes in the same building.

**Facility Long Term Goals**

ANTHROPOLOGY Long term goals include the document projector and to upgrade the cabinetry that houses the teaching collection.

ECONOMICS N/A

PSYCHOLOGY N/A

POLITICAL SCIENCE Offering political science courses of different part of the world

**Facility Short Term Goals**

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

ECONOMICS Using interactive and pull-down maps in the classroom. Maps can be used to teach the concept of a negative externality or spillover effect or can be used for international comparisons.

POLITICAL SCIENCE N/A

PSYCHOLOGY None at this time.
19. CTE Programs

Advisory Board Meetings
(Blank)

Advisory Board Membership
ECONOMICS N/A

PSYCHOLOGY Carrie Canales West LA Alcohol/Drug Studies Program Director, Carlton Blanton CADE Board Member, John Bagnerise Free N One, Bruce Reinauer West LA adjunct instructor, Glenn White West LA adjunct instructor, Fred Walker Weingart Center, Lori Phelps CSU Fullerton, Michael Robinson CLARE Foundation, Walter Broom CLARE Foundation

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

Assess CTE Student Learning Outcomes
PSYCHOLOGY Student graduation rate has increased in the last several years and they are passing the state licensing exam.

CTE Accreditation Recommendations
n/a

CTE Program Accreditation
(Blank)

CTE Programs Offered
(Blank)

Employer Satisfaction Survey
n/a

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

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

Licensure Exam Performance
PSYCHOLOGY Of the graduates from the A/D program who have taken the licensing exam, they have all passed.

20. Completion

Manager approval
Aimee Preziosi - Anthropology
Meric Keskinel - Economics
Pat Siever - History
Sholeh Kooroshi - Political Science
Carrie Canales - Psychology

Participant List
(Blank)
B&SS - CTE (Other)

01. Department Purpose

**Purpose**

“Child Development Department: The Child Development Program has a three fold purpose. The first purpose of the program is designed as an academic program for students to transfer to a four year institution to acquire a B.A. degree. The second purpose of the program is also a vocational program that prepares students to enter the workforce as teachers in the Early Childhood profession. The third purpose of the program is to provide access to professional development coursework that allows the student to obtain, renew, and advance on the teaching permit matrix that is required by the State Commission on Teacher Credentialing.---------------------- FCS: Family & Consumer Studies: The purpose is to educate students on how to be a healthy and wise consumer. Nutrition is a transfer course to the UC-CSU and fulfills a requirement for the child development and nursing programs. The only class in FCS is the nutrition class. 

**Purpose Alignment**

Child Development Department: The Child Development Program purpose is infused in the fabric of the college mission in relationship to the college mission to foster a diverse learning community dedicated to student success. We provide courses and opportunities to encourage and develop students to be leaders in the field of Early Childhood Education. The Child Development program supports the college’s framework by offering paths to transfer to the university, career education and courses for personal or professional growth.---------------------- FCS: Family & Consumer Studies: It aligns with several of the missions statements. But perhaps the most significant goal would be #6, Diversified Modes of Instructional Pathway. The nutrition classes are offered on ground, online, and as a hybrid class

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

Child Development:

FCS: No materials or equipment were asked for in program review last year. Most of the nutrition classes are online and additional instructional material has been added within the etudes classes.

03. Response to Prior Recommendations

**Accred Recommend Response**

Child Development: We have implemented all the recommendations. Most of the recommendations were similar to last years. FCS: The one class is FCS is running efficiently. I am the only one in the department and have tweaked the class to be very informative and continue to do so.

**PR Recommendations Response**

Child Development: We requested a full-time faculty member but have not received one yet. That person is vital to meet the needs of our students. In addition to asking again for the new faculty member, we will be asking of an instructional assistant. FCS: There is only one class in FCS and there were no recommendations from last year.

04. Enrollment Trends

**Enrollment Trends**

Child Development: Due to budget restraints we have decreased our child development offerings. Because of that our enrollment has decreased. At this time, the budget is not as tight as it was and we were able this fall to add 3 additional classes. However, we are still 5 classes down from fall 2009. We are attempting to add those classes back for Fall 2015.

FCS: The nutrition class has remained stable.

**Section Count Trends**

Child Development: Section counts have gone down in the campus classrooms. Online has increased, but we need more campus classes. We are still behind what was offered in Fall 2009. The average class size in the campus classes has increased but online it has dropped a little.

FCS: ACT added one class for Fall 2013. That will probably the last semester the nutrition class will be offered in ACT. The hybrid class is no longer offered on Sundays. The enrollment declined when it was moved to during the week. Online enrollment remain stable.

05. Students and Student Success

**Demographic Trends**

Child Development: Male enrollment has slightly increased and female enrollment has slightly declined. There was a slight increase in the age bracket 20-24 and a slight increase in 35 and over. The ethnic group distribution has remained stable.

FCS: The only change in ethnic population is a increasing number of Hispanic/Latino students and a decrease in students answering unknown.
**Equity Gaps**

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

**Success Comparisons**

Child Development: The online classes and the classroom classes exceed the both the retention and success rates of the division. FCS: The retention rate for the division is 53% The online classes in FCS exceeds the discipline averages at 62%. The hybrid classes are quite low in retention at 29% and the campus classrooms are only a 47%. In the category of success rates only the online classes exceed the disciplines average.

**Success Trends**

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

FCS: Classes have reached maximum capacity and are closed weeks before school starts. Especially the online classes. But not true of the hybrid class that was moved from Sundays to during the week. As the population of the school increases, so does the demand for the nutrition class increases.

**06. Staffing Trends**

**Staffing Trends**

Child Development Department: In Child Development the FTEF has not changed over the past 10 years. We had a retirement in 2004 and in 2013. Now there are still only two full time instructors. We need ANOTHER full-time instructor and a instructional assistant. The students are not able to finish the program in a timely manner and transfer to other colleges within the district or to Santa Monica college. This causes getting less credit for certificates and the AA degree in Child Development. If we had the other faculty person and the instructional assistant our numbers would increase dramatically. There is a growing need for child development majors in the labor force.

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

**07. Functions and Services**

**Function service list**

Child Development Department: Our Child Development Program provides the teacher permit, financial stipends, internship assignments, Practicum experiences, observation experiences, job placement, transfer guidance with institutions we have collaboration withs, curriculum lab, and Advisory Committee that supports the program in implementing and participating in VTEA. Auxiliarly Programs: California Student Aid Commission California Mentor Teacher Program Child Development Training Consortium.

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

**Technological Advances**

Previous answer.

**08. Survey Results**

**Survey Results**

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

FCS: The VTEA survey is used in FCS. In addition, feedback is encouraged by the students to help improve the course. Public Safety The program conducts a student survey in every class which allows students to comment on the instructor as well as any other matter.

**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. 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
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has also been a means to access information from students that has helped to enhance our program.

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

09. Curriculum

COR Update: Missing CORs

Child Development: Most of the courses were updated last spring. The rest are in the process of being done or have been archived.

FCS: FCS 21 was updated last semester.

COR Update: Out-of-Date CORs

Child Development: The 2 that are outdated are being worked on now.

FCS: None at this time.

Course Outline

The Child Development Department: The Child Development Department has a syllabus format that is used by all instructors. This format has the course description, SLO’s and course objectives as part of the format for each course taught. The syllabus template mirrors the official course outline. The syllabus is reviewed by the Department and frequent monitoring occurs.

FCS: Being a one person department with only one class offering it is easy to be consistent.

Course sequence

Child Development: Yes, we follow the matrix and mapping to support the students in obtaining their teaching permit, certificate, or the AA in Child Development. Again if we had the additional third faculty member and instructional assistant the students could complete their goals sooner and the college would see a significant increase in he number of certificates and AA.

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

Curriculum Impact

Child Development: Long term changes or additions can not occur until we add the third faculty member and instructional assistance.

FCS: None at this time.

Outreach, Online & Hybrid Classes

Child Development Department: We currently offer the following courses online: CD 1 CD 10 CD 11 CD 34 CD 38 CD 39 CD 48 CD 65. Fall 2013 we have added the following upper level specialization courses in hybrid format: CD 30 and CD 31 CD 44 and CD 45.

FCS 21 is offered each semester online, on ground, and in hybrid form. I have been revising both the online and hybrid classes each semester to improve student’s retention and performances. This class transfers to both the CSU:UC, so standards have to be kept high.

Program Relevance, Appropriateness & Cur

Child Development: Child development meets with a advisory committee to make sure that all courses are current within the child development field. In addition, there is a monthly district meeting with the other sister colleges to determine if changes or additions need to be met.

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

10. Student Learning Outcomes

SLO Assessment - Course

Child Development: Is current with SLO’s and we have accessed the ones that were required.

FCS: On it.

SLO Assessment & Resource Request

Child Development: No

SLO Faculty Dialogue

Child Development: Through group discussion.

SLO Program Assessment & Changes

Child Development: We are in the process of implementing them.

11. Departmental Engagement

Community Connections

Child Development: We place between 30 and 40 CD 22 students each semester in different schools. We have a advisory meeting every semester to broaden our contacts within the community.

FCS: Not applicable.
12. Professional Development

**Professional Development Unmet Needs**

Child Development: The professional development needs have been met. FCS: The professional development needs have been met. Attended several workshops on nutrition. It is very important to stay current in this field.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

Child Development: If we get the additional requested faculty member, child development will be needing more marketing. Expanding the program is important because the increasing demand of child development graduates.

FCS: Nothing more is needed.

**Service Eval Disagree**

None.

**Service Evaluation**

(blank)

14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**

Child Development: Consortium supplied stipends for student’s books. Those who applied were thrilled to receive the money.

**Club Sponsorship**

Child Development: We are pleased that we were able to start a child development club this semester. One of the full time faculty members is in charge of the club. Each time the club has met, the enrollment has increased.

FCS: There is no FCS club because it only has one nutrition class. If the program is ever expanded, a club would be formed.

15. Environmental Scan

**Technology Trends**

Child Development: Technology has allowed us to do online classes that serve our student population that are unable to take on ground classes due to work schedules, caregiving difficulties, etc. We are able to do power points and access the internet for current articles.

FCS: Use technology in both the online classes and the classroom.

16. Facilities

**Facilities Challenges**

Child Development: The laboratory room is not set up to do lectures. We have one designated room for lectures but we need two of them. Somehow the English and Math department ended up with our other room. This hinders the absorption of important material for our students.

FCS: CE-206 is perfect for our nutrition class.

**Facility Long Term Goals**

Child Development: We just want our designated classrooms back.

**Facility Short Term Goals**

Child Development: Would like to have English or Math vacate one of the lecture rooms for our program. The original design was for Child Development to have the bottom floor of the GE building.

19. CTE Programs

**Advisory Board Membership**

Child Development: See attached.

**Advisory Board Outcomes**

Child Development: The advisory board meeting is very important. They have given us such insight into our program.

**CTE Programs Offered**

(blank)

**Labor Market Demand**

Child Development: There is increasing demand for Child Development graduates. Due to the changing family composition (single mothers, both parents working) the need for child care is going up. There also is a growing need for infant programs and special need programs. In order to meet this growing need, we need an additional full time faculty member.

FCS: Doing fine.

20. Completion

**Participant List**

(blank)
B&SS - Public Safety

01. Department Purpose

**Purpose**
The purpose of Administration of Justice Public Safety Program is to offer students high quality courses required for completions of an Associate of Science degree or Associate of Science Transfer degree in: Administration of Justice and Associate of Science degree in Fire Technology. Both programs are located in the College's Behavioral and Social Science Division and are linked to the Career and Technical Education component of West Los Angeles College (WLAC). The program is designed to prepare individuals for careers in the criminal justice field including: law enforcement, courts, corrections, fire services and other public safety related fields.

The Administration of Justice program is a study of the United States of American Criminal Justice system used by local, state and federal level government. Students will learn about the interaction and relationship of the criminal justice system’s three major components: law enforcement, judiciary and corrections.

The Administration of Justice Program is essential for students who are interested in the field of criminal justice. Administration of Justice (AJ) is primarily geared towards protective services careers in such fields as deputy sheriff, police officer, security officer at the local level or state and federal levels of Homeland Security. The Administration of Justice program also offers a Correction skills certificate, which is essential to students who are seeking careers as detention officers, probation officers, parole agents, or correctional officers at the state and federal levels.

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

**Purpose Alignment**
The Administration of Justice program supports the college mission, vision, and values. The program offers course to provide students with timely updated course offerings to continually stay abreast of current trends and law impacting the field of public safety. The Administration of Justice program will provide specific training as it relates to the duties and responsibilities associated with the work environments. 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 Angeles College has resolved this problem by offering on-campus courses as well as on-line courses allowing students to take classes either on campus or on line.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
We have created an SLO Assessment Calendar and are in the process of evaluating each of the courses offered in the program.

**Improvements in Program**
New technology including multimedia presentations and digital format of course material has improved student success.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
There were no accreditation recommendations.

**PR Recommendations Response**
1. There is a need to create Chancellor approved certificates for the AJ and Corrections tracks.
A.J. is in the process of revisiting the A.J. Certificate, Previous certificate identified in the 1998-2000 catalog lists:
A.J. 1, 2, 3, 4, 5, 6, 14, 16, 67, and 3 electives for a total of 36 units.

It has been recommended for Corrections to link their courses to a certificate.

2. If demand is high, then the retention rate and success rate should be improving in the current course offerings.
The program review data indicators have shown improvement in FTES trends, average class size to 45, success rates from 88% to 98%, depending on the course.

3. Need to identify equity as it relates to the discipline. Propose ideas to improve beyond that of the college-wide.
In progress.
4. There is a need to obtain employer surveys. We have asked the Advisory Committee members to assist with the development of survey questions and to help identify potential employers. All of the needs identified above are required. The AJ and Fire Tek program are at the stage of a program viability study.

### 04. Enrollment Trends

**Enrollment Trends**

Due to the past years of economic decline budget restraints have decreased our course offerings. To increase enrollment we need to offer additional courses in Administration of Justice to meet students demand and to increase transfer and assess rates.

Enrollment trends:
- Fall 2010: 454
- Fall 2011: 496
- Fall 2012: 495
- Fall 2013: 366. This decline was due to removing 4 A.J. classes and bringing in math and English to the program.

FTES Trends:
- Fall 2010: 48
- Fall 2011: 54
- Fall 2012: 53
- Fall 2013: 41 This decline was due to removing 4 A.J. classes and bringing in math and English to the program.

The decision to decrease the POPP courses to this program was initiated by the coordinator. and the change was only one course. Part of the issue is a steady decline in enrollment/demand for AJ courses.

**Section Count Trends**

Decrease in section numbers in the past has caused our students to extend their education experience by many years. Class enrollment are at the max capacity.

Administration of Justice section count shows Fall pretty stable but cuts were taken from Spring, down 5 sections.

A.J. Section Count Fall: Corrections:
- Fall 2009: 19 01
- Fall 2010: 22 01
- Fall 2011: 25 01
- Fall 2012: 23 01
- Fall 2013: 23 01
- Fall 2014: 23 01

A.J. Section Count Spring: Corrections:
- Spring 2009: 28 08
- Spring 2010: 23 00
- Spring 2011: 25 00
- Spring 2012: 21 01
- Spring 2013: 21 01
- Spring 2014: 23 01

### 05. Students and Student Success

**Degree/Cert. Trends**

Increase Administration of Justice AS-T degree

**Demographic Trends**

The demographics of the college are interesting as the college has approximately 62% females and only 38% males. In the past, the criminal justice field has been overwhelmingly dominated by males. However, there has been an increase in female student population in the Administration of Justice program and in the criminal justice field.

Census enrollment by gender indicates steady averages, but higher female enrollment than the main campus:
- Fall 2009 female enrollment 59% male enrollment 41%
- Fall 2010 female enrollment 60% male enrollment 40%
- Fall 2011 female enrollment 60% male enrollment 40%
- Fall 2012 female enrollment 59% male enrollment 41%
- Fall 2013 female enrollment 58% male enrollment 42%

**Equity Gaps**

Staff will continue to increase the success rate. The SLO and program review will allow us to keep our course updated and relevant.

**Success Comparisons**
Higher rate. We attribute this to the recommended cohorting of the program and available tutoring. The successful completion rate runs from 88% to 98%, depending upon the semester and the make-up of the courses as students advance in the program.

**Success Trends**
Because of past cut backs and offering fewer course has cause a decline in success rates. Student are attending other colleges that meet their educational needs

07. Functions and Services

**Function service list**
This is a teaching program, offering advisement to students, holding advisory committee meetings, working with transfer, certificates and degree's.

**Technological Advances**
Advances have been made in trace analysis, DNA testing, etc.

08. Survey Results

**Survey Results**
Students surveyed have indicated a request for additional classes, in particular, those that can lead direct to job placement such as A.J. 60, which offers a Penal Code 832 certificate, and A.J. 62, Fingerprint Classification.

Not aware of actual surveys being conducted.

**Survey Results Implications**
Implications are to add more classes.

*Student surveys alone do not indicate need for more classes. Enrollment trends are in decline, demonstrating the opposite of the statement above.*

09. Curriculum

**COR Update: Missing CORs**
We are good to go with the except of a couple of courses that are under consideration for archiving: A.J. 15

new courses not being developed to meet industry trends identified as part of program review. no certificates available.

**COR Update: Out-of-Date CORs**
Three courses are under revision, ready for Spring 2015.

Courses under revision are due to the Chancellor's office request.

**Course Outline**
The division chair compares the course outline of record with the C-ID Descriptors, https://c-id.net/descriptors.html, then the course outline is compared to the class syllabus for completeness.

**Course sequence**
Yes, we have a very efficient mapping and sequencing for both the A.A. Degree Plan B, and for the A.S.T.

**Curriculum Impact**
Long term plans:

There is a existing need for more specialized courses in A.J. to include a forensics class, Emergency Management and Homeland Security. The program is looking to develop cohort learning, offer more POST certified course for specialized training for agencies with our service area. The program will continue to develop and offer quality a program. Improve student success, provide a pathways for students.

Fire Tek

The goals of the West Los Angeles College Wild land Fire Technology Associate Degree program/certificate are:

- To offer a well-rounded curriculum leading to an associate in science degree in Wild land Fire Technology
- To prepare students for employment in wild land fire control and prevention with federal, state, municipal and private agencies
- To integrate work-based learning into the curriculum through the program
- To assist students in securing employment in the fire control field
- To work cooperatively to seek Fire Crew positions for qualified students with:

US Department of Agriculture, Forest Service

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

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◆ Bureau of Land Management
◆ National Park Service
◆ Bureau of Indian Affairs
◆ California Department of forestry and Fire Protection
◆ Nevada Department of Forestry
disagree with analysis.

The addition of AJ courses is not indicated. The concept of cohorts have been discussed for past 3 years. Yet no implementation strategies have been used.

Degree/ Certificate Changes
(blank)
This degree was approved over 3 years ago. it is not a recent addition.

Outreach, Online & Hybrid Classes
Our division offers a variety of courses online: All are DE approved

A.I.: 1, 2, 3, 4, 8, 14, 15, 39, 60, 67, 75, 160, 309, Corrections 2

Fire Tek, all courses

The benefits are mainly to allow students who work full-time are able to complete their certificates and degree's online.

no recommendations for improvement at this time, they are good as is.
The Fire Tek program needs to be re-positioned and a viability study done prior to any further investment into the program.

The AJ program has low enrollment.

The Corrections courses is essentially just courses. No program and requires a viability study.

Program Relevance, Appropriateness & Cur
The AJ and Fire Tek programs hold semi annual meetings with the advisory committee's who review the curriculum, offer insight about industry changes, and then the division will review and revise offerings as necessary. The committee members represent the main employers in the public safety field.

Faculty attend conferences and apply principles discussed. However, the program is still demonstrating enrollment decline.

10. Student Learning Outcomes

SLO Assessment - Course
The full-time faculty met with representatives of 42 colleges who are members of statewide California Association of Criminal Justice Educators Association and after a meet and confer agreed on some standardized SLO's for each AJ course. The division held several meetings with faculty members and went over the process for identifying an SLO, assigning course objectives within the SLO, and conducting standardized assessment.

SLO Assessment & Resource Request
n/a
Fully agree, SLOs are not being used to engage in conversation to make program improvements.

SLO Faculty Dialogue
Faculty meetings of the hourly staff and division meetings whereby SLO and assessment is the entire topic of the meeting.

Faculty division meetings are held, but are not discipline specific. Adjunct faculty rarely engage in discussion process.

SLO Program Assessment & Changes
All of the items below are considered, yet no changes were implemented:

a. course SLO assessment;
b. analysis of course sequencing;
c. indirect assessment indicators such as state exams or employer surveys;
d. student success data such as retention, success rates, degrees/certificates awarded
what changes to the program are planned or being implemented?
The SLO process is not being used to improve program changes.

11. Departmental Engagement

Community Connections
Local and states are invited to participate in a our annual career fair each semester consisting of approx. 20 departments.
Outreach has been accomplished with the following high schools:

Beverly Hills High School
Culver City High School
Dorsey High School

Los Angeles High School

**Interdepartmental Collaboration**
Met with 42 colleges who are members of statewide California Association of Criminal Justice Educators Association in San Diego, attended the 9 college district AJ and Fire Tek Discipline Committee meetings, and held campus meetings.

12. Professional Development

**Committee & Prof Dev Activities**
(blank)

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**
Administration of Justice could benefit from have website to promote it program.

*Fully agree with the analysis. Faculty have not engaged in the development of a website.*

**Service Eval Disagree**
College library is not update with current technology

**Service Evaluation**
(blank)

14. Programs Clubs Orgs & Special Activities

**Accomplishments of Students**
Many students have are employed with LASD, LAPD or have joined the US military and have received awards

**Club Sponsorship**
Yes, the Administration of Justice program has a club but continues to seek sponsorships

15. Environmental Scan

**Technology Trends**
Technology in forensics is rapidly changing. WLAC should create and offer a program in forensics, or at least one class to conform to the A.S.T. as an elective. Also, Homeland Security and Emergency Management/Preparedness are simulators are emerging trends. Technology is now a key in the criminal justice field.

*Approve but do not agree with analysis.*

There is no such elective option in the AS-T degree. Additional courses are not being based on true data or enrollment trends. Articulation agreements have not been finalized with 4 year institutions.

16. Facilities

**Facilities Challenges**
The Administration of Justice program can benefit from have a dedicated classroom space for the program course offering and establish program growth. Addition classroom in the future to add a simulator system for training and student learning experience.

*no need for a simulation lab has been demonstrated.*

**Facility Long Term Goals**
Administration of Justice training lab room. Establish a Public Safety Training facility on campus would be use to offer our students, used by local law enforcement, fire and others to further growth of the program.

**Facility Short Term Goals**
Complete Program review, SLO’s and research AJ cohort learning.

19. CTE Programs

**Advisory Board Meetings**
(blank)

**Advisory Board Membership**
A.J. ADVISORY COMMITTEE MEMBERS
West Los Angeles College 2014

Charles Buck, Stapleton, Professor
Committee Advisor
A.J. Professor/Chair Behavioral & Social Sciences Division
West Los Angeles College
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Prepared by WLAC Office of Research and Planning
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Advisory Board Outcomes

The most significant items are:

1. Bring back A.J. 16, Recruitment Selection Committee class.
2. Revise the degree to include the ADT (TMC, A.S.T.)

The TMC was completed and courses were successfully added.

Assess CTE Student Learning Outcomes
In progress as of Fall 2014

CTE Accreditation Recommendations
There were no recommendations for this program in particular.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
We only have four graduates that have been employed, two with Culver City Police Department and two with the Los Angeles Police Department. Both agencies were more than satisfied with the preparation, skills, and knowledge these graduates demonstrated.

Labor Market Demand
Labor market demand for police officers, fire fighters, and correctional officers is high, with police officers in the lead. WLAC prepares students through A.J. 1, A.J. 2, A.J. 16, A.J. 160 and students are better able pass the entrance exams.

Licensure Exam Performance
Not available. We do have the Penal Code 832 course, whereby 46 students took the course, 42 passed the first time, and 3 passed upon the second attempt. One failed.

20. Completion

Manager approval
Charles O. Stapleton, III
November 13, 2014

Participant List
(blank)
Business (Other)

01. Department Purpose

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

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

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
SLO assessment, retention in the classroom, certificate and graduation rate.

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

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Again, we still need a classified person for the biggest and ever growing business department. Need additional full time tenure track faculty to assist in mentoring and expanding the offerings and technologies in the Division.

**PR Recommendations Response**
We are still in need of a classified person. The college did not prioritize classified positions last year which creates a continued problem for the division. Another recommendation was to include the need for larger classrooms. We now have large classrooms in the GC building and remodeled four of the CE classrooms to accommodate 60 students. A hub was recommended for the division since it is a big division. We have addressed that need by creating a hub where students and faculty of the business division, especially adjunct, can come and get information on degrees, programs and certificates. This will provide a central location for students to become aware of all of the opportunities available for them to gain employment while taking the courses necessary for transfer.

04. Enrollment Trends

**Enrollment Trends**
The enrollment trends appear consistent. We offered ACT and Jumpstart classes last year. We hope to continue the trend.

**Section Count Trends**
The business division shows a slight decrease in the number of classroom offerings and a slight increase in online offerings. The four year average Class size trend, indicates an average 7% increase in class size. In order to grow, the division needs more class offerings and more flexibility in what is offered.

05. Students and Student Success

**Degree/Cert. Trends**
The number of degrees and certificates have remained consistent in the business division. A high number of degrees and certificates are offered through this division. New certificates are being added coming this spring, 2015.

**Demographic Trends**
The business department delivers several modes of instruction; classroom, ACT, Hybrid, Online and WEC. A significant amount of the students in the business dept. are online and hybrid students. In comparison to the college enrollment data, it differs slightly in that most college students at WLAC are classroom students.

**Equity Gaps**
In the Business Real estate discipline the gap is 14%, while in Business overall, the gap is 22%. The Asian population appears to be the smallest group but not the least successful group. It appears in both areas that the African American and Hispanic groups are the lowest in terms of success. Though it is the same as the college as whole, the division will look at tutoring opportunities and enhancing the current online tutoring to identify and assist students who are struggling in the class.

**Success Comparisons**
The Business department's successful course completion rate is slightly higher than the overall college. Business has a 65% success rate while the college has a 62%. However, the division will continue to work on increasing the success rate. Factors that might play a role in the numbers is the lack of FT faculty support and classified staff (Secretary). The division also suffers from lack of committee participation due to the number of adjunct faculty not required to participate on governance and college wide committees. This affects our ability to attend meetings to learn of college-wide changes and improvements.

*The adjunct faculty to full time ratio is high. Faculty need to exclude students, provide students with tutoring opportunities to improve classroom*
Success Trends
Overall, the division has grown in the delivery of degrees and certificates, with the highest increase in Business Administration. The retention rate of students is approximately 65%.

06. Staffing Trends
Staffing Trends
The business department has an 11.39 FTEF with 9.59 being adjunct and hourly, and a 1.80 regular. This is a real problem for our division. The division has no support from administration and/or faculty in regards to administrative duties and committee participation. The burden is put on three full-time faculty who are taking on the brunt of the responsibilities. This data excludes FTEF for paralegal.

07. Functions and Services
Function service list
The division offers certificates and degrees in many areas of business; Accounting, Management, Marketing, business law, Real estate, and, we offer an ATD in Business. Our program gets high enrollment, an above average retention rate and above average transfer rate.

Technological Advances
The division has added Quick books, and other accounting software to meet the ever evolving business requirements and practices.

08. Survey Results
Survey Results
The division would like to increase the connections with student and employer surveys, however, with limited FT faculty, we are unable to complete this task. We are in the process of opening a Business hub to bring more adjunct involvement and establish an international Business connection and certificate. Student evaluations have revealed that students overall are mostly satisfied with the quality of the education they are receiving and the skills they are developing.

Survey Results Implications
Student surveys reveal that students are satisfied with the programs. Student concerns are instructor attendance, classroom delivery of information and lack of technology knowledge of a certain instructor. This has been brought to the attention of the administration for review. The new hub will facilitate the faculty getting together on a more frequent basis to discuss and provide assistance where needed; conference forms, computer assistance, absence forms, key request classroom changes...

Faculty development will provide the needed support to learn new technology. Attendance issues are being addressed by the Chair and Administration.

09. Curriculum
COR Update: Missing CORs
All of the courses have been updated that were missing outlines in COR from prior periods. They have been through tech review, Curriculum process and have been approved. They are now waiting for senate approval.

The Business Division Chair and Paralegal Director have worked effectively to comply with course outlines. The Paralegal faculty member has developed 4 new courses to comply with the ABA recommendations.

COR Update: Out-of-Date CORs
All of the course outlines have been updated and are in the process of approval.

Course Outline
The chair and vice chair are currently evaluating syllabi, doing classroom observations, and online surveys to determine consistency and quality of courses being taught.

Course sequence
The program has roadmaps and pathways illustrating program sequence opportunities for successful completion.

Curriculum Impact
The division is developing pathways to universities currently; CSU, Brandman and National University. We are also expanding our certificate offerings; Realestate, property management, International business and Payroll.

The Business Chair is pursuing opportunities for more certificates.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
All of the courses being offered in our division are both online and face 2 face. We find that students success in both is very similar. Our business division offers face 2 face outreach courses at the high schools and provides them a pathway to the AS degrees in Business.

Overall the Business Division supports outreach college efforts and student initiatives.

Program Relevance, Appropriateness & Cur
The Business division is establishing a advisory board where faculty and community leaders convene to discuss the needs of the business community. We have established an International Business Certificate of Achievement to address the global aspects of business even though we had limited faculty.

We have 9 disciplines in the division:
Accounting: a degree and certificate
Business: Degree and Certificate
Business Admin: Degree
Entrepreneurship: No certificate or degree (needs a viability study)
Finance: No certificate or degree
Law: No certificate or degree
Management: Degree and certificate
Marketing: Degree
Real Estate: Degree and Certificate

Over all, our division is responsible for 106 degrees and certificates. That is approximately 1/4 of the degrees offered campus wide. We feel that we can increase that number with the support of more FT faculty to mentor and advise the students. The International Business Certificate of Achievement have not yet been approved.

10. Student Learning Outcomes

SLO Assessment - Course
Two division work shops were conducted to complete twelve course assessments. We are holding meetings once a month to work on SLOs as a division.

SLO Assessment & Resource Request
Need to have additional faculty and secretarial staff to increase supervision in this area.

SLO Faculty Dialogue
Through workshops and SLO coordinator participation.

SLO Program Assessment & Changes
Division faculty conducted assessments of their courses and provided evidence of their completion. Course sequencing was reviewed and implemented in some of the course offerings. Retention remains constant, degrees and certificates have remained constant but as new certificates are offered the increases should be noted.

11. Departmental Engagement

Community Connections
The division is active in our activities with our feeder schools with classes being offered at their school site. We are active in our community but the need for more faculty precludes more involvement.

Interdepartmental Collaboration
The division has had collaboration with counseling COAT department and transfer to facilitate smooth transitions into certificate and degree programs. We have placed an advisory in all of our (COR) class offerings to be sure students have the equivalent of English 28 to increase student success and retention.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Additional funds are necessary to allow faculty to to attend conferences, conventions, meeting with other colleges. Additional faculty needs to be hired to bring in current trends and technology from the community. Additional staff needs to be hired to allow more outside activities by existing faculty.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
Email addresses need to be included in class schedule so students can contact faculty to add, question or mentoring can take place as needed. Need to create a Division Roster and place on Business Division Website.

Include website on all syllabi.

Service Eval Disagree
The Division needs resources to pay for all media services. If media services were available an increased number of students would be attracted to the course offerings, certificates and degrees that are offered by our division. Interest is created when information is disseminated to possible groups that may be interested in job development or transfer.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Many of our students are recipients of scholarships and awards and transfer to many 4 year colleges.

Club Sponsorship
None at this time, need more faculty and support services to provide this activity.

15. Environmental Scan

Technology Trends
Computer technology is always evolving in this area. The division needs to stay abreast on new software trends in an effort to meet business and industry demands.
The Business Division would benefit from at least 3 computer labs to support Paralegal, Accounting, and other courses that would enhance student outcomes and better prepare students for the workforce.

16. Facilities

Facilities Challenges
Larger classroom and smart classrooms need to be available for our classes. Plans are in process to even curtail our activities by placing the Division in smaller quarters with much less access to our students. The division has 1/4 or more of the graduates and certificates and access to them is being reduced in the future new construction.

Facility Long Term Goals
Need additional faculty and secretarial staff. Need more input in the direction of new facilities that enhance our position on campus as opposed to what is being planned for the future of this division at the present time.

Facility Short Term Goals
Our Division Hub will open this November which will become an effective facility that will benefit adjunct faculty and make our students and faculty more aware of what is taking place on campus in the Business Division. Students will receive promotional material for certificates, transfer and information of room changes, additional classes being offered as late start, forms and more student division contact.

19. CTE Programs

Advisory Board Meetings
(Blank)

Advisory Board Membership
We do not have an advisory board at the present time. We are in the process of developing one at this time.

Advisory Board Outcomes
n/a

Assess CTE Student Learning Outcomes
1/4 of the students in the college population are graduating, transferring and receiving degrees and certificates.

CTE Accreditation Recommendations
n/a

CTE Program Accreditation
(Blank)

CTE Programs Offered
(Blank)

Employer Satisfaction Survey
n/a

Labor Market Demand
The labor market has remained constant and demand for graduates in the Business area are exceptional. More technology is being required and the division has expanded our online and hybrid offerings. Synchronous classes are being experimented in our Business classes.

Licensure Exam Performance
n/a

20. Completion

Manager approval
Gerald Ludwig, Chairman, Business Division October 24, 2014.

Participant List
(Blank)
Business (Paralegal)

01. Department Purpose

**Purpose**
To provide access to a learning environment for our students in the area of Law and Paralegal so they will be equipped to continue their education through transfer or obtain employment in the Business and Legal environments.

**Purpose Alignment**
To provide access to a learning environment for our students in the area of Law and Paralegal so they will be equipped to continue their education through transfer or obtain employment in the workforce and legal environments.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
In the last year we have evaluated several areas that we felt needed improvement. One area is in Student success. Tutoring has been made available through library services. Encouragement to sign up for this service has been implemented. This should increase the number of graduates in ratio to enrollment.

Additionally, prerequisites are being enforced to ensure student success.

**Improvements in Program**
We are seeking to involve more adjunct faculty members in the Program Review Process. However, we are still terribly understaffed. There is currently only one full time faculty member serving the needs of our students. The entire division, currently over fifteen adjuncts, staff the department. The Program requires a director to maintain our ABA (“American Bar Association”) approval for certification along with another full time faculty member to replace a retirement that took place last year. We increased student participation through orientation/information sessions held each month along with office hours extended in the evenings and weekends. We continue to offer tutoring to assist our students in math and legal writing which will increase the number of graduates and certificates.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Despite the lack of adequate staffing:

1. we continue to staff our office with volunteers and student workers. We will seek a full time classified staff member.

2. we have temporarily staffed the Program with an adjunct member after the former director's retirement. These duties exceed the department chair's responsibility. We will seek a .5 director's position.

3. we continue to keep current with the industry standards through our adjunct faculty members. However, availability of our adjuncts are not always possible which renders inconsistent instruction. Consistent quality instruction is required. We will seek a full time faculty member.

**PR Recommendations Response**
The ABA site visit identified several areas that require improvement to maintain our certification for our program.

◆ Currently, we staff our office with volunteers and student workers. The need for a classified position is necessary to maintain the minimum of seven years documentation required for certification.

◆ At the time of the site visit, the director of the program and full time faculty member's retirement was pending. It is a requirement by the ABA for the Program to be staffed with a director. These duties exceed the department chair's responsibility.

◆ To keep current with the industry standards, stability in our instruction is paramount to student success. This can be achieved by adding a full time faculty member to maintain consistency in the Program along with identifying the specific needs and requirements for our students to be successful, efficient, and job ready.

The Program's next report is due in March 2015 to address the recommendations.

Specific recommendations include but are not limited to some of the following:

1. The College and Program should continue to engage in planning, including long-range planning regarding succession of Program leadership. G-201.F

2. The College should continue to provide adequate funding for the Program, including funding for the level of faculty and staff necessary to accomplish Program objectives and fulfill the obligations imposed by the ABA Guidelines. G.205.A
3. The College should continue to ensure that it maintains adequate funding for the library resources required under the ABA Guidelines. G-205.B.5

4. The Program should continue to update its curriculum and consider adding new courses necessary to be responsive to the changing needs of the legal community it serves. G-301.D

5. The Program should continue to review strategies for ensuring that students have the appropriate technology skills to function in a legal environment where technology needs are constantly changing. G-302.G

6. The College should continue to ensure that the total time and effort devoted to program leadership are adequate to accomplish all functions that relate to Guideline requirements, especially in the areas of placement, placement records, and internship coordination. G-402.A and G-502.C & D

7. The College should review the clerical support for the Program Director and faculty to ensure there are adequate supporting services to carry on an effective instructional program. G-403.B

All reports are available in the paralegal office located in the CE106B.

**04. Enrollment Trends**

*Enrollment Trends*
The Paralegal Program’s enrollment has been consistent over the past several years despite the recession. The fact that we offer an ABA approved certificate also is a factor influencing our enrollment. The students that enroll are serious and more apt to complete the program. Class room size and technology are necessary to maintain industry standards. Our enrollment will continue to have modest increases over the next few years. *There is a need to have a computer lab for the paralegal program that is available 4 nights per week and on Saturday all day.*

*Not only for instruction but also for student access.*

*Section Count Trends*
The number of sections being offered were slightly increased. However, FTES has dropped. Class size has been consistent.

[Need assistance to expand this answer]

**05. Students and Student Success**

*Degree/Cert. Trends*
[Need assistance to interpret the data]

*Demographic Trends*
[Need assistance to interpret the data]

*Equity Gaps*
The equity gap is similar to the college at large.

Student tutoring is needed to close the gap amongst different groups.

*Success Comparisons*
The course success rate is higher than the college average 75% vs 67%.

Factors that contribute is the building of curriculum blocks. *Please work with Rebecca Tillberg and the Research dept. for assistance in interpreting the data.*

*Success Trends*
[Need assistance to interpret the data]

**06. Staffing Trends**

*Staffing Trends*
[Need assistance to interpret the data]

**07. Functions and Services**

*Function service list*
We offer an ABA approved paralegal studies program which is considered one of the best available. After completion, we offer a degree in paralegal studies or certificate.

Through one of our courses, we offer internships with leading law firms and institutions that provide our students with exposure to the legal field, connections for the future and real-world experience.
By providing extended program office hours, it provides guidance to our students to build their careers and successful completion of our program.

**Technological Advances**

We are still anticipating the new Technology Learning Center (New building for Business and Computer Science). When this building is complete, we will have the latest in technology. Classrooms have been equipped with dual overhead projectors in rooms that have been expanded to accommodate larger student enrollments. The Business Division has included planning for the Paralegal Program in the construction of the Technology Learning Center. The completion of this building will make available the updated and technological advanced equipment needed to enhance the student learning outcome.

**08. Survey Results**

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

**Survey Results Implications**

Although the surveys imply we are diligently educating our students, it should be noted that the lack of full-time faculty inhibits the development of Program goals. Consistent faculty will ensure the continued success that the Program has developed. The business community has received our students favorably and report that they are satisfied with their skills and professionalism.

**09. Curriculum**

**COR Update: Missing CORs**
The course outlines that were identified in the last review have been updated.

**COR Update: Out-of-Date CORs**
The out-of-date course outlines of record identified in the last review have been updated.

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

**Course sequence**

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

**Curriculum Impact**
Currently, these are the only three approved hybrid courses by the ABA. We are seeking approval, this year, to add five ABA recommended courses. These courses have been submitted for approval through the curriculum process.

Discussions have begun to develop a pathway with Brandman University. Outreach to high schools are also being explored.

Additionally, prerequisites are being enforced.

**Degree/Certificate Changes**
(blank)

**Outreach, Online & Hybrid Classes**
Our Program offers only three hybrid classes (PL10: Introduction to Law and Legal Profession; PL14: Law Office Management and Procedures; and PL35: Immigration). Currently, these are the only three approved by the ABA. We are seeking approval, this year, to add five ABA recommended courses. These courses have been submitted for approval through the curriculum process.

All of the courses are offered via Distance Education and required COR addendums for DE have been prepared and submitted.

The majority of our students are working adults. These courses have been a benefit for students enrolled in our program. Surveys indicate that there is a need to offer more courses. We have presently submitted additional courses based on the ABA recommendations, Advisory Board and student survey results.

Online/hybrid classes, in general, could be improved if an introductory course could be provided to students in the week prior to classes being offered. Perhaps, in library services and/or computer science, an online tutorial could be offered giving some type of credit (maybe extra credit) upon successful completion. This would enhance the students learning experience prior to learning the core subject matter.
The Distance Learning dept. does provide an introductory tutorial and other resources for students to help them with online classes. It is available at http://www wlac edu/online/students.asp.

Program Relevance, Appropriateness & Cur
The Paralegal Program has an Advisory Board where faculty and community leaders convene to discuss the needs of the legal/business community. The Board has recommended equipment and other instructional materials that must be available for specialized activities. Additionally, the Board has indicated that adequate technology resources must be available to meet the instructional needs of the program. Lack of adequate faculty to support the planning, development, and implementation of the program will be resolved once personnel have been hired thereby meeting the ABA requirement of G-702.

10. Student Learning Outcomes

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

SLO Assessment & Resource Request
Yes. We will need a full-time faculty member.

SLO Faculty Dialogue
Faculty dialogue regarding assessment results and improvement plans have been discussed in faculty meetings. Several SLO workshops have been conducted which attendance was required by the Division.

SLO Program Assessment & Changes
We have noted that paralegal enrollment is high (approximately 600 students); however, our graduation rate remains very low (at about 20-25 students per year). This is due to the lack of completion of the math requirement for the AA/AS degree. We are in the process of developing a program that will address this problem.

Additionally, while our course sequencing is perfectly aligned, course offerings do not allow for the student to complete the program in a timely manner. Courses have been adjusted when adjunct faculty are not available. A full-time hire will eliminate this inconsistency. Adjustments are being made to scheduling and course offerings to guarantee successful completion.

11. Departmental Engagement

Community Connections
We continue to conduct Advisory Board meetings where we discuss surveys and the needs of the legal/business community to determine any changes we need to make in our curriculum to meet current demands of the marketplace. Additionally, we continue to survey the legal/business community on an annual basis. We have partnered with leaders in the industry to conduct seminars for our current and prospective students. Additionally, we have begun discussions with Brandman University regarding a pathway for continuing students.

Interdepartmental Collaboration
We continue to collaborate with the Counseling Department. The Counseling Chair and counseling staff attend Paralegal Advisory Board meetings. They inform the Board of university transfer requirements, changes in UC/CSU course articulation agreements, and pre-requisites. Additionally, the Counseling Department and Admissions & Records Department attend monthly Information/Orientation sessions to inform prospective students to ensure student success in the overall scheduling of classes.

We also collaborated with the CSIT/CAOT Division in order to facilitate student success in the required courses. As a result of the collaboration, we added CAOT 93, Legal Document Production, an ABA requirement, to the Paralegal curriculum. Additionally, the CSIT/CAOT Division added PL 10, Introduction to Law and Legal Profession to their Legal Secretary Certificate Program.

Lastly, we collaborated with the English department in order to ensure students mastery of English 28 and 101.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Professional development for program director and faculty members (ABA requirement G-205) is required. However, courses/programs/conferences are expensive. The current allotment for professional development needs to be increased to allow attendance at more than one activity. Often, when any faculty member wants to attend a professional development activity, they have to request additional funds from other faculty members which limits access to some of the quality programs that are offered.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
Class schedules should contain contact information for all instructors so students can contact faculty to add, question or mentor when needed. Meetings have been scheduled to learn how to update the program’s website as needed.

Service Eval Disagree
Thirty laptops were stolen in the past two years. None have been replaced to date. While access to computers have been made available, legal software and knowledge is not available for our students.

Classrooms with appropriate technology and access is not consistent for all of our classroom needs.

Service Evaluation
14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Our students are awarded scholarships each year. Many of our students receive scholastic honors at graduation. For the past two years, the Los Angeles Paralegal Association has awarded top honors and scholarships to WLAC students. There are over 1000 candidates that apply each year.

Club Sponsorship

We sponsor the Paralegal/Law Club. The Paralegal/Law Club was created to give the students input into the offerings of the Paralegal Studies Program to afford the students an opportunity to meet and discuss various activities that improve their skills and abilities. This also is an organization to represent the student to the administration and other entities. The organization also allows the student to participate and compete for various scholarships and honors. This club is an integral part of our ABA approved Program.

15. Environmental Scan

Technology Trends
In order to keep pace with the industry standards, technology continues to play a major role in our area. Litigation software, case management, calendaring & docketing, time & billing, document assembly as well as filing documents are required in the legal industry. Legal research software, as well as Westlaw and LexisNexis programs are required resources to keep our students competitive in the industry along with updates when available. All classrooms need to be equipped with projectors and computers. Our Program is mandated to have a computer lab to meet the needs identified above. The Program had 30 laptop computers which were housed in the computer lab which were stolen. Replacement equipment is necessary and required.

16. Facilities

Facilities Challenges
Currently we are in need of larger classrooms. We have been jumping around from room to room looking for a bigger room, with sufficient technology to accommodate our bigger classes.

The business hub will help guide faculty and students.

Check with the Dean if classrooms are too small to see if another classroom can be found.

Facility Long Term Goals
The program must be provided with resources adequate to accomplish its objectives and to fulfill the obligations imposed by the ABA Guidelines.

Funding must be available for the following:

1. Employment of the program director, faculty, and staff;
2. Professional development for program director and faculty members;
3. Membership in professional associations related to the paralegal profession and paralegal education;
4. Instructional equipment and supplies;
5. Library materials and resources;
6. Technical and other support services;
7. Assessment activities; and

Facility Short Term Goals
The Paralegal Program moved from A9 to the Business Hub in CE106B. This will not only benefit the adjunct faculty but our students. Promotional material for certificates, transfers and information of room changes, instructor absences, additional classes being offered as late start, forms, etc. will be available in one place. This "single source for resources" will enhance faculty and student awareness.

19. CTE Programs

Advisory Board Meetings

Advisory Board Membership
PARALEGAL PROGRAM ADVISORY BOARD Aguilar, Ara Dean, West Los Angeles College, Paralegal Advisory Board Member Berkowitz, Marsha, Office of City Attorney, Attorney, Vice President, Paralegal Advisory Board, Paralegal, Paralegal Advisory Board Member Broussard, Lois, Paralegal, Paralegal Advisory Board member Brown, Libby, Paralegal,Los Angeles District Attorneys Office, paralegal board member Brown, Sharon K Paralegal, Paralegal Advisory Board Member Centeno, Miguel Paralegal Advisory Board Member Cowen, Mary Paralegal Advisory Board Member Fate, Michael Attorney, Law Office of Michael Fate, Paralegal Advisory Board Member Fox, Brad Miles Los Angeles Superior Court Commissioner, Paralegal Advisory Board Member Friedman, Susan Senior Litigation Paralegal, Latham & Watkins, LLP, Paralegal Advisory Board Member Gladney, Jessica, Community College Recruitment Specialist, Paralegal Advisory Board Member Greacen, Carmella Paralegal, Rutter, Hobbs, & Davidoff, Inc., Paralegal Advisory Board Member Halstead, Lisa Paralegal Advisory Board Member Harris, Lartee Chair, Business Division, West Los Angeles College, Paralegal Advisory Board Member Mehrpoo Jacobson, Nikki Attorney, West Los Angeles College, Paralegal Studies Faculty, Paralegal Advisory Board Member Kennedy, Lori Student, National University, Paralegal Advisory Board Member Klepa, Robert, Attorney, U.S. District Court, President Advisory Board, Paralegal Advisory Board Member Lee, Ken, Librarian, West Los Angeles College, Paralegal Advisory Board Member McKay, Pattie Jo Honorable Judge, Los Angeles Superior Court, Paralegal Advisory Board Member Morris, Patricia Manager of Paralegals, Director, WLAC Paralegal Studies Faculty, Paralegal Advisory Board Member Nicholas, Vanita Former Paralegal Program Director, West Los Angeles College...
Advisory Board Outcomes

The Paralegal Board has served the Paralegal Program well in keeping the program current on the new technology in the legal profession as well as where the greatest needs are trending. This allow the school to offer courses that meets the latest need of the legal community.

Assess CTE Student Learning Outcomes

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

CTE Accreditation Recommendations

Our Paralegal Studies Program was recently re-approved by the American Bar Association in 2012. The Program's next report is due in March 2015.

The site team recommendations include but are not limited to some of the following:

1. The College and Program should continue to engage in planning, including long-range planning regarding succession of Program leadership. G-201.F

2. The College should continue to provide adequate funding for the Program, including funding for the level of faculty and staff necessary to accomplish Program objectives and fulfill the obligations imposed by the ABA Guidelines. G.205.A

3. The College should continue to ensure that it maintains adequate funding for the library resources required under the ABA Guidelines. G.205.B.S

4. The Program should continue to update its curriculum and consider adding new courses necessary to be responsive to the changing needs of the legal community it serves. G-301.D

5. The Program should continue to review strategies for ensuring that students have the appropriate technology skills to function in a legal environment where technology needs are constantly changing. G-302.G

6. The College should continue to ensure that the total time and effort devoted to program leadership are adequate to accomplish all functions that relate to Guideline requirements, especially in the areas of placement, placement records, and internship coordination. G-402.A and G-502.C & D

7. The College should review the clerical support for the Program Director and faculty to ensure there are adequate supporting services to carry on an effective instructional program. G-403.B

All reports are available in the paralegal office located in the CE106B.

CTE Program Accreditation

(blank)

CTE Programs Offered

(blank)

Employer Satisfaction Survey

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

Labor Market Demand

Labor market demand is met by training students in market-relevant skills, knowledge, and information. This information is acquired through employer, corporate and industry surveys. We have on site bulletin boards where employer's request for employees is posted. This has been a very successful process for placing our students into the labor market. Additionally, we have an email blast provided to students when employment opportunities are available.

Licensure Exam Performance

Prepared by WLAC Office of Research and Planning

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

20. Completion

Manager approval
PATRICIA MORRIS, PROGRAM DIRECTOR

Participant List
(blank)
Computer Science

01. Department Purpose

**Purpose**
The Computer Science and Application division has four primary goals. The first is to prepare students majoring in computer science information technology for transfer to four-year universities. Second, deliver Information Technology oriented vocational training and prepare students for technology careers. Third, support paralegal and office technology students learning word processing and office automation technology. Forth, offer computer literacy courses for students to fulfill general education requirement. These goals are supported by the division by offering degrees, certifications, and certificates.

**Purpose Alignment**
There is an exact one-to-one correlation between the Computer Science and Application division primary goals and the college's mission statement. The college mission statement: A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The Computer Science and Application division uses advanced technology and industry skilled instructors to prepare students for transfer and technology careers. The division also helps students build basic computer skills and update existing skills through continued learning.

02. Effectiveness Assessment & Continuous Process Improvement

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

- Number of Certificates and Degrees awarded has increased from 83 (year 2013) to 95 (year 2014).
- Number of students successfully passing industry certification exams-The division has 27 students who have become IT industry certified between September 2013 to Aug 2014.

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

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

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

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

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

- The division has worked with Articulation Office and identified courses with four year universities that map to our courses for course to course articulation agreement. The division has updated the entire web curriculum to better align with industry trends.

- Update course outline to better align with IT industry trends through ECD process.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
-SLO workshop was held after monthly division meeting, it was filled with great discussion and interest to improve student learning. SLO workshops are essential to ensure that the division is submitting all scheduled assessments. The division has posted S
PR Recommendations Response
Curriculum Pedagogy discussion, reflection, SLO and SLO assessment have become very important topics and agenda items in our monthly division meeting. We have completed last cycle and started the new cycle with Fall 2013.

An important step in the process is dialogue among faculty members. Computer Science division chair, Anna Chiang, as a contributing member of SLO Committee, has assisted with the implementation of the accreditation recommendation 3, SLOs.

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, faculty adviser for each degree/certificate program.

2) Provide course advice, career path consultation and orientation on regular basis by the faculty advisors. 3) Provide tutoring service to computer science and vocational students. 4) Track each student as they progress through the program. 5) At the end of semester, prepare students in vocational program to take industry certification exam. 6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

04. Enrollment Trends

Enrollment Trends
Our total enrollment and FTES decreased by 7% from year 2011 to 2013.

One explanation can be attributed to the recent prerequisite enforcement in the enrollment system for all intermediate & advanced Computer Science courses.

In addition, this trend is to be expected as the economy improves and employers to hire again.

But we still expect the enrollment to grow, growth can also be attributed to the job demand for skilled Computer Information Technology employees and new Federal program to retrain returning veterans.

Section Count Trends
Section counts increased by 4 sections from fall 12 to fall 13 which are H1B grant sponsored sections. Average class size decreased from 37 to 32 also attributed to H1B sections to be small class size.

The other explanation can be attributed to the recent prerequisite enforcement. In order to help students succeed and to increase course success rate, the Division has enforced the prerequisite requirements for all intermediate and advance classes. This has resulted in lower average class sizes for those classes.

Section counts will not increase, but we expect the average class size in Computer Science classes to grow steadily when TMC CS degree get approved by the State Chancellor.

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 certificates awarded have increased 80%+ in year 2013 & 2014 (83 & 95 certificates) compared to year 2011-2012 (43 certificates).

The program with the most degree/certificate awardees is Computer Network and Security Management, there are 38 certificates; Legal secretary certificate has 17 students completed the program; 14 students graduated from web and database certificate program; 11 students from Business Application & Database and 5 students from Computer Science.

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

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

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

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

2) Provide complete, comprehensive and useful information on the division 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.
3) Provide course advice, career path consultation and orientation on regular basis by the division chair & the faculty.

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

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

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

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

8) The CS division has established academic alliance with Microsoft, CISCO, CompTIA, Oracle, Apple and VMWare.

**Demographic Trends**

There is a surge of students holding 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 re-training due to job loss. These students are older age 35 and older, part-time students, they are mature, and motivated. Many of these older students are returning veterans. Typically this group focuses on getting current and in-demand skills in order to quickly rejoin the labor force or improve their attractiveness to employers. Such students are less likely to pursue associates degrees or transfer status.

**Equity Gaps**

The overall success rate of our CS901 course (GE elective, 10 Sections) is 54%, CAOT program is 84% and CSIT programs is 67% compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is that students often cannot afford required course materials. For example, purchasing MyITLab, the online application training tool is $89. Some of the strategies to improve success rates we are planning to implement are as follows:

The division will be offering "CS901 orientation" on the weekend before semester starts, Windows 7 and file management will be covered. Have it be very hands on in the good old Microsoft "tell, show, do" format, plus the following:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher’s text or software. It should cover the file management, Windows basics, Technology career, Internet security etc. The first-three-week material will be developed by CS901 faculty during the Winter session and posted on CS_ETUDES course shell that instructors can copy to their course shell.

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

3. Enhance tutoring service and instructor’s office hour. For the CSIT Programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence.

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

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

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

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

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

5) At the end of semester, prepare students in vocational program to take industry certification exam. 6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

**Success Comparisons**

The overall success rate for the division is 57%, the break-down and explanation are the following:
The average success rate for CSIT courses is 58% in Fall 13 compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is the lack of funding sources to access required course material like MyITLab. The success rate of CS901 classes is 47% in Fall13 and 73% in Summer13, the gap can attribute to the different student population, there are university students taking summer class to fulfill Business major requirement. Since CS901 is requirement by Business major, the university students are mature and motivated.

CSIT 67%-Learning Computer Science Topics are tough enough for on campus classes. And if the students do not use the resources that we are providing, then it only makes it harder for them to learn. We have tutors who are online. But the number of students taking help of tutors is low. Instructors have recorded classes using CCCconfer. But, we see that just a few students watch the video lectures.

The success rate CAOT program is 81% -We collaborated with the Paralegal Program in order to facilitate student success in the required courses for our Legal Secretary Certificate. Students are mature and motivated. Some of the strategies to improve success rates we have been implementing are as follows:

The division will be offering a free 3-4 hour basic computer boot camp on using computers on the weekend before semester starts, Windows 7 and file management will be covered plus the following:

1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher's text or software. It should cover the file management, Windows basics, Technology career, Internet security etc.
2. Request free-three-week software access with the publisher while students waiting for the financial aid.
3. Enhance tutoring service and instructor's office hour.

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

**Success Trends**
Overall retention rates for Computer Science division for on-campus from Fall 11 to Fall 13 have increased 5% . Hybrid rates for Fall 11 are at 80% and online rates have increased from 77% fall 08 to 81%.

Success rates for on-campus from Fall 11 to Fall 13 stay the same 61% . Hybrid rates rose from 63 to 65% from Fall 11 to Fall 13 ; online rose from 51% in Fall 08 to 61% in Fall 13. Success rates in CS901 including ACT have been below the division average rate, the division is holding meetings with all CS901 instructors to discuss ways to improve success rates of CS901.

Online instructions continued to be a challenge as we explore ways to provide better online experiences. One challenge in particular is how to get students to take advantage of resources made available. For example, online students are often reluctant or unable to visit the campus to access class orientations, tutoring services, on-campus labs, and/or instructor office hours. Student participation and utilization of these services is often disappointing.

The CSIT Division response to this dilemma is a “frame of reference.” Meaning if the student can’t get to the resource, then get the resource to the student. Several instructors have already started to embrace this philosophy.
1) Online instructors will explore more ways to use CC Confer to reach students where they are. Student can attend or participate with minimum effort or inconvenience via CC Confer. Weekly lectures, demonstrations or chat sessions via CC Confer has already shown to be feasible.
2) With the continue implementation of NetLAB online students can get access to their lab environment without every having to visit the campus, if they choose not to. This is analogous to bringing the lab to the student. The CSIT Division Vice-Chair will be talking to division instructors to explore how their labs can be deliver via NetLAB. The number of CSIT courses and curriculum now supported by NetLAB means that practically every CSIT course currently offered by the division can be hosted in this environment.

**06. Staffing Trends**

**Staffing Trends**
FTEF is growing, but only one full time tenure track faculty member was hired in year 2012 for our new Web and Database degree program. The division will be initiating the process to request one additional full-time faculty member based on the following justification: TMC degree was proposed to align with CSU Bachelor of Science in Computer Science to help students for transfer degree and to prepare students for a career in computer related occupations. This new TMC degree in Computer Science was approved in July 2013 by the District. CS division will be offering TMC courses and programs starting spring 2014. The division will need a full time faculty to better commit student’s engagement and student’s success. In addition, this new faculty will be teaching Network Security program since the division chair has 0.4 released assignments and she has dropped Network Security courses.
07. Functions and Services

**Function service list**

The division offers instruction to students who intend to obtain an associate’s degree, transfer to a 4-year university, gain industry certification, or update their technical skill set to compete or function more effectively in the workplace.

The Computer Science and application division has four primary functions.

The first is to prepare students majoring in Computer Science for transfer to four-year universities.

Second, deliver career Information Technology oriented vocational training.

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

Forth, offer computer literacy course for students to fulfill general education requirement.

These goals are supported by the division offering of degrees, certification and certificates. Our programs include degree and certificates in the following tracks: Computer Science, Business Applications & Database Management, Computer Network and Security Management, Web Development & Administration and Legal Secretary.

**Technological Advances**

1) The CSIT Division has incorporated NetLAB to deliver many of its vocational training curriculum. NetLAB is one of the most advanced way to deliver IT training. West is one of the few colleges that was an early adopter. This technology has allowed the division to lower its IT training cost significantly.

2) To leverage, expand and add more student value to our existing Computer Network & Security Management program such as the CompTIA security+, Microsoft and CISCO networking academies, and to better equip our students with the most demanding IT job skills, CS division has become an authorized VMware IT Academy. The VMware IT Academy Program has been developed to introduce students to VMware technologies. It offers students a major in-demand career track.

The VMware IT Academy Program provides faculty with services and tools to support delivering a quality learning experience for students by providing faculty with: Access to web based courses for use in class preparation and presentation, Access to a secure web site with course set-up guides and lab files, Authorization to purchase discounted course materials directly from an authorized publication eBook vendor, Authorization to purchase discount certification vouchers directly from a authorized certification provider.

3) We have purchased and installed 36 MacMini to establish Apple lab to support the following: CS912-Apple App Development and CS913-Apple Care Administrator.

4) We have also purchased an additional server to support our Business Information System curriculum; SharePoint training incorporated into Microsoft application and database courses; Incorporate SharePoint administration into CS988-Microsoft SQL server administration.

08. Survey Results

**Survey Results**

Fall 2014 Student Surveys are conducted at the division level. 519 students from CSIT, CAOT and CS901 were polled.

The following survey highlights were of interest to the division:

- Education goals: 52% of students are pursuing degree, transfer and certificate, 26% are updating job skills. -Employment-71% of students are not working only 28% are working -Reason to take class at West-88% because of programs and courses -Schedule-51% students are in favor of evening class and 47% in favor of on-line class -course offering-93% students agree that the course offering meet their career and educational objectives. -Prerequisite-75% students agree that course prerequisite help them in completing advanced courses -Tutoring service-61% students are not aware of tutoring service that our division offers. -Tutoring service-67% agree that the tutoring service is available and helpful -Faculty advisor-50% students are aware of faculty advisory, 48 % are not aware. -Division web Site-73% students have visited the division web site and have found useful information -Road map-70% students are aware the degree and certificate road map are posted on the division web site

**Survey Results Implications**

Student Surveys are conducted approximately every year at the division level. 519 students from CSIT, CAOT and CS901 were polled. The following survey highlights were of interest to the division and the implication of the survey results is listed below: -Education goals: 45-55% of students are pursuing degree, transfer and certificate, 33% are updating job skills. -course offering-93% students agree that the course offering meet their career and educational objectives Implication: Our degree and certificate program tracks meet student educational goals. -Employment-71% of students are not working only 28% are working Implication: Students will need job placement assistance after graduation -Reason to take class at West-88% because of programs and courses Implication: Our programs and courses offers the entire spectrum of Computer Science and Information Technology transfer and career pathways -Schedule-51% students are in favor of evening class and 47% in favor of on-line class
Implication: Many of our students are working adults with job and family obligation. Prerequisite-75% students agree that course prerequisite help them in completing advanced courses. Implication: Our division has enforced prerequisite in Computer Science courses. Tutoring service-61% students are not aware of tutoring service that our division offers. –Tutoring service-67% agree that the tutoring service is available and helpful.

Implication: The division needs to promote the faculty advisory system. Division web site-73% students have visited the division web site and have found useful information. Road map-70% students are aware the degree and certificate road map are posted on the division web site. Implication: The division will continue to update the division web site and provide useful information to serve students.

09. Curriculum

**COR Update: Missing CORs**
The division has recently archived 12 courses which have not been offered for more than 2 years or missing CORs. The division is in the process of updating course outline through ECD process and to assure every course has a current and up-to-date course outline of record.

**COR Update: Out-of-Date CORs**
In order to keep up with the IT industry, the division has been updating the course outline on regular basis. Anna Chiang is the division representative in Curriculum Committee. The division is in the process of updating course outline through ECD process and assuring every course has a current and up-to-date course outline of record. Updating course outline through ECD process is a lengthy process, it could take more than 6 months to complete the process and see the updated course outline approved & uploaded in District’s ECD database. We would like to see if the ten-signatures can be eliminated to five-signatures in the near future.

**Course Outline**
The official course outline of record is stored in ECD and is accessible through LACCD portal, every instructor in the division has been required to update the course outline on regular basis. Every instructor must meet with the division chair the week before the semester starts, to discuss the contents of the course syllabus including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. The division has also required faculty to follow the syllabus guideline provided by the Academic Affairs.

**Course sequence**
Degree and vocational programs are structured, such that any student can complete their coursework within two-years. Students pursuing two-year degrees can also complete their coursework within two years. Vocational programs are structured for one-year and two-year tracks. The degree and certificate road map and course sequence were developed, reviewed and approved by the division and Academic Affairs as a reference for class scheduling. They are posted on the division web site as a guideline for students to lay out their educational plan. The required and basic-level courses are offered every semester; advanced and elective courses are offered every other semester. All required courses are offered at least once during the academic year to assure a student never waits more than one semester for a required course. When budget permits, additional required courses are offered during the summer to assist acceleration and curriculum diversity. Our course structure permits students to start most of programs either in spring or fall semester.

**Curriculum Impact**
In order to improve student employment readiness, the division is developing a comprehensive four-course cloud and virtualization training program and corresponding college certificate. The training will allow prepare students to take the VCP5-DCV and VCP5-DT certification exams offered by VMware Corporation. The division is requesting grant funds to upgrade the division virtualization data center.

New TMC degree in Computer Science was approved by the District and was submitted to the State in Jan, 2014. The CS division will be offering TMC courses and program in spring 2015. The division is requesting to hire a new tenure track faculty to teach new TMC degree program.

**Degree/ Certificate Changes**
(blank)

**Outreach, Online & Hybrid Classes**
Since a significant percentage of students participating in our programs are working adults, our core courses are offered in a hybrid format and during the evening, weekend, and on-line. The goal is to improve class availability and accessibility. For example we adopted a new online model for teaching programming classes. The class had many online lectures and lab sessions, scheduled through CCCConfer webinar system. Student feedback on this new approach was very favorable and many students asked for more online courses to be offered in the same format. We plan to incorporate more online courses using this new webinar based approach. In order to help students succeed in completing Computer Science courses, the division has offered CS courses by alternating between on-line and on-campus. Since 2011 on-campus classes have demonstrated better student retention rates and student success rates.

**Program Relevance, Appropriateness & Cur**
Degree and certificate program track #1- Computer Network and Security Management program focuses on the following IT certification training: CISCO, Microsoft, VMware, CompTIA A+, Network+ and Security+. Between fall 2012 to Aug 2013, there are 15 students passed Security+ certification exam; 8 students passed CISCO certification exam; 7 students passed A+ Network+ and 3 students passed Microsoft and Oracle database. Degree and certificate program track #2-Computer Science track helps students transfer to 4-year university, there are 8 students transferring to CSU LA, CSU DH, CSU LB and UC Irvine in Spring 2013. Degree and certificate track #3-Web support and database management.
After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more Web Development Technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Service Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development – Desktop and Web based (CS902, CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

10. Student Learning Outcomes

**SLO Assessment - Course**

This year CSIT recruited the Web and Database instructor to become the SLO facilitator for the Division. This facilitator has been instrumental in bringing the division into compliance with the SLO assessment requirements. Using the calendar, each instructor is to find the course they taught and complete the SLO forms. The forms are sent to SLO facilitator and the Department chair for review and then forwarded to SLO submit email address.

All instructors are required to assess their courses taught during the Fall 2013 and Spring 2014 semester. The assessment methods include sample test questions and assignments from each course that measure specific Student Learning Outcomes. So far we are at 70% completion of all course assessments defined in the SLO calendar.

**SLO Assessment & Resource Request**

In order to move more courses into the NetLab environment additional memory and storage will be required to assure satisfactory performance.

Additional hardware (Servers, Newer Workstations & Memory) is needed for many of the advanced courses, specifically those using the new Netlab environment. This information was garnered from discussion with instructors and recently conducted student survey. 2. Hire another full time instructor that will concentrate on course development and student engagement 3. Due to the request for more evening and weekend courses, there are not enough computer classrooms or labs to accommodate increased demand for these vocation courses. 4. A need to expand the NetLAB environment to be able offer more online labs providing students with better access and more lab time. Also, the ability to repeat labs multiple times results in better SLO outcomes.

**SLO Faculty Dialogue**

Full time and adjunct faculty meet once a month in a Division meeting. Minutes and emails are the primary documentation methods. These facilitate distribution to all faculty. Whenever there is a change to curriculum affected faculty meet and adjust the delivery methods to facilitate the changes.

Many instructors want to emphasize the importance of hands-on experiences, we have seen one very strong characteristics of all capable IT personnel owned is strong hands-on, people with hands-on experience have confidence to their jobs. That’s why our classes emphasize getting students hands-on experience.

The division faculty members meet on regular basis to standardize curriculum and implementation. The division faculty members also meets with advisory board members to assess needs of IT community to ensure up-to-date methods are used and skills sets are relevant. SLO dialogues have result in the followings implementations:

1. The division will continue to request tutors to provide tutoring service for computer science and CISCO students.

2. The division needs to identify tutors for CS901 students.

3. CS has developed and implemented the following strategies:
   - E-mail the course syllabus to students two weeks before semester starts.
   - Work on course to course articulation agreement with UC and CSU.
   - Update course outlines to stay current with ever-changing IT industry.
   - Track each student as they progress through the program.
   - Assign a faculty adviser to each student who has declared a major with our division.
   - Enforce prerequisite for advanced courses.
   - Faculty SLO course assessment dialogue for instructors teaching the same course at the monthly Division Meeting.

**SLO Program Assessment & Changes**

The following is a planned change to the Web and Database Certificate.

Separate the Business Application and Database Management to two different certificate programs.

Put 933, 953 and 988 be the required courses in the Database Management certificate program.

PHP course(CS 958) and CS942 can be selective courses to add to this program too.

For Computer Science- will seek more course to course articulation agreement with UC and CSU, we would need the support from college articulation officer.
For Computer Network and Security Management will require a comprehensive closed-book final exam with the advanced courses to prepare students for IT certification.

For Web and database program- will use CS937 as capstone final projects course that encapsulates all the skills studies in the program. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more web development technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

For Legal secretory program - meet with advisory board members to assess needs of legal community to ensure up-to-date methods are used and skills sets are relevant.

11. Departmental Engagement

Community Connections
-The 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 s

Interdepartmental Collaboration
1) Yes, the division has incorporated with Paralegal program (in Business division) to propose a certificate of achievement in "Legal Secretary Certificate", it was approved at the end of year 2009 by the State Chancellor.

2) Our web support and administration certificate will allow maximum two courses from digital art or multimedia areas, this provides flexibility for students who want to combine technical and computer art skills.

3) The division provides a number of shared computing resources for the various instructional programs, the division houses six computer classrooms plus one open computer laboratory. The division is the primary user of these computer facilities, the other department like, Allied Health, Pharmacy Tech, and Tech Fair are the secondary users.

4) Our adjunct faculty, Ken Taia, has held numerous workshops through Tech Fair.

5) The division has coordinated with Math department to ensure requirements are met for the new TMC Computer Science Degree, specifically a course in Discrete Structures (CS 942) would be offered by Computer Science. This course can be taught by Computer Science or Math departments.

12. Professional Development

Committee & Prof Dev Activities

(Blank)

Professional Development Unmet Needs
Manish Patel has attended the following: SQL Server 2012, Windows 8.1, GIS conference, MS Azure.

The computer industry is evolving at an unprecedented rate. This constantly changing environment requires instructors to commit to frequent training. This burden is unique to this industry. Neither the college nor the district provides any adequate mechanism that allowed technology instructors to stay current. Essentially, instructors have to commit their own resources and time to maintain relevancy and deliver courses or training based on current, acceptable technologies.

This is a significant problem. However, many of CS faculty members have used their own resources and time to engage in the following professional development activities:

Marcus Butler - VMware Horizon View and EMC Storage training workshops
Anna Chiang - Computer Security workshop and FELI
Manish Patel - VMware and Windows 8 mobile development
Ken Taia - Security and CISCO June & July.
Ashok Patil - Mobile App Development and Content Management Systems
Clyde Titus- CERT (emergency response) training. Ruby Kowaney- ICT Educator Conference, Title V Faculty Inquiry.
Larry Wang-Cloud and Virtualization seminar
Yuen Yuen-Big data and wireless security courses
Diane Matsuno-Etudes Professional Development course.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The college catalog, class schedule, and web site are the primary marketing platforms for the CS division. The division’s web site is a secondary resources for students seeking additional program information. In addition, the division has developed program and informational brochures.
Collectively, all marketing efforts have been effective in reaching potential students. We do seek creative ways to create a more targeted effort. Our division has been diligently updating the division web site providing road map, course sequence, requirement of each degree & certificate program, faculty adviser, faculty office hour, lab open hour, frequently asked question, course advice & career consultation session...etc.

Over 90% of the students who participated the division survey agree that they have found the CS division web site very informative and useful. The division will also implement faculty web pages once Kentico, the new content management system is implemented.

Service Eval Disagree
The computer classrooms and laboratories are supposed to be clean all the time. The custodial services sometimes do not meet this requirement in a timely manner, for instance:

- Rooms and/or labs are not dusted.
- Computers, keyboards, and monitors/displays are never cleaned.
- Tables are almost never cleaned or washed.
- Windows often have build-up of spider webs and dead bugs.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Employment: Student Peter Goeppinger is a final candidate for a job at the Aerospace Corporation. The hiring manager has contacted numerous instructors at WLAC, Computer Science Dept. to obtain references for Peter. He will be working in their main IT support division. Peter was one of our best students.

Another local software company, XDR, a radiology company recruited students form WLAC for web application programming positions. They met with us because of the numerous programming classes offered at WLAC.

Our Network Security & Computer Science student Hanane Standford was rehired as a summer intern in the information Technology Department of AeroSpace Corp. She has involved the following projects like: developing Korn Shell scripts to extract historical satellite weather data from &8177; 1500 tapes. --Setting up a Puppet Enterprise 3.2 Managed Development Environment on 3 virtual Centos 6 servers (Configuration Management). --Completing patching for 7 hosts that support over 150 virtual machines (VMs). -Managing snapshots for 37 servers which freed up 600 gigabytes of memory space. She also has

-Expanded technical experience: Solaris, Linux; VMWare Suite, Putty, SSH, Vi Editor, Bash Shell, Korn Shell, Puppet Enterprise
Students who have passed IT industry certification exams from September 2012 to August 2013: CompTA A+ and Network + certified: 10 students CCENT-Cisco Certified Entry Networking Technician: 7 students CISCO CCNA certified: 8 students CompTIA Security+ certified: 12 students Oracle Database : 2 students Microsoft System Administration: 2 students Student Employment: - 3 students from the Web and Database Certificate track have been employed in this area of IT industry. - 4 CISCO students were hired in August and September 2013.

Club Sponsorship
1)This year a new Computer Science club has been established. The club has recruited students and have sought out Programming events to attend and represent the College. With sponsorship of the Web and Database instructor here at WLAC, the students will be attending the HackCC.org event in Santa Monica.

HackCC: "Hackathons have been increasing in popularity over the past decade and have enriched the lives of those who attend. Unfortunately, most of them are centered around the lives of university students while community colleges have lacked a true hackathon to call their own. That's where Hack CC comes in. This is the first hackathon for community college students to exhibit their skills and talents. We are the first hackathon to really encourage those who may have thought they weren't good enough to compete in a hackathon. Every coder and builder is great and we can't wait to showcase all your brilliant ideas at the world's first ever community college hackathon, Hack CC."

2)Computer Science club and projects: Sylvester Zonwou and Lori Oliver both helped pioneer the first Computer Science club at West. After taking an array of computer programming classes at West, Sylvester and Lori partnered up to make a drone that samples air quality. Through Sylvester's leadership and dedication, and Lori's eagerness to learn, an idea became a reality. With funding from the computer science department the Airspace Analytics Probe will begin sampling air quality in the near future.

3) The division chair offers students "one-on-one" course advice and career path consultation on regular basis, any student or potential student can walk in her office and seek advice. There are 100+ students per year have benefited from this service.

4) The CS division will be joining CyberWatch West as an educational member. CWW is consortium of higher education institutions and industry partners whose mission is to improve the quantity and quality of Cyber security education and workforce. The division is preparing Computer Science club students for Cyber security competition.

5) The division has required all on-line instructors to offer "on-line student's orientation" on the week before semester starts. This orientation
6) The division has participated the college-wide open house and orientation events on regular basis.

15. Environmental Scan

Technology Trends
Virtualization, network security, and the increase use of mobile devices has and will continue to impact the division in numerous ways.

Cell phones, laptops, and tablet computers has and will impact what programming courses will be offered and how those classes are taught. Creating labs that support these new mobile platforms will prevent new and interesting challenges for the division. Mobile devices are also creating demand for wireless technicians capable of designing, installing and troubleshooting wireless networks. We currently do not offer any courses specifically addressing those needs. Development of a wireless course is being considered.

Virtualization technology is another in-demand technology due to significant cost saving afforded to those who implement it. Companies that implement virtualization technology enjoy lower energy cost, reduce administration cost, and lower capital expenditure. To address this growing demand, the CSIT Division offered its first virtualization course two years ago. By offering this course the division has learned that a more sequential offering of courses are required. Four courses are currently under development, resulting in a comprehensive curriculum addressing three areas of virtualization technology; storage, servers, and desktops.

Companies are expecting each employee who has responsibility for the computer network to be knowledgeable about network security and the latest advancements in network security. This expectation put pressure on the division to constantly update the Computer Networking and Security certificate courses. The division will be requesting funding to implement Cisco Firewall hardware to support the security curriculum.

16. Facilities

Facilities Challenges
CSIT Division has implemented its own Data Center (DC) in CE105B to support online and on-campus courses. The DC was necessary to facilitate a technology shift in terms of how students will be performing their computer lab assignments. This new approach enables students to be able to perform their labs or lab assignments 24/7 either on campus or anywhere a student has internet access. This flexible access to lab environments will provide significantly more hands-on access time. Online and disabled students will benefit tremendously. To complete the implementation of the DC, the CSIT Division is requesting that CE105B be equipped with its own air conditioning unit. Currently, CE105B depends on the CE Building general air conditioning system. But, this system is usually turned off on Saturdays and Sundays leaving CE105B without adequate cooling. Operating temperatures without air conditioning in CE105B during the peak summer months has been recorded to exceed 95 degrees. On two or more occasions all servers in the DC had to be power-down to prevent server failure caused by excessive temperatures. This, of course, meant that students learning and resource access was disrupted. Previous discussions with Plant Facility puts the one-time cost at less than $10,000.

All the computer classrooms in CE Building were not originally designed for computer technology training, in addition, classroom seating capacities are inadequate.

1) Every course in our division has hands-on components that we must teach in a computer classroom. To accommodate our working adult students and to recruit the skilled instructors from the field, we have to schedule the classes in the evenings and Saturdays. Looking at Spring and Fall 2013 schedule, every usable computer classroom is already taken in the evening and Saturday.

2) There are many grant programs that our division participates in; this will increase the number of class sections during the evening and weekend which we will not be able accommodate with the existing space. There is no additional computer classroom for us to expand our program training to fulfill the grant requirements.

3) CE104-the comments from instructor: "I have request to have new hardware (computers) purchased for CE-104 Lab. Following are the justifications. When I teach CS935, I wanted students to have their own Linux virtual machine to do Testout practice and the lab exercise I designed. Most Linux have two different architecture (i386 and x86_64), in the real world production environment, I can say 99% are using the x86_64, the 64bits version, which is also the version I promoted as I wanted students come out from our class can fit into production world with less impact. But, all the tower systems in CE104 are all 32 bits, and not capable of supporting 64 bit Linux. The situation comes even worse when I teach CS967, since CS967 is a more advanced course, my goal is to arm students with real-world operating environment experience, 64 bits Linux is a must, luckily, the division have been upgrading some computers in the CE104, so that I can accommodate students need by sharing the newer system that lay on top of the tower systems. Since open-source cloud (Open-stack) was also taught in CS967, the main stream Open-stack uses KVM hypervisor which in turn requires Type 1 virtualization (VT-x or AMD’s SVM), those limited newer systems were able to serve KVM as they do have VT-x support in CPU, but the physical RAM is coming short as newer software release coming out require more physical RAM to support proper operation. For CS967.

4) CE103: Currently in CE103, the room does not adequately provide the space needed to support dual systems, one system supporting the Windows platform and the other supporting Macintosh. A Keyboard Video Monitor (KVM) switch has been put in place to minimize desk real estate usage. The KVM facilitates the use of a single monitor and keyboard for both systems. This setup has impacted the s
Program Review

Facility Long Term Goals
The division’s long term goal is to move into TLC building. The TLC (Technology Learning Center) is being designed to allow the division to deliver Computer Science Information Technology courses and programs. The division continues to meet with the building architecture and has submitted an updated "building programming survey" which included the following instructional space requirements:

One specialized computer lab open to students with 50 workstations and Six highly specialized computer classrooms for the following program and classes:

1. CISCO lab computer classroom with 50 computer stations plus 10 sets of switches and routers.
2. Microsoft and Oracle database computer classroom with 50 computer stations.
3. VMware computer classroom with 50 computer stations plus additional 4 of rack-mount servers
4. Apple and Linux computer classroom with 50 Apple computer stations.
5. Computer programming, Web design and development computer classroom with 50 computer stations.
6. Computer Hardware classroom with 50 computer stations
7. Dedicated server and network room (Main Distribution Facility).

Facility Short Term Goals
All the computer classrooms in CE Building were not originally designed for computer technology training, in addition, classroom seating capacities are inadequate. We are requesting to upgrade the following computer classrooms to support CSIT and CAOT courses and classes.

1) Upgrade all computer classroom CE103, 104, 105, 106A and 225 to equip with basic Smart Classroom configuration (this will facilitate instructors to post online lectures using the recording capabilities provided by Smart Classrooms).

2) Upgrade the switches and routers in CE101 from 100Mbps to 1Gbit which supports CE 101,103,104,105A and 106A.

3) Upgrade the cabling system of CE101,103,104, 105A and 106A.

4) Replace computers in CE104,CE103, CE105A and CE225 with faster CPU and larger memory.

5) Purchase servers to support VMware, SQL server and security curriculum.

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership
Eva Bitar-City of Los Angeles
Sharron Moore-JT recruiter
David Seetao-SAP trainer
Ashok Patil-Computer Science, WLAC
Kabwy Chanda-Network Specialist-Los Angeles Valley College
Steve Gonsosi-Programmer Analyst-LACCD
Michael Stamper-Information Service Manager, Pepperdine Univ.
Linda Wallace-E learning Specialist, Pepperdine Univ.
Larry Wong-Senior Linux engineer
Bill Williams-JT Manager
Kent Taira-e-commerce consultant
Manish Patel-Web database architect
Patricia Morris-legal secretary
Mimi Wong: legal secretary
Marcus Butler: faculty-CISCO, Microsoft, and VMware, WLAC
Clyde Titus: Office application, WLAC
Anna Chiang: operating system, A+, Network+, Security+, WLAC
Yuen Yuen-Software Engineer, Northrop Grumman
Anna Hernando-Student representative

Advisory Board Outcomes
- NetLab for CS 988. Microsoft SQL Server class has been added to our NetLab enviroment. This has reduced the cost burden of using the Microsoft hosted virtual labs. Also students do not need a powerful-expensive computer to run the Server software req

Assess CTE Student Learning Outcomes
Degree and Certificate awarded and Industry Certification Outcomes

Two additional students have interned at the City of Los Angeles this year. We are looking to expand this program to include more students form WLAC. Most government agencies have gone through massive downsizing and are unable to hire full time workers. The internship program benefits both the City and WLAC students. The City can fill some gaps in their workforce and WLAC students receive real-world experience in the
IT field. These students have obtained both the "Web Support and Database Administration" and the "Business Application & Database Management" certificates.

It has been very difficult to track or reach students after program completion to determine employment success. Based on our recently conducted student survey, over 70% of students in our vocational programs are not working in the IT field. Currently, our most viable measurements are degree & certification completion and industry certification exam passing. Between Sept 2013 to August 2014, there are 9 students passing CompTIA Security+ certification exam and have become computer security certified; there are 6 students passed A+ and Network+ certification exam; there are 12 students passing CISCO CCNA. This IT certification make our students extremely marketable for the IT job market. There are 95 college certificate of achievement awarded during 2013-2014 including 38 on Network Security;25 on Web & Database, 5 on Computer Science and 17 CAOT-Legal Secretary.

The division has established an internship program with Aerospace Corporation, two students were hired as Interns in the information Technology Department. Quotes from the director of Information Technology Dept.

"The Aerospace Corporation has hired two interns that were members of the West Los Angeles College (WLAC) Computer Science Information Technology (CSIT) program. The Aerospace Corporation has provided independent technical and scientific research, development, and advisory services to national security space programs since 1960. The interns were integrated into the Technical Computing department where the focus is on supporting Unix and Linux systems. They were quickly assigned project tasks, which included system provisioning, security patching and installing configuration management systems. The management system was used to manage and monitor launch vehicles. They played valuable roles in the deployment and support of mission critical systems. The WLAC CSIT program is preparing students with the tools needed to succeed in corporate technology environments. The WLAC interns were able to blend in and contribute in some areas and in others, were able to quickly learn what was needed to be independent.

3) Our Microsoft and Oracle database program director has established an internship relationship with City of Los Angeles, having this internship program benefits the students and makes WLAC more competitive when students are choosing a college to attend. Quoted from the City of Los Angeles, Department of Transportation: "The WLAC CSIT internship program is tremendous assets to the City of Los Angeles, many of the students who have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have been prompted into the IT department at their current organization. I would like to emphasize my gratitude for this internship program, due to the fact that the City now has very limited resources in acquiring talented IT employees".

CTE Accreditation Recommendations
Our program is not subject to approval/accreditation by specialized state, regional, or national accrediting agencies. Therefore this is not applicable to our program.

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
The division has been identifying employers that have students in our programs to expand the employer survey. The following are from two internship programs.

1) Quotes from director of technical computing infrastructure with Aerospace Corporation,

"The Aerospace Corporation has hired two interns that were members of the West Los Angeles College (WLAC) Computer Science Information Technology (CSIT) program. The Aerospace Corporation has provided independent technical and scientific research, development, and advisory services to national security space programs since 1960. The interns were integrated into the Technical Computing department where the focus is on supporting Unix and Linux systems. They were quickly assigned project tasks, which included system provisioning, security patching and installing configuration management systems. The management system was used to manage and monitor launch vehicles. They played valuable roles in the deployment and support of mission critical systems. The WLAC CSIT program is preparing students with the tools needed to succeed in corporate technology environments. The WLAC interns were able to blend in and contribute in some areas and in others, were able to quickly learn what was needed to be independent."

The City of Los Angeles hired two interns from the West Los Angeles College. These interns worked in a division called Business Solutions Group (BSG), that is responsible for creating internal and public facing web/database applications. The interns brought a skill set that allowed them to integrate immediately into the group of seasoned IT professionals. This has allowed BSG to deploy a number of applications on time. The interns helped in programming tasks, application workflow testing, and GIS data-set creation.

Labor Market Demand
According to EMS (Economic Modeling Specialist Inc., the scope of this report covers Los Angeles Country), the following seven 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

6) mobile technologies

7) cloud computing.

The rapid and widespread use of the Internet and electronic business (e-commerce) has generated a need for highly trained workers capable of implementing business solutions. Our division offers degree and certificate programs that cover almost the entire spectrum of the Information Technology industry’s career pathways to meet local business needs and to provide students with convenient and affordable learning opportunities.

Licensure Exam Performance
Not Applicable to CSIT or CAOT programs.

20. Completion
Manager approval
Anna Chiang, Oct 31, 2014

Participant List
(blank)
Program Review | Academic Affairs Area | Dance, Health & Physical Education

01. Department Purpose

**Purpose**
The Dance, Health and Kinesiology division at West Los Angeles College is committed to providing an exciting and informative educational experience for all of our students. The division supports and encourages all students to reach their educational goal be it a certificate, Associate degree or life-long learning experience.

The Dance department fosters 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 the fitness level required to properly execute a variety of dance styles. 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 Health department provides up-to-date information in the areas of physical fitness, nutrition and health. With increased knowledge the department promotes a healthy and informed attitude towards life long healthy habits.

The Kinesiology department develops a deeper understanding and appreciation of all aspects of physical fitness. The Department enhances student growth and personal fulfillment through the study of physical fitness concepts and human movement. The Department examines physical fitness, nutrition and critical thinking as a guide to establishing healthy habits. Students are exposed to a wide variety of experiences through instruction in aquatics, sports, a variety of fitness activities and related topics. Students develop strength, agility, balance, improved conditioning and the flexibility required to safely execute a variety of exercises. By learning how to safely perform increasingly complex exercises students can appreciate diversity, teamwork and cooperation in the physical fitness setting. Students gain an understanding of, and appreciation for, the value of health and physical activity with an emphasis on lifetime participation.

The Kinesiology department supports the Kinesiology Athletics department by offering specific skills and fitness training courses for the athletic team. The Kinesiology Major courses are designed for the students who wish to pursue an AA degree or an Associate Degree for Transfer.

**Purpose Alignment**
The Dance, Health and Kinesiology division focuses on the following to provide a transformative educational experience:

The Dance program cultivates a deeper understanding of and appreciation for the arts by using and viewing movement as a creative form of expression.

The Health department gives the students information needed to make healthy decisions for optimal health and disease prevention.

The Kinesiology, Kinesiology Athletics and Kinesiology Major departments cultivate a greater understanding of fitness through improved physical skills.

The Dance Health and Kinesiology division gives the students the knowledge and skills needed to earn a certificate, Associate degree or an Associate Degree for Transfer.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
(blank)

**Improvements in Program**
The Dance, Health and Kinesiology division assessed all sections assigned in the SLO assessment cycle for the 2013-14 school year. The instructors are now reviewing the data and discussing possible changes to the courses assessed. The instructors are reevaluating program and/or student outcomes to make sure the division is providing the best possible learning environment for the students. Instructor teaching techniques, class retention and student success rates are being discussed at division meetings.

Some instructors attended the Faculty Experiential Learning Institute (FELI) and are applying updated and more effective teaching methodology. More class time is dedicated to interactive and inside out learning techniques. Some health classes are being flipped. Attendance and classroom participation has greatly improved. We will be comparing test scores and levels of preparedness to evaluate the success of the project.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Full time faculty are participating in more campus committees and taking advantage of instructor training opportunities.

**PR Recommendations Response**
Department faculty will meet with SLO Coordinator for training as needed. Currently the division is in full compliance with the SLO assessment cycle. All instructor evaluations are up to date.
**04. Enrollment Trends**

**Enrollment Trends**
Total FTES for the Dance, Health and Kinesiology division have dropped from 290 in Fall 2009 to 272 in Fall 2013, a drop of .063%.

The combined Dance Studies and Dance Techniques FTES dropped from 23 in Fall 2009 to 13 in Fall 2013, a drop of .045%. The hiring of a full time dance instructor and installation of a sprung wood dance floor are necessary to develop a successful Dance program.

The Health FTES increased from 81 in Fall 2009 to 85 in Fall 2013, an increase of .05%. The department needs another full time instructor to help with course demand.

The combined Kinesiology, Kinesiology Athletics and Kinesiology Major FTES dropped from 186 in Fall 2009 to 175 in Fall 2013, a drop of .06%. Confusion surrounding the policy of no course repeats has led to problems with scheduling multi level activity classes.

College wide FTES dropped from 3510 FTES in Fall 2009 to 3349 FTES in Fall 2013, a drop of .046%.

**Section Count Trends**
Total section count campus wide went from 874 in Fall 2009 to 796 in Fall 2013. Average class size went from 30.7 in Fall 2009 to 32.5 in Fall 2013. Fewer sections being offered with higher enrollment.

Total section count for Dance Studies and Dance Techniques went from 7 in Fall 2009 to 5 in Fall 2013. The Jumpstart dance classes are no longer being offered due to budget cuts. Average class size went from 40.8 in Fall 2009 to 26.7 in Fall 2013. Enrollment in the Dance Studies classes has dropped due to instructor policies that require the students to audition for the course which culminates in a student dance production. The quality of the performance has improved with the new policy. A full time instructor is needed to meet the state mandate; three fourths of the sections should be taught by full time instructors.

Health department sections went from 14 in Fall 2009 to 20 in Fall 2013. Class size went from 55.6 in Fall 2009 to 37.9 in Fall 2013. Enrollments are all closed several weeks prior to the start of the semester. Retention varies among the instructors. An additional 2 full time instructors are needed to meet the state mandate; three fourths of the sections should be taught by full time instructors.

Total sections for Kinesiology, Kinesiology Athletics and Kinesiology Major was 37 in Fall 2009 and 37 in Fall 2013, no change. Total class size went from 36 in Fall 2009 and 36 in Fall 2013, no change.

**05. Students and Student Success**

**Degree/Cert. Trends**
One AA degree in Physical Education was awarded in 2012-13. The division has submitted an ADT in Kinesiology. The division is working with the Athletic Trainer to develop a certificate. The district wide Dance discipline committee is working together to develop dance certificates.

Kinesiology Major 143 Academic Success For Student Athletes is offered every Fall semester. Students are required to receive a Student Education Plan. Students will then map out their course plan by semester based on their career and educational goals. The academic progress of all student athletes is monitored throughout the semester.

**Demographic Trends**
College total gender distribution: F 2009 59% Female, 41% Male; F 2013 58% Female, 42% Male

College total age distribution: 19< 23% F 2009 , 21% F 2013.
College total age distribution: 20-24 31% F 2009, 33% F 2013
College total age distribution: 25-34 26% F 2009, 25% F 2013

College total ethnic distribution: AF Am/Black F 2009 41% F 2013 35%
College total ethnic distribution: Hispanic/Latino F 2009 29%, F 2013 40%

Division gender, age and ethnic distributions match the college distributions. No substantial changes noted, no implications for the division.

**Equity Gaps**
The college overall equity gap in successful course completion rate was 21.6 in F 2009 and 22.3 in F 2013.
The Dance, Health and Kinesiology division successful course completion rate was 16 in F 2009 and 6 in F 2013.

Instructors are on notice to treat all students equally. If students need additional assistance instructors refer them to DSPS for testing and registration.

**Success Comparisons**
College overall successful course completion rate was 62% in F 2009 and 62% in F 2013.
Dance, Health and Kinesiology overall division completion rate was 68% in F 2009 and 75% in F 2013.
Dance department completion rate was 65% in F 2009 and 59.5% in F 2013.
Health department completion rate was 51% in F 2009 and 69% in F 2013.
Kinesiology overall completion rate was 78% in F 2009 and 84% in F 2013.
The Dance department needs a FT teacher to develop the dance program so it is consistent and can grow into a transfer program to Cal State Long Beach.

**Full time instructors in Dance and Health are needed benefiting the students, the program and the college.**

**Success Trends**

College overall retention was 85% in F 2009 and 81% in F 2013. Overall success rate was 62% in F 2009 and 62% in F 2013.

Division overall retention was 89% in F 2009 and 89% in F 2013. Overall success rate was 68% in F 2009 and 75% in F 2013.

Dance department retention was 91% in F 2009 and 82.5% in F 2013. Success rate was 65% in F 2009 and 59.5% in F 2013.

Health department retention was 89% in F 2009 and 89% in F 2013. Success rate was 51% in F 2009 and 69% in F 2013.

Kinesiology department retention was 89% in F 2009 and 92% in F 2013. Success rate was 83% in F 2009 and 85% in F 2013.

The Dance department needs a FT teacher to develop the dance program so it is consistent and can grow into a transfer program to Cal State Long Beach.

The Health department needs two additional full time instructors to meet the state mandate that three fourths of the classes be taught by a FT instructor.

**06. Staffing Trends**

**Staffing Trends**

In Fall 2013 the Dance department had .67 FTEF, down from 1.20 in Fall 2009. The Dance department has one adjunct instructor who produces the Fall and Spring student dance concerts. Because of instructor's dedication the students enrolled in the Dance Production class have the opportunity to express themselves creatively. The course requirements foster responsibility and encourage the students to develop as artists responsible adults. The students learn to be reliable and supportive of their fellow classmates while going through the process of choreographing, rehearsing and performing. Technically the students show clear improvement during the semester however their progress is limited due to inadequate facilities. The dance studio floor is wood over concrete so the instructor is not able to safely instruct the students in many essential movements. The department is still waiting for this problem to be addressed with the Master Facilities Plan.

By only having one adjunct instructor for the Dance program we are not able to offer leveled classes. To establish a TMC in dance we would need to offer Dance History, Choreography, Dance Appreciation and technique classes in Modern, Ballet and Jazz. All technique classes need to be offered at Introduction, Beginning, Intermediate and Advanced levels. Course outcome assessment rubrics need to be established for all movement classes. To do this we need a full time instructor and more adjuncts.

In Fall 2013 Health had 4.20 FTEF, up from 3.24 in Fall 2012. Health is a required course for the AA degree. There is one full time health instructor, Melinda Smith, who established course learning outcomes for the department. Ms. Smith set up the assessments for the health classes in a way that the adjunct instructors can easily follow. Because of her the department is up to date with all SLO assessments.

In the Fall 2013 semester we are offering 20 sections of Health. Five sections are taught by Ms. Smith, the remaining sections are taught by adjuncts. The adjunct instructors vary in the depth of course content offered and rigor expected from the students. The department needs two additional full time instructors to meet state guidelines and unify the department requirements.

In Fall 2013 Kinesiology had 4.35 FTEF, down from 5.28 in Fall 2007 The Kinesiology department has one full time instructor; two additional full time instructors are each .5 head coach and .5 instructors, and the remaining full time instructor has a .4 release as department chair and .6 release as Curriculum Chair. The department is offering 37 sections with the equivalent of 2 full time instructors. 25 sections are taught by adjunct instructors. The department has not been able to establish a consistent level of instruction because of the large number of adjuncts. Two full time instructor positions, Charles Sands, retired in 2000, and Jim Raack, retired in 2002, were never replaced. Two additional full time instructors are needed to meet state guidelines.

**07. Functions and Services**

**Function service list**

The Dance department produces a very well attended student dance concert every Fall and Spring semester.

The Health classes, required for the AA degree, are in the process of relocating to the new General Classroom building. Full time instructor Melinda Smith participated in the FELI training and is in the process of flipping her classes.

The Kinesiology department supports the Athletic teams and offers an Associates degree in Physical Education. One unit of any activity class is required for the AA degree.

*The dance department through the fall and spring performances provides enrichment for the students and the community. Health classes are in high demand for degree completion and fill quickly. Kinesiology supports the athletic program. The 3 areas are in high demand and require full time instructors as requested.*

**Technological Advances**

Some health classes have been moved to the new General Classroom building. The students respond well to the smart classrooms. The department would like to move all of the Health classes to the GC building starting Fall 2015.
08. Survey Results

Survey Results
Faculty and staff surveyed would like:
- Sprung wood floors in the dance studios
- LED TV and DVD player in the Dance studios
- Replace stolen wireless mic system in Studio A
- Funds for the dance production lighting technician
- Funds for the dance production director assistant
- Funds for student dance concert costumes
- Replace or repair broken and damaged equipment in the Fitness Center and Weight Room A service contract for the Fitness Center and Weight Room
- No Slip mats for PECS in the hallway from the pool to the locker room
- Convert PECS 11 to a “Smart” classroom

Students surveyed would like:
- Cleaner restrooms
- More sections of Health
- More sections of Dance
- More sections of Kinesiology

Facilities for Dance, Health & PE are outdated and worn. In addition to basic college use, other programs use the space such as Westside Extention and occasionally rented by the college. Wear and tear is definitely a concern and upgrades, repairs and replacements are needed.

Survey Results Implications
Dance facilities are inadequate and underfunded for success.
- Stolen equipment is not replaced.
- Damaged equipment is not repaired.
- Unsafe conditions exist in the PECS building.

A facilities overhaul of the division is needed.

09. Curriculum

COR Update: Missing CORs
All course outlines for Dance, Health and Kinesiology are posted in ECD. Only one course, Health 12, is due for updating this year.

COR Update: Out-of-Date CORs
Only one course update is due this year, Health 12. Nothing is out of date.

The division has worked aggressively to bring SLO’s current.

Course Outline
A copy of the course outline of record is given to all instructors. Since the majority of classes in each department are taught by adjuncts it is difficult to teach anything consistently.

Course sequence
Course maps for Dance, Health and Kinesiology are in the third stage of development. We are working with the curriculum dean, articulation officer, and athletic counselor to ensure accuracy. Some inaccuracies in transferability are still being worked out. The Kinesiology department is also submitting an AA degree request to replace the AA in Physical Education.

Curriculum Impact
The Health and Kinesiology departments voted to discontinue Health 2 after the Fall 2014 semester. They feel that offering a class with an activity component online is a mistake.

Additional Dance courses are being submitted to the Curriculum Committee. The department is trying to add enough courses to develop a TMC in Dance.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Fall 2014:
- Health 2 for the International Program online
- Health 2 for the ACT Program online
- Health 2 for POPP online on campus
- Health 11 synchronous online, Fall 2014 is the first semester trying it
- Health 11 Jumpstart
- Health 11 9 sections online

DE addendums for Health 2 and Health 11 have been submitted to the Distance Education office.
The Health and Kinesiology departments voted to discontinue Health 2 after the Fall 2014 semester. They feel that offering a class with an activity component online is a mistake.

_The course offerings reflect the division’s commitment to varying styles of delivery that include, cohorts, online and hybrid._

**Program Relevance, Appropriateness & Cur**

Health is a required course for CSU General Education Certification as well as Plan A & B. One unit of activity is required for CSU General Education Certification as well as Plan A & B. There is an AA degree in Physical Education. TMC in Kinesiology has been submitted for review.

**10. Student Learning Outcomes**

**SLO Assessment - Course**

Full time faculty arrived at the assessment method that corresponded with the SLO. That method was passed along to the adjunct faculty. All results were returned to the division chair. The course assessment forms were divided up among the full time faculty for completion.

**SLO Assessment & Resource Request**

No

**SLO Faculty Dialogue**

Yes, SLO assessment is discussed at the Division meeting at the start of the school year and then on an ongoing basis throughout the year.

**SLO Program Assessment & Changes**

No changes are being planned or implemented at this time.

**11. Departmental Engagement**

**Community Connections**

The Health department is again offering classes through the Jumpstart program.

**Interdepartmental Collaboration**

The Dance department has worked with the Music department when presenting the student dance concerts. Health offers courses required for graduation and transfer. The Kinesiology department works with the Athletic program to offer supportive classes for the Intercollegiate Sport teams.

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

Faculty have not indicated they have any unmet professional development needs.

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

**Catalog, Schedule, Website Impact**

The college website publicizes the student dance concerts every Fall and Spring semester. Once a full time instructor is hired the Dance department would like to set up a link with program information. The Kinesiology program would like help publicizing the variety of courses offered.

_Special references have been made in the class schedule to address the change to Kinesiology from Physical Education._

**Service Eval Disagree**

(blank)

**Service Evaluation**

(blank)

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

**Accomplishments of Students**

(blank)

**Club Sponsorship**

(blank)

**15. Environmental Scan**

**Technology Trends**

None at this time.

**16. Facilities**

**Facilities Challenges**

**PEC S**

The building was constructed in the 1970's and shows it. The building accent colors are avocado green and burnt orange. The hallways were painted within the last 5 years however the baseboard was removed and never replaced as it was assumed that the division would be moving to a new building. The linoleum floors in the building are a mish mash of colors thanks to using a variety of leftover tiles to replace broken ones. The remaining broken tiles are old enough to have been made with asbestos.

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 CD's, MP3's or iPods. The speakers mounted on the front walls are partially blown.
out. The wireless mic system has been stolen and needs to be replaced. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. The studio is mainly used for dance classes, dance rehearsals and fitness classes by the accredited college and Westside Extension program. Unfortunately the concrete floor severely limits movement options, particularly jumping.

Studio B has a wood on concrete floor. The room can accommodate 15 dance students. There is a mirror on the front wall across most of the room. There is a ballet bar mounted on one wall. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. There is no music system in the room. The window film has been pulled off various parts of the windows. The studio is mainly used for dance rehearsals and Westside Extension classes. There is a storage room adjacent to Studio B where the dance flats used in the student dance concerts are stored.

Studio C has a linoleum floor. The room can accommodate 10 dance students. There is a mirror on one wall. There is no sound system or ventilation. The linoleum is slippery and dangerous to dance on. It is a last resort dance studio.

The Women's Locker room needs to be remodeled with new, larger lockers, new showerheads, shower curtains and paint. Students coming from the pool and returning to the women's locker room in PECS are at high risk of injury as the linoleum floor becomes very slippery when wet. Non slip mats are needed for the hallway. The Women's restroom needs to be updated to meet ADA requirements. Commodes, stalls, sinks and flooring are all in terrible shape. The dance program needs additional storage space for costumes and lighting equipment. Faculty offices need to be cleared out for painting, replacement flooring and deep cleaning.

PEC 105 Aerobic Fitness Center carpet needs to be replaced with rubberized flooring. All equipment needs to be oiled and have the cables checked for replacement. Cardio equipment (treadmills, elliptical trainer, Arc trainers, rowing machine, cardio squat and stair master) all need to be serviced.

PEC N 11 is an outdated classroom that needs to be remodeled and converted into a smart classroom.

PEC N 14 is the student weight room. The chalk board needs to be replaced with a white board. All equipment needs to be oiled and have the cables checked for replacement.

The Men's Locker room needs to be remodeled with new, larger lockers, new showerheads and paint. The attached bathroom needs new commodes and a very deep cleaning.

The division's facility is in poor condition and lacking in instructional support areas as described above. Budget is needed for supplies and equipment to support the instructional needs in addition to improvements, replacements and upgrades to the facility.

**Facility Long Term Goals**

Install sprung wood floor in Studio A, B & C.
Purchase lighting equipment for the dance concerts.
Finish the remodel of PECS and PECN & S locker rooms;
Remodel the bathrooms in PEC N & S buildings.

**Facility Short Term Goals**

Replace the baseboard in PEC S hallways. Convert PEC N 11 into a smart classroom. Finalize plan for new dance studios. Finalize plans for remodeling PEC S and PEC N & S locker rooms and restrooms. Obtain maintenance and repair contract for the Fitness Center and Weight Room. Purchase non slip matting for the hallway in PEC S. Same short term goals as 2012-13 and 2013-14.

### 19. CTE Programs

**Advisory Board Meetings**

(Blank)

**Advisory Board Membership**

(Blank)

**Advisory Board Outcomes**

(Blank)

**Assess CTE Student Learning Outcomes**

(Blank)

**CTE Accreditation Recommendations**

(Blank)

**CTE Program Accreditation**

(Blank)

**CTE Programs Offered**

(Blank)

**Employer Satisfaction Survey**

(Blank)

**Labor Market Demand**

(Blank)
Licensure Exam Performance
(blank)

20. Completion
Manager approval
(blank)
Participant List
(blank)
Humanities & Fine Arts (CTE)

01. Department Purpose

**Purpose**
The purpose of the Film/TV Production Program is to prepare students for a career in the Motion Picture, Television and Stagecraft industries. The 2-year, 27-unit Certificate of Achievement is recognized by the Motion Picture and Television industry producers and unions as the only accredited craft-based certificate. Upon completion of all courses the students will be eligible to take the written, oral and practical examinations by the Hollywood Cinema Production Resources ♦ Hollywood CPR ♦ certification team. Successful graduates are eligible for placement on the coveted AMPTP/IATSE roster which allows them to work on union productions. The program provides industry-driven Motion Picture and Television Craft training with Digital Applications to underserved residents in Los Angeles, California to prepare them to attain highly coveted and well-paying Entertainment Industry jobs, by providing them with the latest technological skills needed to get and maintain their employment in this highly lucrative -- with some of the highest paid and best benefits in all of California and the nation -- but competitive industry. This project not only brings a traditionally disenfranchised under-employed population into the middle class, but it will simultaneously preserve the current workers' place in the workforce. This unique partnership brings together for the first time in the entertainment business history: ♦ College accredited classes designed by industry professionals exclusively taught at West Los Angeles College; ♦ Hollywood CPR Entertainment Industry Artists, Technicians and Crafts Certificate ♦ the nation's only Alliance of Motion Picture and Television Producers (AMPTP) and International Alliance of Theatrical Stage Employees (IATSE) sanctioned certificate.

**Purpose Alignment**
The Film/TV Production Program aligns with the college mission statement through its recruitment of a diverse population and providing them with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
Film/TV Production The Film Production program uses a variety of tools to assess the improvements in student achievement and learning: Anonymous surveys are collected at the end of every class on the day of the final. The surveys are reviewed by the advisory committee and goals are set for improvements. In addition we can determine how previous changes/improvements have affected the students success. We solicit employers to provide us with feedback on the students accomplishments.

**Improvements in Program**
FILM/TV PRODUCTION Provided students with more hands-on activities. Divided classes into teams so students had an opportunity to work together. Created activities to help students who were struggling with concepts to learn by doing. Continued to provide resources (books, publications, websites, seminars and conferences) in their craft, i.e. grip, set lighting, camera, costume, set dressing. Scheduled more field trips to film and television locations. Increased guest lecturers with specialties in new areas of the specific craft. Worked with unions on specific curriculum needed to meet the changing industry. Met with students individually before class starts, mid way through the semester and at the end, to help them stay focused and on track. Retention rate improved dramatically.

**Resource Allocation Evaluation**
(Blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Film/TV Production
Identified student learning outcomes that are related to course objectives for all courses
Evaluated all courses through an on-going systematic review of the relevance, appropriateness and achievement of SLO's
Conducts regular assessment of student achievement

**PR Recommendations Response**
The Film/TV Production Program continued to address the recommendations from the previous program review including:
Adding more rigging grip & electrical exercises & terms
Revising curriculum to expand digital media/social media
Working with unions on specific curriculum enhancements for camera and lighting
Meeting with students individually before class starts and before class ends to help them in their success.

04. Enrollment Trends

**Enrollment Trends**
Film/TV Production Interest has increased 45% (waiting list) while enrollment has increased only 12% due to capacity issue. We were able to add sections to help with the some of the capacity, however in order to add more sections we would need additional instructors. We are sharing space with the Aviation Division which has prevented Film/TV Production from expanding until there is a sound stage. The FAA in June 2014 forced the evacuation of Film/TV Production which has severely hampered our current class offerings.

**Section Count Trends**
Film/TV Production
We added two sections to meet some of the need, but were unable to add any more due to lack of space and instructors.
05. Students and Student Success

Degree/Cert. Trends
Film/TV Production 45 students received a Certificate of Achievement in Film/TV Production Crafts, up 10% from 2013, with all indications to increase each year. To encourage Certificate and Degree completion we meet with each student every semester and go over their progress and help them with anything they need to complete the requirements.

Demographic Trends
Film/TV Production One of the implications for Film Production would be more females and veterans enrolling. We saw a slight decrease last year (1%) for females and a slight increase (1%) for veterans. The implications are that the studios are requesting a veterans and diverse workforce. The students are prepared and willing to hire graduates.

Equity Gaps
Film/TV Production successful course completion equity gap compared to the college is:
FLM PRD African American = 83% College African American = 55%
FLM PRD Asian/Pac Isl = 100% College Asian/Pac Isl = 77%
FLM PRD Hispanic/Latino = 97% College Hispanic/Latino = 64%
FLM PRD White = 97% College White = 77%
The factors that may contribute to this are: 1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed. 2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits. 3) The program includes a unique feature where the faculty bring guests from the industry who help engage and mentor the students. 4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.

Success Comparisons
Film/TV Production has a high successful completion rate (90%). The factors that may contribute to this are:
1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed.
2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits.
3) The faculty bring guests from the industry who help engage and mentor the students.
4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.

Success Trends
Film/TV Production Film Production had a 90% successful completion rate in 2013 school year and expects similar success rates for the 2014 school year.

06. Staffing Trends

Staffing Trends
Film/TV Production FTEF = 2. In order to expand the program to meet the student needs, 1 additional full time instructor would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants have ended, and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 1 additional full time faculty is necessary in Multi-media to meet the growing demand in the Digital Media Industry.

2 additional classified support would benefit the program:
One to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.

One to organize, track, repair, check-in/check-out equipment and supplies before/after class

07. Functions and Services

Function service list
The functions and services of the Film/TV Production program are to educate, train and place underrepresented minorities, veterans, and incumbent workers in high paying, high demand jobs in the ever growing Entertainment Industry. Film/TV Production Craft faculty educate all students with high ethical standards that prepare them for future employment. Faculty help students succeed by providing them with current industry standard curriculum and technology, internship opportunities, program advisors, tutoring, referrals to student supportive services, remediation opportunities and early identification of below standard progress.

Technological Advances
The technological advances that have been implemented include: The establishment of a state-of-the-art Apple media lab funded through a Department of Labor grant Introducing students to the latest in 3D and digital technology through professional facilities including PandoraFX, Sony Pictures, Cinemills

Providing students with the latest technology in lighting, grip, sound, decoration, and costume through WLAC partnership with Hollywood CPR's and its relationships with vendors

08. Survey Results

Survey Results
At the end of each session Film/TV Production conducts anonymous surveys/evaluations of the staff and program with a rating of 1-5 and space for written comments on a series of questions.

The results are: Staff: 4.9 Good to Excellent; Program: 4.5 Good; Most common critique was space and schedule related.

**Survey Results Implications**

Film/TV Production

Implications each session are that we improve in areas we can control (i.e. more "hands-on" learning) and do our best to accommodate students' needs as it relates to schedules. Student survey results are shared with faculty and advisory board members. Feedback from the advisory board members (employer representatives, union reps) are incorporated into curriculum and program operations to ensure that student feedback is integrated.

**09. Curriculum**

**Cor Update: Missing CORs**

Film/TV Production All courses of record have course outlines

**Cor Update: Out-of-Date CORs**

Film/TV Production determines that the classes are taught consistently with the official course outline by reviewing the syllabi each semester to make sure it follows the courses in the outline of record. All film production syllabi were derived from the COR and are being updated this year.

The program is currently reviewing unit load and ways to make the curriculum transferable to CSU

**Course Outline**

Through classroom observation, personal dialog with students and faculty.

**Course sequence**

No, we need additional faculty to include more courses in a session so the students can complete their Certificate of Achievement. Previously we had grants to pay for the additional classes needed to complete the appropriate sequence. The plan to alleviate this is to hire additional faculty, to apply for more grants, hire adjunct as P100 funds become available.

**Curriculum Impact**

We are planning to enhance our curriculum to meet the student’s and the industry’s needs. Upon the recommendation of our advisory board and academic affairs advisors we plan to re-structure our 6 unit classes into 3 unit UC/CSU transfer lecture classes with 3 CTE labs, In addition we will break our 27-unit 2-year Certificate of Achievement into two 1-year certificates. Also we plan on adding courses to meet the growing digital media sector of the entertainment industry including Digital Media Entrepreneurship, Image Manipulation For Multimedia

**Degree/ Certificate Changes**

(blank)

**Outreach, Online & Hybrid Classes**

In order to better meet students requested needs, Film/TV Production is developing:

Online courses for its Directed Study Classes

Hybrid courses for the lectures

Transfer model

A new certificate that breaks the large 2-year, 27 unit certificate into two 1-year certificates so the students receive a one certificate each year.

**Program Relevance, Appropriateness & Cur**

The Film Production program uses a variety of tools to assure the relevance, appropriateness and currency of its program. Anonymous surveys are collected at the end of every class on the day of the final. The surveys are reviewed by the advisory committee and goals are set for improvements. In addition we can determine how previous changes/improvements have affected the students success. We enlist an outside consultant to evaluate the program. We solicit employers to provide us with feedback on the students accomplishments. Finally, our retention (85%), completion (90%) and employment (85%) rate gives us a good measure of student achievement and learning.

**10. Student Learning Outcomes**

**SLO Assessment - Course**

At the end of each semester the faculty met and reviewed the SLO’s. We identified any changes needed and are in the process of modifying courses to meet the objectives. One of the key outcomes was to create separate lecture and lab courses.

**SLO Assessment & Resource Request**

YES. In order to expand the program to meet the student and employer needs, 1 additional full time instructor would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants have ended, and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 1 additional full time faculty is necessary in Multi-media to meet the growing demand in the Digital Media Industry.

2 additional classified support would benefit the program:

One to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.

One to organize, track, repair, check-in/check-out equipment and supplies before/after class
**SLO Faculty Dialogue**
The Film/TV Production faculty and advisors meet at the beginning, middle and end of each semester to discuss the program's strengths/weaknesses and to determine what changes can be made to provide for successful outcomes for the students.

**SLO Program Assessment & Changes**
Based on the following assessment methods:
- course SLO assessment;
- analysis of course sequencing;
- indirect assessment indicators - employer surveys;
- student success data such as retention, success rates, degrees/certificates awarded

Film/TV Production is rewriting its 2-year, 27-unit Certificate of Achievement to become two 1-year certificates. This is a direct result of student feedback on course sequencing and student success rates -- this will help them complete their certificate sooner. We are also splitting the 6-unit classes into 3-unit UC/CSU transfer lecture and 3 CTE labs in response to student needs.

**11. Departmental Engagement**

**Community Connections**
Film/TV Production has held open houses before each semester and reached out to high schools, community based organizations and businesses. They are well attended and have opened the doors for students and businesses who didn't know about the college. We have also attended many conferences and seminars to introduce the program to the community.

The Film Production faculty have established relationships with:

**Unions**

Local 33 Stagehands;

Local 44 Affiliated Property Craftspersons;

Local 80 Motion Picture Studio Grips;

Local 600 International Cinematographers Guild;

Local 695 Production Sound Technicians, Television Engineers;

Local 700 Motion Picture Editors Guild;

Local 705 Motion Picture Costumers;

Local 706 Makeup Artists and Hair Stylists Guild;

Local 728 Studio Electrical Lighting Technicians;

Local 729 Motion Picture Set Painters and Sign Writers;

Local 800 Art Directors Guild & #8208; Art Directors, Graphic Artists, Illustrators, Matte Artists, Model Makers, Scenic Artists, Set Designers & Title Artists

- Studios/Networks/Production Companies

ABC Television;

CBS Television;

DreamWorks SKG;

FOX Television;

HBO;

NBC/Universal;
Paramount Pictures;

Sony Pictures;

**Interdepartmental Collaboration**

We are working on creating an AA Degree in Film Studies which will incorporate Cinema, Multi-media, Film Production and related classes in accounting, marketing and legal.

Film/TV Production is a hands-on technology-driven craft with classes running for 6 hours with lots of equipment, building, moving and loud activities and is located within and near the Aviation Buildings which are suited to the noise and movement of large equipment and vehicles. Currently, the Aviation faculty and Film Production faculty meet regularly to discuss scheduling of facilities, maintenance of equipment, collaborate on building plans and activities that affect the use of space (Hanger, outside area, etc.).

The working together of both similar CTE programs has created synergies that have built over time, strengthened both programs, and provided a united opportunity in the college shared governance process. The summer however the FAA shut down the Film/TV Production Program due to its requirement that Aviation cannot share space with other programs. It has severely impacted our program and we are meeting with various administrators, faculty and advisory board members to come up with a solution.

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

Film TV Production

Film/TV Production changes continuously. There are seminars and conferences held monthly to address the changes. We were able to take advantage of those training opportunities in the past as we had grant funds that were used to cover the expenses. We are currently writing additional grants to try to meet this important professional development need of our department.

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

**Catalog, Schedule, Website Impact**

FILM/TV PRODUCTION

The impact could be stronger. Film/TV Production plans to work with WLAC marketing to do a new website that features all of the programs with up-to-date information, directions, procedures, important announcements and pictures.

**Service Eval Disagree**

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**Service Evaluation**

(blank)

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

**Accomplishments of Students**

Film TV/ Production

Students have received Jewish Woman’s scholarships, film awards, deans honor list and have been featured in the Los Angeles Times and KCET

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Spring 2013 fine art scholarship. Curating and installing the annual student art exhibition.

**Club Sponsorship**

The performing arts club is an umbrella club for the entire HFA that may include performances put on by the new theater instructor.

Accomplishments vary from presenting and staging live performance to mounting student art exhibitions.

**15. Environmental Scan**

**Technology Trends**

The worlds population has moved onto mobile social and information media platforms at an unprecedented rate. The described future will be entirely mobile multimedia networks and platforms known as Information and Communication Technology (ICT).
ICT is an umbrella term, used widely outside the U.S. and by the United Nations, to encompass all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming and information systems technologies. These technologies have permeated every industry and most organizations, changing ways companies operate and interact with customers and suppliers, how human beings organize and manage their lives, how people communicate, and how most workers do their work. Entertainment/Entrepreneurship (E) has been added to ICT in Los Angeles to reflect the strong creative economy in the region (incl. Film, Tech. Theatre).

ICT Fast Facts
- There are an estimated 46,000 ICT industry-related businesses in California (about 1 for every 28 companies).
- ICT industry-related businesses produce $172 billion in revenue (approximately 6% of all private sector revenue in California).
- These businesses employ more than one million Californians (1 in 20 private sector jobs).
- California’s ICT industry-related firms pay out close to $76 billion in wages annually (12% of private sector wages and the 2nd highest wage sector in the state).
- For the period 2006-2016, ICT industry-related job growth is projected to increase by almost 20%, outpacing the national growth rate.

Film/TV Production needs to provide education and training to meet the industry needs and we need a full time instructor to accomplish these goals.

16. Facilities

Facilities Challenges

Film/TV PRODUCTION was asked to remove its instructional materials from the Aviation area by the FAA and the program is experiencing a significant challenge to provide proper instruction to the students.

Film Production needs a sound stage. Film Production has been using a third of the aviation hanger and it has severely impacted our program and Aviation’s. We were able to get by as we used the outdoor space. The aviation hanger is not appropriate instructional space for the students needs. It was not designed to be a sound stage and therefore has safety and educational concerns. Doesn't have appropriate power therefore the program needs to rent a generator every semester at a high cost to the program. The ceiling does not meet industry requirements for rigging in film and television productions.

Students are not exposed to the proper elements of a sound stage and therefore their learning is compromised. Now with this additional set-back the small space left does not allow us to offer the appropriate lab and instructional space for the 10 Film Production craft classes we offer, and thereby will prevent students from getting proper training and the Film/TV Production crafts Certificate of Achievement and the Hollywood CPR Certificate which leads them to union jobs in the entertainment industry.

Film Production also needs a larger shop to construct set walls and storage for set walls. Most set walls are between 10 feet and 12 feet high. The current Aviation space we are using does not allow us to build and/or store set walls, which are a required element in the instructional needs of the program.

Film Production does not have adequate space for storage of props and set dressing and is currently storing all instructional materials at the LAX campus.

HFA

The digital equipment in the three smart class rooms is 13 years old. It should be up dated. Faculty request class rooms in the new general classroom building as the equipment will not support media they employ.

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HFA

Upgrade of Smart classrooms new smart classroom, Updated computer software, New Computers for student labs and faculty. Remove electrical "buzz" in the recietal hall. Reclaim FA 104 and adjoining store room for music and theater courses. Develope a print making studio with printing press. The metal doors expand in the sun and cannot be opened or closed.

Facility Long Term Goals

Film/TV Production

To work with the Facilities Committee on the construction of a sound stage and shop for the instructional lab space required.

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Replace/update smart classroom equipment. Replace broken and unsafe and dangerous easels and drawing horses. Replace stolen drawing
Install mounted digital projectors in studio classrooms to facilitate lectures and presentations. Permission has been granted to purchase stolen drawing tables. A handful of easels have been replaced.

**Facility Short Term Goals**

Film/TV Production

In the short term Film Production will offer two of its classes at the LAX campus each semester and look for sound stage space at the various studios in order to provide our students with the appropriate lab space required to meet their goals of learning the skills needed to graduate.

In addition we will work with the Academic Affairs and the aviation faculty on ways we can utilize the outdoor space for instruction temporarily until the Film/TV Production facility is built.

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HFA
Faculty will have to supply their own lap top computer for teaching in the classrooms currently referred to as "Smart Classrooms". I have been informed that these outdated smart class rooms will be upgraded this winter. This dialog has been ongoing. So far it is all talk and no walk. A Failed Admin Outcome- FAO.

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership

Film/TV Production List of Members of Advisory Board Members NAME AFFILIATION Gerald Alcantar 20th Century Fox Mitsy Wilson 20th Century Fox Janice Pober Sony Pictures Entertainment Mike Miller International Alliance of Theatrical & Stage Employees Thom Davis Local 80 Grip Scott Budnick Todd Phillips Productions Alan Rowe Safety and Training Local 728 Set Lighting Kent Jorgensen Safety and Training Local 80 Grip Kevin Considine WLAC Film Production Faculty; President & CEO Hollywood CPR Laura Peterson WLAC Film Production Faculty; Vice President Hollywood CPR

Advisory Board Outcomes

Film/TV Production

The advisory board recommended updates to our curriculum to meet the changes in technology. We are incorporating those changes into the curriculum updates.

The advisory board is concerned about the space that Film Production is using as a sound stage as it doesn’t meet the needs of the students and the recent evacuation due to the FAA inspection. Currently Film/TV Production is using one third of the aviation hanger which has impacted not only Film Production but also the aviation program. It was noted that due to the inadequate space the program has had to cut back its enrollment. In addition the students are not able to build set walls in the shop space because it is too small. The grip and lighting students are not able to learn rigging, which is a significant aspect of their job.

PLAN OF ACTION: Kevin Considine became chair of the WLAC facilities committee in order to help in the development of appropriate instructional and lab space. Kevin and Laura Peterson have also been meeting with Academic Affairs, aviation faculty and the architects to make sure the needs of the Film Production Program are included in the WLAC planning for future construction.

OUTCOME: The Advisory Board recommends 2 additional full time instructors and 2 classified staff, so that students can complete their education and training within the 2-year time table established with the unions and producers.

Assess CTE Student Learning Outcomes

Film/TV Production Enrolled 335 underserved individuals from economically disadvantaged areas of Los Angeles 85% retention rate 75% of eligible students received Certificate of Achievement June 2014 50% eligible for Certificate of Achievement June 2015 EMPLOYMENT/SUCCESS Currently 156 students are working in the entertainment industry and are members of: o Local 44 Affiliated Property Craftspersons o Local 80 Motion Picture Studio Grips o Local 600 Cinematography Guild o Local 695 Production Sound Technicians o Local 700 Motion Picture Editors Guild o Local 705 Motion Picture Costumers o Local 728 Studio Electrical Lighting Technicians o Local 800 Art Directors Guild Some of the films, television shows and venues students are working include: NCIS The Mentalist Hollywood Palladium The Voice Pantages Theater Pretty Little Liars Universal Amphitheater Glee NCIS Los Angeles True Blood American Idol Staples Center Parks & Recreation and many more films and TV shows.

CTE Accreditation Recommendations

via

CTE Program Accreditation
(blank)
**CTE Programs Offered**

(blank)

**Employer Satisfaction Survey**

Film/TV Production feedback is positive with regards to the preparedness, skills and attitude of program participants. Most employers report participants in some ways more knowledgeable, professional and enthusiastic than veteran workers, and thus reported a willingness to hire more program participants.

**Labor Market Demand**

Economic Contribution of the Creative Industries of California, 2012

The entertainment sector will experience the largest numeric increase with 4,130 additional jobs by 2017

Source: California EDD, QCEW data; Bureau of the Census; indirect * Property, state and local personal income tax and sales tax contribution estimated by LAEDC (Los Angeles Economic Development Corporation) revenues generated by earnings and spending of the direct and indirect workers.

The Los Angeles Economic Development Corporation projects that given the trends visible today, creative industry employment in California will total 719,800 wage and salary jobs by 2017, up by 5.6% or 38,400 jobs from 2012 levels.

The existing industry workforce, almost exclusively white males, is approaching retirement. Every major motion picture and television studio is faced with the challenge of how to diversify its workforce. Since the studios closed their training programs in the 1970s in response to industry changes, no formal mechanism has existed to provide training for new workers wanting to enter the field or to upgrade the skills of incumbent workers until WLAC developed its program in partnership with Hollywood CPR.

As TV and film production nationwide has increased, companies have found it more and more difficult to hire enough skilled workers to meet the demand for Digital Media.

The 2013 Otis Report on the Creative Economy states Digital Media showed the largest growth despite the recession and is expected to grow by 13.2% in the next 5 years. Los Angeles as compared to California: The 2013 Otis Report studied economic data from 2012. Both statewide and regional data sets demonstrate anew the compelling power of our creative capital. In the Los Angeles Region, the creative sectors supported 1 in 7 wage and salary jobs, with a net economic output contribution of 10.4% of the region's gross total. The Los Angeles regional creative industries sustained 726,300 workers who earned labor income of $50.6 billion. For the State of California, the creative economy contributed 7.8% of California's Gross State Product in 2012. Across California, with a total of 1.4 million workers, the creative industries accounted for directly or indirectly 9.7% of all wage and salary employment, or roughly 1 in 10 jobs in the state. Very importantly, the creative economy is powerful and pervasive. While entertainment, fashion, and furniture and the decorative arts were the largest industries in California's creative economy, nearly 6 of 10 (56%) creative occupations are found outside of the creative industries. Finally, the good news for the Los Angeles Region is that it is undisputedly the creative nexus of the state, with over 44% of California's workers in creative occupations.

While the entertainment industry is perceived as large studios (Warner Bros., 20th Century Fox, NBC/Univesal, Disney, Sony) it is actually made up of hundreds of small companies some that are only developed for the length of the project very entrepreneurial driven. As stated in Babson College's Stimulating Small Business Growth Progress Report in 2013: Entrepreneurship is increasingly recognized around the world as a critical force in creating a strong, stable economy and society. This is true in the United States, where entrepreneurship is an important component of economic development, and where small businesses are the primary source of new job creation. However, exactly which U.S. small businesses create jobs is less well understood.

The actual economic context for the United States is quite different than what is commonly believed. Despite the prominence of large corporations, the vast majority of companies that comprise the U.S. economy are small and medium-size businesses. In fact, less than 1% of the 28 million firms in the U.S. have more than 500 employees.

Below that level, firms are classified as small and medium-sized businesses according to the U.S. Small Businesses Ad

**Licensure Exam Performance**

Film/TV Production 85% of students been successful on their first attempt in completing the Hollywood CPR Certificate which is recognized by the producers and unions.

**20. Completion**

**Manager approval**

Laura Peterson

10-31-14

**Participant List**

(blank)
Humanities & Fine Arts (GE)

01. Department Purpose

Purpose
The many departments that comprise the HFA Division are engaged in teaching varying types of communication that are as diverse as the departments are diverse. The Humanities/Fine Arts Division's purpose is to provide students with a comprehensive academic education containing practical and modern as well as traditional, historical views of all human cultures. Significant accomplishments throughout time are high-lighted in teaching our courses, illustrating progress in our fields in order to encourage students to complete concrete projects, written, visual and aural. Each of the departments in this Division is striving to fit students for transfer programs/degrees and/or to meet humanities requirements for other of the college's division's humanities requirements for their transfer and/or degrees. Our departments include: 1. Art a. Art History - For transfer programs/degrees and meeting humanities requirements. b. Studio / Digital Art - For transfer programs/degrees/certificates and meeting general; humanities requirements. c. Ceramics 2. Broadcasting - Supports Music, Recording, and animation programs including certificates and degrees. 3. Cinema - Supports programs and planned/proposed certificates and degrees for the commercial film industry. 4. Environmental Design - Contract education program delivering extensive capital to the general college fund. 5. Film Production - a CTE program preparing applicants for employment as union members trained in technical support for the commercial entertainment industries. 6. Foreign Languages: It is designed as an academic program for student to transfer to a four year institution and receive a B.A. degree, and to fulfill language requirements for other Divisions. a. American Sign Language - train hearing impaired individuals to communicate with others b. Arabic c. Chinese d. French e. Japanese f. Spanish 7. Humanities. For transfer programs and to meet humanities requirements for other Divisions. Supports programs and planned/proposed certificates and degrees by exposing students to a broad aspect of social evolution, learning to identify current trends and apply successful practical solutions. 8. Multimedia 9. Music - Music majors’ transfer/degree programs support students in learning current trends of music which may lead to related employment, in entertainment industries through studies in a. Musicology - the historic view of musical development and progress. b. Theoretical/Harmony - the language of music as it is written and performed. c. Performance - correct, accepted technical and performance practices 10. Philosophy - for Major students, transfer programs; also for meeting humanities requirements in for other college Majors. Supports programs and planned/proposed certificates and degrees. To expose students to a broad aspect of social evolution, learning to identify current trends and apply successful practical solutions. 11. Theater - Supports programs and planned/proposed certificates and degrees for the commercial acting industry with instruction in historical, written, technical and performance practices in film, television, stage presentations.

Purpose Alignment
In order to provide "a transformative educational environment" and in cooperation with the current State mandated requirement (ADT) of moving students through the community college system expeditiously to transfer to a four year educational institution, H/FA is providing a comprehensive educational foundation in all the varied departments of this Division. We are endeavoring to give our students a current, up to date knowledge to secure employment within related industries - primarily that of the entertainment field.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements
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Improvements in Program
There is little to report on this subject again this year, due to the facts that none of the former recommendations that we had made were not granted - for the last five writings of Program Review; the majority of the of the courses in this Division are taught by one individual per course, and little to challenge expansive thought. We have been greatly limited by our scarcity of full-time instructors and the limitations of transitory adjuncts. Despite the realities of those facts, all the course SLO's to date have been completed. Brief consultations have been conducted with students, especially through the Performing Arts Club members, who want to discuss practices and possibilities. Foreign Languages: Although more dialogue among faculty who teach the same course is necessary, FL is in its second SLO assessment cycle with the implementation of rubrics. All course SLOs were completed and approved with one specific change at level one courses. Feedback from students and faculty members has also been critical for the development and progress of our program.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
(blank)

PR Recommendations Response
1. Replacement furniture has be ordered for the Art Department
2. PO and New vendor forms were submitted.
3. Need updated software.
4. Multimedia was selected by FPIP to gain an instructor, but over-ruled by Administration.
5. Recording Arts program remains with nothing added and Certifact program waiting for implementation.
6. Music program requires expansion and modernization, and part time accompanist has no extra time to allot to Music Lab.
7. Humanities program remains the same.
8. Cinema and Theatre added a new instructor.

Please resubmit without the sarcasm (spell check); not sure what you meant about the foreign language labs

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

Academic Affairs Area | Humanities & Fine Arts (GE)

2014-2015

04. Enrollment Trends

Enrollment Trends
The enrollment trends for HFA have increased over last year, due to more sections of our courses being allowed, and all have continued to remain at higher levels.

The division's CTE programs which are directly related to job opportunities in the technological/art, multimedia and recording/broadcasting fields continue to see increased enrollment, with students on waiting lists for entry into them.

An area in the HFA division of high continuing growth that is in dire need of resources has been identified - that of multimedia - an area with explosive interest and job growth, evidenced by all of us carrying smart phones that require multimedia information. Concrete evidence of the potential in the industry is that Google bought Motorola several years ago with the intention of 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.

Section Count Trends
The performance discipline classes are holding their own in spite of the mandatory budget cuts within the college. The technical classes of both Art and Music disciplines have increased, and students are asking for more, indicated by the fact that the Performing Arts Club members are preparing a request petition for this.

Class sizes are increased in multi media and fine arts as sections decrease. Instruction suffers for individual students. Combining classes to boost enrollment decreases the quality of instruction.

Foreign Languages: Most of our disciplines show a high decline in class offerings while our average class size has incremented drastically, except Arabic and Japanese section count trends remain the same.

Chinese: Section count trends declined from 2 to 1 and class size average increased from 18 to 27 in 2012. FTEF trends in fall 2008 were 0.67 and 0.33 in fall 2012.

French: Section count trends declined from 5 to 3 in 2012 and average class size trends has increased from 30.8 to 37.3 and to 69.6 in 2011.

Spanish: It is interesting that section count trends during the same 4-year period went down from 35 to 11 but average class size trends went up from 23.1 to 35.5 and 47.1 in 2010. These trends are observed on on-campus data (from 15 to 7 in 2012) as well as online (17 to 1 in 2011) and Act (4 to 1); Hybrid shows an increase (1 to 2) since first offered in 2010. Online classes get full two months before the college opens enrollment and students indicate they have to wait up to three consecutive semesters to enroll. Only 11 Spanish sections were offered in 2012 and only one of them was online compared to 35 in 2008 when 17 were online.

05. Students and Student Success

Degree/Cert. Trends
Certificates in Multimedia and recording arts were approved in Spring 2014. These two Certificates in particular are in areas that are highly sought out by the students. The courses connected with them teach job skills they want and need to obtain lucrative employment in today’s entertainment industry. Degrees are low, due to the fact that diverse, but needed classes are not yet taught here. Requests to enlarge faculty - and offerings in special areas - are repeated denied.

Foreign Languages: French and Spanish programs offer AA degrees and data shows that four Spanish students are successfully receiving their degrees in 2012-2013, and increment over previous years; French has awarded one AA degree in 2011-2012. The Spanish Department is in the process of changing its AA degree requirements to make it compatible with the Transfer Model Curriculum (TMC) Degree implemented statewide. We are adding Spanish 004 to our AA degree requirements and updating Spanish 001, 002, and 003 course outlines this semester. Conversational Spanish 008 needs to be increased to 3 units or develop Elementary and/or Intermediate Conversational Spanish courses. It is also required the addition of at least two new courses: Spanish Composition and Introduction to Spanish/Hispanic/Latin/American Literature, three units each.

Demographic Trends
Foreign Languages: Its ethnicity gap was at its highest point in 2011 at 37 and at its lowest in 2009 at 24, in 2012 was at 29. Its course completion rate by ethnicity has been steady during the past three years and tends to reflect the same demographics of the college overall, e.g. Afr-Am/ Black 56.3%; Asian/Pac Isl 74%; Hispanic/Latino 63%; and White 74.7%.

Equity Gaps
The equity gap in HFA/ ge ipoint accumulation averages 21. This is 2 points below the college average of 23. These figures have been fairly consistent for the past 5 years with a 3 point fluctuation. These results help offset divisions with lower equity scoring. Students want and enjoy the classes of this Division.

In Speculation- It has come to my attention that counselors steer students toward traditional job generating careers because they are not familiar (uneducated) with the prospects of jobs in the creative industry. I also suspect there is a persistent stereotype of the "starving artist" romanticized
This response makes a statement about an equity factor (in speculation) What are the strategies? What does “21” represent?

**Success Comparisons**

Foreign Languages: The successful course completion rates of the FL disciplines in the HFA Division are consistent with the college average and the division except the Arabic evening program. Some of the factors include the need of a full-time Arabic instructor to coordinate the curriculum and offer day, online, and hybrid classes as well as enforce and monitor students' lab work in the Foreign Language lab and online, and develop an AA Degree and/or a certificate to help students to successfully obtain a transfer degree, a translator certificate and eventually, a well paid job. HFA Division discipline rates of completion are consistent with the college average in Music, Art, Cinema, Theater, Philosophy, Humanities, Multimedia, Broadcasting, Art History.

**Course completion for other disciplines?**

**Success Trends**

Foreign Languages: Success Rates: The American Sign Language shows an increment on its on-campus classes while Arabic evening class has been declining consistently. Chinese is stable with 2% variation except in 2010 with an increase at 87%. French shows an average of 86.66% during the last three years; Japanese exhibit a consistent increment in its evening and Saturday hybrid classes; and Spanish, an average of 53.7% during the last three years.

Retention Rates are between 67% - 84% except in Arabic; its rate has declined to 53% in 2012. We attribute this to the need of more full-time instructors, and tutors, online and on-campus, in the Foreign Language Lab to support student retention and success. Other factors are the lack of faculty members to enforce students Lab attendance, and to the increased class enrollment, limiting interaction among students, and the required individual instructor's attention in our language classes.

**06. Staffing Trends**

**Staffing Trends**

A theater arts position was added this Fall to develop an active performing arts program.

Foreign Languages: There are three full-time instructors, two in Spanish (25%) and one in French, and 13 adjunct instructors: two in American Sign Language; one in Arabic, Chinese, French, and Japanese; and six (75%) in Spanish. Due to budget constraints, we could not offer classes to the majority of our adjunct instructors and if we did, it was only one class, and alternating semesters and classes. Our Spanish program has suffered a huge cut in class offerings, online as well as on-campus, and our students have to wait up to three semesters in order to enroll, mainly online. Spanish online classes reach their enrollment limits (49+) two months prior to semester start date, although in 2012, only one (1) online class was offered, a 69% reduction in class offerings. In spite of this reduction, four AA Spanish degrees were awarded and we are confident that we will offer again the program we had and the necessary staff members to serve our students.

One Spanish instructor retired in 2002 and he has not been replaced. At least, two new full-time Spanish instructors are needed to fulfill on-campus and online students demand, and provide the evening department support, guidance and orientation our students deserve. We are in direct need of replacing and adding new Foreign Language faculty members to better serve our students. We need to create new advanced courses, and offer varied schedules and formats, update course outlines, and enhance our evening FL programs and tutoring services in the Foreign Language Lab. This year, we are submitting two applications to the FPIP committee members requesting two full-time Spanish instructors to help us to better serve our evening, online, and on-campus students demand.

**07. Functions and Services**

**Function service list**

Provide instruction for the various AA and transfer programs for the disciplines in HFA.

Provide instruction for the remaining college disciplines required to complete their AA degrees and transfer status. (All students are required to take Humanities courses to complete any and all degrees)

Provide skill certificates to specific areas of technological and practical application for future and continuing employment.

Provide entertainment and music for college events, such as graduation.

**Technological Advances**

Smart classrooms were introduced in 2000-2001 in the Fine Arts Building. Software programs were purchased for Multi-Media and Music, but now upgrades are needed to maintain technological level comparable to practicing industries. The newer computers will not support the music software any more and licensing for all software must be renewed. Through an independent grant, the Recording Arts Program has been able to improve and streamline their burgeoning program. This is a very successful and popular program that needs to be fully supported.

**08. Survey Results**

**Survey Results**

Vtea/surveys of the Division's many, diversified CTE courses help to provide income for the entire college.

Between 30 and 35% of students consistently chose the arts, audio/visual - technical & commercial - as a first through third choice as areas of
There is a need to conduct further studies by an outside consultant. 

**Survey Results Implications**

The implications of the surveys tend to strongly indicate consistent student interest in all of the division's programs, therefore it would be beneficial to strengthen the courses, programs and departments. HFA interest in areas - Average 30%, This is higher than most other disciplines.

This indicates a high student interest.

**OK, but that's it?**

**09. Curriculum**

**COR Update: Missing CORs**

It has come to my attention that original hard copy outlines are missing from the files. Several of the missing course outlines have been rewritten in electronic form, and those that need updating have been noted and are in the process of being updated and/or archived. Additional assistance would certainly be appreciated, especially student workers to keep papers organized.

Foreign Languages: For the past two years, FL course outlines have been updated and submitted for approval. Spring 2014 semester, three Spanish courses were re-submitted and it seems they will complete the approval process. Other disciplines are scheduled to re-initiate it, plus the addition of Spanish 004 course to our Spanish AA degree to comply with statewide TMC. New Spanish course outlines will be develop in order to expand our offerings and comply with the new Spanish TMC this semester. We have been working directly with the College Articulation Officer, the new chair of the Curriculum Committee, the Transfer person, and the Curriculum Committee members, and Dean.

**COR Update: Out-of-Date CORs**

The Chair and Vice Chair have held working meetings with the new Chair of the Curriculum Committee and a large number of the courses in the varied departments have been archived. Courses requiring updates are being assigned to those faculty members teaching in the specific course.

I have asked Jane Witucki to educate the full-time faculty and interested adjuncts last Spring in course development and to assist them in getting passwords to submit updated ec'd's.

**Course Outline**

In several of the departments of this Division - such as performance music courses, Philosophy courses, and Theater courses - courses are being taught by a lone instructor, so there can be no consultation between instructors of specific courses, but salient points of the outline are aligned within the scope of academic freedom. Individual instructor syllabi content is being checked at the time of instructor evaluation to ascertain agreement with the official Course Outline on record. Of course, there remains the factor of academic freedom to contend with.

Foreign Languages: Two hands-on ECD workshops were developed and offered, and course outlines were updated and revised by faculty members. FL Course Outlines are taken through the Curriculum Committee process for approval this fall 2013 semester. Spanish courses follow the descriptors implemented at a state level, and a TMC will be developed. Faculty members send Syllabi to division chair- and vice-chair person each semester and they are evaluated accordingly.

**Course sequence**

Yes they are scheduled in sequence, but in several instances, the necessity of alternating semesters to permit students to complete the program has been necessary. Due to severe budget cuts in our Division, and courses are put on an alternating basis, students have experienced delays in completing a program. In all of the Arts programs, individual attention is required, as students are producing classroom work on an individual basis. Singularity is the essence of the product in all the Arts, whereas conformity is not. Classes in intermediate and advanced capabilities have been either eliminated or postponed, to the detriment of the student, the program and the college. Attracting majors, and thereby transfer into our specific areas of study has been curtailed and in several instances eliminated by this practice of cutting our class offerings. The entire Division, and thereby the students, would benefit largely by offering more variety of courses within the various departments.

Foreign Language: We are not able to offer a variety of FL class levels each semester due to budget constrain but we have been alternating and offering at least one intermediate class each semester to expedite students transfer. Due to reductions in the number of sections offered, students are not always able to enroll in the semester they would like although increasing the class limit to 49 has alleviated this situation.

**Curriculum Impact**

We would like to add courses in photojournalism and history of photography. These courses should aid in developing meaningful graphics and content to be accessed/delivered through handheld mobile technology platforms.

**Degree/ Certificate Changes**

(blank)

**Outreach, Online & Hybrid Classes**

20% or more of HFA courses fall in the category of hybrid, online and outreach in most discipline areas in this division. Art, music, philosophy, cinema, theater, humanities and foreign languages are all either on line, hybrid and outreach.

Benefits include convenience for working, or home-bound students that need the online courses for degrees or transfer. The hybrid courses are essentially the same as online with the addition of an on campus experience and part of the larger program of ACT. This is good that it exposes...
students to a broader range of courses with a structured program to follow. Some student prefer to questions answered face to face. Weekend courses make education accessible for working students.

Our relationship with the Clver City High School Arts and Jumpstart programs continue to expand to meet their programs needs. Regular students have less opportunity to achieve their academic goals as fewer courses are offered on campus.

**CCHS, Jumpstart, improvements?**

**Program Relevance, Appropriateness & Cur**

We are in need of being allowed to grow in the variety and depth while retaining the mandatory basics. We are offering courses in a relevant, serious group of studies. These courses are able to lead to many seeming unrelated employment possibilities. One instance- a student that had a single voice class was inspired by the course to go to performances at the Music Center. She was then lead to seek employment there. She is now fully employed at the Music Center in production.

Spanish Supports lower division course work for a Spanish degree.

Fine arts/studio- Linked to all multi media film production, computer graphics, visual commercial applications.

Computer graphics. Commercial design, both corporate and freelance.

The performance Departments - Music, Theater, Cinema - endeavor to keep abreast current trends in both Commercial and "Serious" instruction. Performance practices for music, stage, film and recording instances are stressed to help prepare students for employment in the professional field. All of the Division's music and theater instructors are or have been professional, working musicians/actors and are able to teach from a practical instead of a theoretical view point. These instructors must keep current in their fields and teach from that standpoint. Film Production must keep relevant to its industry to comply with the various unions' rules and regulations.

Curriculum has approved a Certificate in Recording Arts; a second, a Certificate in Animation; and a third, a Certificate in Multimedia Web Design. This will help the Division in linking several of its programs - Art, Music, Theater, Multimedia, and Recording Arts - and thereby helping the students to achieve employable skills. All of the courses linked with this Certificate are consistently requested by the students on a regular basis and have large enrollments, with retention rates remaining high.

Philosophy- Ba / Ma applications. as well as supporting the mandatory requisite for all AA transfer degree.

**Cite "each" program**

### 10. Student Learning Outcomes

**SLO Assessment - Course**

Many of the courses being offered had been single sections with only one instructor to assess the SLO. Courses with multiple sections being offered had also been assign to a single instructor to assess those courses.

Foreign Languages: SLOs were created and assessed for all FL courses in the department. The FL faculty members are working on the second cycle of implementing/revising SLOs. Rubrics were created and implemented during the assessment process. FL faculty members were involved since the beginning of this process and have met/contacted the SLO Program Director in various occasions or by e-mails.

**SLO Assessment & Resource Request**

Additional SLO facilitators and coordinators to facilitate the collection of data. This would also help to coerce faculty into submitting SLO data / reports in a timely manner.

A resource required would be faculty to teach additional courses to increase course offering to streamline student success.

**SLO Faculty Dialogue**

Faculty have met an discussed course outcomes and retention data. These meetings have been documented.

**SLO Program Assessment & Changes**

Course sequencing is being adjusted to streamline programs. This also applies degrees and certificates.

Faculty are scheduled to meet regularly to assess and meaningfully alter programs where needed SLO's.

**Other changes?**

### 11. Departmental Engagement

**Community Connections**

Faculty in HFA division are in constant (monthly if not weekly) communication with colleges, universities, private colleges, businesses, organizations and institutions working on joint projects. Many have international relationships/projects.

I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.

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.

In 2012 we had started a relationship with the Philharmonic Orchestra of Los Angeles and received ten violins and scholarship money for music students (which was awarded instead to math students causing great discourse with the POofLA). 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, we fear our mistake reads a cultural insult.

One of our Foreign Language instructors is a member of the Modern & Classical Languages & Literatures Advisory Board at California State University, Northridge where they assist articulation and transfer efforts for community college students; create a mentoring program for potential language majors, and facilitate networking and participation in grant proposals, and curriculum development. She was also appointed by her Academic Senate to serve on an FDRG and as a C-ID CoR reviewer/evaluator at state level (CORE).

**Interdepartmental Collaboration**

We collaborate with the POP program, providing suitable instructors in several areas of instruction; ESL program through a collaborative English and Humanities agre. Outside entities such as HOLLYWOOD PCR. A Humanities course is making a slow journey through the Curriculum Committee to utilize resources of local museums, theaters and concert halls as major resources. On a regular basis we have been meeting with these arts organizations, and include student participation as an important portion in these activities.

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

Most professional development needs are met by HFA faculty. The majority of the faculty members are professionals in their discipline working extensively developing private enterprise projects. Other faculty meet their professional development requirement by attending seminars or initiating meetings with faculty from sister colleges to discuss the issues pertaining to their discipline.

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

**Catalog, Schedule, Website Impact**

The class schedule and catalog in both digital and hard copy format seem to be the best form of marketing for HFA programs. Our marketing staff have done exposés featuring some HFA programs. I continue to send marketing info and published reviews and they post them on the college website. West LA gallery exhibition announcements are posted on the website.

I cannot speak to the off campus professional development of some of the full time faculty as they are not required to submit that material to me. However I do know that the full time faculty are active and current in their disciplines. Mayock participates in philosophy conferences, White conducts music for a local church group. Sweeney guides the performing Arts Club in campus activities, Haunted house and other events. I participate actively in my discipline.

**Service Eval Disagree**

The technology in the smart classrooms is from the year 2000. It is a decade and a half out of date. Instructors need to contact AV to have projectors delivered every course meeting. Only three of the 15 classrooms are equipped with (outdated) twenty first century technology.

**Service Evaluation**

(blank)

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

**Accomplishments of Students**

Students in the fine arts discipline regularly participate in national and local art exhibitions.

Students in the music program play gigs regularly at local venues.

Multimedia students develop and participate in global e commerce and activities.

Film production students work at various performing arts venues in the LA basin.

**Club Sponsorship**

The performing arts club is an umbrella (over Arching) club for the entire HFA.

Accomplishments vary from presenting and staging live performance to mounting student art exhibitions.

**15. Environmental Scan**

**Technology Trends**

Technology is growing at a rapid pace and effects all manner of student success from instructional to applicable content delivery. This effects all disciplines in the HFA programs especially visual and audio. Smart classrooms are being upgraded to meet some of the current and planned requirements. Technology will continue to advance. The HFA disciplines will need to continue to request equipment and software to maintain current technological standards.

**Trends that affect the program?**

**16. Facilities**

**Facilities Challenges**

The biggest challenge is working with outdated technology. The current equipment in the FAC building is circa 2000. A full decand a half beyond it's expiration date. These rooms are currently being upgraded.
The building itself shows signs of wear and tear and requires cosmetic repairs. Students and faculty have commented that the elevator seems toshaky and unreliable.

Facility Long Term Goals
Replace/update smart classroom equipment. Continue to replace broken and unsafe easels and drawing horses. Replace stolen drawing tables.

Install mounted digital projectors in studio classrooms to facilitate lectures and presentations.

Facility Short Term Goals
Supply faculty with dedicated lap top computers and projectors for teaching.

19. CTE Programs

Advisory Board Meetings
(blank)

Advisory Board Membership
see CTE program review.

Advisory Board Outcomes
Plot a five year trajectory pertaining to mobile device use and development of realistic social and e commerce applications.

CTE Accreditation Recommendations
na

CTE Program Accreditation
(blank)

CTE Programs Offered
(blank)

Employer Satisfaction Survey
We have no official survey data pertaining to students working in graphics and multimedia.

Labor Market Demand
A report published by Otis art institute indicates the creative industry is the fourth largest job cluster in the state out of 66.

In terms of the magnitude of economic impact, these industries represent one out of eight regional jobs and a tremendous multiplier effect of every 10 direct jobs supporting nine indirect jobs. The sector is projected to grow by 4.2% through 2015.

License Exam Performance
na
Language Arts

01. Department Purpose

**Purpose**
The purpose of English, ESL and Communication Studies is to enable students to become effective communicators. English and ESL guide students to evolve into proficient readers and writers. Communication Studies teaches students to become confident and credible speakers in dyads, small groups, and in front of large audiences. All three disciplines focus on critical thinking, and all content is anchored in class texts with in#8208;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#8208;long learning.

The Language Arts division provides quality instruction and fosters a diverse learning community dedicated to student success. A solid foundation in communication skills, both written and oral, empowers students to succeed.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Two Language Arts faculty completed the 2nd FELI professional development opportunity August 2014. The FELI is a program specifically mentioned in the Educational Masterplan, Item 1.2.1, as training that results in "Proven, effective learner-centered teaching strategies."

Several division faculty have been attending campus wide professional development events (e.g. "Cultural Competency") offered by the new professional development coordinator (EMP 1.4.1) and the Reading Apprenticeship FIG (EMP 1.2.1).

The division is in Phase 2 of our SLO assessments for many of our courses, and now regularly discuss our pedagogies and outcomes for these courses in division meetings [as minutes will verify], via email, and online in an Etudes shell for this purpose. This has led to discussion of best practices and an examination of specific delivery modes and their success rates. (EMP 1.1, 1.1.1., 1.1.6).

The division has piloted two new programs in the last year: the College Acceleration project, piloted in Fall 2014 by two full timers and one adjunct, and the Summer Bridge program, Summer 2014, which paired English classes with PD classes and included an SI component. Both of these efforts, together with the use of Reading Apprenticeship strategies by E.S.L., Communication Studies, and English faculty, reflect the Ed Masterplan's call to "create a culture in which faculty develop and apply expertise in proven, effective learner-centered strategies" (EMP 1.2) and to "develop and implement an accelerated pathway through the English sequence" (EMP 1.1.6).

Division faculty also regularly discuss course texts and their costs, pooling ideas about free texts and resources that can save students money, in an effort to "develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress toward them" (EMP 3.2).

The division has a documented record of division-wide collaboration during our annual program review process, and in creating division meeting agendas.

03. Response to Prior Recommendations

**PR Recommendations Response**
In the validation process, dean Judith Ann Friedman asked us to provide more information regarding the planned actions. We had overlooked a button in the program. We provided the needed information and resubmitted for validation. The program review was then validated.

04. Enrollment Trends

**Enrollment Trends**
a. Language Arts classes are taught using a wide variety of modes of delivery. These modes are all represented in the three disciplines: Classroom, ACT, Black Scholars, FACE, Hybrid, Online, Puente, Jumpstart and WEC. This shows the Language Arts faculty members openness to trying new approaches and collaborating across the campus in different programs. Because of this diverse range of modes, Language Arts faculty members have engaged in a variety of discussions around the effectiveness of the different modes. We would like to engage in an in-depth analysis of our modes of delivery and the success rates to help us plan for future offerings, and to follow-up on this, we are requesting additional data or the Research and Planning Office.
b. The most noticeable enrollment trend in the English discipline is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. There is also a higher percentage of Latino students in the English discipline (49%) than in the college (40%).c. Also, in E.S.L., the population under 19 has increased, where in the college it has remained stable.

**Section Count Trends**
a. There has been a lot of shifting in mode of instructional delivery in E.S.L. For example, in Fall 2011 all E.S.L. offerings shifted to hybrid and online classes. This may have an implication for curriculum and pedagogy. The number of sections decreased by 64%, but total enrollment only
b. In Communication Studies, sections are continuously decreasing from 25 sections in 2009 down to 19 sections in 2013.
c. The number of English sections offered also declined steadily from 2009 (80) to 2012 (59). The number rose slightly in 2013 to 65. However, English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes in recent years. Thus, it is clear the college needs to offer more sections of each.
d. In the Language Arts division in 2012 and 2013, average on-ground average class sizes were 42.5 and 39.5, hybrid classes were 21.8 and 22.9, and online classes were 31.9 and 32.7. The lower hybrid class size may stem from the fact that many of the hybrid sections offered in Language Arts are E.S.L. classes, which consistently have lower enrollment.

05. Students and Student Success

Degree/Cert. Trends
In 2009-2010 there were just 2 degrees in English awarded, in 2010-2011, there were 13 English degrees awarded, in 2011-2012 there were 11, but in 2012-2013 there were again only 2 awarded. During that time, the Liberal Arts degrees A and B were phased out and four Liberal Arts degrees were introduced, which may contribute to the decrease in English degrees. In 2012-2013 college-wide degree completion went from 422 to 369, a significant decrease. Most recently, the English ADT was approved, and we will see if this increases the number of English degrees.

All students who graduate with degrees must take English classes, including transfer degrees. The discipline faculty might want to partner with divisions that have new Transfer degrees.

With this data in mind, the division might consider what is the value of offering an AA degree in English and/or speech and whether it is more beneficial to the students for us to focus on offering general education classes and encourage students to earn AA degrees in Liberal Arts. Discipline faculty should engage with the articulation officer and transfer counselor to discuss the practical value of the English AA to students.

There have also been concerns raised about making sure degree requirements align with transfer requirements. If they are aligned, the college may be able to attract a more ethnically diverse student population and stem the decrease in its African American student population.

Demographic Trends
a. The most noticeable demographic trend is the decrease in the percentage of African-American students and the increase in the percentage of Latino students. This is a college-wide trend that has the same implication for our division as for our college. We need to make sure we are effectively serving those two historically underrepresented populations of students.
b. The significant increase in the College’s Latino student population is a nationwide demographic trend. The College needs to study and learn from this trend to stem the serious decrease in its African American student population. The College’s first question should be: Why is this underrepresented ethnic group becoming academically successful? This decrease in the number of African American students at the College is of particular concern because substantially fewer Hispanic and black youth [are] dropping out of [high] school. Moreover, the decline in the size of the Hispanic dropout population has been particularly noteworthy because it happened at the same time that the Hispanic youth population is growing (Richard Fry, U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks, Pew Research Center). It is also important to note that the growing success of Latino students is not limited to community colleges. A] one of the University of California’s nine undergraduate campuses for the fall [of 2014], preliminary admission data show that admitted freshmen are: 36% Asian, 29% Latino, 27% Caucasian, and 4% African American. More Latino Than White Students Admitted To University Of California Schools CBS. How can the College help African American students to duplicate this success?
c. The College should study why its Asian and Caucasian (white) student populations are so low, although CS and UC tuition costs have risen dramatically in the last few years, and the College is centrally located and therefore has the potential to attract a more ethnically diverse student body. Study of this issue should also focus on two other factors relating to Dental Hygiene. First, why do Caucasians remain the largest ethnic group in Dental Hygiene? Second, why are all reported ethnic groups in Dental Hygiene extremely successful, with student success rates for all groups including Latino and African American varying between 94% to 100%?
d. In E.S.L. the percentage of male students has increased, which is different from the college as a whole, which has remained stable. West has recently had a large influx of Middle Eastern and North African students from male dominated cultures many of whom enroll in E.S.L. classes.
e. Asian students went from 22% to 32%, and Hispanic/Latino students went from 29% to 20%. International students from Asian countries is increasing. This also represents a change in the type of students taking ESL classes. Many of the Asian students coming to West place in the higher levels and are transfer-bound. The decrease in Hispanic/Latino students represents a change among the long-term resident students in the lower levels. Since recent Data Tracker statistics show that students in the lowest level (ESL 4A) have a much lower retention rate than that of students in higher levels, we feel that the ESL population at our school would be much better served by focusing on the higher levels of ESL and eliminating the lower level of ESL.
f. E.S.L. enrollment peaked in 2011 but has declined since then. However, this enrollment is due to a decrease in the number of ESL sections offered. In 2011, there were 11 sections of ESL classes, and in 2013 there were only 7.

Equity Gaps
The college-wide successful course completion equity gap between the highest performing group (Asian students) and the lowest performing group (African-American student) is 22-points. In our discipline it is 31 points.

As for each discipline, the gap in English is 30 points, Communication Studies is 30 points, and E.S.L. is 7 points. The English and Communication Studies gaps are far too large, and faculty members in our division should take a closer look at those results.

Both English and Communication Studies equity gaps are at 30 points, but the equity gap in E.S.L. has fluctuated (33% in 2009) and most recently
The two strategies being actively implemented by the English discipline faculty have had significant impacts on equity outcomes at other colleges are West’s Puente Project and the English discipline’s pilot acceleration project designed to move students from English 21 directly to English 101. Reading Apprenticeship, which the ESL faculty members have been implementing, has also been found to increase success among traditionally underserved groups.

There are a number of initiatives that have been shown to impact equity outcomes the English discipline faculty might consider:

- Lowering the English assessment test cut scores
- Developing cohort programs (like the ACE program) that include English classes have gotten results with increasing success among African-American and Latino students
- Scale up the accelerated model so that the shorter English sequence is available to more students.

**Success Comparisons**

English successful course completion rate has decreased slightly and is slightly lower than the college-wide rate. Maybe there is an issue with basic skills classes, which might be addressed by reviewing the assessment and placement model. The discipline has started a pilot acceleration project in Fall 2014 to move students from English 21 directly to English 101 and address this low successful course completion rate in English.

Poverty is a principal reason for the concentration of underprepared students in developmental English classes (20A, 21 and 28) (Norris, 2013). The LACCD website reports that 51% of its students live below the poverty line (Fast Facts). At the College, an estimated 75% of the pre-school students at the Child Development Center live in single-parent households headed by the mother (Katy Kelley), and the majority of students at the College receive some kind of financial aid. In The Condition of Education 2014, The National Center for Education Statistics supports the contention that students who live in poverty are more academically deficient than students who do not live in poverty, as do most government-generated studies in the last five decades. Therefore, it is not surprising that so many of our first-year students assess into basic skills classes, as the mission of LACCD has always been to educate underserved populations (About Us).

To decrease the consequences of poverty for underserved populations, more instructors are implementing two innovative practices. First, at least one English instructor is using only open resources on the Internet, so in some classes students do not have to purchase college textbooks. Second, some English instructors are requiring students in basic skills classes to use college-level texts and write college-level essays, a requirement that seems counterintuitive to traditional basic skills pedagogy. However, in some classes students required to meet these kinds of academic challenges are writing fewer essays, focusing on drafting and re-drafting the college-level essays they write, and the result has been a higher student success rate.

The ESL successful course completion rate is 87%, which is much higher than the college-wide and discipline-wide rates. Contributing to this factor could be the recent implementation of Reading Apprenticeship in all ESL courses and the pairings of ESL courses with content courses as well as the smaller class size. ESL students typically also take advantage of on-campus resources including the Writing Lab and ESL tutors.

There is a current cohort of former ESL students who started three levels below Eng. 101 and are now enrolled in English 103. They successfully completed English 101 and they were able to practice Reading Apprenticeship routines throughout this sequence. We suspect that based on the high success rate of ESL students in general, we had a strong foundation to build upon. Combined with the integration of RA, these students represent innovative pedagogical approaches in ESL and in English.

**Success Trends**

In English retention in on-ground classes has steadily declined over the last five years from 85% to 78%. Online class retention has fluctuated between 76% and 81%. English faculty members must explore and implement strategies to increase retention rates.

In Communication Studies in 2012 and 2013, retention rates are noticeably higher in their online sections (87%) than the on-ground classes (75%). The success rates were also somewhat higher. The faculty members should study that phenomenon.

In E.S.L. retention is very high. The lowest in the last five years is 88%. In the last three years, the E.S.L. retention rate was consistently higher in hybrid classes than in online classes.

**06. Staffing Trends**

**Staffing Trends**

ESL sections remain at the low (7 in Fall 2013) reached as a result of budget cuts during the recession (before which section counts were as high as 10 and 11). Adjunct ESL FTEF dropped for that reason.

English FTES also fell from its pre-recession high (2,825 FTES in 2009) to 2,225 in Fall 2012 and 2,341 in Fall 2013. English FTEF thus correspondingly fell from its pre-recession high (19.00 in 2009) to 14.64 in Fall 2012 and 15.87 in Fall 2013. This reflects a drop in sections, a drop in adjuncts to teach those sections, and also an increasing amount of English FT faculty on differing amounts of reassigned time.

However, Communication Studies (called Speech prior to Fall 2013) has remained fairly steady in its section number count and FTEF count, mainly because it was a smaller program than English to begin with and there were not as many sections to be cut. Fall 2011 the Communication Studies FTEF was 3.80; it rose briefly to 4.00 in Fall 2012, and was back to 3.80 in Fall 2013.
Class size trends in all three disciplines have not changed dramatically between Fall 2012 (Comm. 39; E.S.L. 22.1; English 37.7) and Fall 2013 (Comm. 37.7; E.S.L. 21.6; English 36).

07. Functions and Services

Function service list

The primary responsibility of the Language Arts Division is to offer high-quality instruction to students enrolled in English, Communication Studies, and ESL courses at West. In addition, the Writing Lab is under our division's purview. Also, our instructors sit on a variety of campus committees and participate in countless extracurricular activities and initiatives, including learning communities like 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.

Further, English has participated in the piloting of the 2014 Summer Bridge program as well as the acceleration project.

Technological Advances

The Language Arts Division has been a leader in developing and offering online and hybrid classes. Blogging is utilized as a teaching tool together with e-folios and social networks. In most classrooms, faculty have access to document cameras and the internet. Faculty can use DVDs, CDs, and internet sites. Faculty and students can use document readers to show any text, graphics, photos or visual material. Students can also use document readers to show the same. This allows for integration of Reading Apprenticeship routines where students can examine and analyze their reading and writing processes in a more comprehensive manner. Moocs can also be integrated into any course to supplement content. Faculty have access to Etudes shells to support traditional course delivery. Faculty have Etudes shells to deliver hybrid and online course delivery. The Digital Design Center is supporting faculty through filming of lectures, guest speakers and class activities. Students are filmed using the document reader to demonstrate and model Reading Apprenticeship routines for peers. The Digital Design Center is assisting with the integration of graphic media to support learning in the classroom and online. The DDC provides access to captioning for films which are used online, or in the classroom.

Communication Studies has implemented the use of Google Hangout for synchronous online presentations in online classes. In addition, video tutorials have been created for classes.

08. Survey Results

Survey Results

In Fall 2014, the college conducted the Student Survey but results are yet to be tabulated. The division will review, analyze and discuss the implications of the results once they become available.

Survey Results Implications

n/a

09. Curriculum

COR Update: Missing CORs

ESL 8 has been archived because the class does not exist at West. E.S.L. 8 is the course on record (Note the periods). All ESL classes are up to date, but Distance Learning Addenda are being added to all ESL courses. E.S.L. transfer status for 5A, 6A and 8 has been continuously confusing due to erroneous district input of outline information (dots and transferability). The periods in E.S.L. are critical. Also, transfer status for E.S.L. courses is articulated as electives. (Foreign Language elective) ESL students can transfer up to 8 units of E.S.L. to CSU and UC, but ESL faculty at West have not gotten clarity with this from administration. We asked deans here to communicate with Vice Chancellor Bobbi Kimble to assist in clarifying and rectifying confusion about transferability of E.S.L. 5A, 6A, and 8. A full-time E.S.L. faculty member and the Language Arts chair attended one of the weekly counselors’ meetings in October 2014 to communicate with them about these important distinctions, so critical to communicate to students.

Communication Studies 101 has also been updated and is currently in the approval process. All course outlines in the Language Arts division are up-to-date.

COR Update: Out-of-Date CORs

n/a

Course Outline

All faculty are required to submit their course syllabi to Academic Affairs and the chair. The chair scrutinizes syllabi for course content, the discipline-approved course-level SLOs and assignments that conform with the official course outline of record. The evaluation process for faculty affords the division an opportunity to determine that similar classes are taught consistently across sections. The division chair provides all instructors with a hard copy of the official course outline of record to insure faculty follow them in their individual courses. Many faculty use the syllabus template provided by the Office of Teaching and Learning.

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 and limiting access for students who do not register early. English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes every semester. Unfortunately, there is no system in place to keep track of these students or notify them of open classes or space in other sections. This, no doubt, delays students in their progress to degree attainment.

According to the Basic Skills Cohort Tracker, only 22% of students who take English 21 at West successfully complete English 101. English faculty
members have been exploring ways to increase this rate of sequence completion. Three English instructors are currently participating in the California Acceleration Project and piloting an accelerated model where students enrolled in English 21 have the opportunity to complete a redesigned English 21 and progress directly into English 101, thus completing the English sequence much more efficiently. To gauge the success of this pilot, we will need to track this initial cohort of students very closely for the next few years. Ultimately, these instructors plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101.

ESL also has an appropriate sequence, but this sequence has been truncated as a result of numerous class section cancellations. The ESL program is a sequenced program. The ESL program has also been offering innovative scheduling by pairing ESL courses with G.E. transfer courses. These pairings enable students to successfully complete content courses while they work on their English language skills. These pairings cannot happen if classes are cut. Students must have the option of a paired section or a non-paired section. Early studies indicate that at least 70% of the ESL students successfully complete the content course. It is imperative that the full array of ESL courses is offered semester to semester. Random cancellations affect student success and students ability to matriculate in a timely manner. For English language learners, developmental/remedial English classes are not the appropriate avenue in which to achieve these results.

Curriculum Impact
Instructors currently participating in the California Acceleration Project plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101. English faculty members will be discussing other curricular changes that will help students progress through our English sequence.

ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Many core courses in English and E.S.L. and many Communication Studies courses are offered online. Some courses are hybrid, and most core courses are web-enhanced with Etudes shells.

English: On-Campus Classes: From the period of 2009 to 2013, the number of on-campus English classes declined from 46 to 36. English offerings show a general pattern of decreased number of classes. There were 50 sections in 2008, 46 in 2009, and 31 in 2012. In 2013, there was a slight increase such that 36 sections were offered.

English: Online Classes: The number of online English offerings has also decreased over time. In 2009, there were 26 sections. In 2012, the number decreased to 22, and there were 21 offerings in 2013.

English: Hybrid Classes: In 2008 and 2010, no hybrid English classes were offered. One section was offered in fall 2011, none in fall 2012, and two were offered in fall 2013.

English: Outreach Classes: Sections were offered through ACT, Puente, FACE, WEC, UMOJA and Black Scholars programs. In 2008, English offered three ACT classes, three in fall 2012 and fall 2013. There were four FACE classes in 2009 vs. none in 2013. Puente offered one class in 2008, 2009, 2012, and 2013. WEC offered one class in 2009 but none in 2013. The UMOJA Program began in 2010 with four sections of English and offered two sections of English in 2012. There were two Black Scholars English classes in 2013.

In E.S.L. from the period of 2008 to 2012: ESL changed its mode of delivery during this time period. As a result, all classes are now hybrid or online. In Fall of 2013, there were 6 hybrid classes and one online class. ESL did not offer courses in outreach programs.

Communication Studies: On-Campus Classes: There were 17 on-campus sections in 2008, 14 sections in 2009, nine in 2012, and 9 in 2013. Overall, Communication Studies sections show a general pattern of decreased offerings.

Communication Studies: Online Classes: In 2008 and 2009, eight sections were offered. In 2013, nine sections were offered.

Communication Studies: Hybrid Classes: Between 2008 and 2012, no hybrid classes were offered in the fall. Although these data generally reflect fall semesters, we note that one hybrid section was offered in Spring 2013.

Communication Studies: Outreach Classes: Classes have been offered through ACT, UMOJA, Black Scholars, and Jumpstart. For ACT, one section was offered in 2008, two in 2009, one in 2010, none in 2011, one in 2012 and none in 2013. For Black Scholars, one class has been offered in the years 2010 through 2013. For Jumpstart, there was one class offered in 2008 and 2009, but none in subsequent years.

Examination of the Successful Course Completion Rate by Discipline reveals that ESL continues to experience high Successful Course Completion Rates. It held steady at 77% from 2009-2011, experienced a slight decrease in Fall 2012, and reached 86% in 2013. The success rate of hybrid classes in fall 2013 (90%) is higher than that of online courses in fall 2013 (74%) and this disparity needs to addressed. In English, the success rate of hybrid classes in fall 2013 (62%) is higher than that of online courses in fall 2013 (52%) because there are only two hybrid English sections in fall 2013, and the rest are ESL hybrid sections which have a high success rate. Therefore, the 80% success does not make a fair comparison to the online success rates.
Across the college, student success rates in online courses are now nearly equivalent to the success rates in classroom courses. Online, outreach, and hybrid classes serve the needs of students whose needs are not met by traditional classroom courses. Working adults, military personnel, caregivers, and shift workers can attend and succeed in college. In addition, the availability of open access course materials (readings, for example) makes attending college more affordable for students for whom textbook prices can be prohibitive. With the recent expansion of online

**Program Relevance, Appropriateness & Cur**

For each discipline in Language Arts, the faculty assure the relevance, appropriateness and currency of each of its programs in these ways: Updating course outlines of record; Working closely with the articulation officer on courses for the ADTs with Cal State universities; Under the leadership of Clare Norris, addressing the English discipline’s concerns with the Re-Imaging English 21 meetings and discussions, starting with looking at data-driven innovations such as the ACE Program (Academy for College Excellence), Acceleration, Habits of Mind. The group is also looking closely at English 20A and English 67. Ideas and approaches generated may be considered for inclusion in this program review. With Nancy’s gala-supported and recently granted re-assigned time, Reading Apprenticeship FIG (Faculty Interest Group), faculty are learning and applying techniques and strategies to enhance students reading confidence and competence; ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses; Updating the list of readings selected for the sequence of courses; Discussion and dialogue about SLO assessments; Faculty participation either as presenters or attendees at numerous conferences focusing on teaching and learning Examination of the Successful Course Completion Rate by Discipline reveals: E.S.L. holding steady from 74% in F08 to 71% in F12. ESL shows 90% in F08 and 86% in F10. English was 56% in F08 and 58% in F12. We notice a high of 61% in F11. Speech (Communication Studies) was 62% in F08 and 64% in F12. This compares to the overall college rate of successful course completion of 62% in F08 to 63% F12.

**10. Student Learning Outcomes**

**SLO Assessment - Course**

The Language Arts division assessed E.S.L 4A and B; English 28, 94, 101, 103, and 206 in spring 2014. These course are under the dialog phase this semester. Discussion, evaluation, and implementation of necessary course changes will be completed by 2017.

In Division meetings and in the Division’s Etudes shell, dialogue occurs regularly regarding SLO assessment results and improvements. Additionally, all SLOs are documented through the official course outline of record addendum, and reviewed and approved through the Curriculum Committee.

The SLO calendar was revised in Communication Studies to begin the assessment cycle in fall 2014.

We completed 3 of 4 Phase 1’s of ESL in Fall 2013. In Spring 2014 we completed 3 Phase 2’s and 1 Phase 1. Some courses need the second SLO addition in 2014. We are in dialog with adjunct faculty about the SLO assessment and their need to participate in this and upcoming semesters. Our calender is now up to date, and this can be confirmed with Rachelle Okawa, SLO facilitator for Language Arts.

**SLO Assessment & Resource Request**

N/A

**SLO Faculty Dialogue**

All dialogue results have been tracked through our assessment tool submissions. Improvement plans take place during team captain meetings, then documented in word and Etudes, and finally discussed and disseminated during division meetings.

All SLO’s are documented through the official course outline of record addendum, and reviewed and approved through the curriculum committee.

**SLO Program Assessment & Changes**

As a result of the mentioned assessment methods, currently, there are multiple workgroups tackling the concerns we face in student success and retention rates. We have an English 21 workgroup that is working on improving how basic skill student advance through the English course sequence with an accelerated model. There is the FELI workgroup working on different intervention strategies for the classroom. Reading Apprenticeship is also providing interventions to enhance student success. ESL is working on improving appropriate student placement for 1.5 generation students and ELL’s.

ESL faculty have made an urgent request for a change to the Spring 2015 schedule. We have proposed eliminating ESL 4A and restoring the online section of ESL 8. This request was made due to the consistently low level of enrollment in ESL 4A in recent years and the increase in the number of students at the higher levels. The low persistence rate of ESL 4A students and the high persistence rate of higher level ESL classes supports this change.

**11. Departmental Engagement**

**Community Connections**

Faculty in the division have been very active at the local, regional, and state levels. At the state level, faculty are participating in the Common Assessment Workgroups in Sacramento in English and ESL. A faculty member has served on an accreditation visiting team. Another faculty member serves on the Habits of Mind Leadership workgroup. Another faculty member serves on the CATESOL Policy Workgroup on Equity.
In the region, faculty participate in the 3CSN LARN community. Faculty in the division are collaborating with colleges in the district to implement culturally-relevant training, as well as to plan the Habits of Mind for Student Equity regional workshop at West next March.

Faculty offered the regional STEM Reading Apprenticeship workshop at West through 3CSN in October.

One English faculty member organized a Spring 2014 event called "The Arts, Sciences, and Human Rights: Africa," featuring the internationally renowned Kenyan novelist, Nobel Peace Prize nominee, and University of California professor Ngugi Wa Thion’o, for her students and community members to attend.

Faculty are collaborating with Hamilton High School on implementing Reading Apprenticeship in the History department.

Faculty are also collaborating with Evergreen State College in Washington and Pasadena City College to implement a Common Read/One Book Initiative at West.

A faculty member in the Division has also collaborated with Brother 2 Brother, a non-profit organization dedicated "to eradicating generational curses and stronghold that prevent at-risk children from achieving their full potential."

**Interdepartmental Collaboration**

Faculty in the Language Arts Division have collaborated with Student Services in several areas, such as the Student Success and Support Program, the Equity Plan, and establishing and teaching in Summer Bridge. In addition, faculty in the division have collaborated with faculty across campus through their coordination and participation in the Five-Day Experiential Learning Institute (FELI).

One faculty member in the division leads the Reading Apprenticeship Initiative on campus through FIG meetings, trainings, and workshops. Several division faculty participate regularly in the FIGs with faculty from other divisions. Through Reading Apprenticeship, faculty are collaborating with Aviation, the CNA Program, Science faculty, and Math. Language Arts faculty involved in Reading Apprenticeship are collaborating with cross-disciplinary faculty in STEM to compete for a grant.

One faculty member teaches a Science writing class for the Science Divisions's NS-funded S-STEM program for students interested in a major and career in science.

Through Distance Learning, we are involved in the Online Education Initiative. We have two classes that will participate in the pilot program.

ESL faculty are collaborating with International Students and with Counseling on transferability of ESL elective courses.

English faculty are working with Counseling to pair developmental English with Personal Development courses. ESL teachers have been teaching paired classes with content instructors in Personal Development, Art History and Communication Studies. We are requesting data from these pairings from the Institutional Research Office.

Faculty in the division regularly participate in Semester Kickoffs and Open Houses.

Faculty in the division participate regularly in Student Poster Showcase, which, until this year, has been led by an English faculty member.

Communication Studies offered a public speaking course (Communication Studies 101) for Police Orientation and Preparation Program (POPP) students.

Division faculty chair campus-wide committees, such as College Council, SLO, Distance Education, Reading Apprenticeship, Educational Master Plan, Professional Growth, Student Success, and Resource Development, as well as serve on the Senate Executive Board. Faculty also serve on District committees, such as the District ESL Discipline Committee, the District English Committee, and the Student Success Initiative committee.

Division faculty teach in the Black Scholars Program, a cross disciplinary program designed to serve African-American and other students.

Faculty serve on tenure review committees for English, Child Development Center, Library, Communication Studies, and Language Academy.

Faculty regularly collaborate with Learning Skills faculty to develop curriculum and to develop and implement the Supplemental Instruction Program.

Faculty participate in tutor training.

Faculty have been trained in Quality Matters, a rubric for evaluating online courses, and serve on evaluation committees.

One English professor has collaborated with the Science Division to design and teach English 185 (Directed Study), as a science writing class in the S-STEM enrichment (grant-funded) program.
Language Arts faculty are collaborating with Library faculty to develop the Common Read/One Book Initiative. They are establishing a FIG.

Language Arts faculty are collaborating with faculty and staff from across the campus on increasing cultural competence through the establishment of a FIG and ongoing professional development opportunities.

Faculty have participated in the Tech Fair by providing workshops on various topics.

English faculty are working closely with Math faculty on Acceleration and Reading Apprenticeship. We are encouraging our colleagues across campus to become fully engaged in transforming West to a learning institution through the proven aforementioned initiatives.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
Most faculty professional development needs are being met through the Professional Development opportunities offered by the College. The Academic Senate allows each faculty member $150 in travel funds per year to attend conferences. Many division faculty feel this amount is insufficient.

Three division faculty (two full-time and one part-time) are participating in a year-long series of professional development institutes for Acceleration paid for by 3CSN and supplemented by Senate funds. The division would like to send another cohort of English faculty to the California Acceleration Project next year. This may require supplemental funding from the college. (EMP Goals 1.1, 1.2, 1.3, 1.4, and 3.4)

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The newly released college website is a huge improvement. That it scales nicely for mobile devices presents a solid advantage, putting information about Language Arts within just a few clicks for students at any time. While the essential information is present, it is time now to fully develop the pages and include even more detailed information.

While several instructors have biographies posted, all Language Arts faculty should be encouraged to submit biographies and photos. A template could be provided for uniformity. These biographies, however, are not centrally located and the centralized area for them appears to be under construction.

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#820B;specific promotional materials.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Students from Communication Studies and English classes received awards at the 4th Annual Student Poster Showcase.

Former Puente student and WLAC graduate Raul Menjivar was honored by an exhibition of his Cuba photographs at a CSULA exhibit in March 2014. He since graciously donated two of the photographs for display in the division lobby.

Club Sponsorship
Frances Leonard is the advisor for the Puente Club. The club helps support students in the current Puente Project classes by fundraising at ASO-sponsored events on campus. In the past, the club has used the funds to purchase texts for the class and to help defray the cost of the bus used for the Motivational Conference in the fall and the university trips in the spring.

Nuala Lincke Ivic is the advisor and editor-in-chief of the West Online Magazine.

Katherine Boutry is the advisor of the newly formed Feminist Club.

15. Environmental Scan

Technology Trends
There are an increasing number of students using various mobile devices and apps to complete course work and email instructors.

16. Facilities

Facilities Challenges
By connecting with the Educational Master Plan, we have identified Strategic Direction 2: Culture of Continuous Improvement as an area of focus for the Language Arts Division.

2.4 Enhance and maintain facilities and technology to promote effective teaching and learning.

2.4.1 Ensure that modifications of facilities optimize flexibility of use and build in appropriate technologies.
The ESL Program struggles each semester with adequate classroom space with moveable chairs and appropriate technology. Because ESL faculty integrate the Reading Apprenticeship framework in the classrooms, moveable chairs and working technology such as document readers are critical for modeling reading routines. Developmental English faculty members also request similar kinds of classroom set ups and we require access to internet projection and document camera readers.

2.4.3 Expand the use of up-to-date technology for teaching and learning.

The Language Arts division has been collaborating with the Digital Design Studio for hybrid and online digitally enhanced courses. Ohlone College has a model for BYOD-Bring Your Own Device to class. We could implement their design by procuring a moveable cart with chrome books in a moveable cart for digital reading and writing in the classroom. By providing access where the students are, we would not need to designate one room as a computer lab. Our devices could be stored in the DDS and we could schedule the use by appointment. This kind of lab would also allow any faculty member to film students in action interacting and becoming digitally literate at the academic level.

We need a laptop and a doc camera for the GC 210 conference room and also for classroom use for presentations by Language Arts Division for monthly meetings, and for presentations and cross discipline work.

We request phones and equipment in empty offices in GC suites so that we can collaborate with students and faculty from other divisions. The adjunct faculty room is not where student workers should be sitting due to privacy issues with students in general. The Language Arts Division requests more chairs for its conference room, GC 210K, at least 5 more are needed.

We also need 5 chairs for the GC lobby, which used to have a row of chairs for students to use, which have disappeared over time. Small tables (2) are useful for students in the lobby areas.

We also request 5 more chairs for the GC 280 lobby, where lobby chairs have also disappeared.

Facility Long Term Goals
n/a

Facility Short Term Goals
Student workers need space that is not in the same room as adjunct faculty for privacy issues. There are empty offices that faculty or student workers could use, but there are not phones or computers in those empty offices.

The Creative Writing Club (CWC) is an online organization, and student members participate in the CWC by submitting works to West Online Magazine and working with the Editor to proofread and revise their works.

Because CWC students help the Editor to populate the Magazine with writings, the CWC needs an empty office to collaborate in and store CWC works that are published or in process.

The Language Arts GC210k Conference room should be equipped with a laptop for projecting agendas and other meeting materials. This will allow Language members to save paper and have access to up-to-date materials during their meetings.

19. CTE Programs

CTE Programs Offered
(blank)

20. Completion

Manager approval
Fran Leonard, Chair of Language Arts Nov. 3, 2014 Fran Leonard, Chair of Language Arts

Participant List
(blank)
Library

01. Department Purpose

Purpose

The Division of Library & Learning Resources consists of four departments/disciplines, the Library, Learning Center, Instructional Media and Education, it addresses the interests and needs of a wide spectrum of students. From the student seeking tutorial assistance to the basic learner in English and in math skills to the serious researcher with the objective of critically identifying and synthesizing information and knowledge content, the Division's goal is to provide an environment that actively supports all academic pursuits.

Consistent with the College's larger mission for student success, the three-fold mission of the Division of Library & Learning Resources is (1) to provide access to appropriate educational content and resources in a variety of formats, (2) to advance information competency across the curriculum, and (3) to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values.

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.

Purpose Alignment

The library is in complete and positive alignment with the college mission statement, such as it is.

The West Los Angeles College mission statement reads: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Library aligns with the college mission in the following ways:
- Student Learning: Library orientations, reference desk interviews, workshops, and formal information literacy classes teach students how to conduct effective and efficient research to achieve academic goals.
- Knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning: The library provides vocational and career resources, college and university profiles.
- Learning communities and student success: The library works with learning communities in providing online and on-campus resources.
- Diversified Modes of Instructional Delivery: The library offers online 24/7 reference service and remote access to online databases.
- Evening and weekend access: The library provides full service and access to facilities and resources during non-peak class hours during evenings and weekends, including reference, circulation, and instructional media services.
- In addition the Library collaborates with other divisions and instructors to providing specialized services HLRC Tutorial Services and technology access aligns with the Mission of West Los Angeles College to provide a transformative educational experience. Through free services, with enrollment at West, students obtain student assistance, managed by certified faculty, to study coursework aimed at a foundational level and collegiate level, for the purpose of certificate, A. A. degree, or transfer academic objectives or for life-long learning. Technology access and skill-assistance provide the technology knowledge and know-how to navigate through courses, online, hybrid, email, internet searches, web-based student services, and web-based skills required to do personal business in a digital environment.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements

(blank)

Improvements in Program

- Updated calendar for SLO assessment of all Library Science and Education courses
- Divisional meetings to discuss results and development of course SLOS Sustainable Instructional Resources:
- Increased membership in the library advisory group consisting o

Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response

Course SLOs 2012 Accreditation
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 2013 semesters
3. Divisional meetings to discuss results and development of course SLOs
4. Develop Library Division Program SLOs 2012 Accreditation WLAC Recommendation
5. Completed SLO Assessment calendar for the Library and Learning Resources Division

Recommendation #6 Library Collection Development and Security **"The college should develop a consistent, sustainable and sufficient funding stream to develop quantity, quality, depth and currency in Library resources and services"**

Response
1. Formed a library advisory group consisting of faculty and students to assess curricular needs
2. Tabulate usage statistics, ECD curriculum resource requirements, Title V and ACRL minimum standards, Reference Desk subject shortage and missing title logs, faculty and student surveys to assess needs and support with data the justifications for administration request for funding
3. Assess and continue goal and resource request in Program Review
4. Developed contingency plan in case of budget reduction
5. Explore additional funding streams to augment 10100 budget: grant, foundation, friends of the library": 10100 budget has maintained $50,000
   Library showed history of grant funding and other sources for 5 years
   2012-2013 received Lottery funds $195,000
   2013-2014 Lottery $208,276 planned to spend in Library resource budget.
   2014-2015 allocated $234,000 from Lottery funds

The Accreditation Committee recommended the development of Student Learning Outcomes (SLOs) by all Divisions and Departments. Tutorial (SLOs) are in development. SLOs are an important planning tool and will be implemented in this service area.

**PR Recommendations Response**
Library Program review recommendations are also reflected in the WASC accreditation recommendations (see question 3.b.)

Based on Program Review, recommendations were made to a) increase the number of student tutors, b) upgrade student workstations, and c) hire Learning Center faculty. a) The number of student tutors hired increased in Spring 2014 with 50 tutor hires and coverage of additional subjects.

Efforts in Fall 2014 are promising with tutors hired for Organic Chemistry, Statistics, Accounting and Calculus, for example. Additional funding through supervision of TRIO and Calworks tutors in the HLRC provided additional tutorial staff. PBI, Basic Skills and Program 100 have remained stable resources for tutorial hiring. b) As stated, funding for technology access (student workstations) remained flat and technology funding does not appear on the radar. Low value technology items, like electronic tablets, may be within the purview of tutorial funding, or even low-tech items like portable whiteboards, have been very effective in engaging tutors and tutees collaboratively. As the HLRC Tutorial Services programs grows in both number of tutors and students serviced, as the statistics show, a designated coordinator or director of HLRC Tutorial Services may be warranted to provide leadership, administration and oversight.

Instructional Media Center has been more active in requesting and acquiring funds to meet the A/V maintenance and upgrade needs of the campus through the prioritization process (PIE) and Technology Committee.

**Library faculty and staff work as a unit to address the needs of the library and promote student success. Their work is ongoing, working to meet needs and support faculty and students. (Eric Ichon validated along with Kathy Walton.) 12/16/14**

### 04. Enrollment Trends

**Enrollment Trends**
The College FTES was reduced from 3,510 in Fall 2009 to 3,349 in Fall 2013. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online.

**Library Science Courses**
Enrollment increased from 103 to 140 between Fall 2009 to 2013. 36% increase in enrollment
FTES increased from 4 to 6

**Library Division Instructional Programs**
**Orientations**
**Circulation**
Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number starting with 88&8208;, accept enrollment in the tutoring section, and log out at the end of the tutoring session. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face&8208;to&8208;face tutoring and to monitor enrollment for technology access (use of Internet computers).

Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of student enrollments and hours of services provided recorded the need and the provision for them.

Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013 final subject tutor enrollment reached at week 8 of Fall 2013.

In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data.

For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non&8208;credit, positive attendance hours.

Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.

Valued by Eric Ichon and Kathy Walton

12/16/14
Section Count Trends
Library Science Courses Section count decreased from 5 to 4 after Fall 2009

Average class size increased from 20.6 to 35.0 from Fall 2009 to 2013, 18% average class increase over 4 years. 70% total increase in class size.

Library Division Instructional Programs
Orientations conducted increased an average of 30% between 2007-2012

The sections are determined by tutorial function. There is one section for HLRC campus, general subject, face-to-face tutoring, on campus Writing Lab tutoring, online versions of each general subject and writing lab, and a section for use of Internet computers. Additional tutorial services may promote the creation of additional sections, for example Supplemental Instruction (SI) or embedded tutoring (in the classroom).

05. Students and Student Success

Degree/Cert. Trends
College wide on 12% completed certificates or degrees in 2011-2012
This indicates that the focus of Library services could remain even in supported degree and certificate programs

The Program does not offer Degrees or Certificates in Library Science and Education disciplines

All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013 Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university.

Our end-of-semester tutorial surveys document our support of students who have these designated academic goals.
The latest Spring 2013 student survey to the question: What item best describes your academic goals at West?
Complete certificate or A.A. degree 32%
Transfer to university 61%
Personal Development 4%
Undecided 3%

Demographic Trends
Age Group Distribution showed increase in 35 and over age group in Fall 2013
Increase in Male population

Distribution among all demographic groups trending toward more even distribution

Tutoring
The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.
**Equity Gaps**

The equity gap in successful course completion in Education is about average compared to the college. The equity gap in Library Science is one of the lowest in the college, however it had one of the lowest course completion rates in Fall 2013. The equity gap for Library Science spiked to 49 in Fall 2011 but then went to below average gap of 21 in Fall 2012.

*Validated by Eric Ichon and Kathy Walton*

**12/16/14**

**Success Comparisons**

College wide average course completion rate 62%
Library Science average course completion rate 50%
Fall 2012 48%, enrollment 122
Fall 2013 36%, enrollment 139

Success rate inversely proportional to class size and total enrollment.

Detect basic skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours
Discuss SLO assessment results with Library Science course faculty.
HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolled in college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are helped most by tutorial services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses.

*Validated by Eric Ichon and Kathy Walton*

**12/16/14**

**Success Trends**

Retention Rates stayed about the same average 85%
Success Rate dropped 5% may be due to increased class size

The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011.
The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011.
The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011.
The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011.

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

Tutoring
Institutional Research will provide much needed statistics on the effectiveness of tutoring on student success and retention. Selection of students enrolled and actively receiving subject tutoring, would generate a success profile of our tutoring programs.

Historically, the student demand for tutoring is most great for the foundational/developmental, pre-collegiate math courses - math 105, 112, 115, 125, and for Statistics, a college level math course often required for university transfer. There is also great demand for the sciences, biology, chemistry and physics, anatomy and physiology. Extensive Writing Lab tutorial records track individual student progress by course and section.

The end of the semester student survey from Spring 2013 showed that 57% selected ◆ My academic performance in class improved as a result of tutoring ◆ Over 75% indicated ◆ I benefitted a lot from the tutoring program ◆

**06. Staffing Trends**

**Staffing Trends**

Data section 6 does not include information on non-classroom Library faculty
The Library service non-classroom FTEF was reduced from 3.67 to 2.67 in 2008 due to 2 retirements and 1 hire. .33 FTEF is the for Library Chair administrator. Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians. 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") ------ see ACRL Standards for Libraries in Higher Education https://wmail.wlac.edu/exchweb/bin/redir.asp?URL=http://www.ala.org/acrl/standards/standardslibraries 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.

Librarian non-classroom  
1 Librarian is planning to retire in June 2015  
In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians  
Currently we have 4 full time tenure track librarian, 3.5 FTEF librarians, .5 Chair, 1.0 FTEF adjunct librarians

Library Tech  
Fall 2008 5.5 library technicians  
Fall 2012 4.0 library technicians, we are still short 1.5 FTE library technicians

Instruction Media Center - We have had 1 specialist and 1 technician Instructional Media Specialist retired in 1999 Currently only have an Instructional Media Technician since the Specialist's retirement

Instructional Assistant ◆ IT  
3 instructional assistants to support LIRL, LIRC, open technology labs, foreign language lab, over 200 computers, 4 printer stations, 6 library catalog stations, 4 photocopiers 1 Microcomputer Specialist library position had been displaced to IT. The displacement was only supposed to be a temporary 50/50 shared position with IT, but now it is completely displaced. This position should be replaced with an additional Instructional Assistant ◆ IT to adequately support the large number of students and computers in the LIRL.

Library student tutors: 110 hrs/ week

Library Science classroom faculty  
Fall 2008 0.50 FTEF classroom faculty  
Fall 2012 0.37 FTEF classroom faculty

Education discipline FTEF changed from .27 to .47 from Fall 2008 to Fall 2011 and went back down to .27 in Fall 2012  
Staffing of tutorial services relies on funding resources designated for tutoring. HLRC Tutorial services has been supported by the state supplied Basic Skills monies, the Library's Program 100 line item for tutoring, and more recently the (PBI) or Predominantly Black Institutions grant for restricted math and English tutoring only. Future staffing is necessary as both Winter and Summer sessions have been slated f

07. Functions and Services

Function service list
Library program  
Bibliographic Instruction  
Information Competency and Documentation style classes and workshops

Instructional Research Lab open to entire college student population  
Provide access to educational and productivity software: example Microsoft Office, Adobe Creative Suite, QuickBooks Accounting, MatLab, Rosetta Stone and other language instruction software, MyITLab, PLATO, Microsoft Visual Studio, Aldrich Spectral Viewer

Instructional Research Classroom  
Instructional Media Center - audio visual media materials, equipment and technology  
Collection Development ◆ Acquisitions, Library advisory group  
Technical and Access Services ◆ Cataloging, Processing  
Circulation and Periodicals  
Systems Administration ◆ Web, Instructional Research Databases  
Tutoring
Education discipline  
Library Science discipline

Prepared by WLAC Office of Research and Planning  
Source: IES Data
The functions and services provided by HLRC Tutorial Services embrace an institutional commitment to student learning by providing support for foundational skills (pre-collegiate course content), certificate and degree programs, vocational programs, and transfer to the university. This support includes:

1. Subject tutoring on campus, 6 days a week in math, language arts, writing, foreign languages, sciences, social sciences, humanities and fine arts.
2. Online tutoring (using West Los Angeles College tutors and Etudes online course delivery system) available 24/7 in math, language arts, writing, foreign languages and other subject areas as online tutors are available.
3. Technology access to student Internet workstations 6 days a week.
4. Technology skills support to access web-based college services (email, financial aid, counseling), Etudes online course delivery system, web-searching, document processing, and the Plato PLE learning software.
5. Basic Skills curriculum
6. Information hub for general information about college library, college map, health services, student services, academic affairs and other student inquiries.

Validated by Eric Ichon and Kathy Walton

12/16/14

Technological Advances
Libguides, customizable research guides, that can meet specific needs of each discipline and course
24/7 online library reference chat implemented Discovery Service search engine
Upgraded reservation of Mac stations and specialized PCs
Increased number library catalog stations
Added 2 network document scanners to computer lab
Photocopier now available on 1st floor of HLRC
Rosetta Stone language instruction technology
Upgraded operating systems, productivity software, multimedia production software
Portable computer projectors
Improved Library website, social media integration and feedback
Web-based systems have replaced the LAN (local area network) delivery of course content and supplemental tutorials.
Etudes, Plato PLE, foreign language publisher-based supersites,
Rosetta Stone, and Mathematica, are examples of state-of-the-art educational technology systems used by students and implemented by HLRC Tutorial Services.
Graphic pens and Boogie Boards (digital writing board) were purchased to experiment with the use of digital writing devices.
The Library's (3) Instructional Assistant Info Techs and the Instructional Media Assistant are in the pre-planning discussion stage to acquire funding for use of student multimedia to enhance learning and for student demonstration of course knowledge.
Wi-fi access is provided in the entire HLRC building.
Wi-fi enabled devices and mobile technologies may provide a direction in creating innovative methodologies to support 21st century teaching and learning practices.

08. Survey Results

Survey Results
These are some of the highlighted responses to the questions

◆ What are the 2 or 3 things about West that you would like to see changed or improved? (pg. 10 Campus Climate Survey 2013)
Resources/Supplies/Technology for Classrooms/Library/Labs
◆ stand-alone computer lab with longer hours
◆ have a full time computer lab with tutors
◆ more materials for students in the library

Only 48% responded positively to ◆ The library collection is sufficient in terms of quantity of resources ◆
Only 49% responded positively to ◆ The library collection is sufficient in terms of quality of resources ◆ (pg. 15 Campus Climate Survey 2013)
2012 District wide Student Survey 70.2% utilize the Library multiple times per semester, which makes it the highest utilized service out 21 services district wide by a margin of at least 20% from the runner up, the bookstore at 49.6%.
40.6% of the student utilizes the computer lab multiple times per semester, at West, the library is the main computer lab as well.

The libraries and computer labs have the highest satisfaction ratings out of all the services as well at 63.6% and 58.1% respectively. These results still leave some room for improvement however in light of the recurring requests for longer hours and increased library and computer resources.

Question 71 c, d, i of the 2012 District wide Student Survey provides insight into the need for more Information Competency instruction by
Librarians. 91% have used the Internet to do research for an assignment however only 47% have used the Library website and 59% have used a computer on campus. There was a 6% increase in Library website users compared to the 2009 District wide Student Survey.

The main comments from previous Library Student and Faculty Surveys 2009, 2011, 2012:
◆ Increased hours of library and computer lab ◆ More materials in all disciplines ◆ Increased instruction in Information Competency (how to evaluate and cite sources, do research)
◆ More support for Audio Visual technology and media material

A Learning Resources and Tutorial Services Satisfaction Survey (link to Survey Monkey) is emailed to every

Learning Resources Center and HLRC Tutorial Services enrolled student at the end of each semester. The purpose of the survey is to get direct feedback from students on the relevancy and adequacy of Basic Skills and Tutorial Services. It is also a tool to receive recommendations and suggestions regarding these areas. Focusing on the questions relating to tutoring only, the students are very satisfied with the quality of tutoring services. The tutor demonstrated adequate knowledge, explained the subject matter well, was patient, listened, helpful, encouraged student to do better in the class, were all qualities recognized by tutees.

75% of respondents indicated they had benefited from the tutoring program.
Recommended included more tables and chairs for individual or group study, clear signage of tutors and subjects tutored, ability to reserve study rooms with or without a subject tutor.
Other recommendations included math and reading/writing lab hours by tutors in the GC and MSA buildings instead of the HLRC and extended hours of operation in evenings and weekends.
Fall 2013 WLAC Library Student Satisfaction Survey (Responses)
67% Use the Library more the 3 times a week

"What 3 days are you most likely to use the Library?"
Monday 69%
Tuesday 72%
Wednesday 74%
Thursday 50%
Friday 19%
Saturday 19%

One particular suggestion which is a popular request at both public and academic libraries is a request for general research and computer skills classes not associated with a particular class. "It would be nice if the library offered weekly or monthly seminars or researching and general computer skills not associated with a class."

Recommendation to consider an information competency pre-assessment with results directing students to one or more workshops as appropriate.

Validated by Eric Ichon and Kathy Walton
12/16/14

12/16/14

Survey Results Implications
The printed books and media scored low on both the Faculty and Student satisfaction surveys, but has improved since the previous years. 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.

The survey results justify the need to increase staffing, Librarian, Instructional Assistant ◆ IT, Library Technicians, Learning Center and Tutoring Director to support longer hours and demand for more quantity and quality of library and learning resources and services.

We support the recommended increase in staffing, both certificated and classified.

Validated by Eric Ichon and Kathy Walton
12/16/14

09. Curriculum

COR Update: Missing CORs
All active courses in Library Science (4) and Education (2) have current CORs. Course outline for Library Science 88 is being developed for potential reactivation and offering to complement the Paralegal Certificate Program.

Course outline is being developed for SLA/IT Supervised Learning Assistance.

Prepared by WLAC Office of Research and Planning
Source: IES Data
Education 6, a tutor training course, will be revised and offered to new and returning tutors and will be developed in Etudes along with in person training and tutor manual.

Recommendation to consider revising program level outcomes (PLOs) to better address current education offerings.

Validated by Eric Ichon and Kathy Walton

12/16/14

COR Update: Out-of-Date CORs
Library Science 88 COR is being updated.
Validated by Eric Ichon and Kathy Walton

12/16/14

Course Outline
Annual evaluation of faculty and assessment of course SLOs

Course sequence
Yes, the Library Science courses are offered every semester and can be be taken in any sequence to fulfill Plan A and B graduation requirements.

Library: each class in the program is stand alone and do not need be taken in a given sequence

There are two Education courses offered at this time, they do not need to be taken in given sequence

Supervised Learning Assistance is open entry and exit.

Curriculum Impact
Plan developing programs and resources to convince disipline faculty to adopt Information Competency as an Institutional Learning Outcome.

Reactivating Library Science 88 to complement the Paralegal Certificate Program.

Aligning current information literacy competency Library Science courses to enhance the proposed Dental Hygiene bachelor's degree program.
Validated by Eric Ichon and Kathy Walton

12/16/14

Degree/ Certificate Changes
(blank)
Validated by Eric Ichon and Kathy Walton

12/16/14

Outreach, Online & Hybrid Classes
For outreach, we offer individualized Library and Information Competency instruction to students and instructors in every discipline.

Our Instruction Librarian has implemented several outreach programs, visited various division meetings, and is involved in Curriculum and the Student Success committee.
Our adjunct librarians have created displays to highlight resources that relevant or Professional Development and of general interest to students.
All Library Science and Education courses are currently offered online. All active courses in the division have a COR addendum for DE
As previously recommended consider a hybrid course pilot to improve success rates.

Validated by Eric Ichon and Kathy Walton

12/16/14

Program Relevance, Appropriateness & Cur
Annual student and faculty surveys
Age of the print collection
Scope and quality of the online databases
Professional review journals that analyze relevancy of resources
Validated by Eric Ichon and Kathy Walton

12/16/14

10. Student Learning Outcomes

SLO Assessment - Course
Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator.
Faculty attended SLO workshop, division meetings discussing SLOs, and were actively involved in the updated and developing of SLOs for the courses they were responsible for teaching. The SLO for each of the course syllabi have been updated.

Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS101 was recently assessed. We plan on assessing LS 102, LS 103, and LS 104 based on the results of the student success in the projects to meet SLOs.

**SLO Assessment & Resource Request**
Learning and Tutoring Center director or faculty lead required

Enhancement and implementing of curriculum resources, necessitate the replacement of the missing Collection Development Librarian and Cataloging and Resource Access Librarian. An User Experience Librarian to analyze and design improvement to overall integration of how resources are made available to students and faculty will greatly improve outcomes because of the rapidly changing nature of technology and student demographics.

*Validated by Eric Ichon and Kathy Walton*

**12/16/14 SLO Faculty Dialogue**
Faculty dialogue regarding assessment results and improvement plans have been conducted and documented in division meetings, via email conversations and collaboration between Library Science and Learning Center faculty.

*Validated by Eric Ichon and Kathy Walton*

**12/16/14 SLO Program Assessment & Changes**
Information Competency instruction and outreach needed. Students using the Internet for research without evaluating the source Based on student success data of success rates of program and college wide and degrees/certificates awarded college wide. We will need to increase offerings of non-classroom instruction of Information Competency workshops and orientations provided by the Library to improve college wide and program student success. Develop a plan for compliance with minimum standards (Title V, Section 58724) for resources for community college students as well as allocations based on FTES. Of particular urgency is the need to develop a method will be provided the resources to meet, at least, minimum standards for faculty librarians and support staff.

*Recommendation to consider online information competency tutorials.*

*Validated by Eric Ichon and Kathy Walton*

**12/16/14 11. Departmental Engagement**

**Community Connections**
The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community. The Division has established connections with organizations and business in the community through the Paralegal Advisory Group, consultation with other university libraries in the community on best practices.

The Learning Center and Tutorial Services has looked at improving signage on the building facing the General Classrooms to inform students of available resources. West’s publications and publicity efforts to the community supply information about West’s programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/or supporting our college.

**Interdepartmental Collaboration**
Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreign Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources.

We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum. We have increased the membership of the Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum. The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements. The faculty in the division are also involved in Academic Senate, Curriculum, SLO and Student Success committees.

HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs.

**12. Professional Development**

**Committee & Prof Dev Activities**
(blank)

**Professional Development Unmet Needs**
The ability to attend professional development activities is limited due to the level of funding and staffing. Not enough funding to support attendance ALA and CLA professional conferences. However, faculty have still attended professional conferences this year with their own funds. Discussions and communication with colleges in the local area have taken place on best practices in delivering Tutorial Services and student technology and tracking of progress.

### 13. Instructional Support: Services and Activities

#### Catalog, Schedule, Website Impact
The marketing efforts done by the catalog and website are sufficient to alert the student population of our services. With increased staffing, there will be increase with class orientations as well as additional tutors to address the needs of a growing student population.

Larger permanent signage on the exterior of the building to prominently display the Library and Learning Resources

The college schedule provides a listing of Supervised Learning Assistance (SLA/1T) sections with a brief description of the type of assistance provided. At various times, the college website publishes an ad saying Do you want to increase your GPA? The marked increase in students served has been through moderate publicity but primarily through word-of-mouth by satisfied students. The goal to reach all students at all levels to reach higher and go further in their academic studies will require a more formalized plan to publicize Tutorial Services and to make them accessible to the college population.

*Validated by Eric Ichon and Kathy Walton*

12/16/14

#### Service Eval Disagree
---Media---
A motorized transportation cart is absolutely needed for the Instructional Media Center to support the delivery of A/V equipment and materials throughout the campus. The equipment and materials are heavy and bulky. The lack of a cart is detr

#### Service Evaluation
(blank)

### 14. Programs Clubs Orgs & Special Activities

#### Accomplishments of Students
Library Science scholarship, Library Tutor scholarship, Library Service Scholarship ASO officer, Honor Transfer Program Most of our subject tutors transfer to the universities like UCLA, UC Berkeley and Irvine and Santa Barbara, and Cal Poly San Luis Obispo with majors like engineering, mathematics, neuroscience, psychology, nursing and other majors. Recently, one math tutor transferred to UCLA and was selected as an NIH (National Institutes of Health) Intern for the neurosciences.

#### Club Sponsorship
Yes, International Student Success Center. Weekly study groups, workshops and cultural programs. Also some faculty individually are advisors for students clubs, such as the VCA Student Club and Arts Club.

There is no club associated with Tutorial Services. We do, however, often seek out potential tutors from the Math Club, Economics Club, and other clubs that may have membership with content knowledge to support subject tutoring. TRIO SSS has been an special program supporting HLRC Tutorial Services in that regard.

### 15. Environmental Scan

#### Technology Trends
Plan on implementing Guide on the Side, which was developed by University of Arizona, to produce step by step, hands on tutorials for research, requires a Linux server to operate.

Smart boards in study rooms have proven to be effective at other universities and colleges, new and improved group study methods have developed from student initiative in using the technology to enhance small group learning.

Move to the Kentico content management system increases flexibility to improve the Library and Learning Resources website and will most likely improve user experience.

*Recommend to identify tutorial topics, perhaps based on the Library's previous workshop series.*

*Validated by Eric Ichon and Kathy Walton*

12/16/14

### 16. Facilities

#### Facilities Challenges
---Library---
1. motorized cart for delivery of Instructional Media equipment to classrooms and events.
2. still need a large room for library orientations to accommodate large class sizes, up to 50 students.
3. need more secure location to store portab

*Recommend scheduling routine inspections with Plant Facilities to address maintenance and repair issues.*
Validated by Eric Ichon and Kathy Walton

12/16/14
Facility Long Term Goals
---Library and Instructional Media---
1. hire an Instructional Assistant Info Tech to assist in the open lab (LIRL)
2. hire 1.5 FTE Library Techs to assist in the evenings and weekends
3. hire an Instructional Media Specialist
4. replace equipment in s
Facility Short Term Goals
---Library
1. Install more security cameras ☑ also, inspect angle of current cameras ☑ reference desk area does not show who the librarian is assisting
2. Electronic entry access and Secure location to store portable equipment (laptops and tablets)
3. V

19. CTE Programs
Advisory Board Meetings
(Blank)
Advisory Board Membership
(Blank)
Advisory Board Outcomes
(Blank)
Assess CTE Student Learning Outcomes
(Blank)
CTE Accreditation Recommendations
(Blank)
CTE Program Accreditation
(Blank)
CTE Programs Offered
(Blank)
Employer Satisfaction Survey
(Blank)
Labor Market Demand
(Blank)
Licensure Exam Performance
(Blank)

20. Completion
Manager approval
Ken Lin
Library and Learning Resource Division Chair
initial submission November 11, 2014
edited November 17, 2014
Participant List
(Blank)
Mathematics

01. Department Purpose

**Purpose**
To prepare students in math so they can transfer to four year colleges. To prepare students in math to earn an AA degree. To assist students in developing quantitative literacy skills necessary for work and daily life.

The mathematics department recently hired three full time mathematics instructors. This recent hiring should raise the quality of mathematics instruction on three fronts: foundation skills, non-STEM, and STEM. WEST mathematics success and retention rates across the board hopefully will rise. With more students moving more quickly through the Algebra sequence, becoming more successful at the transfer level mathematics courses. Ultimately WEST will see an increase in TRANSFER by both non-STEM AND STEM students.

**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

**Improvements in Program**
In the last Program Review, The Math Department requested one new full-time instructor. However, as a result of one full-time instructor resignation, we secured two.

Simply put, the level of instruction has improved. We have now Prof. Manushak Movsisyan teaching several basic skills classes this semester. As of today (10/28/2014), here are her retention numbers:

Section Course Current Number of Students Enrolled
1454 Math 105 45
1455 Math 110 41
1486 Math 125 47
1489 Math 125 45

Prof. Jeremy Jankans has similar numbers:
Section Course Current Number of Students Enrolled
1450 Math 105 51
1477 Math 123A 51
1482 Math 123A 45
1491 Math 123B 50

Prof. Jamie Jenson has similar numbers:
Section Course Current Number of Students Enrolled
1457 Math 112 36
1448 Math 123C 30
4504 Math 241 43
4502 Math 261 36

Our three new instructors TODAY have an average class size of 43.33 students. Compare this to average class size across campus, and you can't help but be impressed.

The Math Department's new Algebra sequence, Math 123abc, is now well established. This fall 2014 semester, we are offering 7 sections of Math 123a, 5 sections of Math 123b, and 4 sections of Math123c. This sequence can replace the traditional Math 115/125 for the student. We are hoping for higher success rates in the 123 sequence. Dr. Bonnie Blustein has been part of the LACCD Math Faculty Inquiry Team (FIT), and has reported on the early success rates of the Math 123 sequence.

The Math Department continues to modify the common final exams, imbedding the designated course SLOs onto the final exam for assessment purposes. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 115, for example. Along the way we will modify the actual course SLOs and grading criterion for each course SLO.
Last year, as a result of feedback from the UC system, the Math 227 COR was updated to include the use of modern technology (TI 83/84 graphing calculators). Dr. Alwash has been working on updating the Math 275 COR. Other CORs will be updated in the near future.

Trends on recent student retention show modest gains, as does student success. The Math Department has been present on the Student Success Committee (Manushak Movsisyan), still involved in the DATA team of the Achieving the Dream movement.

**Resource Allocation Evaluation**

(blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**

Two years ago, the math department created course SLOs for each math course currently offered. We had a fair completion rate of courses assessed 2012-2014 (better in 2012-1013 than 2013-14).

Last year, the Math Department began the 4-year SLO assessment cycle on Math 110/112, Math 105, and Math 227. This semester, we start Phase I with Math 125, 236, and 263. Along the way we will modify the actual course SLOs and grading criterion for each course SLO.

The previous math chair put together a binder containing all SLO course assessments prior to 2012-2013, whereabouts unknown.

As chair, I am continuing with a more rigorous evaluation process of the adjunct faculty than what was previously in place. As evidence of this, please see my evaluations performed on math instructors during the last two years. Noting the classroom observation, date, number of students present, number of students retained to the end of the term, general observations, specific observations, inclusion of student comments within the evaluation, listing COMMENDATIONS and RECOMMENDATIONS - I don’t think any evaluations in the math department historically have ever been this detailed.

**PR Recommendations Response**

Previous recommendations: Please provide complete answers to Impact Not Received and Basis for Evaluation in the previous question. What is the impact of not having the tutors and assistant? Work not complete on time? Students standing in the hallway waiting for tutoring? Please add just a few sentences.

Hiring two new instructors has improved access to courses in the foundation skills and STEM courses. It may be too early to claim improved instruction as a result of the hires (until the data is available).

It's difficult to say how not having SI tutors or a division assistant has adversely affected the program. It's much easier to say, once you have these, how improved the program has become. I'm guessing they would - see original justification for making these requests! Hiring three new instructors recently has improved access to courses in the foundation skills and STEM courses. Of course, it may be too early to claim improved instruction as a result of the hires (until the data is available). Student feed back has been very positive.

### 04. Enrollment Trends

**Enrollment Trends**

After steadily increasing in both Enrollment and FTES from 2009 to 2011, the math department saw a slight drop in both in 2012, then a increase in 2013.

In Fall 2009 there were approximately 2906 students enrolled in math, rising to 3200 Fall 2011, declining a bit to 2820 in Fall 2012, then increasing to 2983 in Fall 2013. Still, this is a modest 3% INCREASE over these 4 years.

Fall 2009 FTES were 448. Fall 2013 FTES were 468. (and 512 in Fall 2011) This is an INCREASE of 4%. Keep in mind that much of this trend is during the budget crisis, where the math department cut back on many of the sections offered. The implications are that the class sizes generally increased. Now that things have settled a bit, the math department has reduced class size down to what the rest of the campus typically has. (We went from cap of 60 to cap of 49 for most classes.)

**Section Count Trends**

The mathematics section count in Fall 2009 was 74; Fall 2010 was 69; Fall 2011 was 64, and Fall 2012 was 60, and Fall 2013 was 69; This recent increase was due to the recovery of the budget crisis impact on community college course offerings. Note that this is also due to the fact that more 4-unit Math 123 sections replaced 5-unit Math 117/118 and 127/128 sections, probably maintaining the total units taught per semester, thus increasing the section count.

The average class size (counting only classroom courses, not online or hybrid) was approximately 41 in Fall09, 44 in Fall10, 50 (!) in Fall11, 49 in Fall12, and 45 in Fall 2013. This represents a 10% INCREASE over this 4 year time frame.

This slight drop in Fall 2013 was due primarily to altering the cap at the beginning of the semester to 49 in most math classes. Previously this had been 60. The math department moved to make sure that class size is capped reasonably, consistent with the rest of the campus, and monitored throughout the semester. We capped most math classes at 49, in order to increase student success in the future.

Along with that, we will begin scheduling classes into the somewhat smaller classrooms in MSA, and capping these classes to the capacity of the classroom. Several rooms on MSA 1 are currently underused, but we are using them more this semester than in semesters past. We intend to use
05. Students and Student Success

Degree/Cert. Trends
Looks like the Math Dept. awarded one math degree in 2011-12. Though many students take our Math 260+ courses, many of which could be math majors, but they simply have not declared themselves as such.

We believe that we currently we have between 5 and 10 math majors (Math Club, survey data). This is a dramatic increase over years past. With correct emphasis on STEM programs and students, this number should increase dramatically in the coming years.

The intermediate algebra requirement for graduation went into effect in 2009, causing a 20% decrease in the overall number of degrees earned. The decrease in AA degrees is very much affected by this math requirement, but we expect the numbers to start rising again. Many years ago, 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 sequence began Spring 2013. Fall 2014 we are offering multiple sections of each Math 123A, B and C.

Demographic Trends
Looking at gender, age, and ethnic groups distributions for math students from fall 2009 to fall 2013, there are no statistically significant changes.

However, one interesting statistic appears. African American/Black population went from 43% of total math enrollment in Fall2009 down to 32% of total math enrollment in Fall2013, while the Hispanic/Latino population did the opposite. Hispanic/Latino population went from 37% of total enrollment in Fall2009 up to 52% of total enrollment in Fall2013.

Math, however, is not unique. It appears that African American/Black students are being replaced with Hispanic/Latino students college-wide. Previously, the Math Dept considered offering a scholarship for a Math MALE African American student. Based on the surge of the Hispanic/Latino population, it would be fitting to offer a similar scholarship for a Hispanic/Latino math student as well. Generally however, the implications for the math department are to continue to serve and encourage all groups to meet their highest potentials.

Equity Gaps
Year 2009 2010 2011 2012 2013

Campus 21.6% 22% 22.3% 23.1% 22.3%
Eq. GAP

Math 24% 17% 24% 23% 22%
Eq. GAP

The Math Department appears to be consistent with the college-wide numbers regarding EQUITY GAP.

(Apparent differences can be attributed to random fluctuations.)

Success Comparisons
Successful Course Completion Rate = SCCR

Year 2009 2010 2011 2012 2013

Campus 62% 63% 64% 64% 62%
SCCR

Math 45% 42% 43% 40% 42%
SCCR

First of all, the only comparison that makes any sense is one that compares mathematics to a similar discipline, such as science. I can't even begin to compare mathematics with P.E., sociology, allied health, etc.

To be successful in mathematics, the student needs to be quite familiar with the prerequisite material, be well-disciplined, have effective and efficient study habits, and show a interest in actually learning the material. If you can guarantee that a student that has not passed the prerequisite course will be SWEPT out of the subsequent course BEFORE that class starts, I will guarantee an increase in student success from the WLAC math department. The notion of "Student Success" cannot coexist with the idea that a student has a "RIGHT TO FAIL".

Rigorous courses, such as mathematics or physics, have the power to TRANSFORM the student. Success comes from this transformation, and nothing else. I cannot agree that success simply means - student earned a C or higher.
On the lighter side, the mathematics department has recently hired three new full-time mathematics instructors, and several new ADJUNCTS. Let these new instructors teach. Time will tell us more about success of the mathematics department.

Success Trends
Our retention rate in math went from 70% in Fall2009 to 71% in Fall2011, and then to 71% in Fall2013. Pretty consistent!

Our success rate was 45% in Fall2009, 42% in Fall2010, 43% in Fall2011, 40% in Fall2012, and 42% in Fall2013. Again, incredibly consistent.

With the addition of three very good full time math instructors, along with several new adjuncts, let's see if the math department can break 50% in the near future! Notice that these numbers don't reflect the typical math class size, which is usually 60 to start any semester. The math department has reduced the class cap size from 60 down to 49, aligning with the rest of the campus. This could help improve success rates.

We would also like to see a further reduction for the high risk classes, such as Math 105/112, replacing them with the 5-unit Math 110 class. The cap on these lower end sections should be no more than 40.

Much research has been done on class size and student success at the college level. For example, see http://www.insidehighered.com/views/2007/12/06/barwick

06. Staffing Trends

Staffing Trends
For classroom instruction alone, the FTEF for Fall2009 was 18.80, Fall2010 was 17.40, and Fall2011 was 16.07, and Fall 2012 15.87, and in Fall 2013 was 17.27.

Comparing FTEF for Full Time instructors versus Adjunct, we saw greater FTEF for adjuncts over regular instructors consistently. Fall2012 saw a widest gap, with 6.20 Regular versus 9.60 Adjunct. The implications for our program is that we are far from the 75%/25% state goal. We've recently hired three full-time instructors.

This Fall 2014 semester, we have 76 sections, 33 (43%) taught by full-time instructors exclusively, 39 (51%) are taught by adjuncts and 4 sections (5%) are taught by full-time instructors teaching an overload. One full time instructor resigned after the Spring 2014 semester, but was replaced quickly with another full-time instructor. This continued imbalance justifies the hiring of new instructors in future years.

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.

We offer the traditional Math 115 - Math 125 Algebra sequence, and are phasing out the Math 117/118 - Math 127/128 options - generally more successful - but too slow.

Starting last Spring 2013 semester, students can take Math 123ABC, a 3-semester, 4-unit each option. The math department anticipates greater 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.

Some faculty offer special study sessions on weekends. The Math Chair personally hold Denny's Study Sessions on the Friday before an important exam

The math faculty believes in Student Success. Professor Manushak Mavisiyan offers sessions in the library and opens her office hours (in the library) to all math students who need help. I believe Professor William Bucher does likewise. The math department appreciates the funding awarded to the Learning Center for a math lab during last year's Program Review.

The math department was one of the first departments to create the AA-T in Math for students interested in transferring with a math based AA degree. The math department coordinates with Learning Skills to offer computer programs to supplement class work.

The math department pioneered a rental program using used/previous edition texts at a cost to students of about $7 per semester; the program is now run by the Bookstore.

Math faculty frequently provide academic advisement (NOT counseling) to students, and several are involved in the STEM mentoring program.

Technological Advances
47 of our 76 sections (62%) this semester are held in our math/science building (MSA). All of these rooms have computer projection and are internet equipped. Some teachers are using pod casting and smart classrooms in their presentations. Mr. Feiner and Mr. 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). In the event that they do not, this department chair will follow up with the instructor during the post-evaluation process. This semester, I have requested that administrative evaluations be performed on two adjunct instructors, due to poor evaluations last Spring.

The Math textbook rental program (originally in the Math Dept, now in the bookstore) remains extremely popular.

Previously, the math department chair has used student surveys in order to get quick feedback from our math students. For example, the math department chair sent to students enrolled in the two Summer 2013 Math 227 section students, attempting to determine the contentment level of these Math 227 summer school students experiencing this faster paced course. The results of one section were positive, the other incredibly negative. Student success in Math 227 is instructor dependent, more so than usual, in my opinion. Another example: last fall, we attempted to track the Math 123A students from Spring 2013 and Summer 2013 into Math 123B this semester. Dr. Blustein followed up collecting and analyzing this data.

Generally, if the math department chair has an idea about a new course offering, he will email the faculty to get their input on the idea before he puts it into practice. Recently, we used email among FT math faculty regarding alterations to the Spring 2015 math class offerings. The discussion was lively, to say the least.

Survey Results Implications
Most of our instructors regularly receive highly positive feedback via the student evaluation process (surveys). In the event that they do not, this department chair will follow up with the instructor during the post-evaluation process. This semester, I have requested that administrative evaluations be performed on two adjunct instructors, due to poor evaluations last Spring. Generally, 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.

We have several recent FELI graduates in the math department, most recently Manushak Movsisyan.

Previously, the math department chair surveyed students, targeting the two Summer 2013 Math 227 section students, attempting to determine the contentment level of these Math 227 summer school students experiencing this faster paced course. The results of one section were positive, the other incredibly negative. Student success in Math 227 is instructor dependent, more so than usual, in my opinion.

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09. Curriculum

COR Update: Missing CORs
Previously, there was an problem with the MATH 123B COR, but this has been resolved.

Many of the CORs probably need updating. I'll divide up the ones that are the oldest and have those done first. Last year, I finished updating the Math 227 COR to include technology and sample gathering techniques, as suggested by the UCs. The updated Math 227 COR should now be in place, allowing our Math 227 Statistics to be articulated anywhere. Though today I heard a concern about it regarding San Jose State.

Dr. Alwash and Thomas Harjuno have been tasked to update the COR for Math 275, which should be completed soon.

COR Update: Out-of-Date CORs
Many of the CORs probably need updating. I'll divide up the ones that are the oldest and have those done first. Last year, I finished updating the Math 227 COR to include technology and sample gathering techniques, as suggested by the UCs. The updated Math 227 COR should now be in place, allowing our Math 227 Statistics to be articulated anywhere. Though today I heard a concern about it regarding San Jose State.

Dr. Alwash and Thomas Harjuno have been tasked to update the COR for Math 275, which should be completed soon.

Course Outline
Generally speaking, the instructor aligns syllabi with COR.

Common assessments are used in nearly all courses below the transfer level. These are mandatory final exams in Elementary and Intermediate Algebra. Students as well as instructors are apprised via sample exams of the course scope and objectives. On the rare occasions when an instructor may not be covering the entire course, students let us know and we attempt to intervene in a timely manner. Analysis of the results of the common assessments occasionally reveals discrepancies, and in those cases the instructors are counseled.

We have developed course SLOs for all math classes taught. All math classes taught are sequenced in the 4-year cycle. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 125, 260, and 263. Along the way we will modify the actual course SLOs and
Prerequisites have been validated and are enforced through the computer system (supposedly) for all math classes except the entry-level arithmetic class (Math 105). New students who follow the recommended matriculation procedures (SS&SP) 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 attempt to enroll 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 has introduced alternative pathways in an attempt to reduce the time it takes students to complete their Algebra sequence. Students following a STEM program who assess into Pre-Calculus can generally complete the STEM math sequence within two years.

Curriculum Impact
The math department has decided to archive Math 100, the tutorial session. When we have run it recently (Summer and Winter) it has had very low enrollment.

We have now fully integrated the Math 123 sequence as an option for students to get through the algebra sequence. We will be exploring the success of this new sequence. In the meantime, we are considering putting back into the schedule several Math 127/128, since these classes had a bit more of a proven track record.

We may explore additional options for students in the algebra sequence. Many districts have adopted a dual-track through intermediate Algebra: STEM vs non-STEM. El Camino College does this, with some success.

We are interested in introducing some 1-unit classes on special topics into the math curriculum. Bonnie Blustien is interested in developing a Word Problems class, which has already been introduced elsewhere in our district.

New instructor Jamie Jenson has the following idea, "It would be helpful to have a stipend of some kind to be able to hold "boot camps" (possibly a two week course) to get students ready for the coming semester, reviewing old material and making sure foundational skills are good before entering a course like intermediate algebra."

Prof. Jenson also suggests, "If we could have some type of workshops in the HLRC (run by faculty) that would help our students with certain topics (factoring, quadratic equations, fractions, etc) that would help get our success rates higher in those developmental classes (112, 115, etc.)."

Degree/Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
We offer elementary algebra and intermediate algebra online (with on-campus exams). Hybrid we offer college algebra and statistics. Benefits - they can work at home and learn at home. Problems - many need class room hands on instruction. Many lack the discipline and background necessary for successful completion of online courses.

This semester, we introduced a new ACT Math 125 hybrid class. This make two online/hybrid Math 125 classes taught this semester, something that quite a few members of the Math Department are uncomfortable with.

This semester, the math chair decided to eliminate the online/hybrid version of Math 227, due to historically low success rates. Other sections of Math 227 start with around 50 active students, and end in the thirties or forties. Historically, I have seen the online/hybrid version of Math 227 start with 40 active students, and end in the teens. A different solution would be assigning a different instructor to teach the online/hybrid section of Math 227 Statistics.

This semester we teach a total of 4 online/hybrid sections in the math department.

Program Relevance, Appropriateness & Cur
Only needing to cite enrollment numbers, "After steadily increasing in both Enrollment and FTEs from 2009 to 2011, the math department saw a slight drop in both in 2012, then a increase in 2013. In Fall 2009 there were approximately 2906 students enrolled in math, rising to 3200 Fall 2011, declining a bit to 2820 in Fall 2012, then increasing to 2983 in Fall 2013. Still, this is a modest 3% INCREASE over these 4 years. Fall 2009 FTEs were 448. Fall 2013 FTEs were 468. (and 512 in Fall 2011) This is an INCREASE of 4%.”

Keep in mind that much of this trend is during the budget crisis, where the math department cut back on many of the sections offered. The implications are that the class sizes generally increased. But now that things have settled a bit, the math department has reduced class size down to what the rest of the campus typically has.

Mathematics is a gatekeeper course, critical to student success. Math is needed for transfer, STEM, etc.
**SLO Assessment - Course**

From Fall 2012 to Spring 2013, the Math Department developed course SLOs for ALL math classes taught at WEST. We the divided up all the courses amongst full-time and adjuncts and attempted to assess all courses taught during this school year.

Our assessment rate Fall 2012-Sp2013 was high - but not 100%. One instructor - who has recently retired - decided not to participate at all in this assessment process. We have determined our courses we will start assessing this semester on the new 4-year cycle.

Our assessment rate Fall 2013-Sp2014 was probably not quite as high as it needs to be. Mandating that every section must assess each course SLO that is due in that particular phase is too labor intensive. To expect one person in each division to oversee this - without adequate compensation - is quite unrealistic and unreasonable.

**SLO Assessment & Resource Request**

YES. The math department has several Resource Requests.

**SLO Faculty Dialogue**

The Math department seeks to hire an SLO coordinator, to oversee ALL SLO assessments in Mathematics. This cannot be the responsibility of only the chair.

Dr. Bonnie Blustein and Math Chair M. Robertson presented to Academic Senate the results of the Math 105 Arithmetic SLO assessment during SP 2014.

Department meetings, where SLO discussion has been included in the minutes. Emails are exchanged regarding SLO assessment and Phase II dialogue. All departmental emails are archived. The math department has more meetings where SLO assessment is discussed. We have noticed varying results from different instructors. Since hiring three new instructors, where each teach math course considered basic skills, Math 105/112 will continue to be a point of discussion for this school year.

**SLO Program Assessment & Changes**

Each semester, the mathematics department modifies the common final exams to better incorporates course SLOs and to make adjustments from observations from previous semesters results. In particular, during last year, the Math 105 FINAL was rewritten by Profs. Blustein and Movsisyan to better incorporate the course SLOs. They included an open ended SLO question, not just multiple choice questions.

Math 105 committee has met to review and discuss results of SLO assessment. Expand this committee to include Math 110/112. To facilitate participation of adjuncts and ongoing communication, it would be helpful to have funds to compensate adjuncts and coordinator on hourly basis for this work.

Historical data show higher success rates in Math 110 (5-unit pre-algebra) than in Math 112 (3-unit pre-algebra). For spring 2015, some 112 sections have been replaced with 110 sections. More research could investigate possible confounding variables such as student characteristics and/or instructors. Additional resources from Program 100 would make it possible to offer more 110 sections.

Accelerated 105-112. Schedule a pilot project of an 8-week Math 105 followed by an 8-week Math 112 with the same instructor, same time slot. Consider using the version of PLATO used at CSUN (which is different from the one currently used in Learning Skills). Movsisyan to teach pilot sections, planned for Fall 2015. She will need access to computer-lab classroom, such as CE 226 for 4-day time slot. Class size limited by stations in computer lab. These sections should be funded above the regular Division allocation since this is an experiment.

We are in the process of replacing the 4-semester, 20-unit Math 117-118-127-128 with the 3-semester, 12-unit Math 123ABC. Most daytime sections have been switched to a 3 day/week schedule with 4th day set aside for office hours in the classroom. Two meetings were held in Spring 2014 with full-time and adjunct instructors to discuss possible enhancements of this new sequence. Another meeting is planned (through Tech Fair) for Fall 2014. Dropbox account and folder have been established to begin to create an indexed, easily usable file of worksheets and activities organized topically.

SI tutors have been assigned to selected sections. We would like to implement a systematic program to provide SI tutors for every section of Math 123 in which the instructor feels it would be useful. SI tutors should be in class every day as well as meeting with students outside of class. Math faculty to participate in screening and training the tutors.

To facilitate participation of adjuncts and ongoing communication, it would be helpful to have funds to compensate adjuncts and coordinator on hourly basis for this work.

Funds for extensive SI tutoring program (perhaps also for Math 115 and 125) This is an equity issue in that SI tutors have been shown to increase success rates among under-represented minorities.

11. Departmental Engagement

**Community Connections**

Dr. Bonnie Blustein has recently been involved in the LACCD Mathematics Faculty Inquiry Team (FIT), and Math FTLA (on planning/teaching team). Interesting data and reports have been produced.
Recently, Loyola Marymount University (LMU), working with a cohort of students from both West LA College and El Camino College established the Jack Kent Cooke Undergraduate Research Scholars Academy (CURSA). The WLAC Transfer Center, under the guidance of Dr. Helen Young, hand-picked one mathematics faculty member (Matthew Robertson) to serve as faculty mentor to these student scholars. During the Summer 2012 and 2013, this mathematics faculty member served as a CURSA mentor for the student scholars that attended the 10-day residence program at prestigious LMU funded by a Jack Kent Cooke Foundation Grant. The faculty mentor not only gave talks about student success at the community college level, but also what might be expected of you when the students transfers to the 4-year university. We would like a WLAC math faculty member to mentor these students this school year. This is an on-going program. Since Mathematics was able to hire three new faculty members Fall2013-Fall2014, one of these new members could serve as a faculty mentor for the CURSA program. This aligns with the WLAC Educational Master Plan, Goal 2c and 5a.

regularly hold study sessions at the nearby DENNYS. Though this may not seem like much, it does build a link between WLAC and the surrounding community!

**Interdepartmental Collaboration**

We have collaborated with the Science Departments on the S-STEM grant and on development of the Physics program. We have communicated with Physics (Prof. Bell) so that our Calculus courses can be taken concurrently with physics classes. The math department would like to see the cycle of physics classes (Physics 37, 38, and 39) begin in two consecutive semesters. This would drastically help our growing population of STEM students in mathematics. (idea - Thomas Harjuno)

We have collaborated with Learning Skills on Mathematics tutoring. We have a strong interest in the quality of tutors that are hired in the HLRC to help all of our students at WLAC. I have referred several Statistics students that I have had in my own Math 227 class to become Statistics tutors in the HLRC.

We invited Adrianne Foster to our first math division meeting this semester to discuss the Black Student Scholar/LEARN program. We currently have 4 sections of math participating in the Black Student Scholar program.

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

New developments in Mathematics are generally beyond the scope of our instructional program. We are attempting to keep abreast of developments in Mathematics Education that may impact our program (such as K-12 Common Standards and the development of alternative pathways to Statistics) but there are no urgent unmet professional development needs at this time.

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

**Catalog, Schedule, Website Impact**

It is this Chair’s view that WLAC should move away from the printed class schedules. They are only reliable for the student if the programs are planned out well in the future and limited changes occur. Actually, for the Math Department, I’m just completing the Fall 2015 galleys, with very few STAFF indicated for instructor or TBA for room assignment. But still, we can expect several changes. The students should look to the online information for the most accurate class information. But this requires that the online material be keep up-to-date, which still needs to be worked on. Thomas Harjuno is currently working on the WLAC MATH DEPT website content, in cooperation with M. Long-Coffee.

**Service Eval Disagree**

We have collaborated with Learning Skills on Mathematics tutoring. We have a strong interest in the quality of tutors that are hired in the HLRC to help all of our students at WLAC. I have referred several Statistics students that I have had in my own Math 227 class to become Statistics tutors in the HLRC.

Some of the math tutors that are in HLRC have questionable skills. At this point, why can’t Tim Russell be placed back into the HLRC?

**Service Evaluation**

(blank)

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

**Accomplishments of Students**

Approximately 25 to 30 scholarships are awarded each May to AGS, PTK, ASO, and math students. The Math Department itself often gives out several scholarships in May. We anticipate that some of the S-STEM scholarships will go to Math students.

The 4th Annual Poster Showcase, run by Language Arts instructor Holly Baily Hoffman was well participated by mathematics students. It is really a shame that this wonderful activity will no longer continue.

**Club Sponsorship**

Dr. Alwash has been the advisor for the Social Justice Alliance Club and has assisted with the Associated Student Organization events.

Dr. Blustein has been the advisor for the Social Justice Alliance Club and has assisted with the Associated Student Organization events.
Thomas Harjuno is the main advisor for the Alpha Gamma Sigma honor society for California 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.

Prof. Robertson needs to bring back Chess Club. We could challenge SMC's Chess Club and give students another reason why WEST is best.

15. Environmental Scan

Technology Trends

As chair of the technology committee, Vidya Swaminathan was asked to complete this section.

From our Oct 22 math division meeting, minutes taken by new instructor Jamie Jenson:

Program Review

Matt will type up the program review this coming week/weekend. It was pointed out that this is the year of technology and we need to make sure we are asking for technology for our department. Many things were discussed such as tablets, Maple software, Reduce (free), Also site licenses for other programs, a dedicated Math lab (for tutoring, manipulatives, dedicated tutors, or instructors office hours. We just need the space) Speaking of space, we would like the first floor of MSA back.

This section has no information

16. Facilities

Facilities Challenges

In order to offer the Foundation Skills classes needed by students for their college success, at times that they are able to attend class, we need sufficient classrooms of sufficient size. Moreover, better student learning and outcomes would be expected if classrooms had more flexibility (i.e., the possibility of rearranging students into groups and back into lecture mode within a single class period.) This can be done with "sleigh desks" but not with very heavy two-person tables, especially those with "privacy panels." *The new MSA-MSB complex, as actually constructed, has fewer classrooms available for math than originally planned due to the subdivision of large classrooms into smaller ones that are too small for the vast majority of our classes. Also, the rooms that are available have smaller capacity than planned due to last-minute decisions by Administration regarding furnishings. As a result, math classes are held all over the campus (e.g., AT-A, B4, GC, SC) making it harder for instructors to help students before and after class and also making it harder to maintain close working relationships with adjunct instructors who may never set foot in MSB. In at least one case, regularly scheduled math classes have been forced to relocate for one or more days due to other programs preempting the rooms for testing or other purposes. We are also unable to serve as many students as we would like to, nor to serve them as well, because the classrooms we do have available for our use in MSA are overcrowded and in some cases not configured with the flexibility needed for diverse pedagogies (such as group work).

Facility Long Term Goals

The Math division would like to see the addition of two types of Math Labs on campus, i) one primarily used for tutoring, staffed by a part-time adjunct (or adjuncts), ii) the other centered in a computer lab setting, where classes that require computers (laptops, ChromeBooks, tablets) would be available short or long term.

Again, addressing the WLAC Campus Construction Plan, specifically the alterations to MSA 1, included below is the text from the signed petition delivered to Facilities 2013.

"We, the Mathematics Department of WLAC, would like to raise several points that we feel have not been fully discussed regarding the Proposed WLAC Campus Construction Plan. 1.) The Mathematics Division and the Science Division consider ourselves stakeholders in any conversation regarding the reprogramming and/or renovation of MSA floor 1. 2.) During the Division Needs Interview, Dec. 17, 2012, the Mathematics Chair Matt Robertson requested the following four items regarding current space needs, defined to be facility not provided or currently deficient: a) Math 100 LAB a specialized LAB area holding potentially 80-90 students, b) Tutoring/Study hall currently MSB 217 is too small, c) Large Lecture Hall ideally for a Statistics Math 227 class we tried GC 150 but desks, student work area much too small, and d) Computer Lab with either imbedded computer stations or tablet docking capabilities. None of these requests have been addressed in the new reconstruction proposal. 3.) MSA floor 1 has many viable classroom spaces. Consider MSA 109, 111, 108, 105, 104, and 102. The number of sections taught is in the Fall 2013 semester.

MSA ROOM CAPACITY DEPT USE # SECTIONS TAUGHT

109 60 MATH 10
111 40 CHEM 3 DEN HY 3 PHARMACY TECH 0
108 30 DEN HY 4 (7 hrs/wk)
105 30 MATH 1 ESL 3
104 30 MATH 1 ESL 1
102 40 MATH 2

Generally speaking, MSA 1 is severely underused, by ALL current departments using the facility, except for MSA 109, which is very heavily used by the Mathematics Department. MSA 111 could be opened up to other interested departments (Math, Science), the only apparent concern is the securing/concealing the pharmaceuticals contained in the loosely secured cabinets. It appears that MSA 111 was designed as a PHARMACY TECH class lab, however, PHARMACY TECH is not currently offered here at WEST. There are construction options for the remaining 108/105 or 104/102 or some other combination. Creating at least one larger classroom/LAB from two would potentially increase room usage similar to how MSA 109"
is currently used. We propose combining 102/104 into a specially designed statistics classroom (you could perhaps elaborate on how this would differ from typical lecture room e.g. workspace, computer stations) that would accommodate the 6 sections of statistics currently offered (occupying the room from 8 am 12:15 MTWTh and TTh 4 9:35 pm and MW 7:30 9:30 p.m.), freeing up regular classrooms for classes now taught in B4, CE, etc. and allowing for expansion into another MW evening or weekend section as projected growth begins to materialize. We also propose combining 105/108 into a math workshop space that could also be used in morning time-slots by instructors who prefer a specialized student-centered workshop type instructional space and by the STEM program for large events. This is IN ADDITION TO the MSA 0 remodeling of 010-011-013 into tw

Facility Short Term Goals
Our goals for retention and success will be advanced as we are better equipped to teach to a variety of learning styles. Allocation of a sufficient number of large classrooms to accommodate our classes during the heavily-impacted mid-morning time slots, all located on campus in the same general vacinity.

19. CTE Programs

CTE Programs Offered
(Blank)

20. Completion

Manager approval
Matthew G Robertson - Chair/Mathematics 10/31/2014

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

03. Response to Prior Recommendations

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

04. Enrollment Trends

**Enrollment Trends**
Over the period 2009 - 2013, Fall semester enrollments were relatively stable in the Biological sciences with the highest enrollment levels seen in 2009.
In Fall 2103, 1,132 students were census enrolled within the Biological sciences. This represents 4% of enrolled students at West. This enrollment level was similar to the previous years.

Highest enrollment levels were seen in Biology courses. For Biology courses (3A, 3B, 6), enrollment levels at 2009 were similar to 2013, with slight increases in 2010 and 2011. Average student enrollment in Biology was 55% (612 of 1132 students).
For Microbiology 20, enrollment increased slightly since 2009. On average 14% of biological science students enroll in Micro 20.
Fall 2013 Anatomy 1 enrollment was 21% of enrolled biological science students. While 2011 and 2012 showed drops in anatomy enrollment, 2013 levels have increased but are still less than that measured in Fall 2009 (24%).
Fall 2013 Physiology enrollment increased from 8.7% in 2012 to 11.5%
The FTES followed the same pattern as enrollment

**Section Count Trends**
The trend in section count, remained constant every Fall. While slight decreases in section count were measured in 2011 and 2012, section counts have increased to 30 which is the same section count in the fall of 2009.

The average class size in 2009 was 39.7. This increases significantly to an average of 45 students from 2010 to 2012 but have decreased to 38.9 in the fall of 2013. Of the four Biological sciences discipline, Biology had the highest average class size trend in 2013, averaging 43.7 students

In 2013, an overwhelming majority of students took our courses using traditional classroom instruction, with 28 of the total 30 sections. 1 of the 30 sections was a hybrid class and 1 out of the 30 was ACT. The hybrid class offered in 2013 had an average class size of 51, a 74% increase when compared to the average traditional classroom size

05. Students and Student Success

**Degree/Cert. Trends**
The course offerings of the Biological Sciences discipline with its four subject areas (Anatomy, Biology, Microbiology, and Physiology) serve multiple programs: to prepare students to fulfill a GE requirement in natural science or biological science (IGETCE); to prepare students for admission into allied health programs --dental hygiene, nursing; to prepare students to enter other professional schools -- medical, dental, pharmacy, or physician assistant programs and to prepare students to enter universities as life science majors.

Over the period 2009 to Fall 2013, there were 24 AA degrees awarded in Biology. Of those, 17 were awarded as Biology - Health Science. The low number of AA degrees reflects the fact that most Biological Science students enroll in order to acquire pre-requisites to continue on to professional schools or transfer into the UC and CSU systems.

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

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

Finally, the Division would also like to create a new AA degree program that would allow students to get their AA in Biology with an emphasis on Biotechnology. This 2013 program review has a Unit Goal that describes a potential first step - the creation of a Biotechnology course to be offered during fall/spring semesters. With the potential expansion of this Biotech course into a structured series of courses that would be part of a Biology AA degree, the Science Division could increase the number of awarded degrees by virtue of the fact that students would enroll in Biological Science courses with the purpose of obtaining this Biology/Biotech AA degree. This new Biotech course and the potential Biotech program, therefore, has the potential to not only increase our enrollment levels, but also the number of AA degrees awarded.

**Demographic Trends**
The data primarily reflects the demographics of the college's student population: Females consistently at ~71% of our enrolled students

42% of our students fall between the and 20-24 year age range. 45% of our students are 25 years and older. These age ranges reflect two cohorts of students, younger students enrolled in order to complete pre-reqs to transfer to the UC and CSU systems and older students who are considering a career change and are taking our courses to prepare themselves for profession schools such as nursing.

68% of enrolled biological science students are black and latino, with latinos at 40% and African-americans at 28%. These demographic trends had remained relatively steady from 2009 to 2103. This means that the Biological sciences enrolls significant numbers of two historically under-represented groups in the sciences. As such, biological sciences represents an area where the expansion of college support through Resource Requests would directly impact the success of these historically low-achieving students in the sciences.

**Equity Gaps**
They are comparable at about 60/40.

**Success Comparisons**
The division's is ~59% as compared to ~62% of the colleges. There is parity here; we are meeting the standard.

**Success Trends**
Retention rates remained steady at ~76%-83% between 2009 and 2013, with an average of 77%. This is similar to the College retention rate of 81%

However, the success rates have been lower than the retention rate. For example in 2013, retention rates in traditional classrooms were 76%, with success rates at 59%. The success rate for all instructional methods in the Biological Sciences in 2013 was 59% which was slightly lower than the college's level of 62%

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 and retention within a class.

In addition, verification and enforcement of pre-requisites for the upper level biology courses (e.g. Biology 6, Biology 7, Microbiology 20) may ensure that students are correctly enrolled and increase their chances of success in these courses.

For those students not prepared for upper level courses, increasing the section numbers for existing introductory courses (e.g. Biology 3A, 3B) will also improve student success by giving those students a stronger foundation on which they can now build.

Success rates may also be improved through two Resource Requests associated with this review: the expansion of the anatomy curriculum through the acquisition of a cadaver and the creation of a Science Division LRC. The LRC would especially be critical in improving our student's success rates in that it will provide students with an area of study outside of class hours that contains many of the materials they use in the class, (e.g. models, microscopes), in addition to supplementary materials (e.g. computers, virtual software systems) that will help the students cement the concepts given to them in class. This LRC would also improve the success rates of the Physical and Earth Science divisions in that these supplementary materials will enable their students to duplicate complex experiments virtually, allowing them to study key concepts outside of classes and labs.

**06. Staffing Trends**

**Staffing Trends**
Prepared by WLAC Office of Research and Planning
Source: IES Data
Overall, the FTEF trends for 2013 has increased relative to other years.

07. Functions and Services

Function service list
The Biological Sciences course offerings and programs that:
(1) Satisfy the natural science or biological science general education/GE requirements for an AA degree or for entry into professional and vocational programs such as medicine, dental hygiene and nursing
(2) Satisfy the requirements for AA degrees in biology and chemistry
(3) Satisfy the transfer requirements for transfer to the UC or CSU systems as a Life Science major.

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.

However, many of our science labs, in the Life Science Division, lack key fundamental equipment for the training of our students in today's modern scientific technologies, such as molecular Biology and Biotechnology. There is a desire within the Biological Science Division to improve our non-major's and major's Biology labs to give our students some hands-on training in some of the more popular and relevant biotechnological topics. This will require expansion of existing technologies within our labs.

08. Survey Results

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

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

09. Curriculum

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

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

Course Outline
There is 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. Each syllabus must reflect what is on the course outline. To assist them in preparing their syllabi, the Division has template syllabi available to all faculty members - both full-time and adjunct. If the need arises, these templates may be made available to all faculty using the Divisional website. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

Course sequence
Biological course offerings are aligned with all other science courses in the Division, in addition to mathematics courses in order to facilitate the student in their completion of an AA degree or transfer to the UC or CSU systems within two years.

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

An example of such a roadmap is given here. (* = Electives)
Year 1 Fall Math: 260 5 units; Chem 101 5 units; Library Sci 101 3 units; *English 101 3 units = 16 units total
Year 1 Spring: Math 261 5 units; Chem 10 5 units; Biology 6 5 units; *Art 101 3 units = 18 units total
Year 2 Fall: Biology 7 5 units;Chem 211 5 units; Health 2 3 units; *Speech 101 3 units = 16 units total
This roadmap gives the students a simple to follow course sequence but allows them flexibility in terms of the electives they choose. The sequence is designed so that the students complete their "foundation" courses in the fall of their first year (e.g. Math 260, Chem 101). In subsequent semesters, the students then complete more advanced courses. This roadmap has many iterations and can be used by a wide variety of students. For example, those students wishing to continue on to professional schools such as nursing could alter the roadmap to include more suitable courses such as Anatomy 1 and Physiology 1 in Year 2.

Changes to our required courses have been made within the last year. Biology 6 and Biology 7 are both required to transfer to the UC and CSU systems as a Life Science majors and are required for acceptance into many health science programs such as medical school. These two courses are now taught by Dr. Patricia Zuk each fall and spring semester, rather than on alternating semesters. This relieves a bottleneck that used to exist for our Life Science students and now facilitates the timely granting of an AA.

However, one course is missing from our Biological Science roadmaps - Biochemistry. While the Biology and Chemistry Divisions outlines clear roadmaps for those students wishing to train in these disciplines and gives them the opportunity to obtain the required pre-requisites for continuing on in higher education, a biochemistry course is missing. Several LACCD colleges, such as Trade Tech, City and Pierce, offer Biochemistry 221, a five-unit, one-semester course that gives students key fundamentals in an important area of science. Therefore, many students wishing to take Biochemistry, leave West to enroll in these other LACCD colleges.

Creation of Biochemistry 221 here at West would complement the Chemistry 211 and 212 series within the Chemistry AA roadmap and could also be added to the Biology AA roadmap as well.

**Curriculum Impact**

Because an increasing segment of the market today requires advanced training in STEM, West's Life Science Division will need to expand their course offerings to include more upper level science courses such as molecular and cell biology, biochemistry and biomedical technology. To that end, the Division wishes to modify their AA degree in Biology to include a series of courses that will give our students a Biology AA degree with an emphasis on Biotechnology.

This Biotechnology program will be comprised of advanced level biology, chemistry and biochemistry courses that will give students the necessary theoretical knowledge to work in many areas of the STEM field. In addition this program will provide them with hands-on training (in a laboratory setting) so that they acquire the physical skills to work in a variety of STEM laboratories.

As a prelude to this creation of this program, the Division is proposing the creation of a Biotechnology course so that we may acquire the necessary data for expanding this course into a program. This data would also be used to write several large-scale education grants whose funds would be used in the creation of this Biotech program.

In addition to the creation of a Biotech course and program, both the Life Science and Physical Science Divisions wish to create a Biochemistry course that, while would be part of the roadmap for a Chemistry AA, would also serve the students in the Life Science Division and become part of the curriculum for their AA degree.

**Degree/ Certificate Changes**

(Blank)

**Outreach, Online & Hybrid Classes**

The college catalog lists 5 different Biological Sciences courses and each has a laboratory component. To-date, they are all taught in classrooms. However, Biology 3A was offered as a hybrid for the first time in Spring 2011 and we continue to support one such class every semester.

Since this is a relatively new effort, Biology 3A hybrid classes will be evaluated in the coming year to assess its effectiveness and whether it meets the Division and College's mission. Using the results from this evaluation, additional hybrid courses will be designed for other biology disciplines.

**Program Relevance, Appropriateness & Cur**

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

**10. Student Learning Outcomes**

**SLO Assessment - Course**

Each faculty member has a schedule of required SLO phases for each course and each semester.

Dr. Bahta has met with each faculty member to ensure they are familiar with the SLO assessment process.

Dr. Elizabeth Bell is our SLO faculty representative and has given a presentation on the SLO assessment process. She is available to each science faculty member if any questions or problems arise.

**SLO Assessment & Resource Request**

This program review contains three Resource Requests directly related to Program SLO assessment.

Request 1 - Creation of a Biotech course

Request 2 - Acquisition of a cadaver for Anatomy 001

Request 3 - Creation of a Science LRC

**SLO Faculty Dialogue**

Prepared by WLAC Office of Research and Planning

Source: IES Data
At divisional and college meetings. Also Dr. Bell, as our SLO coordinator has made herself available for all faculty members within the Science Division.

**SLO Program Assessment & Changes**

Conversations amongst division members are ongoing.

One discussion involves the expansion of our curriculum through the acquisition of a cadaver to supplement the Anatomy curriculum. Many students have expressed a desire to see a dissected cadaver in laboratory so as to make what they are learning more relevant to their career directions (e.g. nursing, medicine). We believe that this addition to our Anatomy curriculum will have a direct impact on the retention of anatomy students within the course each semester and will also directly impact their success within the course.

Another discussion is the creation of a Science Division Learning Resource Center (LRC) that would be set up within the MSA building and made available to all Science Division students. This LRC would be open in the evenings and limited hours on the weekends and would contain a variety of educational materials to supplement the labs and courses taken by our students in the traditional classroom setting. We believe that this LRC would have a direct impact on student success rates by giving them access to materials they encounter in laboratory outside of class hours. This LRC would also have an impact on the success rates of other Divisions, such as the Allied Health Division, in that it would also be made available to their students.

In discussing the course sequencing for both the Biology and Chemistry AA degrees, the faculty believe that a Biochemistry course should be included in both course sequences. Numerous LACCD colleges offer Biochemistry as part of their Chemistry course sequence. This course is populated by students interested in not only careers as chemists or biologists, but is taken by students wishing to apply to professional programs, such as medicine and dentistry.

**11. Departmental Engagement**

**Community Connections**

The Division was recently the recipient of a five-year NSF grant to implement the S-STEM program. This program is designed to mentor and support those students interested in careers in science, technology, engineering and mathematics by providing them with a yearly stipend so that they may focus on their studies.

Our S-STEM program was designed to promote the development of science and engineering within the community by participating in the development and training of highly skilled workers that will enter our community’s labor market. As such, one of the goals S-STEM program is to work with the surrounding institutions, organizations and businesses within our community in order to ensure that their professional needs are met by future workers.

To increase our connection with the community, the S-STEM program is also in the process of developing a seminar series that will invite professionals within our community to come and give talks to not only our S-STEM students but to the students of the Science Division. These talks will not only introduce our student body to the opportunities that exist within our business community but will also allow these businesses to meet our student body and discover the advanced level of education that the Division is bringing.

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

**Interdepartmental Collaboration**

The Science Division runs efficient interdepartmental programs amongst our Disciplines of Biological Sciences, Physical Sciences and Earth Sciences.

We meet regularly on matters academic (course scheduling, course prerequisites, curriculum, development, etc...) and administrative (supply budget, student classroom, conduct policy etc.) to ensure that our individual discipline goals intersect.

Since many of our pre-requisite and introductory Life Science courses intersect with that of Physical and Earth Sciences, these meetings are held to ensure that each discipline works together to ensure the alignment of the college’s vision and mission.

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

Finally, in exploring the possibility of creating a Biotech course, select members from our Division have been meeting regularly with Mark Pracher to ensure that our implementation plans are realistic and will benefit the enrolled students.

**12. Professional Development**

**Committee & Prof Dev Activities**

(blank)

**Professional Development Unmet Needs**

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

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

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

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

During the summer of 2012, with the assistance of the College's PR office, the Science Division website was upgraded substantially. The new website provides vital information about the numerous science courses offered within our 13 Science Division disciplines. In addition, it also lists the faculty, full-time and adjunct, and the staff that run these programs.

The website also provides a valuable planning and learning tool for WLAC students by: (1) publishing future course offerings and road maps to obtaining AA degrees of transferring to universities, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information.

The Science Division houses thirteen science disciplines, including that of Biological Sciences, and currently has eight full-time faculty and about thirty adjuncts. Each faculty member, together with the staff, are dedicated professionals who help our students reach their goals by providing quality instruction and a rigorous curriculum that emphasizes critical thinking and intellectual development.

The Biological Sciences instructional facilities are housed, along with the rest of the Science Division, in the new Science-Math complex. We have laboratory classrooms for: Anatomy, Astronomy, Field Biology, Majors Biology, Non-majors Biology, Inorganic Chemistry, Organic Chemistry, Earth Sciences, Geology, Microbiology, Physics and Physiology. All of our laboratories are equipped with state-of-the-art and appropriate instruments and accessories. The new Divisional web-site emphasizes these many improvements.

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

Service Eval Disagree

The Library staff is very helpful in supporting our students and is more than willing to work with faculty in improving the services they provide to our students.

However, supplementary materials for our students are lacking in the library. For example, anatomy students would benefit greatly from additional models similar to those used in labs. Microbiology students would benefit from the presence of microscopes, slides and virtual experiments. Both majors and non-majors biology students would also be able to use many of these materials, in addition to other reference materials and software packages.

We realize that it is not the library's responsibility to supply our students with such supplementary materials. As a result, our Division wishes to create a Science LRC that, with the cooperation with the library, could substantially improve the quality of materials available to our students. This LRC could be housed within the HLRC (if they are amenable) and could be outfitted with education materials similar to the materials the students are using in traditional classes and lab.

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists.

The science faculty has written (and continues to do so) numerous letters of recommendations as the road to a career in the sciences passes through science programs.

West’s gifted science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).
Club Sponsorship
Currently the Life Science Division does not sponsor any clubs or activities. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we continue with the STEM program.

Outside of official clubs, the Life Science Division, along with Physical and Earth Sciences, do hold regular symposia that feature many of our faculty and outside scientists. The symposia are held for our STEM and regular students.

As a division, we also participate in college-wide events, such as Student Poster Day.

15. Environmental Scan

Technology Trends
Biological Sciences based programs are central to all other science programs as every facet of life is biologic. Many of our students are preparing to enter clinical programs such as nursing, respiratory therapy, physical therapy, and other professional programs, including those in medicine, dentistry, pharmacy. Demand in these fields is anticipated to increase in the foreseeable future. As the demand for these health science professionals increase, it is evident that the Biological Sciences discipline will need to develop more innovative programs to attract and train those students wishing to enter these fields.

An increasing segment of the labor market today requires advanced training in STEM. To meet these needs, West’s Science Division has created a successful STEM program that continues to enroll an increasing number of students each year. To keep up with the increasing demand for students with STEM training, the Science Division will need to expand their course offerings to include more upper level science courses such as molecular and cell biology, biochemistry and biotechnology.

At present, their are few community colleges that have courses to train their students in the many STEM fields in demand today. However, many community colleges are recognizing the increasing importance of training in STEM and are designing courses to give their students training.

One emerging trend in community colleges are programs or courses in Biotechnology. These courses are designed to give students direct training in many areas of biology, chemistry and biochemistry so that students completing these courses can apply for jobs as lab technicians within a wide variety of STEM labs. Within the LACCD system, LA Trade Tech offers 2 bio-manufacturing courses called Biotechnology 010 and 012. LA Valley College offers 6 Biotechnology courses that range from lecture only theory courses to ones with laboratories demonstrating key lab skills. Locally, Santa Monica College offers two Biotechnology courses, called Biology 4: Modern Applications of Biology and Biology 75: Biotechnology Methods. The course description for Biology 75 specifically states that the course will prepare students for jobs as lab technicians. This spring semester, SMC is also launching a Biotech STEM course for their STEM students entitled Bio94C: Cell and Molecular Biology Methods. Each of these courses were created upon recognition that biotechnology and the need for trained laboratory technicians is an emerging trend and an expanding area of the labor market.

At present, West offers no such courses or programs to our students. Therefore, there is a need for the creation of courses designed to give our students hands-on experience in the practical application of their STEM education. This program review outlines two goals designed to address this.

In Unit Goal One, we propose the creation of a Biotechnology Course (i.e. Biotech 001) within our Life Science Division that will provide our students with a set of critical laboratory skills enabling them to work within today’s modern scientific laboratories. This course will include traditional lectures that will give enrolled students a strong theoretical foundation. More importantly, it will also provide them, in a laboratory setting, hands-on experience performing some of today’s most common lab protocols, training them in the skills required for working in today’s science labor market. The creation of Biotechnology 001 would bring our Science Division up to par with other local colleges and make our students more competitive in today’s job market.

In Unit Goal Two, we propose the creation of a Biochemistry course (i.e Biochemistry 221) within our Physical Sciences Division. This course will intersect nicely with our existing STEM courses and STEM-based technologies. However, it is also a relevant response to today’s trend in the training of students in advanced areas of science.

16. Facilities

Facilities Challenges
The ability of the Life Science Division to meet growing labor and market trends - such as increasing numbers of STEM jobs - through effective training of our students requires improvement of our facilities. For example, within the MSA building are numerous preparation rooms that could be outfitted as laboratories capable of being used for our proposed Biochemistry and Biotechnology courses.

With respect to currently offered courses, the Division would be able to better serve its students by updating lab equipment, computer equipment and software packages. For example, an expansion of the Biology 6 (major’s biology) curriculum would be possible through the addition of more modern and relevant labs. These labs require the purchase of more up-to-date equipment. Microbiology would greatly benefit from upgrading their microscopes and the purchase of more modern preparatory equipment. Many of our more advanced Biology 285 courses we offer to our AA degree and STEM students are difficult to implement, run and maintain because of a lack of appropriate facilities and
Facility Long Term Goals

1) Science LRC - Successful learning within the Life Sciences discipline requires a significant number of academic hours. The majority of these hours occur outside the classroom and require substantial ancillary support. To increase student success, many colleges have created Learning Resource Centers that provide students this support. One long-term goal of the Life Science Program is the creation of a Learning Resource Center, containing many of the same laboratory materials used in our curricula (e.g. models, slides, preserved specimens). Such a center will expand the learning time students can have on campus. The availability of this LRC to our students will also increase their success rates within our program and within the professional schools (e.g. nursing school, medical school, dental school) to which they intend to apply.

This LRC could also house a dedicated computer space for our students. Development of a separate computer laboratory will give students access to the online and virtual materials used in many of our current Life Science courses, in addition to many courses taught in the Physical and Earth Science Divisions. Many West students may not have access to adequate computer facilities once off campus. The creation of a computer lab within a Learning Resource Center will give them this access.

The initial location of this LRC would likely be in the library. However, with facilities improvement, this LRC could be moved into the MSA building.

2) Creation of Biotechnology lab space. An increasing segment of the science labor market today requires advanced training in STEM, including that of the biological sciences. Future technological and scientific advancements in fields such as stem cell research, regenerative medicine and biomedical engineering will require the services of well-trained and skilled laboratory technicians. To meet these needs, West’s Science Division wishes to expand their course offerings to include upper level science courses such as Biochemistry and Biotechnology. This would necessitate the upgrading of our lab facilities to allow for the labs commonly run in these courses. For example, a Biotechnology course requires the creation of cell culture facilities not currently available in our MSA building.

However, the Life Science Division could also quickly and easily meet some of the needs of today’s science labor market by upgrading the facilities used to support our existing classes. Once such class that would benefit from facility upgrades is Biology 6. Because of the advanced cell and molecular biology of this course, laboratories are difficult to run without upgrades to more modern equipment and facilities, in addition to the purchase of new equipment. Upgrading this course would be possible over the long-term and would have a direct and significant impact on the success of our science students.

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

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

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

3) Immediate improvements to the Microbiology program include the establishment of a microscope servicing contract that will maintain the numerous microscopes will have within the microbiology lab. In addition, the purchase of a demonstration microscope/projection system will allow our microbiology faculty the opportunity to show students laboratory material at a more detailed level, increasing their understanding of the laboratory material. The division also wishes to upgrade their microbiology scopes within the next year or two to better benefit our students.

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

19. CTE Programs

CTE Programs Offered
(blank)

20. Completion
Science - Earth Sciences

01. Department Purpose

**Purpose**
The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. The Earth Science discipline has the following subject areas: Environmental Science, Geography, Geology, Earth Science, and Oceanography, under its umbrella. In particular, Geology is a subject area in the Earth Science discipline that allows students to explore and learn about our planet's history and the changes it undergoes continuously.

**Purpose Alignment**
In alignment with the 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 training and education at degree granting institutions.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
1. Introduced more short duration videos (up to 5 minutes long) to supplement lectures
2. Implemented tutoring of subject areas at the library
3. Provided more drill problems in the form of homework assignments
4. Made PowerPoint lecture notes accessible on Etudes

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accredited Recommend Response**
Recommendation 3 (Student Learning Outcomes) of the ACCJC Evaluation Report, required conducting authentic assessment of students achievements at the course level. In response to this recommendation the office of teaching and Learning implemented SLO evaluation that spans several phases. We are now at Phase 2 of this objective assessment cycle.

**PR Recommendations Response**
No recommendations were received from the previous program review.

04. Enrollment Trends

**Enrollment Trends**
Enrollment and FTES remained essentially unchanged from Fall 2009 to Fall 2013. For this period, the average enrollment number has been 492, while the FTES was at 52.

Geology is one of 18 courses that satisfies the natural science GE requirement for an AA degree and is one of 11 courses that satisfies the IGETC physical science requirement. Additionally, Geology 1 and geology 6 taken together satisfy the IGETC science laboratory requirement. To date, all Earth Science courses are being offered to students for a GE requirement.

Given that there is a full-time, tenure-track geology instructor, it is imperative that the geology program has to expand and start offering more geology sections. The program has a qualified professional with the capacity to create new geology courses too. This way instead of offering geology as a GE course, we can implement AA degree in Geology. So, the bottom line is to increase course offering in geology classes so that as the enrollment increases we can diversify the courses and eventually recruit students for AA degree in Geology.

**Section Count Trends**
The data shows section counts and average class sizes had essentially remained same from 2009 to 2013 for all courses in the Earth Sciences. Average section count was at 12.6, while average class size was at 37. A gradual increase in the section count would be desirable, but the class size is pretty much at acceptable level.

05. Students and Student Success

**Degree/Cert. Trends**
From Fall 2009 to Fall 2013, there was a single case of AA degree awarded in geography. None of the other Earth Science disciplines could award any AA degree or certificates.

In the Division there have been on-going discussions on expanding the course offerings in geology to pave the way for implementing a robust geology program to be able to award AA degree as well as start a new training program for geology laboratory technicians with AA and skill Certificate.

**Demographic Trends**
The data primarily reflects the demographics of the college’s student population: Females at 54% and males at 46%. In terms of age group, students between 20 to 24 years are about 43%, those aged 25-34 are at 19%, students under 19 years of age account for 28% and older students (ages 35 and above) account for less than 10% of all students. In terms of ethnic group distribution, the program is dominated, as is the college, by a preponderance of Hispanic and African-American students (77%). The student demography is a healthy one and has no apparent implication for the discipline.
**Equity Gaps**
The equity gap in the successful course completion rate for all the Earth Science disciplines ranged from 13 to 29 while the college average was 22.3, making us at about the same level as the rest of the college.

**Success Comparisons**
The successful course completion rates for all Earth Science disciplines from Fall 2009 to Fall 2013 ranged from 60% to 71%, while the college average was at 63%. This is about the same as the College average. No conclusions may be reached on the basis of this data.

**Success Trends**
The retention rate for courses delivered in the classroom was consistently high at over 85%. However, the success rates was not as great, it stood at 62%-75%. This suggests that students performing below their own expectations opted to drop the class. Strengthening our tutoring services may improve the student success rate.

### 06. Staffing Trends

**Staffing Trends**
From Fall 2009 to Fall 2013, the FTEF for the various Earth disciplines has remained low, ranging from 0.20 to 0.80. As we plan to increase enrollments for Oceanography, Earth science, Environmental science, Geology, and Geography, the FTEF allocation for all these disciplines would have to be increased in coming semesters.

### 07. Functions and Services

**Function service list**
Currently Earth science courses (Geology, Geography, Earth Science, and Environmental Science) serve multiple purposes:
1. Geology 1 and 6 satisfy the natural science general education requirements for AA degree,
2. Both Geology 1 and 6 classes are requirements for AA degrees in Geology,
3. Transfer preparation for UC Los Angeles, and

**Technological Advances**
A few devices and gadgets have been purchased for Environmental Science hands-on exercises. In addition, students in most Earth Science classes (Geology, Earth Science, Environmental Science) have access to instructor-prepared, supplemental online resources in the college's course management system, Etudes. However, a lot remains to be done in terms of incorporating technology to improve and streamline the Earth Science education. A few of the most important technological equipment needed in the Earth Science education include polarizing microscopes, a less-sophisticated seismograph, solar panels for education purpose, and subscription in educational videos to be available in the College Library and in the Earth Sciences lecture rooms.

### 08. Survey Results

**Survey Results**
Results of latest available district-wide student surveys for 2012 did not include breakdown by disciplines or at least by program so that comparison can be made on what students say about their educational experience in the Earth Science disciplines with other disciplines in the division and the college.

**Survey Results Implications**
There were no issues, questions, or comments raised by students specific to the Earth Science program. Thus, no discussion on the implications of the survey! It would be very important for the district-wide student survey results to include a breakdown to the discipline and division level.

### 09. Curriculum

**COR Update: Missing CORs**
All Earth Science courses have updated course outlines. This is reflected in the data available at https://ecd.laccd.edu. All courses have a completed outline available. The site http://www.wlac.edu/orp/planning/program_review/pr1415-data.html does not give info on missing course outlines of record.

**COR Update: Out-of-Date CORs**
Out-of-date course outlines of record NOT available in the available links.

**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 followed. 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 the Earth Sciences along with other subject areas in the Program are aligned with other disciplines in the Division to facilitate for the college-ready students to earn AA degree or transfer within two years. The Division has published road map for transfer to various UC and CSU institutions with AA in two years.

**Curriculum Impact**
The possibility of initiating, in the long-term, a four-year geology program (with a degree in exploration geology) is being discussed in the Division. This would require writing course outlines for all courses in the planned program. Some of the courses, once approved, can be offered to students aspiring to transfer to 4-year colleges and become geologists. We have the expertise to plan and launch a new, 4-year geology program.

**Degree/ Certificate Changes**
(blank)
**Outreach, Online & Hybrid Classes**
During the Fall semesters of 2007 through 2009 Geology classes were taught in classrooms. A successful hybrid Geology 1 was offered in the Winter of 2010. Beginning Spring 2011, Geology 1 was offered as fully online course. These new efforts are attracting new students to the discipline as witnessed by huge turnouts and classes were at maximum capacities. Many had to be turned away. There is a huge demand for online geology classes, but to date the college could offer only one section. Given the high demand, there is a need to add more sections.

The one big challenge with the online Geology 1 class, as is also with all online classes, is ensuring whether students are taking the exams themselves or are being helped by others. My personal suggestion would be to establish examination centers at ALL educational institutions throughout the nation that promote online education so that students are required to take the comprehensive final exams in these centers.

**Program Relevance, Appropriateness & Cur**
The Division uses all instruments within the institution (Academic Senate, Curriculum Committee) to ensure the relevance, appropriateness and currency of the programs.

**10. Student Learning Outcomes**

**SLO Assessment - Course**
All faculty are in involved in the process of assessing their respective SLOs. Rubrics developed by the SLO office are used to measure student performance in a representative sample of student work from a written exam and/or multiple choice exam. Only one of the course SLOs is measured at a time. The rubric also includes assessment of whether the course SLOs are aligned with the Institutional and Program SLOs. Success is measured if 75% of the SLO is achieved.

**SLO Assessment & Resource Request**
No changes planned yet.

**SLO Faculty Dialogue**
Faculty dialogue regarding assessment results and improvement plans is being discussed and documented in the monthly divisional meetings.

**SLO Program Assessment & Changes**
The assessment is on-going. Changes to the program will be implemented once the assessment cycle is completed.

**11. Departmental Engagement**

**Community Connections**
The Division is actively engaged to expand the already running STEM programs. Five regular science faculty are recipients of the five-year NSF grant and are reaching out and collaborating with people in other institutions (academia, industry) who could assist our STEM scholars.

**Interdepartmental Collaboration**
Faculty in the Division meet once very month to discuss course scheduling, course prerequisites, curriculum development, supply budget, student classroom conduct policy etc. In all of these, there always are academic or administrative issues that require the collaboration of disciplines. Faculty and staff members work closely to implementing matters that require collaboration.

**12. Professional Development**

**Committee & Prof Dev Activities**
(blank)

**Professional Development Unmet Needs**
Yes. It would be very important to allocate funds for professional Society membership and for faculty to enroll in short courses sponsored by professional organizations.

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

**Catalog, Schedule, Website Impact**
No doubt that the college catalog, class schedule and college website have a great contribution on marketing the Earth Science program. It would be helpful to give out accurate information on all Earth Science courses on a timely basis.

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

**Accomplishments of Students**
One student from the Geology program has been awarded S-STEM award. In addition, a scholar form the S-STEM program recently transferred to a 4-year University to study an Earth Science discipline, has been awarded scholarship.

**Club Sponsorship**
No student club activity is sponsored by the Program yet. To begin with, the Program plans to encourage and support students to initiate an Earth club as well as an Environment club.

**15. Environmental Scan**

**Technology Trends**
Certain topics in the Earth Science courses require plotting and analyzing huge data that can be best done using applicable softwares and computers. Students need to familiarize themselves and practice them in class the emerging technology in the Earth Sciences.

**16. Facilities**

**Facilities Challenges**
- Affix a drop-down map holder on both of the Earth Science class room ceilings (MSA 302 and 307)
- Secure drawers in the Earth Science laboratories to curb any theft (MSA 302 and 307)
- Remodel the Earth Science Labs so that the upper half of all walls a
**Facility Long Term Goals**

**Facility Short Term Goals**
- Affix a drop-down map holder on both of the Earth Science class room ceilings (MSA 302 and 307)
- Secure drawers in the Earth Science laboratories to curb any theft (MSA 302 and 307)
- Remodel the Earth Science Labs so that the upper half of all walls a

19. CTE Programs

**CTE Program Accreditation**
(blank)

**CTE Programs Offered**
(blank)
Science - Physical Sciences

01. Department Purpose

**Purpose**
The Division’s course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, the course offerings in the physical sciences (Astronomy, Chemistry, and Physics) permit students to fulfill requirements to enter engineering programs as well as other professional schools such as pharmacy, dental, and medical schools. In particular, the physical sciences are about learning the rules of the physical world – a melding of physics, chemistry, earth sciences and astronomy from which students learn to view nature more perceptively.

**Purpose Alignment**
In alignment with the College’s vision and mission, the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science based professional programs or pursuing and furthering their trainings and education at degree granting institutions. The physical sciences play important rolls in increasing the number of transferring students and AA obtaining students. The offerings in these disciplines (physical sciences) help students develop their analytical and critical thinking abilities and methods of problem solving, that will help them to succeed and excel in their future careers and produce all rounded graduates who can contribute to the community in a significant way.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
The Division is now housed in a modern Science building. The physical sciences can have access to four chemistry, and one physics laboratory classrooms. Chemistry has acquired new state-of-the-art instrumentation: 60 MHz NMR, FTIR, GC, AA, polarimeter just to mention a few. All four chemistry laboratories have been fitted with efficient and sophisticated fume hoods that provide safe environment for learning in the chemistry laboratories. As a result, more sections are being offered. Also due to the availability of more labs, in some cases, the number of students enrolled in a chemistry class has increased. Lectures can be given in big halls and then the students are divided into two labs. It is progress when we are witnessing that the new instruments have given students the opportunity to utilize these analytical tools in data interpretation. Physics had a generous infusion of much needed seed money beginning the process of offering up-to-date technologically relevant laboratory equipment (comparative to other community colleges in the district) for the initial small population of physics students following the reinstatement of the program. The program has grown significantly (especially at majors level and astronomy) and will require more funding for additional sections and to support faculty and lab techs to adequately support the growing student population.

03. Response to Prior Recommendations

**Accred Recommend Response**
Science Division conducts monthly meetings with its members to discuss and implement the accreditation recommendations.

**PR Recommendations Response**
The division will sharpen its resource requests to persuade the IES to achieve its goals.

04. Enrollment Trends

**Enrollment Trends**
The data reflects the total enrollment in six different chemistry courses: chemistry 51, 60, 101, 102, 211, and 212. The total Enrollment in chemistry steadily increased between 2008 and 2012 from 218 to 332. This could be as a result of the new facilities the division moved into. Six physics courses are listed in the catalog: 6, 7, 12, 37, 38, and 39. West offers an AA in Physics and only 37, 38, and 39 are part of that major. The other courses, physics 6, 7, and 12 are requirements in other programs.
The overall enrollment trend for the college has shown a decline between 2009-2013. However, enrollment trend for physical science shows a 56.8% increase between 2009 and 2013. In the same way the FTES for the same period has increased 63.5%.

In chemistry alone the enrollment has increased from 223 to 336, which is a more than 50% increase> The FTES has also increase by more than 55%

This shows the demand for the sciences has increased perhaps because of better economy and job opportunities in the field of science.

**Section Count Trends**
Section count in chemistry has increased from 10 to 11 in 2013 and the class size has grown to 33.2 in 2012. Section counts per semester have increased from 1 to 2 for physics and 1 -2 for astronomy depending on semester.

Ave. class size for astronomy has remained consistent at about 53 students per semester. Number of class offerings has doubled (to two) since summer of 2013. Retention rate (89% fall 2010 and 77% fall 2012) has declined since 2010 when the class had been shifted from adjunct taught to full time instructor taught, and should be looked into. Success rate, however (50% fall 2010 and 64% fall 2012) has increased.

Ave. class size for physics has remained consistent at about 50 students per semester but has increased since fall 2008 when the program was taught entirely by adjunct instructors. Number of class offerings per semester has remained consistent for the last three years (one for majors and one for non-majors). Retention rate (87% fall 2010 and 82% fall 2012) has declined slightly since 2010 when the class had been shifted from
adjunct taught to full time instructor taught (note, there are two classes offered per semester now), and should be looked into. Success rate, (72% fall 2010 and 68% fall 2012) has also seen a slight decline.

Average class size for the astronomy class by census declined to 32 for fall of 2013, however, enrollment has increased significantly from fall of 2010 (57) to fall of 2013 (97), likely due to the addition of the hybrid and online section offered once a year in addition to the on campus section. (Note: over 25 students per class per semester show up to try to add astronomy, and dozens more email the instructor). For spring and fall of 2014, class sizes are near previous averages of 55. Retention rates for astronomy have improved to 92% as of fall 2013, yet there was a large drop of success rate in the on campus offering (38%). Instructor is working with tutoring center for the 2014 academic year to bridge this gap. Of all trends in astronomy over the last four semesters, data from fall of 2013 seems to be an outlier in the average data.

Average class size for physics is increasing at around an average of 37 students per class (or 70 for the two class sections), where the cap for each section is 35 students. Enrollment trends jumped significantly from fall of 2010 (55) to fall of 2013 (75). Non-majors physics, and first semester majors level physics is ready for growth as is seen by the number of students trying to add the class and have to be turned away. Section counts have remained steady since fall of 2010 for physics. There has been no growth in the number of sections being offered. Retention is high in the physics classroom (81%), and success rate is at about 67%. This is on par with the 2012 values. The instructor has worked with the tutoring center and the number of physics tutors has been increased for the fall 2014 semester. Instructor will revisit the impact this has on next year’s numbers.

In Chemistry despite the increase in enrollment the section count has remained unchanged. This is because ,in some of the chemistry classes are over enrolled. Because of the limitations we have in the chemistry labs, increase in enrollment per section can not be sustained. new additional sections have to be opened to accommodate the growth in enrollment.

05. Students and Student Success

**Degree/Cert. Trends**

Generally the division has very few AA degree and certificate graduates. This is because most of the students who are taking science courses are transfer students or students who take it to satisfy a GE requirement for other programs, most notably for Allied Health and Dental Hygiene vocational programs.

In addition, physics and engineering majors tend to choose transfer for higher level terminal degrees often seeking those beyond the Bachelors degree. As such, many do not see the benefit of an Associates of Science degree in the field. It is hoped that the future TMC in Physics (in progress) will be a consideration and be of use to students wishing to transfer to a CSU.

Many students are also taking the chemistry courses as prerequisites to join professional schools such as, pharmacy, dental school, medicine and PA. These schools accept students who have completed the required chemistry, physics and biology courses in addition to other requirements. AA degree is not required

**Demographic Trends**

The data primarily reflects the demographics of the college’s student population: Females consistently at ~65% and older students constitute over 70%. This data has no apparent implication for the chemistry discipline. The gender data for physics doesn’t seem to lend a pattern; one year it the males that are the higher percentage and then it is the reverse. However, the age distribution data primarily reflects the demographics of the college’s student population: older students constitute over 70%. This data has no apparent implication for physics either.

In Chemistry the male population has increased by 6% during the period 2009-2013. The Female population has decreased a little, but it is still significantly high compared to the male population( 63%:38%)

There is a a 5% decline in the african American population while there is a significant increase (14%) in the Hispanic population in chemistry.

The white student population in chemistry is essentially unchanged at 24%

**Equity Gaps**

The Division’s successful course completion rate which is 65% is slightly more than that of the college’s overall which is about 63%. The availability of tutors in HLRC and volunteer tutors of chemistry and biology in the science division must have helped to keep the success rate high.

**Success Comparisons**

College average successful course completion rates have held at around 63%. Physics successful course completion rates are at about 68%. These values are likely higher than college averages because of the rigorous nature of the subject matter and amount of high level classes physics students are required to take. Astronomy rates are at par with college averages at about 64%. These students represent the general population as the astronomy class is a no prerequisite (usually elective or general science for non-scientist) class

The average retention for the college fluctuated between 81% and 85% While the retention in chemistry is between 73% and 80%. However, the average the success rate is 62% which is the same asthe college wide success rate.

The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the chemistry courses.
Success Trends
While retention rates for chemistry remained steady, ~74% & 80%, the success rates fluctuate from ~51% in 2008 to 68%. The 68% for Fall 2009 came about because besides the chemistry tutoring services provided by HLRC, for that semester there was an in-house tutoring service for the students for extended hours. Developing in-house tutors may prove to be the tool needed to narrow the gap between retention and success. Retention rates remained steady, ~82%, and the success rates were comparable at ~77%. This is primarily due to the fact students who take physics are probably more college & 808; ready than a typical West student. It is likely that the physics students have had to take college level mathematics courses as requisites prior to enrolling in physics.

Retention in chemistry is 74% while the success rate is 62%. This is comparable to the college wide success rate. The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the courses.

06. Staffing Trends

Staffing Trends
Chemistry has two full; time tenured faculty. For regular faculty it should be 2.13 annually. Since Fall 2009 it should be 1.4 FTEF, since the Chair, a chemistry faculty, is on a 0.6 FTEF release time: the ratio of adjunct to regular needs to be adjusted in the coming years. There is sufficient allocation of FTEF to manage the chemistry program adequately as it stands now. However, if expansion into ACT and Wee-end College occurs, additional allocation of 0.4 FTEF would be needed. Currently there are 7 adjunct chemistry instructors. The ratio of current part time to full time instructors is 7:1.4 which is 83.4% part time and 16.6 full time instructors. This is much higher than required 75% to 25% respectively.

For physics and astronomy program growth, adjunct faculty (in conjunction with increase in class allotment and full time laboratory technician) need to be brought in to teach additional sections. All physics and astronomy classes have been taught by a single full-time instructor (who also serves as the physics and astronomy lab tech) for the last four years. Physics and astronomy does not currently support adjunct instructors.

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 degree 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

Also transfer preparation for medical, dental, PA and pharmacy schools.

though the number of students transferring as physics majors has increased since the addition of physics 039 in 2012.

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 (physics has been working on this). The chemistry discipline has two inorganic and organic laboratories. Each lab has essential equipment, such as top-load and electronic balances, volumetric glassware, pH meters, etc. The organic laboratories have specialized equipment, such as precision ove, rotator evaporation, etc. These labs are also supported by a host of modern 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 disk, document camera and internet access.

To meet relevant technological equipment needs and training, physics and astronomy needs a modernization of equipment and curriculum, as well increase the amount of current equipment stock to increase the number of small groups that can be served. The groups are too large, with 6-8 students per group, where 2-4 would be closer to ideal for student learning and success.

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. Survey results 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.
Students going into the medical fields has increased over the years. As result the demand for requirement courses such as chemistry, biochemistry and physics has also increased.

Survey Results Implications
The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The chemistry program at West will do its best to inspire and motivate all students; motivate them toward careers in their chosen field. The survey explains why the number of AA degree awards in science are fewer. Most of the science students take these courses to prepare them to transfer to four year universities and satisfy their GE requirements. The members of the physical sciences work tirelessly to motivate and ensure successful preparation for our students desiring to transfer to programs in their chosen fields.

The increased demand for chemistry has impacted the labs. For safety reasons, the enrollment for chemistry classes is limited by the lab space.

Every semester instructors have to turn away students because of this limitation. Students who need to take Biochemistry are also forced to look for other colleges that are offering it and have space to add them. These problems can be solved if alchemist and a biochemist are hired and the existing lab space is utilized more efficiently.

09. Curriculum

COR Update: Missing CORs
All of the courses offered by the Division have been updated.

COR Update: Out-of-Date CORs
There are no out-of-date CORs

Course Outline
Through monthly divisional meetings, classroom visits, examination of course syllabus handed to students and through primate meeting with the Chair. Additionally, instructors of different sections of the same course meet together to discuss their syllabus.

Course sequence
As physics is still in the process of rebuilding, it is natural for some growing pains and challenges to present themselves. Physics is finally offering all courses required for the AA major, however with only one instructor, and no lab tech, the program is limited in the amount of sections that can be offered each semester. The non majors level courses have held steady at near capacity (though this semester the course is holding over capacity), and the majors level courses are now at capacity. There is concern among the student who attempt to graduate and/or transfer with all required courses in both areas as only one course of each level is offered each semester. Therefore in order to proceed through the sequence in a timely manner, students must enter at the beginning of the sequence (two semesters for non-majors and three semesters for majors) or are forced to wait a number of semesters (in the case of majors) to begin again. This often forces students trying to take a physics class (in addition to their other required academically rigorous courses) to overload themselves at times because of the limited availability and times of course offerings. Courses within the physics program cannot be taken out of sequence. ***[do we have a plan to remedy this?] [MA10/13] Students who are prepared and start at chem 101 level can finish all four courses (Chem. 101, 102, 211, and 212) in four semesters. To start at the chem. 101 level students need to have completed their Math prerequisites and income cases introductory chemistry course like chem. 60. These courses are offered every semester and students can start the sequence in fall or spring semester.

Curriculum Impact
Will have to meet up with Mesfin and Elizabeth on the one-hand and Mesfin and Pat on the other, to make plans for biochemistry and biotechnology based programs. Just in the planning stage at the moment.

MA: this will include the addition of biochem in our science series and developing labs appropriatest for the course and biotech, in collaboration with biology

E.B. I don't have any recommendations to the curriculum at this time (unless you count being able to offer a few more up-to-date laboratory experiments with the few, more advanced items that have been coming in). The only changes are in offering the classes that we have listed in the ECD system (and in a timely manner so that students can graduate and/or transfer sooner). I cannot recommend the addition of any classes at this time until we begin pulling in additional instructional help.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Astronomy now offers a hybrid course for those students who are unable to attend the on campus section because of scheduling or capacity. At this time No chemistry course is offered on line. There is discussion about which course would be a better candidate to offer in a hybrid format Astronomy also offers a fully online section (typically in winter and summer sessions).

Program Relevance, Appropriateness & Cur
Physics now offers all courses for the AA degree in Physics. Astronomy is in the process of offering a laboratory class for non majors that will transfer with the lecture class in astronomy to fulfill the science class with laboratory requirement for transfer. The chemistry courses are articulated with UC/CSU and other four year universities and classes are taught to keep those high standards. ------current ( latest editions) textbooks are used. Laboratory work is supported with state-of-the art lab equipment. In some cases students are assigned to read current articles.

To complete the science series in junior college, student need to take Biochemistry. There is enough demand and the decision is in a position to
include it in its course offerings. The demand for this course is high among students who are planning to go into the medical field and other biological sciences. At present after completing the chemistry series we are offering, students go to other colleges to take biochemistry.

Plans for offering an astronomy laboratory course are still in progress. Allotment for a one unit class, as well the addition of four more telescopes, are required for this to happen. In addition, it is recommended that each class, physics 037 and 038 and 039, be offered once per year instead of once every three semesters (as they must be taken in order and have prerequisites in advanced mathematics) in order to serve the needs of the physics and engineering major in offering courses in a timely manner. It is also recommended to update and populate types and numbers of relevant curricular equipment to keep our students competitive with their four year counterparts upon transfer.

10. Student Learning Outcomes

SLO Assessment - Course
All faculty include SLOs in their syllabus of the course. Samples of SLO assessing questions from the exams/tests are taken and the students' responses are analyzed by the faculty to get ideas about out comes. The SLO report of the faculty includes what improvements need to be done to better SLO.

SLO Assessment & Resource Request
Physics and Astronomy have been starting to receive much needed support in the way more sophisticated laboratory equipment, but it still has a fair distance to go to meet the needs of the planned astronomy laboratory course, and modern physics lab. In addition, the physics and astronomy departments require funds to hire a full time laboratory technician to free up much needed time for the physics instructor to devote to lesson planning, student mentoring, grading, innovating, and professional development.

To meet the increased student demand for chemistry and biochemistry classes, there is the need to hire one chemist and one biochemist. The biochemist will be involved in teaching dental hygiene students and help in structuring and teaching in a biotech program.

There is the need for Biochem lab supplies and basic equipment.

SLO Faculty Dialogue
During divisional meetings faculty discuss SLO results and exchange/share their ideas/experience with each other

SLO Program Assessment & Changes
The S-STEM program administered by science division has started with a Grant from the NSF. The division is advertising and recruiting students who are science majors. This will help to increase students who will graduate with AA degrees in science. Increasing the availability of tutors and better scheduling will also help to increase retention and success rate.

Offering a biochemistry course as part of the chemistry series is being planned. This will increase retention and student success.

11. Departmental Engagement

Community Connections
The astronomy program has reached out to Kevin LeGore, the president and founder of Focus Astronomy. Focus is a community astronomy outreach group, we are based out of Agoura Hills. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club.

The astronomy club is now PHASE (Physics, Astronomy, and Engineering) club. The club will continue community outreach events such as star parties and is in preparations for its first volunteer project through Think Together is a non-profit organization, "...whose mission is to create opportunities for all kids to discover their passions and reach their full potential. Since its inception in 1994, THINK (Teaching, Helping, Inspiring and Nurturing Kids) Together has been committed to improving academic outcomes for children and youth living in under-resourced communities."

STEM students have also been invited to participate in tutoring for the Upward Bound program.

Interdepartmental Collaboration
"Science Division runs efficient interdepartmental programs: we meet regularly on matters academic (course scheduling, course prerequisites, curriculum development, etc) and administrative (supply budget, student classroom conduct policy etc.) The laboratory technicians from chemistry and the biological sciences work in unison to run the science laboratories, relieving science faculty members of the routine chores that detract from academic responsibilities. A full time laboratory tech for physics and astronomy is being requested to serve in the same manner for the physics program. When we start offering biochemistry class, in collaborations between Chemistry and biology departments, science and dental hygiene divisions. This may lead to the creation of a biotech program.

12. Professional Development

Committee & Prof Dev Activities
(blank)

Professional Development Unmet Needs
"Yes. The College allocate funds for: (1) Professional Society membership and to attend and participate in their conferences and workshops. (2)"
Enrolling in Short Courses sponsored by Professional Organizations. (3) Subscription of relevant Journals and Magazines. (4) The Division participates in mentoring programs to foster academic growth on new tenure-track faculty.

Speakers are invited by S-STEM to give seminars where professors and students attend.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
During the summer of 2012, with the assistance of the College's PR office, the Science Division website was upgraded substantially. The new website provides vital information about the numerous science courses offered within our 13 Science Division disciplines. In addition, it also lists the faculty, full-time and adjunct, and the staff that run these programs.

The website also provides a valuable planning and learning tool for WLAC students by: (1) publishing future course offerings and road maps to obtaining AA degrees of transferring to universities, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information.

The Science Division houses thirteen science disciplines, and currently has eight full-time faculty and about thirty adjuncts. Each faculty member, together with the staff, are dedicated professionals who help our students reach their goals by providing quality instruction and a rigorous curriculum that emphasizes critical thinking and intellectual development.

All Sciences 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 new Divisional web-site emphasizes these many improvements.

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

Service Eval Disagree
More open Library hours would support greater student success.
More supplementary materials should be made available to assist our students achieve and meet all standards that are asked of them.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
Every year deserving students are recognized for their excellence in science and have been awarded scholarships: 1. JPL annually recognizes our outstanding physical science students have been recognized and awarded JPLUS scholarships (stipend) 2. The college got a Grant from the NSF to award 20 scholarships for academically talented science students.
In addition to the JPL and JPLUS internships and awards some of the physical science students won scholarships that were awarded by WLAC scholarship foundations.

Club Sponsorship
Professor Bell helped to create and advises the West Los Angeles College Star Fire astronomy club. The club was chartered in the fall of 2010 and has since met for monthly meetings, held workshops for its members (learning to use a star chart, telescopes, etc.), and hosted three campus/community star parties. Field trips in the works include a visit to the Science center to see the space shuttle Endeavor [10/13/13] and a trip to the Griffith Observatory [fall 2013]. In addition to providing a fun environment for those interested in astronomy and developments in astronomy, the club provides a sense of community among science and non-science students alike. It also serves the roll of interesting students in the physics and astronomy programs offered at West. A Chemistry Club has been formed and meets regularly and plans activities. Dr. Bahta is the club advisor.

The astronomy program has reached out to Kevin LeGore, the president and founder of Focus Astronomy. Focus is a community astronomy outreach group, we are based out of Agoura Hills. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club.

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Prepared by WLAC Office of Research and Planning
Source: IES Data
15. Environmental Scan

Technology Trends
Chemistry and physics classrooms meet modern standards of lighting, ventilation, and comfort. They should have adequate provisions for using: computers, CD&ROM, laser disk, document cameras and internet access and other equipment as needed.

To give students the opportunity to do more exercises and assigned homework problems related to lecture materials, the college (library or IT) can buy licenses and install the software so that students can access them at their convenience online.

Chemistry and physics and astronomy extensively use instruments in the laboratories. These instruments need upgrading and servicing periodically.

As the laboratories and the programs grow there is also the need to acquire new and advanced laboratory equipment.

16. Facilities

Facilities Challenges
As it was planned, there is only one room currently available for holding large scale physics labs. This will inhibit growth of the program. Smaller rooms from the lower levels of MSA can be modified for specialty labs (i.e., dark room labs that cannot be performed in the physics labs as there is no way to get the room completely dark day or night). The room itself was poorly designed and difficult to work in. The student tables do not move, are too narrow, and have sinks and faucets which get in the way during exams and labs. There is not enough floor room to set up large labs, and students are not able to group themselves around the table and must work in lines. Storage in the classroom in the lecture and lab prep room are too small to store standard physics equipment. Few cabinets have locks. Many cabinets do not close all the way and many locks are not working. The rest of the cabinets require locks to protect valuable equipment that should be in the classroom but is currently being stored and hauled from down the hallway in the non-attached lab prep room. There is currently unsatisfactory levels of security for the valuable laboratory equipment. In the classroom, the multimedia desk is too close to the whiteboard, and the projector cannot be angled high enough to keep the light out of the eyes of the instructor sitting or standing at the desk.

Physics requires large laboratory tables in wide berth of electronics and sensitive equipments as many demonstrations and labs, are large and messy and dynamic. The current lab benches' design do not serve the needs of physics and engineering students. A resource request will be made to bring in the appropriate lab settings that meet/exceed a standard modern physics laboratory,

In MSA building the chemistry labs are in the fourth floor while the stock room is on the third floor. There is no a separate elevator for the lab tech to transport chemicals back and forth between the third and fourth floors. It is not safe to transport hazardous chemicals using the same elevator that is used by people. A separate freight elevator (or weight elevator) will solve this problem.

A locked cabinet has been secured for temporary items in the physics lab so that the instructor is not walking equipment back and forth from the office. Locks still need to be installed on cabinets in the physics classroom and laboratory cupboards. The desks still require the removal of sinks and faucets so that students have adequate space in which to perform rather large and dynamic experiments.

Facility Long Term Goals
Planning is underway for reconfiguring storage in the physics prep room. In addition, planning for room 012 has been initiated to use it as the physics laser optics lab as it can become completely dark unlike the classroom. Fully funded and equipped astronomy lab (including planetarium) would help to facilitate growth and student success in the astronomy program as well as support the physics program.

Facility Short Term Goals
Planning is underway to remove the sinks and faucets from the tops of the student desks in the physics classroom (403). Short terms (unsustainable) solutions have been found for the storage of highly valuable physics equipment such as computers. Replacing the projector lamps often times takes a long time. The reason seems to be that the purchasing process takes a long time. If the IT or the multimedia department keeps spare lamps this problem will be easily solved and classes will be taught without disruption.

19. CTE Programs

CTE Programs Offered
(blank)
Career & Technical Education

01. Department Purpose

**Purpose**
The purpose of the Curriculum Department is to support West’s mission by ensuring that courses and programs are in compliance state guidelines.

CTE programs provide West students the opportunity to meet their educational and career goals.

**Purpose Alignment**
The purpose aligns with the mission to provide a transformational experience.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Curriculum:

Worked with curriculum chair and articulation officer to streamline the curriculum process at local and state level.

Continued to work with faculty to get ADTs approved.

Achieved compliance with AB 540 with the ADTs required.

CTE Programs:

Continue to work with Chairs to integrate needs into program review.

Worked with faculty and Chairs in the FPIP process to get prioritized on FPIP list.

**Resource Allocation Evaluation**
(Blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Curriculum:

The catalog was updated to reflect new ACCJC catalog requirements. The ACCJC checklist was used to provide guidance in the catalog development process.

CTE:

CTE Manager’s monthly meetings now integrate program measures from the state.

Analysis of the state numbers are being reconciled to college outcomes.

**PR Recommendations Response**
No recommendations made.

04. Enrollment Trends

**Enrollment Trends**
Curriculum:

Maps are now integrated into the catalog to provide a recommended sequence for students.

Pre-requisites were enforced in this past year. A slight drop in enrollment was noted.

Continued work with A&R to streamline the pre-req petition process.

CTE Programs:

Continue to have high enrollment and demand.

Especially Aviation, Dental Hygiene, and Film Production.

The documentation needed for gainful employment, employer surveys, student surveys and other required paperwork for all CTE programs are placing a high burden on CTE faculty. All of the programs need classified support.
05. Students and Student Success

Degree/Cert. Trends

Curriculum:

It is expected that the curriculum maps, SEPs and ADTs will have a positive effect in the future.

The IGETC and CSU GE Certificates of Achievement have been submitted to the state chancellor’s office for approval.

These 2 certificates will improve the lack of certificates and degrees that the college trends is showing.

WLAC was listed 9th of the 9 LACCD colleges.

The college needs to capture more degrees and certificates by working with Student Services, Counseling, and faculty.

CTE:

The number of degrees and certificates vary from program to program.

Travel, Hospitality and Real Estate are in a decline.

Film Production, Aviation, Paralegal, and Allied Health are increasing.

Demographic Trends

Curriculum: no impact on demographic trends. However, curriculum leaders need to become aware of industry demands to evaluate programs.

CTE: the demographic trends reflect college trends.

Success Trends

Curriculum maps will improve both the success and retention rates. Students will be better prepared to follow the the suggested sequence.

CTE: all cte programs have higher success and retention rates than the college wide trends.

06. Staffing Trends

Staffing Trends

Curriculum: FTEF is not applicable. the curriculum chair and articulation officer work diligently to achieve needed projects.

There is a large project with the upcoming new SIS system and Curricunet. ---- a classified position is needed.

CTE:

FTEF reflects increases in classes offered.

CTE class offers remain stable at 35% of all college courses.

Although there has been an increase in programs the % remains.

This shows a decline in overall FTEF in CTE areas.

Further analysis of actual # of sections needs to be done.

07. Functions and Services

Function service list

Curriculum:

Provides college wide support with all curricular matters.

CTE:

Implement and deliver CTE programs.

Technological Advances (AU)

Curriculum:

none have been implemented.
The computer science division continues to update and provide state of the art access for our students. This is a result of leveraging grants funds to support the program.

The business division was able to update the quicken software as a result of the block grant.

Allied Health still needs to purchase equipment as part of the block grant.

Paralegal continues to provide the latest research software to students as a result of the block grant funds to the library resources.

08. Survey Results

Survey Results
Curriculum:

no surveys done.

CTE:

Perkins surveys are done by all of the CTE programs. Some disciplines still do not report (Art, Multimedia).

Employer and student surveys are done by the Paralegal and Dental Hygiene as part of external agency requirements. The outcome of the surveys are positive overall.

Survey Results Implications
Curriculum: N/A

CTE:

Both the Paralegal and Dental Hygiene faculty discuss survey outcomes with faculty and advisory board members.

Discussions lead to analysis and changes are implemented in the program.

For example: Many paralegal students want to get a certificate without completing the AA degree requirements. The faculty is evaluating the re-submission to the ABA to obtain approval.

10. Student Learning Outcomes

SLO/ SAO Dialogue
Curriculum: SAOs have not been developed.

CTE:

SLOs are discussed at Division and Faculty meetings, also at SLO workshops, Divisional Council, Curriculum and other college units.

The outcomes are documented at the course level.

SLO/ SAO Program Assessment
SAOs are not applicable in this unit.

11. Departmental Engagement

Community Connections (AU)
Curriculum:

Research is conducted, attendance at District and conferences to align college with state requirements.

CTE:

Outreach has resulted in adding more Business courses at Hamilton.

Internships for Film production and medical assistant students.

Advisory Board meetings are held each year by all programs.

Interoffice Collaboration (AU)
Curriculum:
CTE:

CTE manager’s meetings are held monthly to discuss issues and best practices amongst all CTE programs.

12. Professional Development

Professional Development Unmet Needs

Curriculum:

Continued training for both the Chair and Articulation officer is needed.

Staff also need training with curriculum matters and new requirements.

CTE:

Faculty attend required flex activities.

There is a need to train faculty on curriculum process for new courses and programs.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

Curriculum: The catalog and class schedule need continuous updating and fine tuning of information to support students. The online version will have an addendum done on a quarterly basis.

A schedule to update the catalog has been created.

All chairs and key faculty members will be contacted.

CTE:

Continuous work to keep the information available to students is needed.

Chairs and faculty are involved in the catalog and schedule development.

Program websites need to be updated.

Service Eval Disagree

Technological Services:

Many of the programs need computer labs. A lack of computer labs with new computers that can handle the new software systems is needed for Paralegal, Accounting, Allied Health.

Counseling:

The uniqueness of many of the programs are not captured in the counseling process.

Cohort programs need a modified process in group counseling for the SEPs.

For example: Aviation, Film Production, Allied Health, Paralegal. Currently the demand is being placed on the faculty.

15. Environmental Scan

Technology Trends

Curriculum:

New SIS system

Curricunet

CTE:

Need to remain up to industry standards with all programs.

Compliance with Perkins
16. Facilities

**Facility Long Term Goals**
Curriculum: Have a self-contained unit that faculty perceive as a curriculum resource. A classified staff, curriculum chair and articulation officer. Ideally if this was co-located with the Academic Senate.

CTE:

Have all of the programs be in their respective buildings with adequate classrooms and technological needs.

**Facility Short Term Goals**
Continue to pursue the development of a curriculum hub in the CE building.

Continue to work with the architect to support program needs.

20. Completion

**Participant List**
(blank)
Contract Education

01. Department Purpose

**Purpose**
Westside Extension assists with the college's mission by providing a wide variety of short-term community services classes and contract training 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 schools, companies and organizations.

**Purpose Alignment**
Westside Extension is the primary vehicle for satisfying the college's mission of lifelong learning and serving the community. The program serves populations not served by traditional college programs, thereby increasing the college's diversity. Extension offers short-term workforce training programs that help individuals train for a new career or improve their job skills for current careers, along with classes for personal growth and development.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
We have not implemented any improvements in practice as a result of program review.

03. Response to Prior Recommendations

**Accredited Recommend Response**
The campus-wide accreditation to have SLOs for all courses has impacted Westside Extension. We have met with Mary-Jo Apigo and Luis Dorado to begin the process of developing and assessing SLOs for our community services offerings. SLOs have always been clearly identified within the course descriptions and goals of these not-for-credit classes, but since our curriculum is not in the ECD system, the formal documentation of them has not been tackled before. We are developing an approach that will be reasonable and workable for our types of offerings.

**PR Recommendations Response**
Any recommendations from the previous program review were not shared with Westside Extension. We are just seeing them for the first time today (but Barry was on leave last year during the winter) so there may be a flaw in this important step of program review process. However we did move forward on our own accord.

Recommendation 1. Continue to work with Plant Facilities and other college departments to improve access to college classrooms, technology and adequate facilities support (bathrooms, parking).

We are happy to report that there has been some improvement in this area. For several years Westside Extension experienced problems with accessing computer lab space, but this past summer the CE 226 was outfitted with upgraded computers, so that will prove to be very beneficial to our program, as well as the rest of the College. The college was supportive of Extension's need for classroom space during the summer and winter months. Conversations with the Plant Facilities Manager and Operations Manager have resulted in improved support from Plant this last year. Recommendation 2. The college's perception towards Westside Extension needs to change. Internal marketing within the college needs to take place.

No action was taken in this regard directly in response of the recommendation because we were unaware of the recommendation until now. However, we have been working to be more visible on campus and more integrated. We participated in the campus open house last year and have supplied instructors/performers at several campus functions. We are working with campus' advertising and publicity director to publish more Westside Extension info in weekly campus newsletters. We allowed the credit program to use the back cover of our Spring 2014 schedule to publicize the campus open house, and the advertising and publicity director has included us in more events, activities, and opportunities. Engaging in college committee would help to change the separation between westside and the college. For example, attending curriculum meetings could provide ideas of how to align curriculum needs.

04. Enrollment Trends

**Enrollment Trends**
Community services enrollments have largely been steady for the past few years, as the country's worst recession since the depression has limited discretionary income, and chilled spending. Extension has responded to changes in student demand and developed and emphasized career and workforce preparation classes and decreased the number of recreational offerings. Extension has also developed new sources of revenue, creating contract education courses for business, industry and individuals. Our two comprehensive workforce preparation programs -- the 6-month Medical Coding & Billing program and the 10-month Pharmacy Technician program -- garnered strong enrollments in 2013 and 2014 and we expect that trend to continue and build.

On the flip side, enrollments in some of our recreational offerings have decreased and our computer class registrations are down as well. One major challenge for us had been finding computer lab space on campus, so this has negatively impacted enrollments and revenues. On the contract education front, our relationship with Dale Carnegie Training is stronger than ever and training enrollments and revenues for 2014 are ahead of recent years. And our Covered California training program that began in the 2013 summer generated many training sessions and resulted in strong revenues for the college. This was a short-term program, but we have aligned ourselves very strongly with California Corporate College based on our performance. We are also seeing more growth in the contract education portion as the economy slowly recovers.
05. Students and Student Success

**Degree/Cert. Trends**

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 reached 11% in California in 2012 and has improved significantly in the past two years. Similarly, the Consumer Confidence index which has been very low has improved in the past two years, indicating Americans are more optimistic about the economy and job prospects. The economic climate for much of the past six years has been choppy and difficult. The implications are that by focusing on workforce training Extension can continue to weather this deep recession and establish a foundation for solid growth once the economy gets strong again.

**Success Trends**

The nature of most of 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, success and retention rates are difficult to measure. Overall, however, registrations remain pretty steady, indicating that the Extension program is doing a great job serving the community and providing worthwhile classes. However, looking at two of Extension's workforce preparation programs, we can start to measure our effectiveness.

The Medical Coding and Billing Program is a six-month program comprised of 10 classes. Sixty students began the cycle in Fall 2013 and forty completed. This percentage rate of 66% was in line with the 69% completion rate for the three previous semesters. However, in Spring 2014, registration was weak at 35 and only 15 completed, for a 43% rate. We are monitoring this to see if this was a total aberration for this small cohort or if there is programmatic problem. The curriculum and teachers remain the same, and regular follow-up surveys of the program continue to reveal strong satisfaction among the students. Registration rates for the Fall 2014 cohort were slightly better than Spring, with 41 students registering to start the program in October 2014.

In Spring 2012, Extension also began a 7-month, 360-hour Pharmacy Technician training program. In Fall 2013, we have expanded the program to encompass nearly 490 hours of instruction over 10 months. Of the 108 students who began the program in four cohorts since then, 88 have completed, with most submitting to become a state licensed Pharmacy Technician. Our success rate is steady at 81%, which is a good indicator that our program is doing well.

The West Language Academy has had great success and retention rates over the past four years. More than 20 students have matriculated from the intensive English program into credit classes at West, including 10 for the Fall 2014 semester.

The Beauty Makeup Artistry program, while limited to class sizes of about 16 per semester, has routinely had success and retention rates close to 100% for the past five or 6 years. This year we added a Fashion Design certificate program and that class had a 100% success and retention rate.

06. Staffing Trends

**Staffing Trends**

The Extension office is finally properly staffed, after having been understaffed for the previous four years. After enormous effort, the program currently has three full-time employees and some part-time unclassified support staff. Getting proper staffing in place was a most critical effort for the program, and will allow for development of new offerings and programs as well as better oversight of current ones.

07. Functions and Services

**Function service list**

Westside Extension functions as a college within the college. Extension develops and runs classes, processes student registrations, selects and hires instructors, produces and publishes class schedules, manages marketing, publishes a website, coordinates classroom instruction, and resolves student issues. The contract education component works similarly, working with companies, schools and organizations to offer classes. The need to register students varies by program, but there is a lot of follow through that is necessary to make sure classes run properly, students get registered and succeed and revenues are collected.

**Technological Advances (AU)**

In 2009, we transitioned to a web-based registration system that allows our students to self register online, 24/7. Students are able to select and pay for their classes, and class confirmations are automatically emailed to them. In addition, instructors are able to access their rosters and email students. Slightly over half our students now self register, sharply reducing the registration workload. This online registration program also helps produce our website and has greatly increased staff productivity and resulted in a number of cost-saving reductions, including postage.

Efforts to use social media to create awareness and build interest in our Pharmacy Tech program have paid substantial dividends. Registrations for the Spring 2012, Fall 2012 and Spring 2013 cohorts grew sharply over the previous year and the programs FaceBook and Twitter pages are informative and also serve as a year-round recruitment tool.

Changes to our registration/website software also support year-round advertising and recruiting, and we are developing informational pages to accomplish this -- including photos, slideshares, and maybe even flash ads and video.

08. Survey Results

**Survey Results**

Westside Extension surveys students using class evaluations in the majority of our classes, and conducts online Survey Monkey surveys when
more information is needed. These evaluations address matters for the specific class and teacher, along with general Westside Extension and college-wide topics. Overall, students report that they are very satisfied with the instruction, but they sometimes comment about problems pertaining to 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.

We are also exploring developing a survey that our instructors will fill out and turn in with their attendance rosters. It will likely include measurement of SLOs, questions about how they think their class went, and a place for suggestions as to what we (the program office) can do to help them improve the student experience.

*Student surveys at end of class is an excellent measure of student learning outcomes. Especially if the SLOs are shared with the class at the beginning of the session.*

**Survey Results Implications**

We do our best to address the concerns of the students in the surveys, and results of class surveys are used to initiate discussion with instructors when needed. Some survey issues ◆ parking, dirty restrooms or classrooms, etc ◆ would require assistance from other departments, and this is an ongoing challenge. We do have access to nicer, more presentable and professional classrooms now, but none are near parking, which matters for one-night workshops where the instructor has to unload a lot of materials. One implication of the survey results would be for West to improve our facilities usage during periods when the credit program is not in session, as was the case in winters and summers prior to 2013, and is still the case on Sundays. Students complain that parking lots, bathrooms, and elevators are shut down at these times.

*A great need has been identified with the response above. A meeting must be scheduled immediately to resolve the support needed for Westside Extension.*

10. Student Learning Outcomes

**SLO/ SAO Dialogue**

Not applicable.

**This step is part of the SLO cycle. It will be integrated differently with Westside Extension to facilitate the process.**

**SLO/ SAO Program Assessment**

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., Dale Carnegie Training (and California franchises), College Bound 4 Kids, Education 2 Go, Santa Monica College Extension, Third Street Dance, UCLA Outdoor Adventures/Recreation and Marine Aquatics, Josephson Academy of Gymnastics, LA Ice Ventures, Avant Garde Fencing, Brit-West Soccer, Creation Station, JB Casting Networks, CEO Services, Brown & Associates, the Institute of Reading Development, and more.

Westside Extension has also conducted contract education training with California Corporate College, the Chabad Garden School, Hamilton High School, CCEO YouthBuild and the United Job Creation Council. We are in development to provide training to LACOE and will soon be participating in Proyecta 100,000, a joint venture between the governments of Mexico and the U.S. to send Mexican university students to U.S. colleges and universities to improve their English skills.

**Interoffice Collaboration (AU)**

Westside Extension frequently and regularly collaborates with academic divisions and other programs on campus. We have worked very closely with Allied Health to offer Pharmacy Tech and CNA Acute Care programs and International Dental Hygiene seminars. We have worked with Dance, Kinesiology, Athletics and Aviation to offer classes. In conjunction with the Language Arts division, Extension developed the West Language Academy for intensive English instruction. The Academy began classes in Fall 2010.

In the past, Extension has worked with divisions to develop offerings in film production, aviation, business, real estate and paralegal, to name a few. We developed and offered a Security Officer training and certification class in cooperation with the Administration of Justice program. The Extension class schedule has also provided ad space for travel, real estate, paralegal, WISE, Study Abroad, Foster Care, the Foundation and other campus programs.

For contract education, Extension has been working with the Computer Sciences, Business and the Behavior and Social Science divisions to offer Computer Science, Business and Child Development credit classes off-site for various schools. We also work closely with Humanities and Fine Arts to present a two-year transfer-oriented Architecture program in conjunction with the Los Angeles Institute of Architecture and Design. Additionally, we have begun to work more closely with programs like Upward Bound to share classrooms and have been able to work more closely with Plant Facilities to support our programs facilities-wise.

12. Professional Development

**Professional Development Unmet Needs.**

Yes. We need to ramp up our marketing in order to remain competitive. This would include greater knowledge of how to use multimedia tools as part of our site, and perhaps some social media marketing know-how and planning. We have begun some initial exploration of this with a consultant. Also, we need to start learning about and implement strategies for creating a program “community” and creating content with that community to become a “connected” organization.

Prepared by WLAC Office of Research and Planning
Source: IES Data
However, as our direct-mail brochure is still our primary marketing tool, we also want to look into updating it and creating an impression of problem-solving, which is what adult ed is all about. We are looking into brochure design workshops to provide training to our staff.

We should also learn about how we should redesign ourselves for the 21st century, as traditional organizational structures are outmoded, but this may not be useful since we exist within the college and district.

Now that we are properly staffed, we hope to be able to finally do staff development activities.

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

**Catalog, Schedule, Website Impact**

Paper class schedules are no longer mailed for the credit program. Our brief listing in the college catalog has little to no impact. There's a link to our program on the campus home page, but we don't know yet whether it's more or less visible on the new site than it was on the old. We used to get a lot of students who found our services from the home page link.

We are working to be more visible on campus. We participated in the campus open house last year and have supplied instructors/performers at several campus functions. We allowed the credit program to use the back cover of our Spring 2014 schedule to publicize the campus open house. We are working with campus advertising and publicity director to publish more Westside Extension info in weekly campus newsletters and on our campus Facebook page. But the director's feeling is that we should probably create our own Facebook page, which we are hoping to do in 2015. We are also working on ways to tie in to the campus brand while still remaining separate enough to avoid confusion.

*WE NEEDS to request a page on the college catalog.*

**Service Eval Disagree**

(blank)

**Service Evaluation**

(blank)

**15. Environmental Scan**

**Technology Trends**

More and more programs require updated classroom tools for instructors, and students expect it especially those in our professional programs and contract education. Fortunately we have usually been able to secure space in buildings with good instructor tools.

Updating our computer offerings has proved challenging due to lack of acceptable computer labs.

Now that we are properly staffed, we plan to launch our own separate Facebook page in 2015 to better market our offerings.

*There is a need for more computer labs being available for Westside use.*

**16. Facilities**

**Facility Long Term Goals**

1) A designated multi-use computer lab for Westside Extension that is kept current.

2) Create a campus-wide process where Westside Extension and other grant programs can get their facilities needs considered in the planning process for facilities.

3) Create longer-term planning for campus facilities use.

**Facility Short Term Goals**

1) Get a dedicated office space for the West Language Academy ESL coordinator.

2) Create a campus-wide process where Westside Extension and other grant programs can get their facilities needs considered in the planning process for Winter and Summer facilities.

**20. Completion**

**Participant List**

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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 working with Student Services staff to facilitate access to, and utilization of, online student support services.

**Purpose Alignment**

College Mission: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The program supports the College’s Educational Master Plan Goal of Enhance and maintain facilities and technology to promote effective teaching and 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 (synchronous and asynchronous), hybrid and web-enhanced classes. Student surveys clearly indicate that many find online classes to be a convenient and effective way of completing their educational goals. Online classes aid in student persistence by enabling students with work and family obligations to complete their educational goals online.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

The Dean of Distance Learning offered a Quality Matters workshops through Tech Fair and completed the QM Peer Review Course training. He worked with the Dean of Teaching and Learning and the DE Coordinator for LAPC to offer the Design that Welcomes Your Student workshop to 28 participants (20 from West), the Choosing and Using Media Effectively workshop to 29 participants (20 from West) and the Accessing Accessibility Workshop to 23 instructors (18 from West). In addition, 16 West instructors, 2 administrators and 1 classified staff member completed the Peer Review Course and are now certified Peer Reviewers. We have also collaborated to plan the QM Peer Review training for next year. The Dean of Distance Learning and the Multimedia Specialist have continued to work with the Dean of Teaching and Learning and the Digital Design Studio Coordinator to expand the Digital Design Studio. In addition, the Dean of Distance Learning has worked with classified staff, Division Chairs and the Curriculum Committee Chair to update 193 Distance Learning Addendums for 124 classes. The Dean of Distance Learning has worked closely with Dean of Teaching and Learning and Public Relations staff to plan training, migration and implementation for the College’s new content management system, Kentico. The College website was relaunched using Kentico earlier this month and the Multimedia Specialist is one of the staff members providing ongoing training through Tech Fair. West applied, and was selected, to participate in the Online Education Initiative Online Student Readiness Pilot. The Dean of Distance Learning worked with the Division Chairs and Distance Education Committee members to review and recommend courses to be considered for the Spring 2015 Online Student Readiness Pilot.

**Resource Allocation Evaluation**

(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**

West received the following commendation from the ACCJC, but no recommendations: "The team commends the college for expanding its online learning program in a thoughtful and effective way that combines technological and pedagogical innovations while maintaining high instructional training standards, collegial oversight, and a strong commitment to student learning. Both the growth and the quality of the online program are impressive."

**PR Recommendations Response**

The Dean of Distance Learning has been working with Student Services staff in conjunction with our participation in the Online Education Initiative Student Readiness Pilot. We plan to integrate a comprehensive online student pre-assessment tool into the West Expressway. In addition the pre-assessment tool will be available on the Online & Hybrid Classes website and in our online classes. The Deans of Distance Learning and Teaching and Learning have collaborated on letters to instructors requesting syllabi, evaluation procedures for online instructors, expanded Etudes certification training, Tech Fair workshops, Quality Matters training and retreats, the expansion of LMS usage by on-campus faculty and the migration of the College website from Omnipdate to Kentico. We plan to hire a shared SFP Technician in October 2015 who will assist with the continued expansion of LMS use by on-campus instructors and completing the required DE addendums for Online & Hybrid classes in addition to duties related to grant management and budgeting. The expansion of LMS use for on-campus classes will be supported by Tech Fair workshops to assist instructors with online Best Practices for improving course completion and success. The Dean of Distance Learning and DE staff have met several times with the Dean of Teaching and Learning and the Digital Design Studio (DDS) Coordinator to coordinate programing for their planned adjacent locations on the first floor of the HLRC. DE Staff will work with DDS and Teaching and Learning to coordinate programing for their new adjacent locations on the first floor of the HLRC. Plans include a shared computer lab/recording space. This will be used by DE and DDS staff for one on one training, group workshops and class orientations. The space will also double as a working classroom film set for documenting student centered pedagogy. To the right of the computer lab (with DDS to the left), the DE Center on the first floor will include 4 workstations for DE staff as well as smaller workstations for faculty use. The new location will offer easier access to students and faculty and will facilitate collaboration and sharing of resources between DDS, DE and Tutorial Services.

04. Enrollment Trends

Prepared by WLAC Office of Research and Planning

Source: IES Data
Enrollment Trends
There has been a 4% increase in the number of sections of web enhanced classes in the past year (Fall 2013/Fall 2014). This is expected to continue to increase as we promote use of the College's LMS for on-campus classes. Training for instructors teaching web enhanced classes has been developed and will be offered in Spring and Fall 2015. West offered online classes this summer and will be offering online classes in the winter. In order to increase the College's average class size (Fall 2013: 37.3 online vs. 34.7 on-campus) and to balance online offerings, which have decreased, with recent increases in on-campus offerings more online classes are planned.

05. Students and Student Success
Degree/Cert. Trends
Since degree completion is not currently tracked by mode of delivery it is impossible to determine the impact or implications regarding trends in online degrees or certificates.

Demographic Trends
West's service area is becoming more Latino and less African American. Traditionally Latino students have less access to computers at home which may increase demand on the College’s on-campus computer labs. In addition, West's online programs are now popular with our younger students who will expect greater use of video, audio and interactive multimedia in their classes.

Success Trends
Overall student success rates in online classes for the past 5 years have varied between 57% - 61%. The 5 year statewide average success rate for online classes from 2005 - 2010 was 57%. We have exceeded that success rate for the past four years. In addition, the average gap statewide between success rates for online classes vs. on-campus classes is 10%. Our gap of only 3% is significantly better than that. Retention rates for both online and on-campus classes have declined. However, West's retention rate for online classes in Fall 2013 was 79% which is only 2% lower than our retention rate for on-campus classes.

06. Staffing Trends
Staffing Trends
West has increased the number of new full time faculty hires. Not only are new hires more likely to have online teaching experience they also routinely request Etudes sites to support their on-campus classes. This has implications for staff support and increased LMS costs. To better support the expansion of LMS use for on-campus classes we plan to hire a SFP Technician which will be shared with the Office of Teaching and Learning.

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; assists instructors with multimedia and web development and supports training opportunities related to distance learning and other innovative instructional technologies

Technological Advances (AU)
The Online and Hybrid classes website has been recently updated to include Winter and Spring 2015 schedules. The Multimedia Specialist has been assisting an increasing number of instructors who want to develop welcome videos for their classes and has also worked on videos to promote semester Kick Off events and the Digital Design Studio. The College has recently purchased a new CMS, Kentico, which will be used for both the Online and Hybrid Classes website and the Online International Portal. Kentico will also be used for Divisions/Departments and individual faculty webpages. The Multimedia Specialist assisted with the College website migration to Kentico and will also be assisting faculty to develop their individual sites. In addition, he has developed the following video tutorials to support faculty:

Etudes - Save your syllabus and attach it to your welcome announcement

How To Connect To Turnitin

Attaching your syllabus as a pdf in Etudes

Creating Links in Etudes Modules

Granting Special Access in Etudes AT&S

How to Embed a YouTube into an Etudes Module

Embedding Intelecom Videos in Etudes

Global Special Access in Etudes

How to reset your password in Etudes in 4 easy steps!

Journal Entries in Etudes
08. Survey Results

Survey Results
In January 2011 West participated in the California Community Colleges Chancellor’s Office survey of students who enrolled in and dropped a distance education course in the Fall 2010 term. There were 1,846 students from West Los Angeles College who were contacted and 514 that responded to the survey. When asked to indicate how important several factors were in their decision to enroll in a distance education course the following items were cited as being very to somewhat important by the great majority of respondents: 84% My work schedule is heavy and a distance education course is more convenient. 83.1% Personal circumstances (family, health, etc.) made a distance education class more convenient. 77.4% I had a good experience with a distance education course before. It is also interesting to note that although this survey was only for students who had dropped one or more online classes over 86% indicated that they were very or somewhat likely to register for another online course. Online Student Evaluation of Instructor survey results document high rankings for West’s online instructors. The great majority of the online students who completed the survey agree or strongly agree with each of the following: A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the Web by the first week of the term. The instructor clearly defines the course requirements and posted them on the Web. The online instruction related to the course objectives. I now feel able to communicate course material to others. The instructor’s website is well prepared and organized. The online instruction related to the course objectives. I now feel able to communicate course material to others. The instructor’s website is well prepared and organized.

Survey Results Implications
The College is now offering synchronous online classes as part of a pilot program. In view of the the high percentage of students who cite heavy work schedules and personal circumstances as important factors in deciding to take an online class scheduling synchronous online classes during nights and weekends may be more attractive. The high scores on Online Student Evaluations of instructors indicate that instructors are effectively using the Etudes tools. Surveys show that students are more successful in online classes that have undergone a Quality Matters (QM) review. To support our Quality Matters Initiative a series of Tech Fair workshops has been developed to highlight the use of specific LMS tools to meet some of the more challenging QM standards.

10. Student Learning Outcomes

SLO/SAO Dialogue
The Dean of Distance Learning has consulted with his counterparts in the District and researched Service Level and Program Level Outcomes for Distance Learning at other colleges.

SLO/SAO Program Assessment
The Dean of Distance Learning will work with Distance Learning Center staff, the SLO Coordinator and the Dean of Teaching and Learning to develop service level outcomes for the Distance Education Program.

11. Departmental Engagement

Community Connections (AU)
Brandman University has leased office space and classrooms from us for their award winning MBA program. Brandman has recently expanded their program and wants to lease additional office space.

West has also partnered with LAPC on a Quality Matters initiative and 19 faculty, staff and administrators from West have completed the training to become certified QM Peer Reviewers. The Dean of Distance Learning offered a Quality Matters workshops through Tech Fair and completed the QM Peer Review Course training. He worked with the Dean of Teaching and Learning and the DE Coordinator for LAPC to offer the Design that Welcomes Your Student workshop to 28 participants (20 from West), the Choosing and Using Media Effectively workshop to 29 participants (20 from West) and the Accessing Accessibility Workshop to 23 instructors (18 from West). We are planning a 2015 QM Retreat for the College’s Division Chairs and Leadership.

West applied, and was selected, to participate in the Online Education Initiative Online Student Readiness Pilot. The Dean of Distance Learning worked with the Division Chairs and the Distance Education Committee to review and recommend courses to be considered for the Spring 2015 Online Student Readiness Pilot. The Dean of Distance Learning is also working with student services to improve financial aid and counseling services for online students.
Interoffice Collaboration (AU)

In the past two years the Dean of Distance Learning has worked with the Dean of Teaching and Learning to offer a series of Quality Matters workshops through Tech Fair. He worked with the Dean of Teaching and Learning and the DE Coordinator for LAPC to offer the Design that Welcomes Your Student workshop to 28 participants (20 from West), the Choosing and Using Media Effectively workshop to 29 participants (20 from West) and the Accessing Accessibility Workshop to 23 instructors (18 from West). In addition, from West, 16 West instructors, 2 administrators and 1 classified staff member completed the Peer Review Course and are now certified Peer Reviewers. We have also collaborated to plan the QM Peer Review training for next year. Upon completion we will all be certified Peer Reviewers. The Dean of Distance Learning and the new Multimedia Specialist have continued to work with the Dean of Teaching and Learning and the Digital Design Studio Coordinator to expand the Digital Design Studio. In addition, the Dean of Distance Learning has worked with classified staff, Division Chairs and the Curriculum Committee Chair to update 193 Distance Learning Addendums for 124 classes. The Dean of Distance Learning has worked closely with Dean of Teaching and Learning and Public Relations staff to plan training, migration and implementation for the College’s new content management system, Kentico. The College website was relaunched using Kentico earlier this month and ongoing training is being provided through Tech Fair. West applied, and was selected, to participate in the Online Education Initiative Online Student Readiness Pilot. The Dean of Distance Learning worked with the Division Chairs and the Distance Education Committee to review and recommend courses to be considered for the Spring 2015 Online Student Readiness Pilot. In addition, the Dean of Distance Learning as served as the Administrative Representative on two Grievance Committee addressing four individual student complaints.

The Dean of Distance Learning has also worked with the Articulation Officer and other Academic Affairs Deans on partnerships and articulation agreements with Fort Hays State University, Brandman University, Regis University, Trident University International as well as on community partnerships with the Foundation for Successful Solutions and Educating Young Minds. The Dean of Distance Learning has also worked with the Facilities Director and Bookstore Manager on a leasing agreement with Brandman University. The Dean of Distance Learning serves on the District’s Technology Planning and Policy Committee, served on the District’s Learning Management System Task Force, serves on the District Distance Education Committee, serves as the Teamster’s Representative on West’s Technology Committee and on the College’s Budget Committee, serves as the Administrative Co-chair for West’s Distance Learning Committee and serves on the College’s new Student Access, Equity and Completion Committee. He also represents the LACCD on the Etudes Board of Directors and serves on the District Distance Education Stakeholders’ group. The Dean of Distance Learning and Distance Learning staff have also worked with the Office of Teaching and Learning on the development of the Digital Design Studio, Tech Fair offerings and the Quality Matters Initiative. The Dean of Distance Learning is an International Student Ambassador and serves on the International Stakeholders’ Group. He has worked with the group on contracts with Study in the USA, expanding it to include the Middle East and Summer editions, and a contract with Zinch China. In addition, he served on the selection committee for the global studies instructional positions. DL Staff have worked closely with the Public Relations Department, the Department of Teaching and Learning and the Technology Committee on the selection of a content management system for the college, training and planning the roll out.

12. Professional Development

Professional Development Unmet Needs

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13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

In view of the popularity of our online classes with international students and the percentage of new international students who report using online search engines to locate the College we may want to consider using search optimization strategies and online banner adds and/or "word buys" to promote our program. We plan to develop print materials in several foreign languages and increase the foreign language content we have on the website. We plan to attend more college fairs overseas and to send more than one staff person.

Service Evaluation

There are insufficient hours available for online counseling. Frequently the online chat feature is unavailable during scheduled hours. We need an online process for Student Education Plans that doesn’t rely so heavily on email. The Transfer Honors application is available online, but students can’t submit it online.

Service Evaluation

(blank)

15. Environmental Scan

Technology Trends

An increasing number of students and faculty are using smartphones and tablets to access their courses. This increased use of mobile computing devices was one of the reasons for the College’s decision to move our website to a new Content Management System, Kentico, which automatically adjusts to the device being used. West has expanded our use of Turn it In and Etudes (the College’s LMS) to support all instructors, not just those teaching online and hybrid classes.

16. Facilities

Facility Long Term Goals

Once the current Distance Learning Center Lab is relocated it will be adjacent to a computer lab which will be shared with the Digital Design Studio. The office for the Dean of Distance Learning should be included within the Distance Learning Center to improve staff coverage and supervision. The new Distance Learning Center should include a small conference room which can be shared with the Teaching and Learning Center and the Digital Design Studio. There should be a reception counter which will be staffed by a Student Worker in addition to workstations for the Multimedia Specialist, the Online Technical Support Assistant and the SFP Technician. There should be shared instructor workstations and an area for shared office equipment (copies, scanner, etc.).
Facility Short Term Goals
We have not received details regarding the timeline for the office relocation.

20. Completion

Participant List
(blank)
General Education & Transfer Studies

01. Department Purpose

**Purpose**
The General Education and Transfer Studies area (GETS) of the Office of Academic Affairs is responsible for all instructional and educational activities related to Behavioral and Social Sciences, Humanities and Fine Arts, Language Arts, Mathematics, and Science. The office is given the task for ensuring curricular program compliance with the standards and policies of the California State Department of Education, the Board of Trustees of the Los Angeles Community College District and WASC accrediting agency. Activities of the office focus on curriculum development and improvement, the creation of new programs, the appointment/reappointment of faculty and faculty development. In addition, the office supports the Student Success Committee (dean is co-chair) and ACT.

**Purpose Alignment**
College Mission: West Los Angeles College provides a transformative educational experience.

GETS: The variety of program in the GETS area build a broad base of academic development for students in search of terminal and transfer degrees and certificates as well as opportunities for lifelong learning and development.

College Mission: 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.

GETS: The GETS area is sensitive to the needs of its diverse student population and provides learning opportunities in the academic disciplines that prepare student to succeed in their planned courses of study.

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

GETS: The purpose of the General Education and Transfer Studies Office aligns with the mission of the college because the office supports five key academic areas that are required for earning certificates, degrees, and transfer opportunities. The office provides administrative assistance to ensure that the courses and programs offered at West meet requirements sets by WASC and the LACCD.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

BSS

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

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

HISTORY (AFRICAN AMERICAN/CHICANO STUDIES): The History department has begun conducting regular meetings with both full-time and adjunct faculty to better coordinate the program.

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

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

HFA

All the course SLO’s to date have been completed. Brief consultations have been conducted with students, especially through the Performing Arts Club members, who want to discuss practices and possibilities.

FOREIGN LANGUAGE: Although more dialogue among faculty who teach the same course is necessary, FL is in its second SLO assessment cycle with the implementation of rubrics. All course SLOs were completed and approved with one specific change at level one courses. Feedback from students and faculty members has also been critical for the development and progress of our program.

MATHEMATICS
In the last Program Review, the Math Department requested one new full-time instructor. However, as a result of one full-time instructor resignation, we secured two. Simply put, the level of instruction has improved.

1. The Math Department’s new Algebra sequence, Math 123abc, is now well established. This fall 2014 semester, we are offering 7 sections of Math 123a, 5 sections of Math 123b, and 4 sections of Math123c. This sequence can replace the traditional Math 115/125 for the student. We are hoping for higher success rates in the 123 sequence. Dr. Bonnie Blustein has been part of the LACCD Math Faculty Inquiry Team (FiT), and has reported on the early success rates of the Math 123 sequence.

2. The Math Department continues to modify the common final exams, imbedding the designated course SLOs onto the final exam for assessment purposes. This semester, the Math Department will begin the 4-year SLO assessment cycle on Math 115, for example. Along the way we will modify the actual course SLOs and grading criterion for each course SLO.

3. Last year, as a result of feedback from the UC system, the Math 227 COR was updated to include the use of modern technology (TI 83/84 graphing calculators). Dr. Alwash has been working on updating the Math 275 COR. Other CORs will be updated in the near future.

4. Trends on recent student retention show modest gains, as does student success. The Math Department has been present on the Student Success Committee (Manushak Movsisyan), still involved in the DATA team of the Achieving the Dream movement.

SCIENCE

PHYSICAL SCIENCE

The Division is now housed in a modern Science building. The physical sciences can have access to four chemistry, and one physics laboratory classrooms. Chemistry has acquired new state-of-the-art instrumentation: 60 MHz NMR, FTIR, GC, AA, polarimeter just to mention a few. All four chemistry laboratories have been fitte

03. Response to Prior Recommendations

Accred Recommend Response

There were no Accreditation recommendations offered to the GETS area. Individual recommendations were offered by academic divisions.

PR Recommendations Response

The previous program review did not offer recommendations to the program review committee for the GETS area. However, the implementation of the Accelerated College Transfer (ACT) program for fall 2014 course sequencing took place.
REST (Retention, Ed Services & TRiO)

01. Department Purpose

**Purpose**

CAMPUS and COMMUNITY PROGRAMS provide life-long learning, focus on grade level performance, high school completion, college entry, degree and certificate completion, transfer and workforce preparation. The division is composed of specially funded programs that provide educational services and enrichment activities that focus on middle school, high school, re-entry and older adults, in addition to partner programs. The college programs are CalWorks, TRIO-Educational Opportunity Center, Educational Talent Search, Student Support Services, two Upward Bound Classic and two Upward Bound Math-Science programs. Partner programs are The Achievers, Manifest Your Destiny, Team Heal, 100 Black Men, Young Black Scholars and the Mentoring Program For Young Men. A common goal is shared by all programs aligned with the mission of the college. The programs serve a diverse population of participants with varying backgrounds at different levels of performance, needs and goals. Participants served are low-income, potential first generation college students, students with defined needs, students served through partnerships and collaborations, middle and high school students who are on a college entry or career trajectory and students who are in need of some remediation at both the high school and college levels. Each program has a set of performance objectives that are required by the funding agency in addition to annual performance reports or internal goals aligned with mission statements. Services are based on assessments, program requirements and individual needs. Program objectives are measured and reported at the state and federal level and monitored by the funding agencies. Collectively approximately 3,000 participants receive direct services.

CALWORKS-County Referrals, 400-500

The program serves students and their families with educational and career support and opportunities that include a variety of resources that facilitate and enable students to complete a program of study that leads to employment and/or college completion. Student are referred by their county worker. Educational services and advisement is provided with allowable support such as supplies are provided.

The following programs must serve low-income, potential first generation college students.

EDUCATIONAL OPPORTUNITY CENTER-Los Angeles County, 1000

Serves eligible participants with a comprehensive array of services designed to counteract the enormous socio-economic and educational disadvantages participants face. Some of the services provided include assistance with college admissions and financial aid applications, preparing for college entrance exams, information and workshops on financial and economic literacy, guidance on secondary school entry and referrals to GED programs. As requested or needed, individualized personal, career, and academic advisement, tutoring and other educational services.

EDUCATIONAL TALENT SEARCH-Marina del Rey & Webster Middle Schools, Dorsey High School, 600

This is a confidence building program “yes you can go to college” using educational services and enrichment activities, building grade level success, a college going culture with the goal of increasing the number of students who enroll in post-secondary education.

STUDENT SUPPORT SERVICES- West Los Angeles College-160

Provides supportive services to 160 eligible participants that meet program requirements each year once admitted to the program. Increasing persistence, transfer and graduation from post-secondary institutions if the major objective. Participants receive stipends based on performance and participation.

UPWARD BOUND CLASSIC 1-Crenshaw & Dorsey High-70

UPWARD BOUND CLASSIC 2-Los Angeles & Hamilton High -50

Both programs provide academic and cultural experiences as prescribed by the grant for eligible participants, most who are educationally disadvantaged from targeted high schools with the potential for success and acceptance into college. 

**Purpose Alignment**

Campus and Community Programs provide life-long learning, focus on grade level performance, high school completion, college entry, degree and certificate completion, transfer and workforce preparation. The mission of the college “fosters student success through quality instruction and supportive services and provides life-long learning.” The educational philosophy of the Los Angeles Community College District includes providing opportunities, access, adaptability to educational needs in the communities served by the college. Each of the programs is charged with implementing services that factor into student success at varying levels, services are defined with goals and objectives measured.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

In addition to the programs practices that are either defined by the funding source or implemented based on yearly evaluations of strategies used, as a result of program review each program has set a goal to blend the services of the college into their specific plan of operation.

**Resource Allocation Evaluation**

Prepared by WLAC Office of Research and Planning

Source: IES Data
03. Response to Prior Recommendations

Accred Recommend Response

There were no accreditation recommendations for the programs.

PR Recommendations Response

Recommendations addressed from previous program review:

1) Make program review a staff responsibility-staff from each of the programs provide program review input through the program review process, through staff meetings, staff development and through debriefing sessions from outside staff development. Implementation of the grants work within a dual accountability process by following the guidelines and regulations of the grant, within the management structure of the college and the district office. Since moving to the "B's" Campus and Community programs hosted an open house, Fall 2014. Student success measures

2) Accreditation standards - a staff development workshop will be devoted to college standards and align measures that can be reported from the services provided by the programs.

3) Enrollments - required enrollment numbers have been noted in this program review, along with services provided.

4) Demographics and support services that link to the colleges Student Success Agenda

5) Planned Resource Request and Actions - noted in this program review process

6) Student Success Factors-staff will begin to use data and detailed annual performance outcomes to identify college goals and objectives aligned with the mission of the college.

7) Staffing Trends - full time staffing trends are reflected in each program/grant. Using hourly position, program deliverables such as academic coaching and summer instruction is addressed. In addition, a Career Center is on the verge of opening, using existing staff with staggered shifts and other resources that have been developed with community partners. It is anticipated that the center will open Spring 2015.

8) Campus and Community Engagement-program staff participate in campus activities, such as flex day, leadership retreats, committee participation, high school day, STEM programs, etc.

9) Inter-program collaboration - An open house was held Fall 1014 and another is being planned for Spring 2015. In addition there will be a celebration with the opening of the Career Center that includes the community partners.

10) Staff Development Needs-funding is needed for both academic and specially funded program staff. Committee and Campus activity participation has been reported in program review.

11) SLO Development - each program is required to submit a syllabus that includes expected outcomes, using the college template for all enrichment activities.

12) GEAR-UP- A proposal was completed, summer 2014, unfortunately LAUSD match was not received in time from one of the area office.

13) Accreditation Criteria - not required, but staff will begin to align program implementations with appropriate accreditation standards.

14) Enrollment Trends - Upward Bound Classic and Upward Bound Math/Science cohorts contribute to college enrollments during the summer.

Student Support Service participants are West students and are enrolled as full-time students. An additional data collection line can be added to report the number of TRIO participants who are enrolled at the college each semester.

15) Demographics-campus programs do report demographics through the annual performance report process. Staff can begin to align demographic information collected from participants with data collected by the college for reporting purposes.

16) College and Grant Objectives-currently there is some mirroring of objectives derived from the college's mission, along with student success, high school completion, college entry and transfer.

17) Completion-TRIO Student Support Services contributes to college degrees, certificate and program completions.

18) College and Program Gaps-

04. Enrollment Trends

Enrollment Trends

Enrollment and FTES trends are not assessed within the programs. Specific program enrollments are required and reported in annual performance
Program Review | Academic Affairs Area | REST (Retention, Ed Services & TRIO) 2014-2015

reports required by the state of federal funding source. If the participant enrollment numbers are not met, the programs are at risk to lose funding.

Program enrollment numbers have been met.

CalWorks ongoing -400

EOC

1,000

ETS

600

SSS

160

UBC-Crenshaw/Dorsey

70

UBC-Hamilton/Los Angeles

60

UBMS-Crenshaw/Dorsey

60

UBMS-Los Angeles

60

05. Students and Student Success

Degree/Cert. Trends

CalWorks participants major degree and certificate awards are

Their areas of students are pre-programed through the referral process of their county worker

TRIO Student Support Services is a transfer program, federally funded for eligible students who attend west. A program requirement is transfer.

Demographic Trends

Program enrollments for the federal and state programs are not affected by demographic trends. The federal programs do require that two-thirds of the participants must be both low-income, potential first generation college students. Annual performance reports also include reporting on age, sex and race.

Success Trends

The success and retention rates of the programs are measured within the annual performance reports. In addition the Student Support Services Program is mandated to transfer a set percentage of participants in the program each year.

06. Staffing Trends

Staffing Trends

Trends in FTEF do not affect the programs, however the programs to contribute based on enrollment in college courses.

07. Functions and Services

Function service list

Allowable and permissible services include tutoring, supplemental instruction, workshops, program advisement, financial literacy, post secondary and transfer information, college and career information and choices, work-study, cultural and enrichment activities, college tours, information sessions on career paths, other services based on individual academic and personal needs. These services include referrals and are provided one-on-one, in groups, on Saturdays and during summer-winter academies and bridges.

Technological Advances (AU)

Wrap around services - Technology

08. Survey Results
Survey Results
Point of service and year end participant and staff surveys are used to evaluate and improve program services. Participants also take part in planning of certain activities and service proposals. In addition grades are used to monitor participants progress.

Survey Results Implications
Survey information is used in planning and assessment of the program’s services provided.

10. Student Learning Outcomes

SLO/SAO Dialogue
Staff meetings and trainings...

SLO/SAO Program Assessment
Service Level Outcomes factor into the achievement of the required objectives of the grant funded programs.

Program assessments/objectives are required as part of the annual performance reports each year.

11. Departmental Engagement

Community Connections (AU)
Outreach, marketing and participant selection is on-going. Community engagement includes the Los Angeles Unified School District, with partner schools, Audubon, Marina del Rey, Webster middle school; Crenshaw, Dorsey, Hamilton and Los Angeles high schools, Antioch, Cal State Dominguez, Cal State Los Angeles, USC, UCLA, Loyola Marymount and other colleges and universities, The Achiever Program for African American males, Manifest Your Destiny, Team Heal, Young Blac Scholars/100 Black Men, Educating Young Minds, Los Angeles OIC, other programs that provide similar educational services, non-profits, churches, community based organizations such as Black Business Association and financial institutions (RB) (get list of school from Barerra report.

Interoffice Collaboration (AU)
Campus and Community Programs operate under Academic Affairs. All programs collaborate within the academic divisions working with division chairs to identify course offerings for winter and summer sessions for participants, instructor selections for college credit courses, supply and material purchases for the courses, with Student Services for college applications processing, grade submissions, transcripts, college advisement, financial aid, and transfer, with Administrative Services for personnel and payroll matters, business management, functions and processes, the bookstore for book and material orders and facilities for space needs and use.

The programs also collaborate as a team, provide required services within the guidelines of the funding source and the college, are cross-trained and implement services that are not duplicated but enriched.

provide life-long learning, focus on grade level performance, high school completion, college entry, degree and certificate completion, transfer and workforce preparation.

12. Professional Development

Professional Development Unmet Needs.
Professional Staff Development is provided by the funding sources and the college.

It would be helpful if staff were able to attend trainings as teams.

It wold also be beneficial if there was cross training for specially funded program staff and program 100 staff so that the operational processes were better understood on both sides.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The college catalog, class schedule and website provide core and supplemental support to the programs and tools to market and reinforce the theme used to create "college going cultures". The programs work with the institution's marketing office to develop information and promotional materials, in addition to using materials developed for the college. Unfortunately this is a two person department, with college wide responsibilities, limited funding and in need of appropriate work space, equipment, supplies and materials and resources for events that are often held on the campus. Additional staffing is needed and resources are needed.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
Social media has become a large tool to interact and provide information to participants. Access to academic online tools for research and studying, virtual college tours and other technological platforms, such as use of eFolios has benefitted the participants. Use of portable lap tops, and specialized computer laps have been a very helpful resource and access to technology for participants in the programs.

16. Facilities

Facility Long Term Goals
The President’s Office and Academic Affairs Offices has been mapped to be converted with construction dollars into space for ASO offices and...
health services. Campus and Community Programs can utilize the space as is and would recommend that once the space currently occupied by Computer Science is vacated and would be a blank canvas. as they are programed into the TLC building, that space be converted into appropriate space for ASO and health services. Centrally located the outreach and campus programs would benefit the programs and the college.

**Facility Short Term Goals**
Campus and Community Programs are located in B1, 4 & 5. A short term facilities goal would be to improve the configuration of the space currently being used, construct an internal door between the EOC and SSS office for additional opportunity to collaborate and cover, create more storage space, fresh paint, awnings, signage, seating areas in the area.

### 20. Completion

**Participant List**
(blank)
Sponsored Programs

01. Department Purpose

**Purpose**
The office of resource development connects the college, faculty, and staff with outside resources that enable program improvement and new program development to enrich the array of programs, services, and facilities available to students, faculty, staff, businesses, and the community by seeking funding and partnerships with government agencies, foundations, corporations, unions, K12 systems, other colleges and universities, and community organizations.

**Purpose Alignment**
Resource Development is embedded in college master planning and is apart of each division's planning processes. Resource Development enables the college as a whole and the many individual parts of the college to fulfill their roles in implementing the college's mission to support student success, improve instruction and supportive services, enrich the range of certificates and degrees and student achievement, increase the number of students transferring, and prepare students for career and professional success. All awards are aligned with the college's master educational, student services, and technology master plans. A matrix of awards is maintained and distributed to the Resource Development Committee, and through its members to other major shared governance groups on campus.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
In the last year this office has developed a table of grant applications that is distributed to the Resource Development Committee indicating the funding source, project dates, amount asked for, award status, a brief description of the project, what divisions are involved, and the alignment with the various goals of the college's several master plans. This is updated as new proposals are submitted for funding consideration and as proposals are funded or not.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The college's active grants development program was applauded by the team during the last accreditation visit.

**PR Recommendations Response**
Several recommendations were received. 1. Establish numerical goals for resource generation. Comparing the dollar amount of proposals over the last three years ($72M) with the amount of dollars awarded ($26M) shows there is about a 34% funded rate. Using this, on average the target is to submit about $24M in funding requests and generate $8.6M in new revenue in a given year. 2. Target budget items for external funding. Proposals currently do this, providing buyouts of positions that the college would normally fund (in excess of $1.4M per year) plus the purchase of items that the college would not otherwise have for programs (estimated at ~$800k per year). 3. Develop and conduct online surveymonkey surveys on needs and assessment of effectiveness. The Resource Development Committee will take on this responsibility.

04. Enrollment Trends

**Enrollment Trends**
Until recently, with a student body demographic that was more than 40% African American, West was eligible to apply for certain federal programs based on the percent of the students who identified as African American. Now, with African American students at less than 40% of enrollment, unless this number grows, West might not be eligible to apply for continued Predominately Black Institutions funding, a source that has generated $3.6M in grant programs for West over the last 4 years. West is an Hispanic Serving Institution. Latino enrollment now approaches 40% of the college' student body and has increased each year over the last several years.

05. Students and Student Success

**Degree/Cert. Trends**
The college data seems to indicate that there is room to increase the number of degrees and certificates earned by students. This is the focus of funding in CTE from the CCCCO, TS funding, and NSF funding that West is receiving. TS contributes to increased access to high quality online courses leading to certificates, degrees, and transfer. CTE funding supports alignment between high schools and the college leading to certificates and degrees and provides tutoring, equipment, supplies, course enhancements and development, and faculty development that improve courses and align certificates and degrees with both industry needs and transfer. NSF funding supports students financially, honors course enrollments, faculty mentoring, supplemental enrichment courses, and interaction with practicing scientists so that students are better prepared to complete courses leading to Science degrees and transfer.

**Demographic Trends**
West is home to many financially needy and academically underprepared students. At the same time, there are many students at West who are ready for more academic challenges and growth. With the decline in availability of federal and state funding, SP will begin to seek new alliances and partnerships that will enable the college to seeking funding from foundations and other sources not previously vigorously pursued. To open doors of opportunity to students, West is developing a global studies area through which students can specialize in African Studies, Asian Studies, Latin American Studies, Middle Eastern Studies, and International Business. This unique program will take advantage of the numerous immigrant communities in Los Angeles as well as emerging relationships with institutions of higher education in other countries.

**Success Trends**
The success and retention rates of the college seem to suggest that there is a continuing need for innovation and resources that can improve both of them. Resource development activities contribute to the improvement of these numbers. Technology resources that resource development
has developed are supporting an expansion of the use of technology for hybrid and distance education, with an increasing number of faculty augmenting classroom time with a strong online presence. Rethinking how faculty interact with motivated students and stimulate their readiness for transfer is a hallmark of the NSF S-STEM program. Connecting West with LMU and El Camino on a Jack Kent Cooke award has provided students with amazing learning opportunities while on a transfer path from West to LMU. Prototyping a new model for textbook rentals has enabled more students to have textbooks at the start of each semester and shown that students who rent textbooks have a higher retention and success rate than students who do not. New equipment in Aviation, Motion Picture, and Computer Science and whole new programs in Pharmacy Technician and Medical Assisting actually boost student success and retention rates.

06. Staffing Trends

**Staffing Trends**
The office is understaffed. There is one person who (i) works with faculty and staff to develop funding proposals doing most, if not all, of the writing, (ii) interacts with funding agencies, (iii) prepares and submits required reports, (iv) prepares for audits that test the compliance of the college with OMB Circular A-133, (v) provides implementation guidance for funded projects. There are two permanent classified staff who handle the mountain of paperwork required for contracts, budget, purchasing, HR, payroll, project tracking, and OMB Circular A-133 audit compliance. In the last year, two SFPs positions have been brought on to operate specific programs. The office oversees approximately $28M in grant funded projects that are on-going at the college. There is a staggered turnover of programs, year to year, as each program has a unique start and end date, and yearly funding of multi-year projects is dependent on satisfactory progress. To maintain these programs the office recommends that a full-time program developer/compliance officer be hired who will be responsible for ensuring that all grant funded programs achieve stated program outcomes, comply with the requirements of OMB Circulars A-21, A-110, and A-133, and assist in the development of new proposals.

07. Functions and Services

**Function service list**
1. work with college faculty/administration/staff to identify and define concepts and ideas for potential funding
2. research funding sources and funding opportunities at the state and federal levels and from foundations
3. understand and plan for the different implementation and reporting requirements of different funding sources
4. build relationships with non-college organizations as needed for proposals including, employers, unions, individuals, government agencies
5. write proposals including define project workplans, outcomes, and budget
6. submit proposal for funding consideration
7. meet with potential funders
8. prepare board ratification packets when projects are funded
9. meet with auditors
10. engage with outside evaluators to be sure program is accurately evaluated
11. participate with students in programs as necessary to provide unique support, i.e., exploring summer research experiences for undergraduates with NSF students
12. lead creative and innovative curriculum development
13. work with CTE program managers on program growth and development

**Technological Advances (AU)** does not apply

08. Survey Results

**Survey Results**
On two campus climate surveys there is a question about fund raising is linked to college mission. In both surveys the the percent of respondents agreeing with this statement is low. Part of the problem is the question; the college and this office does/do not do fundraising. This office seeks to develop fundable proposals that address the unique needs at West. Not every division will always see the results of this activity and at other times, faculty from many disciplines will partake in an event and it is not obvious to them that the event is funded by a grant award. The proposal chart previously described is one effort to increase awareness of projects that are funded and how they benefit the college. The Resource Development Committee is now meeting regularly and one of the Senate representatives is regularly reporting at Senate meetings.

**Survey Results Implications**
The implication is that many people do not know about the work of this office. The office continues to receive requests from many people to seek funding. Previously this office did conduct several workshops that were sparsely attended. In the summer of 2013, as previously with the current NSF award and a second NSF proposal in development, this office worked with one faculty member to develop an idea for a project that might be fundable under an NEH grant program. As the concept developed somewhat, the idea was shared in draft form with as many as 22 faculty
members in Language Arts, Humanities and Fine Arts, and Behavioural and Social Sciences as well as verbally 4 other faculty from other disciplines. The net impact of this is that a large number of faculty were made aware of and some contributed to proposal development with the hope that if the project is funded there will be a natural base of faculty who will participate. While it is not always possible to do this for every idea or proposal or potential for funding, it is one method of building buy-in and long-range acceptance of developing ideas into proposals that can be funded so that students, faculty, and the college can benefit.

10. Student Learning Outcomes

**SLO/SAO Dialogue**

None.

**SLO/SAO Program Assessment**

None.

11. Departmental Engagement

**Community Connections (AU)**

The nature the funding available and the project under discussion often determines who and what of proposal development activities are appropriate. In the last several years, in putting together proposals, we have contacted high schools, other colleges in the county and across the nation, businesses, unions, local government agencies, and community nonprofits. An incomplete listing of examples of these partnering agencies follows: AT&T, Northrop Grumman, Lockheed Martin, Training Funding Partners, Managed Career Solutions, South Bay Workforce investment Board, CVS Pharmacies, Culver City Unified School District, Los Angeles Trade Technical College, Los Angeles Valley College, Los Angeles/Southwest College, Los Angeles Harbor College, Westchester High School, Los Angeles High School, Dorsey High School, Crenshaw High School, STAR Eco-Station, Verbum Dei High School, DaVinci High Schools, Portland Community College, The Getty Center, JB Casting Networks, Actor's Fund, Paley Center for Media, Los Angeles Contemporary Dance, Los Angeles Music Center, El Camino College, WellPoint, PV JOBS, Santa Monica College, Santa Anna College,

**Interoffice Collaboration (AU)**

By way of example, resource development has worked closely with the following: Humanities and Fine Arts—develop and write several grant proposals that were funded for Motion Picture/TV; write proposals that were funded to train unemployed, veterans, and incumbent workers in the entertainment industry; write proposal that was funded for digital recording studio equipment Science—develop, write, and implement NSF S-STEM proposal; develop NSF STEP proposal; recommended taking innovation and supplies/equipment from program review and developing a funding proposal for submission Allied Health—develop and write grant proposals for pharmacy technician and medical assisting programs.

Computer Science—develop and wrote DOL H-1B proposal for computer training Behavioral and Social Sciences—develop and wrote proposal for expansion of CDC to include 12 to 24 month old children; working on global area studies program development Applied Technologies—wrote and implemented hospitality projects with City of Los Angeles, UNITE-HERE Local 11, and unionized hotels along Century Blvd by LAX; developed and submitted proposal to purchase new equipment and supplies for Aviation the Bookstore—developed and wrote FIPSE proposal to prototype a sustainable text book model Plant Facilities—developed and wrote a recycling proposal InfoTech—always included in large federal projects Distance Learning—always included in large federal projects; currently on an award with City and an award with Pierce. EOPS—developed and wrote a student mental health proposal Foster Youth—developed and wrote a foster youth proposal. This office is working with 5 high schools as part of hte larger 8 college/27 high school LA HIGHTECH project, a career pathways project. While this list is incomplete, it provides a snapshot of the variety of collaborations essential to the work of the office.

12. Professional Development

**Professional Development Unmet Needs.**

Yes. There is need for conference attendance and for proposal writing training along with compliance.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

there is a resource development committee web page.

**Service Eval Disagree**

does not apply

**Service Evaluation**

(blank)

15. Environmental Scan

**Technology Trends**

does not apply

16. Facilities

**Facility Long Term Goals**

this will vary based on projects the college undertakes.

**Facility Short Term Goals**

use space in A-9 to fashion 8 or 9 offices and a larger conference room by January 2015.

20. Completion

**Participant List**

(blank)
Office of Research and Planning

01. Department Purpose

Purpose
The purpose of the Office of Research and Planning is to promote institutional effectiveness and student learning. This purpose is addressed through a variety of means, including:
- Provision of data and information that informs decision-making
- Support for integrated planning processes
- Assessment of the effectiveness of major college plans and processes
- Guidance in implementing change that results from the assessment and evaluation

The Office of Research and Planning has support responsibility for enrollment management, program review, and the Planning and Institutional Effectiveness Committee. The office also supports SLO assessment data management and reporting, survey design and analysis, data for grants applications, FTES projections, production of the college fact book, matriculation research, and other information needs.

Purpose Alignment
The purpose of the Office of Research and Planning is fully aligned with the college mission: the office provides research and planning support for all aspects of the college mission.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The Office of Research and Planning assisted with the development and implementation of a new process and outcomes/budget allocation evaluation cycle. The Office supports the evaluation, modification, and sustaining of the program review, validation, and resource request prioritization processes. The Office has further collaborated in the initiation of the review and update of the Educational Master Plan. The office supports efforts college-wide at continuous improvement.

Resource Allocation Evaluation
(Blank)

03. Response to Prior Recommendations

Accred Recommend Response
The dean participates on the Accreditation Steering Committee on the preparation of the mid-term report and of the comprehensive self-evaluation. Several of the recommendations from the last comprehensive site visit related to the area broadly termed institutional effectiveness. These include:

WLAC Recommendation 1: Measurable Goal Setting (2012)
In order to fully meet the Standard, the college must specify its goals on all its master plans and its annual plans in measureable terms so that the degree to which they are achieved can be assessed, discussed, and applied to decisions regarding improvement of institutional effectiveness (Standard IB.2, IB.3, IB.4, IV.A.).

In order to increase effectiveness and improve its compliance with the Standard, the college should develop and implement a formal, organized process that is regularly evaluated for assuring quality of data and assessment definitions, interpretation, and application that builds upon the established governance and planning system. This will further college efforts to develop a process where decisions are based on a culture of evidence that results in cohesive planning, evaluation, improvement, and re-evaluation (Standard IB.3, IV.A.1.)

WLAC Recommendation 7  Financial Resources (2012)
In order to meet the standard, the team recommends that the college integrate planning, evaluation, and resource allocation decision making in order to systematically assess the effective use of its financial resources and use the results of the evaluation as the basis for institutional improvement and effectiveness in a manner that assures financial stability for the institution. (Standard III. D. 1. and III.D.3.

Based on the follow-up site visit and report, West has met all these recommendations. We now focus on sustaining and expanding the current activities. The new Educational Master Plan specifically addresses Recommendation 1. Other college plans must also be framed in measurable terms. Sustaining the online program review process through three complete cycles meets Recommendation 2. The Joint Meeting of PIE and Budget Committees meets Recommendation 7.

PR Recommendations Response
There were no recommendations this year.

04. Enrollment Trends

Enrollment Trends
Enrollment trends at West follow the over-all trends of increase and decrease experienced by the District as a whole. West has managed its
enrollment in response to funding and budgetary constraints, student needs, program requirements, while at the same time balancing its budget. The Office of Research and Planning provides data and analysis about enrollment and FTES trends to support class scheduling decisions, and strategic enrollment management direction. As the direction shifts in response to economic and educational trends, additional analysis is required of the Office.

**05. Students and Student Success**

**Degree/ Cert. Trends**
The program completion rates continue to be low, especially in CTE programs. Efforts need to be made to identify the causes for the low rates, including process, curricular, scheduling, and others. ORP has assisted with difficulties in processing degree/certificate requests between instructional divisions and Admissions and Records. ORP also monitors the entry of awards into the SIS, and notifies A&R about deadlines for data entry that will be reflected in ARCC/Student Success Scorecard reports.

**Demographic Trends**
Demographic trends impact the grants the college is eligible to apply for, and the office assists with data for grant applications. The proportion of African-American and Hispanic students has shifted so that now the largest ethnic group is represented by Hispanic students. The resulting percentages jeopardize West’s eligibility for PBI grants.

**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. The data reveal that, overall, African-American and Hispanic students have lower successful course completion rates than do Asian and White students. The equity gap is about 21 points college-wide, with large variations among divisions and disciplines. The availability of this data will inform further analysis by divisions and committees going forward.

In 2014, the college updated its Equity Plan. ORP prepared data in five areas: successful course completion rate, graduation, transfer following guidelines provided by the CCCCO, and broken down by gender, ethnicity, age, disability. ORP presented the data about the ..... in tabular and graphical form to the Equity Plan Workgroup and other interested groups. Further reporting will include disaggregation by veteran status and foster youth status.

**06. Staffing Trends**

**Staffing Trends**
1 Dean; in 2012, 1 Research Analyst; in 2014, 1 Assistant Research Analyst.

Previous to Fall 2012, the staffing level was inadequate to the work that needed to be done. The addition of the Research Analyst helped greatly in meeting the need for data and information. With the addition of the Assistant Research Analyst, ORP has begun to provide support for SLO assessment data management, and for S&S research needs.

New accreditation requirements call for even more data, accompanied by more detailed analysis at the student level of SLO data.

**07. Functions and Services**

**Function service list**
Research: Schedule preparation reports, enrollment management reports, FTES projections, support for grant applications, surveys (Student Survey and Campus Climate Survey in particular), IPEDS, monitor positive attendance and awards reporting, create and maintain office web site, maintain college fact book, ad hoc information requests. Planning: Chair the PIE Committee, assess the implementation of the Educational Master Plan, create planning diagrams, create shared governance/planning handbook, create program review handbook. Related to the Educational Master Plan: develop practical approach for how to update the plan, co-chair the Educational Master Plan Workgroup.

**Technological Advances (AU)**
The online program review software, IES, was implemented in fall 2012. This new software significantly impacted the role and function of program review at West. The web-based software has facilitated the institutionalization of the program review-planning-budget prioritization processes. We hope to incorporate improvements to IES, such as the ability to upload documents.

Further, the Office was able to provide advice about the use of Adobe pdf forms, including attaching and uploading documents, based on experience in the past with using pdf forms for program review. The new pdf forms are now being used with SLO assessment data.

ORP led the effort to evaluate and select a new commercial software to manage SLO assessment data, and will provide implementation and ongoing support to the use of the software that is selected. Use of a commercial SLO software will be a significant step forward in institutional effectiveness.

The new SIS (PeopleSoft) system will come with some new data query tools that have the potential to substantially impact the work of the Office, and the access the college has to data and information.

**08. Survey Results**

**Survey Results**
The Campus Climate Survey is conducted every two years, and includes questions related to research and planning. A comparison of the % Agree/Strongly Agree with relevant statements between the 2011 and the 2013 surveys reveals changes in the perceptions of the college as a whole regarding research and planning.
Three items showed large increases in favorable ratings by 10 or more points:
* The Office of Research and Planning provides useful data.
* I regularly discuss improving student learning and/or institutional effectiveness.
* Faculty engage in continuous data-driven dialogue centered on student learning and the improvement of student outcomes.

An additional 6 items showed smaller increases in favorable ratings:
* I am familiar with West’s mission, values, and goals.
* The College connects ongoing planning to student achievement.
* My job contributes to this college’s mission.
* Program review processes are effective in evaluating whether or not courses, programs, and services are viable, current, and/or high quality.
* The College’s financial planning and budget development processes are adequately linked to the College’s mission and purpose.
* The Program Review Resource Request is a satisfactory tool for requesting needed resources.

There was no change in one item that already had a high level of agreement:
* I am aware of the different data sources available for use on the college website.

Small declines of 1-3 points in favorable agreement occurred in three areas:
* The College connects ongoing planning to resource allocation.
* Collegewide dialog occurs that addresses issues of student access, progress, and success.
* I understand the College’s process for how funds are prioritized and distributed.

A survey about program review was conducted following the 2013-14 program review/prioritization cycle. Another survey was conducted to evaluate the outcomes/budget assessment Joint Meeting.

**Survey Results Implications**
The results of the Campus Climate Survey show that although there is a lower rate of agreement with relevant statements than is desirable, evaluation is improving in several areas, including the provision of useful data by ORP, and data-driven dialogue. The results indicate that more focus needs to be placed on communication with the campus community about use of data, about program review and about planning/budgeting processes.

### 10. Student Learning Outcomes

**SLO SAO Dialogue**

n/a

**SLO SAO Program Assessment**

n/a

### 11. Departmental Engagement

**Community Connections (AU)**

Office staff meet and collaborate with staff from other colleges in the District and in the District Office, and participate on District-wide committees.

**Interoffice Collaboration (AU)**

The Office of Research and Planning plays a support role college-wide. As such, staff have worked with all of the instructional divisions on program review. In addition, several instructional divisions have requested and received data focused on the needs of the specific division. Staff have also collaborated with Student Services staff by providing and analyzing data for enrollment management and for matriculation.

Office staff also provide support to instructional staff through data and analysis related to class scheduling. The office engages with many divisions and departments at West. For example, the office offered training about program review to Student Services and Administrative Services deans and managers, as well as to division meetings that included both regular and adjunct faculty.

In addition, the goal for SLO assessment data management is shared with the Office of Teaching and Learning. The office works with Admissions and Records staff in understanding the recording of degrees and certificates, and working through causes for missing awards. The office worked with learning center staff to trouble-shoot difficulties in correct reporting of positive hours of attendance for FTES computations. The office works with Information Technology to provide technical support to the campus in the implementation of IES. The office has supported several campus-wide efforts, including Achieving the Dream and the annual Leadership Retreat.

### 12. Professional Development

**Professional Development Unmet Needs.**

All members of the Office need to attend regional conferences in order to keep up with the latest issues and techniques that are emerging in the institutional research field. Training in the newest query software that will be part of the SIS/PeopleSoft implementation will also be needed.

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

The new Kentico web site should make the ORP web site more up-to-date and easier to navigate. The ORP web site is being redesigned and streamlined.
15. Environmental Scan

**Technology Trends**
Data visualization and dashboarding technologies have the potential to further disperse the availability and usability of data for decision-making college-wide. These technologies have continued to evolve into more user-friendly interfaces that are easier to design and maintain. ORP explored the data visualization software, Tableau, which appeared to offer much of the capability we would want to make available at West. However, we found that the software is very expensive, and has limited text capability. If ORP were to make use of data visualization and/or dashboarding applications, additional staff would be required.

16. Facilities

**Facility Long Term Goals**
Identify and obtain storage for historical research and planning records. Reconfigure office space to facilitate collaborative working relationships and small meetings.

20. Completion

**Participant List**
(blank)


01. Department Purpose

**Purpose**
The Office of Teaching & Learning provides support for teaching and improving student learning through providing leadership on campus-wide outcomes assessment processes; supporting strategies for student success; developing and directing professional learning programs; researching and implementing new tools, technology, and resources for instruction; and engaging in grant development that meets college goals while matching requirements of funding agencies.

**Purpose Alignment**
The purpose of the Office of Teaching & Learning aligns with West’s mission statement by focusing on student success, improving student learning through outcomes assessment, and enhancing the quality of instruction through exploring new teaching methodologies and diverse learning styles.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
As a result of program review, T&L organizes office activities around Planning Goals. In addition, the office has incorporated feedback in the validation process such as working more collaboratively with the Dean of Distance Learning and developing a joint planned action.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The office participated in the Accreditation 2015 Midterm Report by directly contributing and drafting narratives for Recommendations 3 and 4. T&L, in conjunction with the SLO Coordinator and SLO Committee, provided leadership in responding to the Accreditation recommendation to develop and assess course SLOs and strengthen assessment methods in service area outcomes assessment. In addition, T&L, the SLO Coordinator, and ORP have participated in a review process of SLO software databases to make a recommendation to the SLO Committee.

**PR Recommendations Response**
The Office of Teaching & Learning is working with the newly-appointed Reading Apprenticeship Coordinator and the Library to support a reading program for faculty in their discipline areas to make them more successful. A new One Book FIG to discuss reading a college-wide book is being developed with the first meeting scheduled in November 2014. T&L is working with the Distance Learning Office to improve teaching and learning; a joint planned action is being added to this year’s planning. T&L works with the Professional Development Coordinator to expand professional learning opportunities for faculty and staff. T&L is also strengthening its connection and collaboration with CSU Dominguez Hills to advance the Title V Cooperative grant goals and improve student transfer rates overall.

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. Enrollment trends also impact which grants the college can apply for.

05. Students and Student Success

**Degree/ Cert. Trends**
The office focuses on initiatives to improve degree and certificate completion such as the Pathways Academy, the enrollment partnership project between West and CSU Dominguez Hills, funded by a Title V Cooperative grant. The office has funded support services to students such as online tutoring and online library services. T&L participates in the Student Success Committee/ATD Core Team meetings and with the ATD Implementation Proposal to advance the goal of improving degree and certificate completion. The Title V Cooperative Grant with Pierce College focuses on training faculty to use the Quality Matters Rubric to improve their online courses.

**Demographic Trends**
Demographic trends affect the college's eligibility to apply for Department of Education grants such as Hispanic-Serving Institution (at least 25% Hispanic); Predominately Black Institution (at least 40% Black); and Asian American, Native American, Pacific Islander Institution (at least 10%). Additional grant development can support the costs of programs to assist in improving student retention, persistence, and completion.

**Success Trends**
Focusing on student success, the office provides faculty development through the year-round Tech Fair, a series of workshops on learning assistance strategies that encourages faculty-to-faculty exchanges in using technology in courses and student services. T&L continues to offer West Connect, a series of professional development workshops that includes events for new and tenure-track faculty to provide information and resources; opportunities to expand perspectives by interacting and exchanging ideas with peers; and workshops relating to practical topics, instructional strategies, and implications for teaching. The office worked with the Academic Senate President, AFT Faculty Guild Chapter Chair, and Professional Development Coordinator to enhance the West Connect offerings to include a Faculty Professional Development Academy, and plan for fall and spring events. T&L is working with the Distance Learning Department, Public Relations Office, and InfoTech to implement the new content management system, Kentico.

06. Staffing Trends

**Staffing Trends**

Prepared by WLAC Office of Research and Planning  
Source: IES Data
The office has a 1.0 Dean of Teaching & Learning and 1.0 SFP Technician. The office also funds a 0.5 Digital Design Studio Coordinator. The 0.5 SLO Coordinator also reports to the Dean of Teaching & Learning to provide leadership on outcomes assessment across the campus. The 0.2 Professional Development Coordinator and Reading Apprenticeship Coordinator also report to the Dean of Teaching & Learning.

07. Functions and Services

Function service list
The office provides leadership on the campus-wide outcomes assessment process, supports strategies for student success (such as the Student Success Committee and Achieving the Dream), plans and delivers professional development workshops through the Tech Fair and West Connect, works with faculty regarding equipment needs and recommends instructional technology tools, develops grant proposals to meet college needs, and provides leadership on the implementation of the college’s Title V HSI grants. We have worked with the Distance Learning Office on the development of the Digital Design Studio, Tech Fair planning, iTunes U, and Quality Matters training. T&L also works with the Professional Development Coordinator and Reading Apprenticeship Coordinator to provide support for faculty.

Technological Advances (AU)
The office uses GoogleDocs in planning for Tech Fairs and uses a shared drive to access shared documents to improve office efficiency. T&L maintains a Tech Fair website (http://www.wlac.edu/tech-fair/index.aspx) to increase awareness of the initiatives to the college community and partner colleges. A Teaching and Learning website (http://www.wlac.edu/Professional-Learning/Teaching-Learning/Index.aspx) in conjunction with the Professional Learning website (http://www.wlac.edu/Professional-Learning/index.aspx) is being developed to serve as a central location for on-campus and off-campus professional development opportunities and support for faculty in improving teaching and student learning. The office, in conjunction with the Distance Learning Office, InfoTech, and Marketing/Public Relations Office, participated in development and planning meetings for the Kentico rollout. T&L has also enhanced the SLO website (http://www.wlac.edu/committees/slos/index.aspx) and created a document to post the approved course SLOs to the website (http://www.wlac.edu/committees/slos/Course‐SLOs.aspx). The SLO assessment process has been improved with the implementation of the Course SLO assessment PDF form, developed by T&L. The selection, adoption, and transition to a new SLO assessment database will assist in the enhancement of the campus-wide outcome assessment process.

08. Survey Results

Survey Results
Tech Fair surveys are administered at the conclusion of each Tech Fair to gather input from attendees to improve future Tech Fairs. Questions are geared for input for each workshop and for the overall design (workshop length, rooms) of the Tech Fair. A similar survey will be administered to those who attended West Connect events. A faculty development needs survey was distributed to the campus in the beginning of Fall 2013. Survey results were also shared with the Professional Development Coordinator to aid in planning and offering professional learning opportunities.

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 scheduled webinars. The office strives to continuously improve access and opportunities for faculty and staff development. The professional development needs survey was also shared with the Professional Development Coordinator to plan for workshops and trainings.

10. Student Learning Outcomes

SLO/ SAO Dialogue
Outcomes assessment is ongoing, and the office is working closely with the SLO Committee to reinforce dialogue and connecting assessment results with changes to teaching and learning. We are also exploring ways to enhance the cycle with technology tools and online, centralized information about the process. As a result of evaluating the SLO outcomes process, the SLO Committee has recommended the four-semester cycle that includes (1) teach and assess, (2) dialogue and revision, (3) implement changes and assess, and (4) reassessment dialogue. The assessment database will also improve the centralization and sharing of assessment data, results, dialogue, and improvement.

SLO/ SAO Program Assessment
The Dean of Teaching & Learning serves as the co-chair of the SLO Committee to provide support, guidance, coordination, and communication on the college-wide outcomes development and assessment process. In addition, the office has scheduled SLO workshops during Tech Fair and Division meetings. The office is focused on SLO processes for the entire campus (instructional, student services, and administrative services) and at multiple levels (course, program, and institutional).

11. Departmental Engagement

Community Connections (AU)
The office has collaborated with CSU Dominguez Hills in continued planning and management of a Title V Cooperative grant. In addition, West works with Pierce College and City College in meeting Title V Cooperative grant goals. T&L participates in the District SLO Advisory Council, District Planning and Accreditation Committee, and District Student Success Initiatives meetings. T&L is also meeting with LMU and SMC to develop partnerships for potential Title V cooperative grants.

Interoffice Collaboration (AU)
The office collaborates and engages with all divisions 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. Through the Tech Fair, faculty and staff from throughout the campus present workshops. These opportunities have been presented in Divisional Council, Senate, Division meetings, and Staff Development meetings. In addition, the office has participated in planning and development meetings with the Distance Learning Office, InfoTech, and Marketing/Public Relations Office for the Kentico rollout. The Office supports all divisions and campus areas in developing and assessing outcomes.
12. Professional Development

**Professional Development Unmet Needs.**
The office developed an Adobe PDF form to collect SLO assessment results. These results will serve as the beginning of an SLO assessment database. The fully functioning database will manage and report on all components of the SLO cycle. The database will necessitate training. S Carter is also planning to complete Etudes Certification in January 2015.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**
The college website and West Week assist in marketing T&L events such as Tech Fair and West Connect workshops. More support from Marking and Public Relations for developing press releases for successfully awarded grants is needed.

**Service Eval Disagree**
Faculty advising is an opportunity to improve student success and completion. However, the development of faculty advising has been a slow, delayed process. Adoption of an SLO database will centralize and streamline the SLO assessment process.

**Service Evaluation**
(blank)

15. Environmental Scan

**Technology Trends**
T&L needs to stay abreast of emerging technology trends in order to provide support and training to faculty. For example, in the transition to Kentico, T&L developed a training plan for faculty users, identified trainers, scheduled workshops for faculty, and advertised the workshops through the Tech Fair website and brochure and the Digital Design Studio e-newsletter.

16. Facilities

**Facility Long Term Goals**
The office's long term goal includes expanding office space to accommodate additional staff.

**Facility Short Term Goals**
The office's short term goal includes improving the space for the Digital Design Studio to address safety and security issues.

20. Completion

**Participant List**
(blank)
Administrative Services Area

Business Office

01. Department Purpose

**Purpose**
The Business Office maintains integrity in its fiscal responsibility of accounting of all aspects of college financial transactions including, but not limited to, daily collections, budgets, student refund disbursements, revolving fund reimbursements, accounts payable, ASO accounting, College Custodial Fund accounting, conference attendance, mileage reimbursement, student travel reimbursements.

**Purpose Alignment**
The WLAC Business Office strives to provide the "quality...supportive services" specifically stated in our mission statement. Quality for the Business Office means that staff will present a helpful, friendly demeanor in all work encounters, will be able to accurately answer all questions relating to the Business Office, and will be able to refer individuals to the correct person or office if needed.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Program review facilitated the identification of process improvements that the Business Office needs to address, in order to be effective in attaining its missions. Because of this exercise, the Business Office was able to set measureable goals that served as guide for what needs to be accomplished by the team, in order to improve its processes.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
There were no accreditation recommendations specifically related to the Business Office.

**PR Recommendations Response**
There were no recommendations issued from the previous program review.

04. Enrollment Trends

**Enrollment Trends**
The FTES target for West in FY2015 is 7,227, which is a significant increase from the FTES achieved in FY2014. This increase in FTES will increase the demand for Business Office services.

05. Students and Student Success

**Degree/ Cert. Trends**
Not applicable.

**Demographic Trends**
The demographic trends in enrollment have no implication for our Program.

**Success Trends**
Not applicable.

06. Staffing Trends

**Staffing Trends**
n/a

07. Functions and Services

**Function service list**
Services to students include: collection of fees and other amounts due; reconciliation of on and off-line collections to student accounts; sale of parking permits; collection of fees for transcripts, third-party billing and collection of student fees; administration of student book advance program; preparation and processing of refunds; researching and re-ordering Higher One debit cards; distribution of scholarship checks; bookkeeping and funds custodial services for the Associated Student Organization and student clubs. Services for faculty and staff include: payment of vendor invoices; payment of revolving fund reimbursement requests; processing of conference requests and travel claims; processing of mileage claims; processing of student travel advances; reconciliation and documentation of the College's monthly Cal-Card charges; bookkeeping services in connection with College Custodial Accounts; preparing and processing journal vouchers, budget transfers. and salary distribution adjustments

CFA also functions as a member of the college budget team. In this role she helps with monthly/quarterly financial reporting to the district and support for the college budget committee. CFA also collaborates with counterparts at the other colleges on districtwide fiscal matters.

**Technological Advances (AU)**
There are no technological advances that have been implemented in the prior year that improved and streamlined the processes at the Business Office.

08. Survey Results
Survey Results
n/a
Campus climate survey in spring 2015 will yield feedback from employees about Business Office services.

Survey Results Implications
n/a

10. Student Learning Outcomes
SLO/ SAO Dialogue
not applicable
See prior comment re: Business Office SAOs. One improvement made in fall 2014, in response to a missing cash incident, was to strengthen controls over student handling of cash at the window.

SLO/ SAO Program Assessment
There were none.

Turnover in the CFA position twice within 5 months in 2014 led to neglect of the Business Office SAOs. The office will refocus on this in 2015.

11. Departmental Engagement
Community Connections (AU)
n/a

Interoffice Collaboration (AU)
Business Office staff collaborates almost daily with staff from the offices of Academic Affairs, of Student Affairs, grant program Directors, the Admissions Office, and the Financial Aid Office. We have infrequent contact with faculty and daily contact with students. We are in daily contact with various offices at the District.

12. Professional Development
Professional Development Unmet Needs
In order to be prepared for the transition to a new Student Information System, all Business Office staff must be trained in the new software. Some of this training will occur in the upcoming year.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
The information contained in the college catalogue and the college website regarding the Business Office hours of operation, refund policies, parking permits is very helpful for the students. The website’s ability to accept online payments for students’ fees also avoids long lines at the Business Office. The Business Office has no need for any informational or promotional materials that will significantly improve its operations. There are no plans to work with institutional marketing personnel.

The PIO solicits reviews of the class schedule for each semester before publication. Any changes to Business Office information will be consulted with the CFA.

Service Eval Disagree
n/a

Service Evaluation
(blank)

15. Environmental Scan
Technology Trends
Advances in software and hardware technology can address inefficiencies in processes due to the use of the current accounting system (DEC). Current system is more prone to human errors, because a lot of manually input transactions have to be made due to system limitations. Our operations have evolved so much in the past years that the system is already obsolete. Fortunately, the District have invested in the upgrade of our current systems and the preparations have started to make sure that the transition to the new system will be smooth.

PeopleSoft SIS, scheduled for full implementation by fall 2016, will change processes for transacting student fee payments.

16. Facilities
Facility Long Term Goals
None.

Facility Short Term Goals
None

20. Completion
Participant List
(blank)
## 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 that operate Cafe West and provide vending service to the campus, and, is responsible for West's Event Coordination Office which issues permits for third party use of facilities. The CEM also provides administrative oversight of Staff Services.

Enterprise Services is a support service. Enterprise Services is directly involved in the educational mission of the college through retail operations which provide textbooks and required supplies to students. Enterprise Services supports the educational mission of the college by working in partnership with West’s contract vendors and the community through Event Coordination to generate income to support 10100 activities.

**Purpose Alignment**
Enterprise Services provides retail services and oversees support functions and business operations of the college in support of West’s mission. The Bookstore's innovative Instructional Materials Rental Initiative rental program contributed meaningfully to West’s mission to provide quality instruction and supportive services.

### 02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
The program review process has not meaningfully impacted planning for improvements in enterprise services operations.

**Resource Allocation Evaluation**

(Blank)

### 03. Response to Prior Recommendations

**Accred Recommend Response**

na

**PR Recommendations Response**

na

### 04. Enrollment Trends

**Enrollment Trends**
The modest rebound in FTES from the prior year still leaves us well below historical FTES levels and had no meaningful impact on sales in retail operations. The long term 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 long term 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 long term reduction in college activities and reduced headcount in conjunction with opening of new buildings is presenting the college unique opportunities to generate income from under utilized facilities.

### 05. Students and Student Success

**Degree/Cert. Trends**

NA/See answer re; "Success Trends"

**Demographic Trends**
Total head count/FTES has traditionally been the only demographic trend which has significant implications for Enterprise Services. Increasing or decreasing head count/FTES typically generates more or less revenue to offset fixed overhead expenses. Bookstore managers and staff believe younger students willingness to rely on the peer to peer marketplace is responsible for a decline in sales/rentals per FTES. An increase in the number of transfer students; an increase in students receiving financial aid or an increase in the amount of financial aid received per student; or improvement in persistence/completion rates could have a meaningful positive impact on retail operations and the operations of contract vendors. A significant increase in head count/FTES could impact Staff Services (Reprographics and the Mail Room).

**Success Trends**
It is reasonable to assume facilitating account purchases via EOPS and CARE grants or book loans and having the books and supplies students need available for purchase or rental has a positive impact on student success and retention there is no data to validate/measure that assumption. Data collected as part of the FIPSE grant investigation shows a correlation between textbook rentals and improved student achievement outcomes for students who participated rented books from the store vs. students who did not rent books from the bookstore. Surveys of students who participated in the FIPSE rental program indicate 89.1% of respondents felt they did better in class because of the textbook rental program. Coordination with contract vendors providing food service and vending services and West's Event Coordination operation generate income to support 10100 activities. Reprographics and Mail Room operations produce/facilitate production of syllabi, tests and other hand outs for students.

### 06. Staffing Trends

**Staffing Trends**
Classified staff and supervisors assigned to retail operations increased from 5.5 to 6.5 in Fiscal 2011 when a Bookstore Buyer position which had been vacant since Fiscal 2010 was filled. The cost of Buyer was fully offset through July 2013 by the FIPSE grant then funded by 80008 (Bookstore Fund) beginning in August 2013. An additional net 1.0 FTE of Bookstore positions was charged to the FIPSE grant from October 2010 through July 2013 and reverted to 80008 beginning in August 2013.
Bookstore labor costs for fiscal 2014 were 32.6% of sales or $30 basis points higher than the district average. The Bookstore has very limited options to reduce overhead expense which are primarily classified staff salary and benefits and other non-discretionary operating costs. The impact of COLAs and general raises will have a deleterious impact on the 80008 budget in 2015 and future years because salaries are funded exclusively from the gross profit on operations.

Coordination with contractors (Cafe West and First Class Vending), administrative oversight of Staff Services and operation of Event Coordination office are the responsibility of the CEM (.4 FTE beginning in fiscal 2014; increased from .02 FTE in prior fiscal years) without classified staff support.

Classified staff assigned to Staff Services remain unchanged at 2.0 FTE.

07. Functions and Services

Function service list
Operate the West LA College Bookstore to provide required textbooks and supplies to the campus community. Operate the Paws 4 Snacks & Stuff convenience store to provide required supplies and convenience food items to the campus community.

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

Oversee contract vendors (Cafe West and vending machines).

Operate Staff Services (Reprographics & Mail Room)

Technological Advances (AU)
West is sourcing textbooks testing a variety of programs including Verba Compete. West is testing dynamic pricing of used textbooks and rental textbooks utilizing Verba Compete and Verba Compare.

West has also tested Study Soup solutions to provide online study guides and lab manuals to students.

Results have been promising if somewhat limited by relatively low sales. (California community college has significantly lower sales per FTES than community colleges outside of California due to low cost/open access policies. LACCD sales lag our peers in California so solutions priced to the national market on a sales per FTES basis are significantly more costly to LACCD stores which can skew the cost benefit analysis of some solutions.)

08. Survey Results

Survey Results
The bookstore did not survey students in fiscal 2015 after conclusion of the FIPSE grant due to low response rates. Additionally surveys of faculty do not receive sufficient responses to be useful. The prior year Campus Climate Survey is dated and of limited use for real evaluation of services.

From our prior year program review: Data from the Campus Climate Survey is limited and in most cases not particularly useful to determining why respondents respond positively or negatively to services offered by the department. The overwhelmingly negative response to Cafe West is explained in follow up comments in Additional Administrative Services Questions is noted -- but 16 total comments/recommendations for improvement focusing on quality and price of food at Cafe West services from well over 100 respondents, the majority of whom were not satisfied with service, provides limited information to the operator and college to improve services. The very positive response re; Reprographics and Mail Room is noted and in line with expectations. 70% of respondents reported using the services provided by Event Coordination which indicates respondents don’t understand the Event Coordination office is primarily responsible for facilitating third party use of facilities and questions the usefulness of the response. Surveys of student renters (done by the Bookstore in support of the FIPSE grant) indicate satisfaction rates of more than 95% with the rental program.

Survey Results Implications
From our prior year program review: The limited information available from the campus climate survey for Cafe West, Vending Services, Paws 4 Snacks and Stuff, the Bookstore and Event Coordination operations suggests Enterprise Services needs to me more proactive surveying the campus community to determine the cause of dissatisfaction/relative dissatisfaction with services. The Spring 2013 Student Renter survey (219 responses) indicated 96.3% or respondents found renting a textbook from the Bookstore; 89.1% indicated renting a textbook helped them do better in class; and 96% said they would rent from the Bookstore again. That is customer satisfaction of more than 95% x 2 and students reporting textbook rentals helped them do better in class (SLO/SAO support). See attached survey.

10. Student Learning Outcomes

SLO/ SAO Dialogue
Incomplete.

SLO/ SAO Program Assessment
Incomplete.

11. Departmental Engagement

Community Connections (AU)
The Bookstore and Paws 4 Snacks & Stuff enjoy excellent working relationships with several key vendors.

Event Coordination maintains good working relationships with a number of organizations (primary users of college facilities via the permit process). Event Coordination and key support staff from Plant Facilities and the Sheriff enjoy a good reputation for being "film friendly" which supports filming activity on campus.

**Interoffice Collaboration (AU)**

Ongoing collaboration with EOPS/CARE, Financial Aid, Veterans, etc. to support account purchases for students with grants and book loans. Ongoing collaboration with a number of faculty members to support rental friendly textbook adoptions to provide low cost textbook rentals for students.

Event Coordination enjoys very good support from and have a good working relationship with Plant Facilities and Sheriff’s personnel assigned to West.

The Bookstore, Paws 4 Snacks & Stuff, Café West and Event Coordination have worked with Marketing/Public Relations to develop websites and or market programs and services to the campus community.

### 12. Professional Development

**Professional Development Unmet Needs.**

Professional development needs of bookstore managers and staff are met through participation in state and national trade associations of the college store industry -- the California and National Association of College Stores or CACS and NACS respectively. The store has also recently joined NACAS, the National Association of College Auxiliary Services, to keep abreast of trends in auxiliary services. All three organizations provide a number of opportunities for training and networking.

The annual meeting of CACS is a an excellent value combining educational sessions with a trade show and a users group meeting for POS systems: CACS is particularly valuable because of the focus on two year stores. Membership in NACAS will provide additional professional development opportunities for the CEM and any staff assigned to oversight of all ancillary enterprise operations.

No professional development needs for Staff Services at this time.

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

See comment under Service Eval Disagree re; marketing questioning if increased support via the website and message screens on campus at peak enrollment periods could be effective marketing tools for the bookstore programs and services.

Students seem to be relying less and less on printed materials like the catalog and schedule for information on the college and classes.

**Service Eval Disagree**

I agreed on media support answered neutral on technology support.

More comprehensive marketing of low cost rentals and dynamic, marketplace based pricing of textbooks to students could increase sales and rentals. The store enjoys good support from marketing and PR, the question, which is easily tested, is would increased emphasis on marketing innovative rental and dynamic pricing programs increase sales and/or help support improved student outcomes?

The district is moving to address this issue, but in the interim the lack of an SIS system which can integrate with the stores WinPRISM POS systems and allow the store to compete effectively and efficiently with online sellers by automating the online purchase of textbooks and competing directly against online sellers continues to be a negative. Poor adoption and use of laccd.edu email accounts by students has made it difficult to communicate efficiently with students re; deep discounts available on books for select courses, return deadlines, etc.

**Service Evaluation**

(blank)

### 15. Environmental Scan

**Technology Trends**

Emerging technology which affects the bookstore if focused primarily on software which facilitates buying and selling textbooks efficiently in a variety of online marketplaces and alternate media from eBooks to online syllabi, etc. Both trends are opportunities to rethink how we buy and sell textbooks -- and perhaps the future of the textbook. The market place sourcing tools are real and in wide use in the college store industry including community colleges. The ascendance of eBooks has been two years away since at least 2008.

### 16. Facilities

**Facility Long Term Goals**

Identify a space for Staff Services operations which is more centrally located than B1 to facilitate easier access for the campus community.

**Facility Short Term Goals**

From our 2013 and 2014 program review: “Find a permanent location for Paws 4 Snacks & Stuff and a premium coffee bar (run by a contract vendor) to provide increase service to the campus community and generate income to offset fixed overhead expenses of West’s retail operations.
"The Student Services Annex project, which was stopped/abandoned at 85% construction drawings in Fiscal 2010, would be an ideal solution for Paws and the coffee bar. If the college elects not to move forward with the Student Services Annex @ 2,500 sq. ft. should be identified between CE and the South Parking Structure to maximize intercept sales and income (and service to the campus community)."

"Identifying a permanent facility for Paws is the major challenge facing retail operations at this time. Identifying a permanent facility for a premium coffee bar is a secondary but nonetheless important challenge. "Finding a permanent location for Paws 4 Snacks & Stuff will continue to be a priority for retail operations until the need is addressed. If West chooses to create a dedicated conference 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."

"Sales at Paws 4 Snacks & Stuff and Café West in fiscal 2013 and 2014 demonstrate the need to improve facilities to improve service to the campus community."

In fiscal 2015 Paws has seen an increase in sales as sales have declined at Café West in spite of limited facilities at Paws which preclude providing basic microwave entrees or a broader selection of grab and go food items. A lager convenience store that is better located to intercept foot traffic could increase sales by as much as 50%. With a disproportionate number of West’s students attending evening and intersession courses with block classes and or short passing periods in classes with breaks of 15 minutes or less a convenience store should be considered a primary food service option for students.

20. Completion

Participant List
(blank)
Information Technology

01. Department Purpose

**Purpose**
IT department plans, designs, implements, and coordinates a variety of information technologies to meet the needs of the college. The department is responsible for daily operations of computer usage at the campus. It also maintains and oversees telecommunication systems and performs systems modifications as needed.

The Information Systems Department is also responsible for the Administrative Information System and web portal, college email systems, college-owned computer hardware, Wireless network, software installation and licensing, the telephone system and the major backup system. Additionally, the department provides Support Desk functions for these systems.

**Purpose Alignment**
The Office of Information Technology facilitates the College mission as it applies to management, teaching, learning, and community services through the use of technological resources. Info Tech supports the College's programs for instruction, administration, student services, and research.

In pursuit of this mission, Info Tech:

- provides electronic access to information
- provides a robust, reliable, and secure information technology infrastructure to the College community
- supports the use of information technology to enable academic innovation in teaching and learning
- promotes and develops partnerships to empower campus-wide use of technology
- promotes a high level of employee dedication to provide professional customer service and satisfaction

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Not much improvement in program practice since last year program review has not been met.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Info Tech provides crucial support to the college effort to respond to Accreditation Recommendations 1, 2, and 7 by supporting the new online program review system, IES.

**PR Recommendations Response**
Additional staff request have been prioritized. Still waiting for the validator’ recommendation.

**New SCNSS position was recommended but not funded through the college resource prioritization process.**

04. Enrollment Trends

**Enrollment Trends**
High demand of technology usage and fast increase in campus new building, Faculty, Staff offices, and classroom with the bond construction program has resulted in the more need to add significant numbers of additional personnel in different area in the technology department.

05. Students and Student Success

**Degree/Cert. Trends**
n/a

**Demographic Trends**
There have been no implications related to demographic trends or changes.

**Success Trends**
Increased enrollment and focus on student success may drive demand for upgraded classroom technology.

06. Staffing Trends

**Staffing Trends**
Increases in FTEF, driven in part by increased instructional offerings and district-assigned FON goals, will likely drive demand for computers for faculty and, perhaps, classroom technology upgrades.

07. Functions and Services

**Function service list**
The Information Technology Department serves as the first point of contact faculty, and staff for all computing needs. The Information Technology manager works closely with Technology Committee, the faculty chair and staff managers of the college to provide services and support to accomplish the college goal.

The role of the Information Technology Department is to implement policies and procedures to ensure safe, secure, and efficient data retrieval.

Information Technology provides support for lab computers, distance learning computers, email, enterprise servers, faculty and staff computers,
software and hardware operation, and other technological needs. The Information 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 30 Servers, 1900 computers and 200 printers in all campus locations including all related networking, communications, and threat monitoring to insure safe access to local network storage and internet connectivity.;
- Manages software updates, including all operating system updates, support software updates, anti-virus updates, Administrative Information System updates, and instructional software;
- Compiles with all software end user agreements by managing and maintaining current licensing; for all software used in every system at West LA College;
- Manages and maintains the VOIP phone system for West LA college;
- Provides "Info Tech support desk" services for employees who need assistance, with usernames/ID numbers and password resets for email and District accounts;
- New Technology equipment roll-out and implementation;
- Support various specific department application;
- College Security Camera;
- Support District-Wide Application such as DEC, Portal, Transcript Printing, Financial Aid . New coming District Student Information System.

08. Survey Results

Survey Results
In 2012, The Administrative Services Division Survey results showed that 87.1% of users perceived that the IT staff is helpful and courteous. Only 6.1% respondents disagreed with the same statement.

Survey also showed that the 78.9% respondents perceived that the IT staff is responding in timely manner in addressing their computer/network problems. 10.2% respondents disagreed with the same statement.

Per the Survey results, 78% respondents agreed with the statement that the college IT staff is technically competent and capable of meeting the college’s computer needs. Only 7.6% respondents disagreed with the same statement.

The respondents (149 responses) feedback out of survey results suggests improvement with overall support IT staff is proving to the college. In particular, respondents have seen IT staff as responsive and customer focused.

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.

No data available for 2013 but we have the data from IT help Desk system. Please see Info Tech Services Area Outcome (SAO)

Campus climate survey planned for spring 2015 should yield current feedback on customer satisfaction with IT services. Full implementation of new CMMS work order system may provide data on IT service levels.

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 Dialogue
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. Provide many Technology Workshops during the year.

*IT provides workshops as part of college Tech Fair each semester.*

**SLO/ SAO Program Assessment**

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.

The Info Tech department also present data from IT online help desk system. It indicates how well Info Tech performance response to users' technology requests.

Those results are below.

Total number of user tickets requested from Info Tech online help desk system in 2013 is 890. Number of requests completed and resolved within 3 business days is 644

*Spring 2015 campus climate survey will yield data for assessment of SAOs related to customer satisfaction. New CMMS work order system being implemented should provide statistical data on IT service levels.*

11. Departmental Engagement

**Community Connections (AU)**

Monthly District Technology Council meeting ◆ 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)**

◆ Regular Department Status Meeting ◆ Department head meets with Technology Manager for updates on current projects and events.

◆ Monthly Meeting with College Technology Committee to discuss College technology issues, Info Tech projects, College Master Plan and many subjects related to Bond projects.

◆ Technology Administrative Services Meeting ◆ VP of Administrative Services meet with Technology Managers for the updates on Bond Projects, Technology projects, divisional and departmental goals.

◆ Bond Construction ◆ Discuss and establish decision making meeting w/CPM office, Facilities on technology construction projects monthly.

12. Professional Development

**Professional Development Unmet Needs.**

Increased budget for the department would be necessary to acquire the college-wide needed technology, such as systems for a secondary Internet connection, additional diskspace storage, more advanced training for IT staff and to purchase on-going software, support consultant contract and equipment maintenance contracts for data, telephone, and to repair/upgrade outdated supplying necessary parts. These following advanced development training are necessary for Info tech staff: ◆ Apple Technician Training ◆ Cisco VoIP IP and Digital Media Player Training ◆ Kentico Content Manager System Training. NEW SIS Student information System. Physical Security Project training. Advance VMS/EMC training.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

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, rollout new KENTICO 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, Replace old, legacy college static department website to KENTICO. Additionally, Setup and Build a new friendly, powerful course syllabi website, International Website and faculty portal with Kentico CMS.

**Service Eval Disagree**

n/a

**Service Evaluation**

(blank)

15. Environmental Scan

**Technology Trends**

Mobile Device Diversity and Management. The Bring Your Own Device (BYOD) phenomenon is a new reality in the workplace. Info Tech is in the middle of deciding how we want to address the expectations of our students are pushing BYOD themselves, in a bid to save costs on hardware, software as well as IT supports. Provisioning for all of these devices is a major undertaking, which helps ensure secure network access for faculty/staff, and students, even when they are using personal devices at Campus.

*Increased threats from network hackers has focused attention on network security. External audits have cited network security exposures for the district. This potentially conflicts with the BYOD trend cited above.*

16. Facilities

**Facility Long Term Goals**
**Facility Short Term Goals**
Working with District and CPM on Physical Security Project to improve the security of IT data Center.

**20. Completion**

**Participant List**
(blank)
Personnel

01. Department Purpose

Purpose
The purpose of the Personnel and Payroll Office is to provide local support to the faculty, staff, administrators, and unclassified employees of West Los Angeles College in the areas of recruitment, hiring, assignment processing, payroll, benefits and advisement of LACCD human resources rules and practices.

Purpose Alignment
The Personnel and Payroll Office supports West Los Angeles College in creating student success by striving to process assignments and to pay faculty and staff accurately and on-time. This allows faculty and staff to focus on serving the needs of our students.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
We continue with our goal to provide a high level of customer service to the campus community.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
No accreditation recommendations specific to Personnel/Payroll Office.

PR Recommendations Response
N/A. No recommendations from FY13-14 Program Review.

04. Enrollment Trends

Enrollment Trends
As enrollment grows more faculty will be hired and more personnel assignments created. The impact to our department is added workload.

05. Students and Student Success

Degree/ Cert. Trends
N/A.

Demographic Trends
N/A.

Success Trends
N/A.

06. Staffing Trends

Staffing Trends
West’s number of full-time faculty this year is about the same as last year. Over the summer we hired a few new permanent faculty that were offset by resignations/retirement. With the higher FTES target, West will utilize more adjuncts in each session. Since faculty assignments are done in the ESC/Protocol system, the impact to our office will be minimal in terms of additional workload. We may have new adjunct hires in winter or spring sessions that we will need to process.

07. Functions and Services

Function service list
#NAME?

In FY1415 Hansel will also take part in developing the college’s self-evaluation for the 2016 accreditation visit.

Technological Advances (AU)
None in the past year.

08. Survey Results

Survey Results
No survey done in the past year. We will look to the next Campus Climate survey to assess and get feedback from the campus community.

For the employee commute survey in fall 2014, performed for the AQMD employee commute reduction plan, the college migrated to a new system. The survey showed about the same average vehicle ridership for college employees as recent surveys.

Survey Results Implications
N/A.

Based on the results of the 2014 employee commute survey, the college continued to allocate funds for promoting ridesharing among college employees.

09. Student Learning Outcomes

SLO/ SAO Dialogue
N/A.

SLO/ SAO Program Assessment

Prepared by WLAC Office of Research and Planning
Source: IES Data
The last SAO assessment was done in Spring 2013. In the next survey we would like to modify the rating scale to provide better feedback to our department. In our Spring 2013 survey, 81.8% of respondents rated the services of our office as "satisfied" or "very satisfied."

11. Departmental Engagement

Community Connections (AU)
N/A.

Interoffice Collaboration (AU)
N/A.

12. Professional Development

Professional Development Unmet Needs
No.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
We would like to develop displays and brochures to better market the rideshare incentive program.  
Recommend a display ad in the class schedule beginning with fall 2015 promoting rideshare.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
None.  
District is considering implementing an automated timekeeping system called CATS that may initially increase workload for the Personnel Office for training but should ease workload long-term.

16. Facilities

Facility Long Term Goals
None.

Facility Short Term Goals
None.

20. Completion

Participant List
(blank)
Plant Facilities

01. Department Purpose

**Purpose**
The Plant Facilities department provides students, faculty, and staff with a safe and clean campus and an effective educational environment. This mission is accomplished by maintaining a well-managed and efficient facility program through highly qualified maintenance personnel. The staff is continually updated with the latest techniques, equipment, supplies, and training.

**Purpose Alignment**
The Plant Facilities department provides students, faculty, and staff with a safe and clean campus and an effective educational environment. This mission is accomplished by maintaining a well-managed and efficient facility program through highly qualified maintenance personnel. The staff is continually updated with the latest techniques, equipment, supplies, and training.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Program review has brought attention to the needs of Facilities but we are hopeful for more assistance.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Facilities did not receive any recommendations from Accreditation.

**PR Recommendations Response**
Shuttle cart was purchased through Bond program and was removed from Program Review. No assistance was received from this process.

04. Enrollment Trends

**Enrollment Trends**
From Facilities standpoint, increased enrollment means need for additional supplies, utilities cost increases, sufficient manpower/staffing to meet needs and requirements of increased FTES, and subsequent budget supplements to keep campus clean, safe, and secure.

05. Students and Student Success

**Degree/Cert. Trends**
Facilities does not have any input for this question.

**Demographic Trends**
As in the previous question, any increase in FTES causes Facilities a need for additional supplies, utilities cost increases, sufficient manpower/staffing and supplies to meet needs and requirements of increased student population.

**Success Trends**
Facilities does not have any input on this question.

06. Staffing Trends

**Staffing Trends**
does not apply

07. Functions and Services

**Function service list**
Maintenance of buildings and grounds on campus. This includes all electrical, mechanical, carpentry, paint, custodial, gardening, locksmith, and plumbing. As well as budgeting and purchase of supplies, equipment, building and maintenance contracting of outside vendor services, coordinating emergency response action on campus including fire drills, and responding to numerous last minute work orders daily.

**Technological Advances (AU)**
We are awaiting the launch of a computerized maintenance management system (CMMSS) which is hoped will be helpful in streamlining the workload of the Facilities staff. Otherwise we have had no technological advances in Facilities.

08. Survey Results

**Survey Results**
Surveys have pointed out a need for improved lighting, areas of cleaning, and or scheduling times for maintenance operations around class times, all of which have been addressed and implemented.

**Survey Results Implications**
No implications. Facilities accommodated all requests as needed.

10. Student Learning Outcomes

**SLO/SAO Dialogue**
Prepared by WLAC Office of Research and Planning
Source: IES Data
Facilities has attended to all assessment needs by communicating, purchasing of necessary supplies and reporting final results via phone call, work order system updates, or email.

**SLO/SAO Program Assessment**
Self assessment, surveys, phone call tallies, work orders received and actioned by Facilities.

### 11. Departmental Engagement

**Community Connections (AU)**
Facilities Administration continues to be involved with the Home owners and city associations, develops and creates rapport with local vendors, and attends community events to represent the college.

**Interoffice Collaboration (AU)**
Recycling programs, Grant applications, improved maintenance techniques.

### 12. Professional Development

**Professional Development Unmet Needs**
None known

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

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**Service Eval Disagree**

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**Service Evaluation**

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### 15. Environmental Scan

**Technology Trends**
Lighting (LED), low consumption water fixtures, and demand response equipment.

### 16. Facilities

**Facility Long Term Goals**
Improve campus walkway & grounds with LED lighting. Repave parking lots with permeate material.

**Facility Short Term Goals**
Replace boilers on FA, CE, SC, and HLRC buildings. Replace air conditioning chillers on ATA & ATB Buildings. Replace parking lot lighting in lot A, 1, 2, 5, 6, 7, and 8A.

### 20. Completion

**Participant List**

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Office of the Vice President, Administrative Services

01. Department Purpose

**Purpose**
Direct the business affairs of West Los Angeles College. Manage the division of Administrative Services, encompassing the following functions: Business Office, Enterprise Services, Information Technology, Personnel/Payroll, Plant Facilities, budget and finance, Campus Sheriff.

**Purpose Alignment**
Administrative Services provides the people, facilities, technology, finances and support services that enable instructors to teach and students to learn in pursuit of their educational goals.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
None directly related to program review. Reflection prompted by program review, and input from my direct reports, has led to a focus on resource needs of Administrative Services, particularly IT and the Business Office.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Jointly with the Dean of Research and the PIE Committee, we addressed recommendation 7 to strengthen the link between institutional planning and resource allocation. This resulted in a process in which program review and budget planning yielded a set of spending priorities that were vetted through the college's governance bodies and led to allocation supplements in the FY1415 budget.

**PR Recommendations Response**
Not applicable; no recommendations

04. Enrollment Trends

**Enrollment Trends**
FTES is targeted by the college to increase by 4.75% in the 2014/15 academic year over the prior year. This is expected to marginally increase student demand throughout most of Administrative Services, including: Business Office transactions for fee payments and student parking, Bookstore and food sales, purchase and support of instructional technology, cleaning and maintenance of classrooms, restrooms and common areas, and additional law and parking enforcement activities associated with the increase in campus population. Personnel/payroll will experience an uptick in volume from the hiring of new faculty to meet the college's share of the District's FON obligation and new classified staff to support institutional research and West's Global Studies Initiative.
Learning Communities

POPP

01. Department Purpose

Purpose
Starting Fall 2009, West Los Angeles College (West) entered into a three-way collaborative between the Los Angeles Unified School District (LAUSD), Police Academy Magnet Schools Foundation (PAMS), Los Angeles Police Department (LAPD), with West to identify high school seniors and college freshmen who were interested in a career in law enforcement with the Los Angeles Police Department, known as the Police Orientation Preparation Program (POPP). POPP was 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.

The desired outcome was to develop a pool of home-grown and highly qualified students, many who are English Language Learners and at risk candidates, whose character, educational experiences, and commitment to public service will positively impact the culture of policing and public safety. In other words, recruit local citizens to become police officers thus bringing the community to the police department and saving the City of Los Angeles hundreds of thousand dollars in recruiting funds.

Initially the program started with 36 students, consisting of high school seniors from the Monroe High School Police Magnet Program and West freshmen, taking 15 units of Administration of Justice courses. Students complete POPP with 60 units of college credit and are eligible for the AA degree. Included within these 60 units are two certificates approved by the State of California specifically designed to provide them with marketable skills for entry level employment in the public safety and justice system. These are the PC 832 Laws of Arrest, Search and Seizure course, and the Security Guard course. In addition, students earn a certificate as they complete each of the four 15-unit semesters.

Graduates of POPP are considered as first-choices for city employment as community service officers, detention officers, security officers, fingerprint classifiers, school safety officers, custody assistants, evidence technicians, 911 dispatchers, code enforcement officers, traffic enforcement officer, and airport screener. Culver City Police Department hired the first two POPP graduates, both initially as community service officers and then police officers.

Purpose Alignment
The educational mission of West Los Angeles College is to serve both the students and the community by combines a quality liberal arts education with specific knowledge and skills important to most law enforcement and private security. The college is committed to providing certificates and degree’s to meet the needs of students seeking law enforcement careers by using recommendations from the advisory committees. The advisory committee is made up of law enforcement and private security professionals who meet once a year to review our curricula, then to give input on how to better prepare students for a career. Law enforcement continues to have a high demand for candidates.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
We have expanded the advisory committee to include not only representatives from the Los Angeles Police Department, but also include Sheriff’s, California Highway Patrol, Cities of Culver City, Beverly Hills, and Inglewood from our service areas. In addition, we have included tutors for the general education classes as well as the police classes. Students must maintain an overall "C" average and a "B" average in their major.

Over 50% of POPP graduates are working in the security sector, including positions with University of Southern California Public Safety, Santa Monica Police Department, Culver City Police Department, Beverly Hills Police Department, Sheriff Cadets, and LMU public safety departments.

Education:
Approximately 85% of the 244 students who started the program have successfully completed POPP two year program 100% of all high school students graduated with their high school diploma while successfully completing their first year of college.

◆ POPP students represented 52.9% of all graduates from the Administration of Justice program, a testament to the overwhelming success of the program.

◆ In addition, one student graduated Magna Cum Laude (GPA 3.5-3.69) and seven graduated Cum Laude (3.0-3.49).

◆ 210 students received a WLAC skill certificate for completion of California Security Guard Training

◆ 64 students received a WLAC skill certificate for completion of the PC 832 Arrest & Control course

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
The main concern from the accreditation report that has been addressed by POPP is the need to meet and confer more often among the three partners, Los Angeles Police Department and the Los Angeles Unified School District. Part of the problem is that LAPD has three full-time employee’s at POPP, LAUSD has one full-time employee at POPP, and WLAC has a .2 assignment (paid for by a grant) and the time spent at POPP is not sufficient for a meet and confer on this very successful program now controlled by LAUSD.
However, there is still much work ahead to achieve parity since the WLAC partner has a very limited assignment.

**PR Recommendations Response**

Some recommendations were not addressed.

For example, the partnership consists of one full time counselor from the Los Angeles Unified School District and three full-time representatives from the Los Angeles Police Department while West L.A. College has only assigned the equivalent of .2 which one class release time to the WLAC representative and that .2 is paid by a private grant. A director with a .5 assignment needs to be appointed and maintain an office at the POPP location. If not, then the general education classes need to be returned to the main campus.

Recruitment and diversity is another recommendation not addressed. The LAUSD counselor has emerged as the lead for the POPP program and recruits mainly from his former service area in Northridge. Latinos comprise 85%, African Americans 8%, Whites 6%, Asian/Pacific Islanders 1%.

Student age is another concern. 44% of students are 19 and under while 66% are between 19 -21 years of age. As a result, when they complete the two year program they are too young for entry level police positions, where the minimum age is 21 for hiring and the state average is 25.

Curriculum changes by the LAUSD coordinator has had a negative impact on the number of classes all students have to take. The coordinator dropped biology since many students were unsuccessful and added oceanography rather than utilize the services of a tutor just to keep the high school 12th grade grades up.

Other recommendations were addressed adequately.

### 4. Enrollment Trends

**Enrollment Trends**

The impact is positive.

Approximately 85% of the 244 students who started the program have successfully completed the POPP two year program.

- 100% of all high school students graduated with their high school diploma while successfully completing their first year of college at POPP.
- POPP students represented 52.9% of all graduates from the Administration of Justice program, a testament to the overwhelming success of the program.
- In addition, one student graduated Magna Cum Laude (GPA 3.5-3.69) and seven graduated Cum Laude (3.0-3.49).
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### 5. Students and Student Success

**Degree/Cert. Trends**

Approximately 85% of the 244 students who started the program have successfully completed POPP two year program

- 100% of all high school students graduated with their high school diploma while successfully completing their first year of college.
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- 210 students received a WLAC skill certificate for completion of California Security Guard Training
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**Demographic Trends**

- 73% are enrolled in 12 or more units while 27% students are enrolled in 6 to11 units.
- All POPP students are enrolled in the A.A. Degree Plan B. However, CSULA has agreed to review the POPP program to consider transfer of with junior status by comparing Program Learning Outcomes to satisfy lower division Criminal Justice requirements.
- 46% of students attending Fall 2011 are continuing students while 44% are first time students, which includes the 27 concurrently enrolled high school students. In addition, 10% of new students are transfers from other colleges, including two from the CSU system.
- 72% of students have a U.S. high school diploma, one student has earned her GED, 27% are concurrently enrolled high school students and one has earned his A.A. Degree by accelerating his courses at WLAC.
- 100% of all POPP students take classes from 7:35 am to 2:30 pm Monday through Thursday. This schedule includes non-course time for physical training, writing lab, tutoring, guest speakers, and police training.
- 68% of the POPP students have completed their initial assessment tests with the following results:
  - 13.2% placed into math basic skills courses, 60.2% into pre-college math, and 26.4% into college level math courses.
  - 27.9% placed into English basic skills level courses, 39.7% into pre-college level English, 25% into college level English, and 5.8% have successfully completed English 101.

**Success Trends**

Approximately 85% of the 244 students who started the program have successfully completed POPP two year program

- 100% of all high school students graduated with their high school diploma while successfully completing their first year of college.
- POPP students represented 52.9% of all graduates from the Administration of Justice program, a testament to the overwhelming success of the program.
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- 27.9% placed into English basic skills level courses, 39.7% into pre-college level English, 25% into college level English, and 5.8% have successfully completed English 101.

06. Staffing Trends

**Staffing Trends**

While other disciplines are experiencing a decline in the average class size, mostly due to students not being prepared for college, the POPP programs retains more than 98%. The success rate is above 90% consistently.

The implications are this program should be expanded to other...
13. **Instructional Support: Services and Activities**

*Catalog, Schedule, Website Impact*

None. Recruitment and promotion is through the police academy.

*Service Eval Disagree*

No disagreements. The only concern is that the LAUSD coordinator tells students not to come to the main campus so they are denied campus resources and must rely only upon the resources provided by the police academy where the classes are held.

*Service Evaluation*

(blank)

15. **Environmental Scan**

*Technology Trends*

The trends that actually impact the program are changes in forensic methods of locating and processing evidence, communication, officer safety devices, and other technology related to police work.

16. **Facilities**

*Facility Long Term Goals*

Long term goals are to expand the program, improve the recruitment so there is race parity, at present the classes are 90% Latino, but gender is equal with the main campus. In addition, the curricula should become a bit more standardized and certificates issued.

*Facility Short Term Goals*

The short term goal is to become a true partner and participate in the decisions made by the other two partners, LAUSD and LAPD, and not just react to something they have already decided but instead, participate from the beginning.

20. **Completion**

*Participant List*

(blank)
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 academic and academic guidance until graduation/transfer. The Puente model includes a mentoring component. Mentors from the professional community are recruited, trained, and matched with students in order to provide career advice and to share their own personal experiences of integrating culture and family with academic and professional success. Puente is open to all eligible students who are willing to commit to the program’s requirements.

**Purpose Alignment**

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

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

The program remains committed to its students. Even without receiving the funding agreed upon per the MOU with UCOP and Statewide Puente Project, we have provided the students with as much support possible. The survey, along with personal testimonials during our end of the year Puente Mentor-Student Dinner, has been a good gauge of the work we have accomplished and both have been instrumental in allowing us the overall view of what we can improve. The main area is the earlier start of our Puente Mentoring Program. We are currently working on starting with the mentor/mentee matching for the current cohort in November. This will allow for students and their mentors to develop an earlier relationship which will last longer than for previous cohorts.

**Resource Allocation Evaluation**

(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**

With regard to implementation of accreditation recommendations, here are the actions: 1. Planning: Puente faculty co-ordinate the program. We engage in continuous communication via email, meetings, and phone calls to discuss planning. 2. Program Review: We continue to participate in the program review process as required by the campus in order to increase program effectiveness which will contribute to overall campus success rates. Based on this, we are working to provide the Puente students with adequate and quality services. Puente faculty have participated in program review since the Fall of 2009. Puente was first implemented at West Los Angeles College in Fall 2008. 3. Both the English and Personal Development Faculty of Puente participate in the SLO development and assessment process via their respective divisions. Through the use of surveys and the adherence to the English and Personal Development course SLO’s, Puente is continuously assessing and evaluating the program’s effectiveness and shortcomings(mainly due to budgetary insufficiencies) in meeting the Puente students’ academic needs. 4. Faculty Involvement: Both Puente Faculty participate in WLAC committees (e.g., Student Success and Achieving The Dream, the College Council, Academic Senate, Divisional Council among others) and are instrumental in the student success efforts of the college and the district as a whole. 5. Library Resources: N/A However, the English component has assignments tied to the HLRC services.

**PR Recommendations Response**

No recommendations where made in the previous program review cycle. However, we continually strive to provide students with the same attention and quality support within our means.

04. Enrollment Trends

**Enrollment Trends**

As noted in previous program reviews, based on college statistics, college wide, student enrollment reflected 2.74% growth from Fall 2008 to Fall 2009, 1.9% growth from Fall 2009 to Fall 2010. College growth data for Fall 2010 to Fall 2013 is currently being analyzed. Enrollment increased at a slightly higher level for Puente 5.36% from Fall 2008 to Fall 2009 compared to the college, -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 Fall 10 to present has now become available and is currently being analyzed. Even though our ability to recruit earlier for our Puente cohorts was hampered by both the insecurity of the budgetary situation statewide throughout the years and our notice to “not recruit for puente” because of the possibility of program termination, which in turn provided us with approximately two weeks in which to recruit every semester, we were able to maintain, roughly,
approximately 25 first and second phase Puente students. What is not considered in this data is the fact that the Puente learning community is not composed solely of students enrolled in the English and Personal Development courses. In fact, Phase 1 and 2 (English and Personal Development enrollment in the Fall and Spring semester) students are not the only students served by Puente. The Puente counselor and English professor also serve 3rd phase students (those who completed the first two phases) until graduation/transfer. The Puente counselor, in particular, is involved in counseling and assisting all Puente students in the process of transfer requirement completion as well as the university application as well.

## 05. Students and Student Success

### Degree/ Cert. Trends

Students have graduated and transferred to UC Los Angeles, Santa Barbara, Riverside, CSU Northridge, Los Angeles, Dominguez Hills, Pacific Oaks University, Northridge, and Troy University respectively, among other universities. Currently, specific data is being gathered. With the shortage of course offerings and sections being eliminated at our college, as is the case throughout our state, Puente students have attended multiple campuses in order to continue on their path toward their timely completion of desired academic goals. We are hopeful that things are getting better with regard to course offerings. 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. At this point some of the earlier cohort participants have graduated from some of these universities and have been accepted to graduate programs such as USC’s MSW program and the psychology doctorate program at Pepperdine University, and others. Also, we are hopeful that our new articulation officer will bring better and increased articulation agreements with the university systems in California.

### Demographic Trends

In keeping with national statistics which indicate that females outnumber males in college attendance, college wide, the female(60%) to male(40%) breakdown in the Fall of 08 changed slightly in the Fall of 09 with female(59%) and males(41%), in the Fall of 2010, college wide, females (60%) outnumbered males (40%). In the Fall of 2011, females (60%) again outnumbered males(40%). In the Fall of 2012, the trend continued with females (59%) outnumbering males (41%). In the Fall of 2013 it continued to reflect the same percentages with females (58%) and males (42%). 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. For the Fall of 2012 and 2013, data is not yet available from the Office of Institutional Research. Because students self select into the program, we do not target males specifically. However, the fact that our program has enrolled more males than the college as a whole in three of the above mentioned semesters, is indicative of the possibilities of reaching this very important need for an increase in male enrollment. In particular, underrepresented Latino and African American males. With regard to age, Puente students tended to be in the age range of 19 and under at a significantly higher rate (59% in Fall 08 and 63% in Fall 09) than the college population in general (24% in Fall 08 and 22% in Fall 09). At this time data Puente Age Group Distribution data for Fall 2010, 2011, and 2012 has not been analyzed. Current data for Puente is not available by the office of institutional research. The data has been requested and will be made available as soon as it is provided by the office of institutional research. We believe the reason for a higher number of participants age 19 and under in the initial two years of Puente implementation was due to the collaboration between the Outreach Department and Puente in reaching out to our local high school communities. We would estimate that the same trend with regard to age continues on a yearly basis with some exceptions.

### Success Trends

The college wide success rate in Fall 08(62%) remained constant in Fall 09(62%)and in the Fall 2010 (62%). In the Fall 2011 (63%) and Fall 2012(63%)semesters, respectively, it increased by one percentage point. The Fall 2013 dropped one percentage point again to 62%. Puente students experienced a success rate which was very similar to the overall college rate (61%) in Fall 08 and had a noticeable drop in the Fall 09 with 46%. In the Fall of 2010, Puente fared better than the college as a whole with a 67% success rate. It experienced the a higher rate of success in the Fall of 2011 with 64% and a significantly higher success rate than the college as a whole in the Fall 2012 with 80%. Once again, the Fall 2013 success rate of Puente students (67%) surpassed the college rate by five percentage points with the college rate being 62%. 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 prerequisite course requirement, it was obvious that students did not necessarily possess the fundamental writing skills required of the academically rigorous Puente English 28 and Personal Development courses. Therefore, the English instructor was faced with "refreshing" the basic 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" in the earlier years of implementation, we were not able to follow through with the original plan at that time. Currently, we are requiring a writing sample in order to assess the needs of the student beyond the what the college assessment instrument provides. College wide retention rates in Fall 08 (83%) remained relatively high in Fall 09 (85%). The retention rate for Puente students in the Fall 08 was 71% and it increased in the Fall 09 to 92%. Puente fared well in the Fall 08 and exceeded the college wide retention rate in the Fall 09. Puente remained constant with higher retention rates overall from Fall 2010 to Fall 2012. The retention rate for Fall 2013 experienced a drop at (67%) College wide rates for Fall 2010 (84%) and for Puente (91%), Fall 2011 (84%) and for Puente (91%), Fall 2012...
06. Staffing Trends

**Staffing Trends**
Two faculty members, one English Instructor and one counselor, who work collaboratively; 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 critical thinking reading and 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 UCs, CSUs, and private universities, mentoring partnerships with the professional community, networking opportunities, and ongoing support among other beneficial services and experiences. After six years, there is also a strong group of alumni who continue their commitment to Puente as mentors to new Puente students.

**Technological Advances (AU)**
As of Fall 2012 the Puente PD 40 and 20 courses have been transformed to hybrid courses. The idea is that students will be introduced to the online format in a very supportive environment that demystifies the distance learning fear found in some students. Also, it is done in order to increase the student’s likelihood of a timely completion of associate degree and transfer requirements. Meaning, if a student cannot find a needed course at West, they have distance learning as a viable possibility since the course can be taken from any of the California Community Colleges or out of state colleges as well.

08. Survey Results

**Survey Results**
The survey for the 2012/2013 Puente cohort is under way. The expectation is that each and every student responds to the survey request. This way we can provide results from the whole cohort. The previous one was sent to all phase 3 Puente students. Phase 3 students included all students from Fall 2008 until Spring 2011. Results will be submitted as soon as these are available.

**Survey Results Implications**
Our first survey was favorable in all respects. Results where reported in a previous program review. The current survey is in progress. We expect to find good results. If not, the survey will continue to provide good feedback in order to make appropriate decisions about how we are implementing the Puente Project model. Results will be provided as soon as they are received and analyzed as mentioned previously.

10. Student Learning Outcomes

**SLO/ SAO Dialogue**
The Puente team, the English instructor and PD instructor and counselor, meet regularly to dialogue about our program assessment and performance based on constant feedback from students and based on the program review. We keep data such as that presented in Program Review as well as send data to the Statewide Puente office in Berkeley. In addition, our instructors are engaged in the SLO dialogue with their particular disciplines, respectively.

**SLO/ SAO Program Assessment**
The student survey and the retention and success rates of Puente students reflect the success of the services and resources provided even without a solid, dependable funding source.

11. Departmental Engagement

**Community Connections (AU)**
As of Fall 2008, the first year of implementation, WLAC Puente has established connections with all of the statewide community colleges which implement the Puente Project through the various conferences and meetings held on a semester by semester basis and sponsored by the Puente Statewide office. The Puente counselor has made connections with California and out of state institutions of higher learning for the benefit of the Puente students. The English professor and counselor have established and maintained connections with mentors from the local professional community including local industry stakeholders.

Both Puente faculty have continuous dialogue and communication with the Puente Mentors who represent the local professional and business community stakeholders.

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

12. Professional Development

**Professional Development Unmet Needs**

Prepared by WLAC Office of Research and Planning

Source: IES Data
As noted in previous Puente program reviews, 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

Catalog, Schedule, Website Impact
As noted in previous Program Reviews of Puente, an ongoing goal of the program is adequate promotion including visibility in the school website and in the class schedule which will be beneficial to the program as a whole for recruitment purposes. The plan is still to develop a web link on the campus website whereby students may be able to download the Puente Interest form and view the history and requirements of Puente at both the state level and at West Los Angeles College. We hope to have a Puente website implemented in the Spring 2015 semester. We would love to create flyers with the college marketing personnel in order to align with the "image" of the college as a whole.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
As noted in the previous Program Reviews, Personal Development courses utilize Power Point presentation formats in order to target different learning styles. Early cohort Puente students have 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.aicc.edu, as well as others. Students are also introduced to SARS, Degree Works, and professional social networking tools such as LinkedIn in the career course required of Puente among others.

16. Facilities

Facility Long Term Goals
The hope is that the Puente counselor can have his own office in the near future. Improved functionality accompanies the attainment of a specialized Puente office as is the case in many other Puente colleges and other programs on our campus such as Trio, Learn, EOPS, etc.

Facility Short Term Goals
The Puente counselor will continue to work hard to assist Puente students as best he can without a dedicated Puente office in the current EOPS office location assigned to the counselor.

20. Completion

Participant List
(blank)
President's Office

Marketing / Public Relations

01. Department Purpose

**Purpose**
The purpose of the Advertising & Public Relations Office is to create positive awareness of the college and its programs and to keep various audiences informed about events, news, policies, accomplishments, etc. These audiences include current and potential students, employees, community members, opinion leaders and policy makers. The office employs advertising, public relations, publications, web pages, social media, events, and presentations to communicate with the above mentioned audiences. The office also plays a critical role in recruiting students and growing positive relationships with the community, branding and campus signage.

**Purpose Alignment**

College programs and services, if not well explained and promoted, cannot attract people and thus the college cannot fulfill our mission of providing quality instruction that leads to student success. Once a student or community member is aware of the college and/or programs, information has to be easily accessed and clear, which is critical to helping students achieve university transfer requirements, certificates and degrees. Examples of projects that provide such information where the PR/Advertising Office plays an important role include the printed and online catalog and class schedule; content throughout the WLAC web site; program brochures; and dates and facts to know on social media. Additionally, communicating what is available at West and as well as event information can attract resources to the college that aid us in fulfilling our mission.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**

We have improved synchronization of messages between Westweek, Facebook and the home page by creating common sized art that can be used on two of the three media and by scheduling posts in Facebook in blocks.

We contributed to consolidating the tools needed to issue emergency alerts to text, email and cell phones.

**Resource Allocation Evaluation**

(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**

Recommendation 5 discusses the inadvertent omission of language regarding academic freedom from the college catalog, our office updated the online version of the catalog and worked with Academic Affairs and Student Services to ensure it was in the current catalog.

Becoming participating members in the Program Review process supports recommendation 7. It brings the PR/marketing efforts into the larger discussion of resource allocation.

**PR Recommendations Response**

Feedback from our last Program Review submission was only received just prior to this submission. However, using feedback from other channels, we made improvements to:

THE WEB SITE was overhauled and improvements include making content more accessible to people visiting the site from mobile devices. Particularly for students and potential students, accessing the web from a mobile device is becoming as, or more common than doing so from a large laptop or desktop. Making content easy to access is critical to increasing the likelihood that students will consume it and use it to be successful. Course syllabi are now being included on the web in a timely manner also better equipping students to succeed in classes. Academic division web pages now uniformly link to degree and course descriptions in the catalog, and feature information about what career options and salaries are related to the area of study they are viewing. Thus students can better understand what courses are required to achieve a degree or certificate and possible professional outcomes of their efforts.

CAMPUS SIGNAGE has been significantly improved. All buildings now have the name on the building at very visible places. MSA, GC, SSB and the Bs now have office directories. And there are more directional signs in parking lots and walkways. All of this facilitates easier navigation of the college and the ability to connect with faculty and services.

SAOs - Based on the input we recently received from our last Program Review submission, we have created SAOs for this cycle.

04. Enrollment Trends

**Enrollment Trends**

The college has set a growth goal which indicates that PR Office dollars should be focused on recruitment rather than any other competing tasks (e.g. signage, "nice to have" web enhancements, etc). Additional advertising dollars maybe needed and existing ad materials such as our cable ad are being refreshed. The advertising plan for the academic year needs to point resources at where we are most likely to draw students rather than
building awareness among less likely potential students as we have done during years where creating broader awareness was our emphasis.

**05. Students and Student Success**

**Degree/ Cert. Trends**
n/a

**Demographic Trends**
The composition of our student population and the population we aspire to should influence the ad campaigns we run, the content and tone of the promotional and informational content, and the images we use. For example, the female population continues to be nearly 20% larger than the male population. This must help shape internal communications and promotions. It also indicates that advertising must continue to target potential male students. Highlighting programs that appeal to men and/or selecting media favored by men is important. The same logic can be applied to our growing Hispanic population. Our increase in the under 24-year-old population is desirable for achieving higher rates of student success. Growing that population and communicating with existing students means increasing our use of video, social media, youthful images, youth targeted media, and reaching out to people who influence youth.

**Success Trends**

n/a

**06. Staffing Trends**

**Staffing Trends**
Trends in how people receive communication has the greater impact on the PR Office. As the reliance on using web and video content, instead of paper, continues to grow, the PR office will need to do more web and video work and the work will need to become more sophisticated. This may require the addition of a web designer or web architect or multimedia specialist who reports to PR with a dotted line to IT or visa versa. Additionally, if we continue to grow our community events and increase fundraising / alumni outreach / friend-raising, a part-time student worker would be useful to help with more basic tasks including some writing. Because West does not have a journalism or PR program, it is more likely that the qualified student worker would be a university student rather than a West student. Having a student worker would also be particularly helpful in making us more effective in social media.

**07. Functions and Services**

**Function service list**
The PR Office develops and/or coordinates printing of PUBLICATIONS including: catalog; class schedule; Welcome Week Magazine; college brochures; and program brochures and flyers. We create and/or update text / graphics for numerous WEB PAGES throughout the West site including the home page and West Week, and for West's Facebook. We design, coordinate and/or assist with the coordination of EVENTS including Celebrating Excellence, Graduation, Kick-Off and various community events (e.g. Dialogue with Black LA, STEAM Nation, Culver City 4th of July, Relay for Life, Hispanic Heritage Celebration, and Leadership Retreat). We design and manage ADVERTISING campaigns and develop the corresponding graphics / text. We design and produce MATERIALS THAT PROMOTE the college or programs including banners, shirts, posters, signs, flyers, presentations, etc. We WRITE and disseminate press releases, articles, internal informational memos, and speeches. We execute or contribute to SPECIAL PROJECTS such as: campus signage, forming friendly relationships with outside representatives (USC, Ask 2 Know and emergency response communications and procedures (revise / document / provide education).

**Technological Advances (AU)**
We have successfully implemented phase 1 of Kentico, our new web content management system. The move to this new CMS will allow more users, including individual faculty, to have pages and manage web content. Within a year, the new CMS should provide password protected content which will finally give the college INTRANet functionality. The PR Office is currently training staff who will maintain academic and service pages. Tech Fair is training individual faculty.

We are piloting publishing Westweek as a videocast in addition to a newsletter. Feedback from employees has been positive but viewership may not warrant the extra effort needed to create the videocast. Student interest may be higher and is being tracked.

Blackboard was distributed by the District to all of the colleges to facilitate emergency text / email / cell phone notifications. Informcast is used to broadcast messages over office phones. Both systems have been successfully tested and the PR Office played a role in setting up the systems, testing them, and training select personnel.

**08. Survey Results**

**Survey Results**
WEB SITE In the last Campus Climate Survey, two questions pertained to the PR Office. These were both regarding the WLAC web site. The PR Office plays a significant role in the content development, maintenance, and navigation structure of the WLAC web site. -- 76% of respondents Agreed or Strongly Agreed that "the WLAC (not LACCD) web site is useful and informative to me." Only 7% Disagreed or Strongly Disagreed. -- 67% of respondents Agreed or Strongly Agreed that "it is easy for me to navigate the WLAC web site" 11% Disagreed or Strongly Disagreed. We expect to see these numbers increase in the next survey now that Kentico is implemented. In the question that asked what people like best about West, both WestWeek and the Welcome Week Magazine earned a mention. These are written and designed by the PR Office. Since 2011 when we added a Google Tracking function to WestWeek, the page has consistently been among the 40 most visited pages out of our hundreds of web pages. From Jan. 1 - June 30, 2013, it was the 37th most viewed page. Visitors spent an average of 2:48 minutes on the page. Aug 1 - Dec 30, 2012 and Jan 1 - Jun 30, 2012 were virtually the same. In a 2011 survey publicized to students on Facebook, 52 people responded to questions about the WLAC web site. 60% Agreed or Strongly agreed that "I find the West web site is user friendly," 14% Disagreed or Strongly Disagreed. 63% Agreed or Strongly agreed that "the West web site is informative." 10% Disagreed or Strongly Disagreed.
FACEBOOK We have 4,800 likes (which means people who are fans and receive information from us) and 17,979 visits. Engagement with Facebook is steadily growing but could be stronger [SMC has 18,849 likes and 14,106 visits; LAVC has 9,457 likes and 48,691]. This suggests we provide worthwhile content.

WRITING Press releases sent out by the PR Office are consistently run by local papers (Culver City News, Culver City Observer, Wave, Sentinel, LACCD Newsletter) and are consistently run as is or with very few edits indicating the content and quality of writing is suitable to their publications.

OVERALL PERCEPTION OF OUR OFFICE There is no survey that we are aware of which has asked respondents to rate our overall performance. Facebook - we must find other strategies to drive people to continue growing our following.

So that we can use data more in our decisions, we should regularly survey students and employees about their satisfaction with the projects we put out and the services we provide - perhaps every other year.

10. Student Learning Outcomes

SLO/ SAO Dialogue
Because the PR Office currently has had no SLOs or SAOs, we cannot respond to this question. I think you started including base levels of assessment in the screen about SAO definitions.

SLO/ SAO Program Assessment

The PR Office currently has no SLOs or SAOs.

We propose

Increase the number of students who "Strongly Agree" and "Agree" with Student Survey question #77a "I am aware of opportunities for involvement in student clubs and activities"

Complete accurate and compliant class schedules and a catalog within budget and within the time frame provided by Academic Affairs.

Maintain current strong level of viewership on Home Page Westweek and Facebook and increase the number of employees who report viewing it by 2%

Raise the number of employees who report the web is useful to from 76% to 82% and easy to navigate from 67% to 72%. Receive a favorable rating from students on the usefulness and ease of navigation from students on the next student survey conducted after November 2014 (the new web site was launched November 2014).

Assist in maintaining a well-functioning college emergency notification system with key staff able to launch an emergency notice. Let's work on SAO as generic outcomes that the college/president can point to as the expectations of functionality (like the emergency notification example) rather than the measurement of success (like survey %)

11. Departmental Engagement

Community Connections (AU)

Since 2013, the following events that we have hosted, coordinated or appeared at have helped more people in the community to become aware of us, view us positively, and see us as a resource. They have also initiated or strengthened relationships with key people or organizations such as high school counselors, USC, the Culver City Council, Congresswoman Bass, and the Sentinel. These events include: Open House 2014, STEAM Nation 2014, Relay for Life 2014, Taste of Soul 2014, LACCD Principal’s Meeting, Sebastian Ridley-Thomas Swearing-In Ceremony, Culver City 4th of July Fireworks Show.

The PR Office also provides marking support for high school outreach and Upward Bound, both of which recruit high school students and interact with new student referrers. Our advertising, which has been more limited in the last 3 years, still contributes to keeping us present in the minds of potential students, referrers, and community leaders. Our advertising that supports community organizations such as the Culver City Chamber of Commerce, CCUSD and even the Culver City News and Observer have contributed to warm relations between Culver City and the college.

Maintaining a web site that is appealing, informative, accurate and easy to navigate can also contribute to our connecting with other institutions.

Interoffice Collaboration (AU)

Most of what we do involves collaboration with other areas. For major events including Open House; Kick-Offs; High School Day; Celebrating Excellence; and Graduation, we work with various academic divisions, student services, facilities, ASO and the president. The relaunch of the college web site and on-going maintenance requires perpetual interaction with programs all over the college. The creation of publications such as the International Student Recruitment Brochure, Welcome Week Magazine and District newsletter articles typically require significant collaboration with student services. Implementing emergency communications and documenting procedures has required collaborating with Plant Facilities, the Sheriff, and senior management, among other.
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<tr>
<th>12. Professional Development</th>
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<tbody>
<tr>
<td><strong>Professional Development Unmet Needs.</strong></td>
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<tr>
<td>Additional training in Kentico would be useful in helping us maximize the effectiveness of the WLAC web site. On-going training in various digital communications tools including social media is also needed.</td>
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<th>13. Instructional Support: Services and Activities</th>
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<tr>
<td><strong>Catalog, Schedule, Website Impact</strong></td>
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<tr>
<td>This question asks how others will work with this department so we cannot answer.</td>
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<tr>
<td><strong>Service Eval Disagree</strong></td>
<td></td>
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<tr>
<td>The necessary media services to support the program are readily available. The necessary technological services to support this program are readily available.</td>
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I put neutral as I don't disagree nor do I agree we have support in these areas to some extent but could certainly use more for example to keep the TVs operational, help us with Kentico questions, shoot/edit video, write specialized code.

<table>
<thead>
<tr>
<th>15. Environmental Scan</th>
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<tbody>
<tr>
<td><strong>Technology Trends</strong></td>
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<tr>
<td>Digital alternatives to communications formerly done in print will continue. The PR Office must continue to develop its capacity to use the various digital and social media tools for promotion, providing information and for emergency communications.</td>
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<thead>
<tr>
<th>16. Facilities</th>
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<td><strong>Facility Long Term Goals</strong></td>
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<td>No comment</td>
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<td><strong>Facility Short Term Goals</strong></td>
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<tr>
<td>The college IT and Facilities areas are working on the acquisition of digital entrance signs and other digital signs as funds, construction and approvals permit. Timelines for these are currently uncertain.</td>
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<th>20. Completion</th>
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<td><strong>Participant List</strong></td>
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Student Services Area

Admissions and Records

01. Department Purpose

**Purpose**
The purpose of the office of admissions and records aligns with the mission of West Los Angeles College as a whole: to serve students and the community by providing quality support services. In particular, A&R remains dedicated to the principle and promise of open access to educational opportunities. To that end, A&R offers student support services that both protect privacy and encourage communication and development.

**Purpose Alignment**

Again, the purpose of the office of admissions and records aligns with the mission of West Los Angeles College as a whole: to serve students and the community by providing quality support services. In particular, A&R remains dedicated to the principle and promise of open access to educational opportunities. To that end, A&R offers student support services that both protect privacy and encourage communication and development.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Prior year program review goals included the following:

1. Push applications completely online

2. Accept dismissal appeals only with substantiating documentation for the appeal

For the following reasons, these goals were not implemented:

1. In anticipation of the new SIS system, admissions and records shifted to a new online application system in the summer of 2014. The new online application system is a temporary “fix” or bridge to the new system. The new system also requires more screens, and more labor, than the old system. As a result, we do not have the turn-around time required to push applications completely online. However, we have not given up on the goal and we will describe a plan for reaching the goal later in the program review.

2. Despite staff training, students were able to submit dismissal appeals without substantiating documentation. I plan to address this issue in other sections of the program review.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
Accreditation Standard II.c.a. directs the admissions and records office to secure records in a safe and secure location. A&R has made improvements in this area, consolidating off-site records in one, more secure location. However, the records as currently stored (in paper banker boxes) are rapidly deteriorating. In moving records several different times to several different campus locations, some records have been damaged and, to some extent, disordered.

Due to the way boxes are stacked and ordered, it is very difficult to pull old (prior to 1998) paper-based records to respond to student or subpoena requests.

I believe that the records, as currently stored, either does not meet or very quickly will not meet the accreditation standard laid out in II.c.a.

In response, I am making formal requests through the program review process.

**PR Recommendations Response**
I addressed this issue in the previous question.

04. Enrollment Trends

**Enrollment Trends**
Two weeks into the semester, West’s enrollment was down 3% over the previous year and a about 5% lower than the FTES goal. However, compared to the other 8 district colleges, only Pierce, Mission and East managed to capture more than 98% growth and they paid for that growth with increased sections, while West showed a small decrease in sections. Two district schools spent substantially more on sections (5% and 7%) but still suffered year-over-year declines in enrollment. Given the district-wide slump in FTES, the data point towards marco (at least regional) forces at work.

05. Students and Student Success

**Degree/ Cert. Trends**
I described this in previous success-related questions.

**Demographic Trends**
Declining enrollment has implications for funding of the college generally but minor declines in enrollment do not have a substantial impact on our program.

**Success Trends**
In 2012-2013, West issued 908 awards. In 2013-2014, West issued 726 awards. Although the number of certificates issued dropped dramatically, "AA" degrees increased, from 333 to 368.

West, in conjunction with Allied Health, did an investigation to find out whether or not students who purportedly met dental hygiene certificate requirements actually met those requirements and submitted a graduation petition. Ultimately we suspect that some students are not submitting petitions in a timely way. The grad office will increase its visits to dental hygiene classes and dental hygiene faculty are going to emphasize the importance of submitting timely grad petitions.

In addition, the grad petition process is now fully online, so we can more easily track who has and has not submitted a petition for graduation.

**06. Staffing Trends**

**Staffing Trends**
The admissions office hired one full-time grad office evaluation technician with SSS&P funds. Since we began implementation of a Senate-directed enforcement of prerequisites, the new staff member was hired to take over prerequisite challenges and clearances for all courses across the campus. The new hire also takes care of other SSS&P mandated duties: priority registration exemption, matriculation exemptions and assessment test exemptions.

**07. Functions and Services**

**Function service list**
1. Applications
2. Verifications
3. Transcript evaluations
4. Transcript delivery
5. Information changes
6. Graduation evaluation
7. Dismissals
8. Petitions: residency, academic renewal, line out, general, etc...
9. Pre-requisite enforcement, challenges, clearances
10. SB 1456-related appeals

**Technological Advances (AU)**
In the past year, we shifted to a new online application system in anticipation of the new SIS system. This made the process slower and less efficient, not more, but it should pay off in the long term.

We also shifted to online graduation petition submission only.

**08. Survey Results**

**Survey Results**
Admissions conducted no surveys in the past year. We collected our data through ccc apply, QLESS and DEC.

**Survey Results Implications**
See previous answer.

**10. Student Learning Outcomes**

**SLO/SAO Dialogue**
The dialogue takes place in the following forums:

1. Weekly deans meetings
2. Collaboration among admissions staff, particularly between the Sr. Office Supervisor and the Dean
3. SSC council meetings
4. The A&R district deans meetings

**SLO/SAO Program Assessment**
Service Level Outcome: Increase "online-only" services in A&R.

Our graduation petition submissions process went completely "online" in the spring 2014 semester and it is now much more easy to track submitted graduation petitions. 100% of submissions are now made online.

Our application service should be exclusively online. For the fall 2013-spring 2014 school year, XXXXXXX applications were submitted. Of those applications XXXXX were submitted online and XXXX were submitted in person; this represents a XXXXXX increase in XXXX submissions over the previous year. For reasons described above, it may be difficult to push applications exclusively online.
In anticipation of the fall 2014 semester, we hired a part-time student assistant to answer phones in our busiest time of year. In making notes on the types of calls received, the assistant found that the overwhelming majority of students are calling for guidance on information, processes, or requests that can be made and completed online.

The dean of admissions discussed these findings in college forums such as the Student Services Council. The question was raised: are students simply ignoring instructions or do they struggle to read and follow written directions? According to data from Assessment services, approximately half of our students fall below English 28, meaning that they would have a hard time following the online instructions found on our website.

Since we now know that students will need in-person assistance to complete online processes, we have developed a plan to address this, described later in the report.

Service Level Outcome: Increase the speed and reliability with which old (pre-1998) records may be retrieved. The state of our older records is found elsewhere in this review.

11. Departmental Engagement

Community Connections (AU)
Admissions works closely with our "Outreach" department, which holds primary responsibility for establishing and maintaining connections with external organizations.

Interoffice Collaboration (AU)
1. Collaboration with academic affairs for roster collection continues
2. Collaboration with dental hygiene to increase certificate production
3. Collaboration with business office to handle unique situations related to vets and international students
4. Collaboration with financial aid to address changing financial aid requirements
5. Collaboration with matriculation related to SB 1456
6. Collaboration with counseling to take over prerequisite clearances and challenges.

12. Professional Development

Professional Development Unmet Needs.
I do not believe there is any significant unmet need in this area.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
For admissions, the source of most issues stems from lack of adequate or accurate information about prerequisites in the schedule (paper or online). The new staff member dedicated to prerequisite enforcement works with academic affairs to correct prerequisite errors where needed and the accuracy has improved over the past year. Admissions routinely collaborates with information and marketing campaigns, sending out Clery Act notices for example.

Service Eval Disagree
I "disagreed" that technological support is "readily" available because our main system for collecting data (DEC) is COBOL based and more than 30 years old.

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
We are affected by the following emerging trends:

1. The move towards completion of online services on mobile devices
2. The move to notification for services through text (QLESS)
3. The move to a new online application system in anticipation of a new SIS system
4. Staff losses in anticipation of a new SIS system.

16. Facilities

Facility Long Term Goals
None.

Facility Short Term Goals
1. In the fall of 2014, I am collecting a bid from facilities to move records into a more secure storage facility.

2. In the fall of 2014, I am collecting a bid from facilities to rehab a room on campus to act as an "information center", helping students who need phone or in-person support for online processes.

20. Completion

Participant List
(blank)
ASO

01. Department Purpose

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

The purpose of Student Activities is to provide campus activities that are informational and celebrate student life.

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

Student Activities helps provide a transformative educational experience for students by sharing resources with students at Welcome Week and celebrating milestones (deans honors, scholarships, and graduation) in student's educational journey.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
In past cycles, the ASO has reached out to distance learning students by allowing them to participate in ASO elections. The ASO did not have a dedicated ASO Advisor in spring and summer.

Last year, the scholarship process was an online process under the WLAC Foundation. Moving the scholarship process to an online process will allow the Activities ofﬁce to focus on student activities.

Last year, the college did not hold a Celebrating Excellence ceremony to celebrate the scholarship winners and students who received President’s Honors on their transcripts.

The college needs someone dedicated to ASO and Activities to ensure that the ASO has an advisor and that the campus celebrates students.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The visiting Accreditation team recommended that the Student Services Division engage in authentic assessment of the SLOs. The Student Services administrative leadership worked through summer 2012 to create divisional SLOs. Student Services conducted several focus groups, including one for ASO students. The topics of the focus groups were civic engagement and technological competence. ASO officers and senators conducted self-assessments of their learning outcomes in spring. In fall 2014, the Student Services Division adopted Service Area Outcomes, which will be assessing in spring 2015. The Student Services Division will assess two SLOs on a yearly cycle.

**PR Recommendations Response**
There were not any program review recommendations made in 2012/13. There were not any improvements made to the program in 2013/14. The Associate Dean worked in two interim assignments during the 2013/14 academic year. In fall 2013, a faculty member served as the ASO Advisor. But there was not a dedicated ASO Advisor in spring 2014. Two deans of student services and the former acting ASO Advisor assisted the Vice President of Student Services to provide the necessary coverage so that the ASO could go to leadership trainings, conduct elections, etc.

04. Enrollment Trends

**Enrollment Trends**
The majority of classes are classroom based followed by online courses. The data suggested that ASO should continue offering campus services and activities and that it needs to offer services and activities to West’s online populations.

05. Students and Student Success

**Degree/Cert. Trends**

ASO is not directly affected by the trends in degree and certificates for West.

**Demographic Trends**
The majority of classes are classroom based followed by online courses. The data suggested that ASO should continue offering campus services and activities and that it needs to offer services and activities to West’s online populations.

West serves significantly more females than males. West continues to serve mostly students who are 20–24 years of age, however, the populations of 19 years of age and under, 25–34 year old, and 35 years and older are relatively balanced. There was a shift in the demographics recently. West is serving more Hispanic students and less African American students.

The ASO will continue to offer activities that span all age groups and will continue to offer activities that celebrate Black History and Latino Heritage.

**Success Trends**

Prepared by WLAC Office of Research and Planning
Source: IES Data
West is retaining most of its students, however the success rate is low. One of the implications for ASO is that many students applying to be ASO officers, senators are not eligible because they do not meet the minimum 2.0 GPA requirements. A second implication has being informing/educating students of all the changes in policy that are happening not only at District level but also at state level. (e.g., three repeat policy, financial aid changes, levels of math requirements).

06. Staffing Trends

Staffing Trends
For years, ASO has had the following staffing:

1 Associate Dean of Student Services
1 Student Services Aide

For the most part, this staffing level suits the needs of the office. However, the office could use more staffing at the beginning of the semester when students come into the office to get student IDs and during the spring semester (because the office handles Celebrating Excellence and Commencement). In fall 2013, the staffing changed because the Associate Dean served as Interim Dean of Academic Affairs. During this time, the college hired a faculty member to serve as the ASO Advisor. In fall 2013, the Associate Dean served as Interim Dean of Educational Support Services at the District Office, but the faculty member was not able to continue working as the ASO Advisor. The ASO was without a dedicated ASO Advisor in spring 2013. The two deans of student services, the former Acting ASO Advisor, the Student Services Aide, and the Vice President of Student Services worked together to ensure that the ASO had coverage at meetings, conferences, and elections. It is clear from the last year that the ASO needs a dedicated ASO Advisor. In addition, Celebrating Excellence did not occur in spring 2014. The office needs a person who is dedicated to planning this event.

In November 2014, the Associate Dean (ASO Advisor) was promoted to Interim Dean of Student Services. An Instructor Special Assignment (ISA) needs to be hired to fill the role of ASO Advisor and help with planning student activities.

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 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 worked with Distance Learning to allow distance learning students to vote in ASO elections. The ASO has also taken advantage of having their events publicized on West's text alert system, however the service is an opt-in service, so it does not reach most 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; and 6% spend 12 or more hours a week on campus beyond their class/lab time. This explains why according to the same survey, only 12% of the students had attended a club meeting.

Survey Results Implications
The implications of the District Student survey are that West students do not spend much time on campus other than their time in class. However, the results of a survey conducted by the Marketing Department indicated that students would be interested in attending a concert on campus. A designated student hour for student activities would likely result in increased student participation in campus events.

10. Student Learning Outcomes

SLO/SAO Dialogue
Since the Associate Dean was not in the position for the program review cycle, I (Celena Alcala) cannot comment on the dialog that has taken place over the last year. There was a focus group and the results were typed and shared with the student service areas. ASO officers and senators who wished to receive stipends at the end of the year also submitted self-assessments of all of ASO’s SLOs.

As of Fall 2014, there will be assessing a new Service Level Outcomes for ASO. The first will assess ASO officer/senator’s understanding of parliamentary procedure. Students who attended a parliamentary procedure training were given a blind pre-test before the training and will be given a blind post-test at the end of the year. The ASO officers and senators continue to use the Student Learning Outcome essays as a second measure of their learning.

SLO/SAO Program Assessment
A focus group was conducted on May 24th, 2013 of a variety of students from ASO, Athletics, and different categorical programs. The focus group consisted of 10 students. Focus group assessments were conducted to collect qualitative data to assess any potential trends with technological competence and civic engagement.

ASO Focus group
Student engagement has been an important goal for West LA College and Student Services. A smaller focus group assessment was conducted with ASO students to get a sense of how engagement in ASO impacted the two SLOs: Technological Competence and Civic Engagement.

While technological competence is an outcome that most Student Services areas attempt to address, it is has been difficult to address civic engagement. However with ASO, the majority of students all seemed ready to be engaged with some kind of activity prior to their involvement with ASO, either by being involved with their categorical programs, by their CTE programs, or by searching out opportunities because of experiences they had earlier like in high school. It also seems that faculty, staff, students, and administrators can really encourage even active and engaged students to participate in ASO. All of the ASO students indicated that it was someone from the college who made them take the leap.

In terms of technological competence, ASO members were asked how they like to communicate with their constituency. The most common response was texting. When asked how they like to receive information, they responded email. ASO Senators may be using quick messages like texting to get information out quickly to students but to remain informed, they preferred email. It's something that staff struggle with in Student Services in terms of the best way to communicate with students.

Main focus group

In looking at the broader group of students for the focus group, there was a mix of students with the majority of students participating in services offered by the Counseling Office, followed by ASO, EOP&S, the Transfer Center, and Athletics. Here is a summary of the results for technological competence and civic engagement:

Technological Competence

- When asked what online services they use, half of the students mentioned Etudes as the online service they used the most frequently. The athletes mentioned the career café because of a counselor who showed them how to use the site. Other students noted that the library and learning lab tools were and the district's registration system, SIS.

- When asked how often they use online services, only four students mentioned everyday, two mentioned as needed, and the others were varied in their responses.

- When asked where they access the online services, at home or computer and whether they use a computer or mobile device, they all mentioned access on cell phones and they all mentioned accessing a computer on campus mostly in the library.

- When asked where they would prefer to have access, all students mentioned they wanted easy access to online services wherever they were, be it on campus or home.

- When asked if they wanted assistance from staff to help them access online services, most students indicated they would like to have personal assistance using online services

- When asked if they would prefer a service to be in person, Counseling is the service most requested.

- When asked if staff or faculty prepared them to use the online service, faculty and staff in Counseling, Transfer, Athletics and the library provided the most assistance on how to use the online resources.

- When asked if they use social media like FB and Twitter and if they use the college's Facebook page, half of the focus group said that they don't utilize social networking sites and if they did, most indicated that they didn't use the college's Facebook page.

- When asked if they use the LACCD email account where they can access important communications from the college particularly Admissions, A

11. Departmental Engagement

Community Connections (AU)
The ASO was active in Covered California efforts through Covered LACCD. This connection will continue this fall and winter when Covered California returns to WLAC. Over the last year, the ASO has maintained its connection to the Ronald McDonald House and held food, clothes, and toy drives for local charities.

Interoffice Collaboration (AU)
ASO has been involved in many collaborations across the campus. Last year, the ASO worked with the administration to reinstate preferred parking. The ASO had an active involvement in Hispanic Heritage month, the Reggae Festival, Black History Month, and Covered California efforts. The ASO opened the A-9 classroom and lounge to students after hours so that they had an alternative area to study during finals.

12. Professional Development

Professional Development Unmet Needs.
The Associate Dean is on many committees on campus. The Student Services Aide has very little campus involvement because there are only two staff in the office. The volume of students, ASO officers, and the public make it difficult for the Student Services Aide to step out at times. The
office can benefit from a part time classified staff who could help with the volume and allow relief for the Student Services Aide to become more involved on campus.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
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. Student activities will continue to work with the marketing personnel to market students activities.

Service Eval Disagree
The ASO disagreed that the library materials provided by the college are sufficient to support up-to-date program instruction. They answered this question based on the number of books available for students. They felt that there should be more books on reserve and recognized the fact that faculty would have to put them on reserve.

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
The emerging trend in technology that affect the program are 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

Facility Long Term Goals
Our long term goal is to move into CE Building, which is located at the center of the campus. The CE Building is supposed to be renovated for the ASO, student activities, and the Student Health Center.

Facility Short Term Goals
Our short term goal is to get more preferred parking spaces for students in the remaining parking areas where students do not have a preferred parking option.

20. Completion

Participant List
(blank)
Athletics

01. Department Purpose

Purpose
The West Los Angeles College Athletic Department 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 opportunities for all students to compete on the intercollegiate athletic teams. 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 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 charge is for our student athletes to complete a certificate program as stated in our college catalog or earn an Associate Degree, and successfully transfer to a four year institution. Athletics at West is an extra-curricular activity that is part of the Student Services Division, and an integral component of on-campus student life. We strive to make each student's athletic experience positive and a meaningful part of their overall collegiate experience.

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

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
The Athletic Department 2013-14 was accepted and validated with no suggested recommendations. We will continue to explore avenues to better serve students within the framework of current funding.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
There were no recommendations made during our most recent accreditation team visit. However, the Athletic Department will undergo an accreditation visit (Program Review) by the Western State Conference in 2017.

PR Recommendations Response
No recommendations were provided to Athletics.

04. Enrollment Trends

Enrollment Trends
The data shows that Athletics has been consistent in FTE and enrollment figures. The CCCAA Form 3 shows that 239 students were eligible to compete for WLAC Athletics. However, the Form 3 report does not account for FTE from students not competing while completing degrees/transfer requirements or those electing to not compete while addressing specific athletically related eligibility criteria. The increased FTEs have resulted in an ever increasing need for additional athletic personnel. As a result of the impact, there is a need to hire an Athletic Trainer, Sports Information Director, a Strength and Conditioning and Nutrition Coach as well as provide practical nutrition coaching. 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
The Athletic Department monitors, tracks and compiles 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 seven-year period ending with the spring semester of 2014. The academic performance statistics demonstrate that there has been marked improvement among the student-athlete population during this seven year period. In light of budget cuts and reductions, we have been able to sustain student academic success since 2007. NOTE: In tracking the data over the previous eight school years, we see that our student-athletes have either earned an Associate Degree or Certificate at an average of 40 students per year. We have some students who do not earn their Associate Degree, but have enough units to transfer successfully to four year colleges and universities around the nation. We average 49 transfers per year.

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

Success Trends
Budget cuts and reduced course offerings continues to impact students in their goals to satisfy graduation requirements and/or transfer to our-
year schools. The impact means students take an additional year or more to complete requirements. The past year showed an increase in the male enrollment to 48% and a decrease in female enrollment down to 52%. However, our past year also showed a smaller population of female student-athletes. The implication, although we moved towards greater equity in our overall student population as compared to the Athletics subpopulation, we must have a more concerted effort to increase the number of female student-athlete participants on our five (5) women’s teams. Additionally, as soon as funding allows, we must explore adding another women’s team. CCC Apply Athletics Interest Survey feedback shows that softball is the most requested sport that we currently do not offer. With respect to the Title IX regulations, we continue to use the second (2nd) standard of offering sports that meet the interest of students to remain compliant. It has been five (5) years since we added to additional women’s sports, but to remain compliant, we must add additional sports or increase our female participation proportionate to the overall female institutional enrollment.

We maintain an average of 40+ students that transfer successfully, yet we have to continue to focus on increasing the success stories of students. We have one academic counselor who does a tremendous job with the students on a very tight schedule, yet with the increased demands, we must have greater use of this position and possibly an opportunity to assign addition support to an area that is extremely detail oriented and time-sensitive.

In an effort to improve outcomes, Athletics will work collaboratively with existing programs to ensure that services are maximized to all of our students.

### 06. Staffing Trends

**Staffing Trends**

Athletics has two (2) full-time head coaches in the sports of football and women’s basketball. All other head and assistant coaching position are part-time assignments. They all have other jobs and typically do not arrive on our campus until early afternoons for team practice and training sessions. Our number one goal is the development of student-athletes as demonstrated by their academic progress and athletic competitiveness. The success of students can be attributed in part to contact opportunities with their coaches. We believe our students would be more successful and grow as people, students and athletes if we had a higher percentage of full time athletic coaches in the department. In this manner, they would be able to interact on a more consistent basis with specific opportunities to discuss academics, athletics and other individual concerns rather than just meet their teams for practice and competitions.

### 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 of progress reports, academic monitoring in collaboration with our faculty, assistance in the development of an academic plan for performance improvement and student educational plans (SEP’s), and any other duties assigned. The athletic training services involve the care and prevention of athletic injuries, collaboration and coordination with team doctors, arranging the physical examinations for student athletes, rehabilitation of athletic related injuries, the oversight of daily practice sessions and official athletic contests. The head athletic trainer also handles all insurance related matters with our student-athletes, the LACCD and our insurance providers. Our department secretary handles all clerical duties such as daily and monthly budget management, team travel arrangements, purchase orders, procurement of equipment and supplies, payment of officials, home game management, eligibility assistance with the Eligibility Clerk in the Admissions Office, and much more.

**Technological Advances (AU)**

Athletics has not provided additional technological advances. However, we are reviewing an opportunity to provide an academic area for our student athletes that will contain twelve (12) desktop computers.

### 08. Survey Results

**Survey Results**

The Athletics Department has conducted it own point-of-service surveys among each Athletics team. We will continue to do so and are exploring opportunities to enhance the existing survey tool. Our point of emphasis will be to produce disaggregated data and analysis in an expedited manner.

**Survey Results Implications**

It appears that most complaints centered on facilities. In the enhanced survey, we will determine the extent to which facilities impacts our ability to attract student-athletes.

### 10. Student Learning Outcomes

**SLO/SAO Dialogue**

There is always continued dialogue in college athletics as each year bring new opportunities to assess what was done and prepare for the next season. Coaches will research and examine successful programs to identify new techniques that may be implemented to enhance successful student outcomes. Each coach will have a pre- and post-season meeting with the Athletic Director to share what has been learned from the past season and what are the goals and expectations in the upcoming season.

**SLO/SAO Program Assessment**

In an effort to assess and measure the services of the program, we will continue to monitor and track the academic progress of all student athletes through periodic grade checks, individual and team GPA’s, course completion, retention, graduation and transfer rates. We will also continue to seek insight and feedback via the enhanced online survey, the new student-athlete advisory council, and use feedback provided from
all student athletes in the end of season exit interviews. Additionally, we will assess the success of the athletic programs by evaluating the number of scholarships awarded to four year colleges and universities at the conclusion of each academic year. Each head coach will continue to monitor, track and provide the appropriate feedback for individual and team skill development. Assessing skill development is a continual qualitative and quantitative measurement; however, it will be completed by each head coach for every athletic program. We also review the level of interest and ability of all incoming students with a sports interest survey that is linked to the CCC Apply system. In this manner we can compile data related to the student's interests in athletics and whether that interest is for participation in a competitive sports team, or merely for physical education and intramural participation. We also use this data for our federally required Title IX Gender Equity Report each year. NOTE: That data is available upon request from the Athletic Director.

11. Departmental Engagement

Community Connections (AU)

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

1. The coaches have worked effectively with the student outreach and recruitment office. They have also cultivated relationships with coaches at local feeder high schools.
2. The new Athletic Director will continue to make 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 will charge each team with holding one community service event this year and two next year.
4. 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.
5. The Athletic Academic Counselor and Athletic Director were available for guest speaking engagements with various learning cohorts on campus.
6. In an effort to market and brand the athletic department we have developed a relationship with the Fast Signs Corporation of Culver City.
7. We have created a partnership with the Kerlan-Jobe Orthopaedic Clinic in effectively meeting the Sports Medicine needs of our student athletes.
8. We also became involved in the National Coaches vs. Cancer event with our men and women's basketball teams. They organize and produce a fund raiser in conjunction with one of our home games. The 2013-14 school year will mark our third consecutive year of involvement.
9. All of our coaches connect with area high school coaches, counselors and school administrators during our student-athlete recruitment efforts that are conducted on a year round basis by our staff.
10. Our athletic program serves as a bridge to the community and gives the college an avenue for positive visibility as our teams travel and compete off campus. The teams are covered by area news media, seen by a multitude of fans and spectators, talked about on radio, and in some cases interviewed on television. All of which produces positive visibility for the college in general.

Interoffice Collaboration (AU)

The Athletic Director, Academic Counselor, Head Athletic Trainer and department Secretary all meet on Tuesday mornings to map out the weekly calendar, review progress of departmental goals and objectives. We collaborate on future policy development, how to improve services to our students, our coming game management duties, sports medicine concerns, future events and activities in the area of planning, procedures and all related areas. In addition, our athletic director coordinated a quarterly department meeting for all personnel. It will enable us to all be on the same page with regard to our college master plan and the department goals and objectives. Most importantly, it gives us a positive communication loop within our shared governance and collaborative efforts of improving the services we provide to our students. We also conduct a department In-Service Workshop prior to the beginning of each school year that features guest speakers, a power point presentation on the state athletic association rules and regulations along with a review of any new legislation. A presentation on academics and our college student support system to aid in student success. Plus, further study on athletic eligibility along with reminders about transfer requirements for four year colleges and universities in the NCAA and NAIA. Finally, we review all the college and department policies and procedures so we are functioning in a consistently positive and professional manner in serving our students.

The athletic department has made a conscientious effort to change and improve the culture amongst the student athlete population here at West. We have worked hard to establish a culture of "academics first", with graduation and transfer as our top goals. In an effort to foster this change the athletic department has worked diligently to collaborate with the various academic divisions and departments on campus listed below to foster an environment conducive to student learning, retention, persistence, and graduation and transfer.

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

**Professional Development Unmet Needs**

In order to keep current, there is a need for staff to attend professional development meetings each year. As an example, there are over 50 rule change proposals for the fall California Community College Athletic Association (CCCAA) Conference. The state of college athletics is and remains fluid with changes each academic year.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

The college catalog does not directly influence student-athletes with respect to attending West LA College. Athletics could benefit from some form of priority in the scheduling of classes.

The campus website is attractive and appealing. In Athletics, we have a greater need for a dedicated person to promote athletics and provide information on current performances. A webpage that has more current information serves as a platform to attract more student-athletes. The Public Affairs office does commendable work, but the effort required in Athletics sports information would overwhelm the staff if they responded to Athletics' needs. We have asked for a sports information director to disseminate information and address the Athletics website.

**Service Eval Disagree**

Technological Services-- The Athletic Department could use computers to offset the needs of student-athletes. Given the time constraints in the students' schedules, Athletics would like to create a space for students in the PEC building. The assistance of the Learning Resource Center and the desktop computers would assist in creating a place that is more conducive to the needs and windows of the students.

Academic Counseling--Athletics has a need for a full-time academic counselor. One of the items cited in the 2007 CCCAA Accreditation Review, that lead to the program being given a "not in good standing" status and probation, was the lack of a full-time academic counselor. The academic counselor evaluates information that is time-sensitive and critical to the student's ability to compete, graduate and transfer in a timely manner. Athletics could use additional assistance in the area of academic counseling, but at a minimum, we need the counselor we have to work in the department 100%.

15. Environmental Scan

**Technology Trends**

Under review.

16. Facilities

**Facility Long Term Goals**

The long term goals are to 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 score board, install a new public address system in the existing gymnasium, gut and remodel an area in the existing outdated men’s and women's locker rooms with new modern large lockers, showers, and restrooms. The baseball field scoreboard is out of date and barely functioning ◆ it was installed in 1988 and we need to create funds for a modern and up to date digital scoreboard for the field. The track situation needs to be addressed.

The stadium field is nearing the end of it's life cycle and we will need to start planning for it's replacement.

**Facility Short Term Goals**

The short term goals for the coming year remains to focus on the baseball field with spectator seating, improved dugouts for participants, remodel the existing public restrooms which never seem to function properly. We have also put in a request to have the outdoor storage area on the end of the C-1 building enclosed to provide more secure and cleaner storage area for athletic equipment during the off season.

The gym floor need to be repainted and refinshed to provide a better competitive surface, and it will also give us the opportunity to market the West LA brand better.

20. Completion

**Participant List**

(blank)
Child Development Center

01. Department Purpose

**Purpose**
The Child Development Center has three primary functions:

. To provide a quality Early Childhood Educational Program to children of West LA College students (first priority), faculty & staff (second priority) and the community (third priority).
. To facilitate Child Development students' learning and professional development by providing an exceptional environment for hands-on implementation based on the concepts and techniques that are taught in the college practicum classes.
. To provide parent education and support in order to enhance parents' knowledge of child growth & development, positive discipline/guidance approaches, community resources, etc.

**Purpose Alignment**
The Child Development Center (CDC) is a student support service by providing access to higher education for students/parents. This is done by offering quality early education services, so that students/parents have the opportunity to complete their educational goals. As a result, the CDC supports students/parents in obtaining their educational goals, which is consistent with West’s Educational Master Plan and Mission. Data from a recent CDC parent survey (April 2014), supports this assertion (that CDC supports student success), since 30% of students stated that they would need to drop-out of college if WLAC CDC was not available (see below).

If the WLAC Child Development Center were not available, what would you do?
> Drop out of school: 30%
> Reduce class load: 46%
> Reduce study time: 29%
> Take my child to class: 9%

The CDC also prepares Child Development students for the workforce by proving an educational laboratory for practicum students to engage in detailed observations, observe quality teacher-child interactions and hands-on learning through student teaching/practicum experiences. Students pursuing a Child Development career path earn Child Development certificates & degrees and the CDC also helps prepare students to transfer to four year colleges.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
Based on the Program Review process, the CDC is now conducting additional collaboration and coordination with the West Los Angeles College Child Development Department. For example, this year's Trike-a-ton that was held on 4/24/14 was expanded to include children's activities, which were planned and implemented by some of the Child Development Students taking CD-1 and CD-2. This was considered part of their course work to plan/implement developmentally appropriate activities during the Spring/Trike-a-ton event. This collaboration benefited both the children (being able to participate in a variety of learning activities) and it was extremely meaningful for students to have hands-on experiences with young children to help reinforce concepts that they are learning in their CD classes. The CDC and CD Departments worked together to create a CD/CDC T-shirt in order help support the CDC and to build more awareness about the two programs. In addition, The CDC & CD Department are working together to support the Child Development Club, which resulted in the First Annual CDC Harvest Festival and Parade, which held on October 30, 2014.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The CDC Director worked with the Interim Vice President of Student Services to help revamp the Service Learning Outcomes and through this process, it was determined that it would be beneficial to create Service Area Outcomes (vs. SLOs) in order for the plans to be more meaningful. This year, Student Services will be discuss and monitor how the new plans are working during the Student Services monthly meetings and make any necessary modifications.

The CDC participates annually in the program review cycle and then makes any needed request for resources to improve program quality and services.

**PR Recommendations Response**
There were no comments or recommendations based on last year's program review.

04. Enrollment Trends

**Enrollment Trends**
Below are the CDC demographics (based on the April 2014 parent survey).

Ethnicity:
> Black, African-America: 34.6%
> Mexican, Chicanos, Mexican-American: 9.1%

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

> Other Hispanic: 40%
> Caucasian, White: 5.4%
> South American: 1.8%
> Other Asian: 3.6%

Primary Language:
> English: 89.2%
> Spanish: 8.9%
> Other Language: 1.8%

Gender:
> Males: 12%
> Female: 87%

Age:
> Under 20: 5.4%
> 20-24: 32.1%
> 25-34: 44.6%
> 35 and over: 17.9%

05. Students and Student Success

Degree/Cert. Trends
The Child Development Department increased awarding CD certificates and completed degrees (combined) from 16 in 2011/2012 to 24 in 2012/2013; however more students are completing certificates vs. completing degrees, which resulted in degrees decreasing from 13 students to 10 students completing their degree.

The CDC Director will continue to work closely with the Child Development Faculty/Instructors, to ensure that CD students are provided with the essential support/resources in order to increase the amount for students completing their AA degrees. Also, this year the CDC are CD Department are collaborating to encourage more students to join the Child Development Club and have events that motivate and support student success (i.e., hands-on activities to promote leadership skills, peer mentoring, etc.). The Child Development Club meetings will be fun & engaging, but will also highlight the importance in completing AA degrees and transferring to 4 year colleges to complete their BA degrees in Child Development. The trend in the CD field, is for teachers (and other related child development jobs) to have a BA in Child Development and to have a Child Development Permit or higher (through the State of California Commission on Teacher Credentialing). As a result, the CD Club with help educate and support students in this effort.

Demographic Trends
Summary and implications:

There were no dramatic changes in the CDC demographics from the previous year. Although there continue to be high percentage and Latinos, only 8.9% indicated that their primary language is Spanish. As a result, hiring additional staff that speak Spanish does not seem essential at this time since we have enough bilingual staff to meet students/parents and program needs. The male population remains fairly consistent (12% as of April 2014). The program continues to ensure that male students/parents feel welcomed and included in program activities/events.

In the fall 2014 the, CDC’s enrollment improved (i.e., toddler classroom is full, preschool classrooms only have a few openings, increased full-time enrollment, etc.); however, the program goal is to have each class at full capacity and have a waiting list. Below are the following recruitment strategies utilized by the CDC:

- Coordinated with West’s Public Relations/Advertising representative to ensure that West’s weekly newsletter highlighted CDC services and openings and that CDC’s information was included on West’s Facebook page.
- A few large CDC Recruitment posters were located in key areas (i.e., in front of the library and in the financial aid office).
- Sent email reminders about CDC services/openings along with flyers/applications to key departments, such as, CalWorks, Financial Aid, Child Development, etc. Also, sent email reminders regarding CDC services to West administrators, faculty, staff and ASO email groups.
- Conducted recruitment outreach during campus and community events (i.e., Taste of Soul event, West’s Spring Open House, Fall Kick-off, etc.).
- Conducted outreach in the community (i.e., leaving flyers at local clinics, nutrition centers for low income families, Laundromats, etc.)
- Added the CDC’s information with Connection for Children (local resource and referral service for families locating for child care/early education services).

Success Trends
The retention rate in Child Development (CD) revealed a decrease from 90% (2011) to 79% (2012), and another slight decrease in 2013 to 78%. In addition, the success rate went from 75% in 2011 to 64% in both 2012 & 2013. These results reflect that CD students need additional support. Continued coordination between CDC and the CD Department is essential to ensure CD students have the support and resources to be successful. For example, encouraging more students to join CD Club as a supportive network, having combined CDC and CD meetings/trainings & events to assess students’ needs/interests and then develop/implement additional activities.

06. Staffing Trends

Prepared by WLAC Office of Research and Planning
Source: IES Data
**Staffing Trends**

There has been consistency regarding CDC full-time Faculty in order to provide early education services and to provide the necessary training support for practicum students. However, the decrease in hours (due to budget cuts) for part-time teacher assistants has been an issue, especially in the toddler classroom. This is critical concern since the program is required to meet Title 5 ratio requirements, which requires a 1:4 child/adult ratio for toddlers.

See CDC Staffing below:

Name, Title, Employee # & FTE Status
Katy Kelley, CDC Director: 044498-Full-time
Glender McKay, CDC Teacher; 736050-Full-time
Amy Baugh, CDC Teacher; 779696-Limited Full-time
La Donna Black-Ott, CDC Teacher; 766033-Full-Time
Angelina Gomez, SFP Program Specialist; 784316, Full-Time
Pamela Fears, CDC Food Service Aide; 01045598- Part-time
Nikiya Black, CDC Assistant ;1044363-0.4 Temp
Yasamin Zarrabi, CDC Assistant; 1035816 -0.4 Temp
Vanessa Longoria, CDC Assistant; 1037063- 0.4 Temp
Joycinth Simmons CDC Assistant 1035020-0.4 Temp
Java Williams CDC Assistant 1037501- 0.4 Temp
Dianne Johnson/Wheeler CDC Assistant; 776474-0.4 Temp

**07. Functions and Services**

**Function service list**

Below are the primary functions & services provided by the CDC:

1. Provide quality early education services for children 2-5 years of old.
2. Provide CD 22/23 practicum placement, supervision and training and opportunities for students to complete observation assignments.
3. Provide parent/students with training opportunities (i.e., child development, health/nutrition, etc.), and assist parents/students with needed campus and community resources.

**Technological Advances (AU)**

The CDC program visibility on the college website has increased awareness of our program services; however, as stated last year, additional visibility is needed to ensure consistent and full enrollment. The CDC Director continues to coordinate with West's Public Relations/Advertising representative to ensure that the CDC updates regarding enrollment opportunities are covered in the West Los Angeles College Weekly email Newsletters and also that the CDC is highlighted on West's Facebook page. Having a large banner at the entrance on Overland would be another way to advertise the CDC's services.

**08. Survey Results**

**Survey Results**

The CDC Parent Survey combines a survey from the Department of Education-Child Development Division (Desired Results Parent Survey) and the second part of the survey is a LACCD / CDC survey, which provides an overview of the student parent population, demographics, reasons for attending college and their satisfaction with the CDC services. A total of 60 parents (100%) completed the survey. Below is a sampling of the survey results from April 2014:

How satisfied are you with the overall quality of this program?
>Very Satisfied: 85%
>Satisfied: 15%

What are your reasons for attending college?
>Transfer to 4 year college:
> AA/AS degree: 68%
>Acquire job skills: 51%
>Upgrade job skills: 21%

If the WLAC Child Development Center were not available, what would you do?
> Drop out of school: 30%
>Reduce class load: 46%
>Reduce study time: 29%
>Take my child to class: 9%

which of the following might prevent you from completing your education?
> Money: 57%
How has the WLAC Child Development Center helped your child develop?
> Develop social/emotional skills: 93%
> Promote new experiences: 83%
> Acquire learning & cognitive skills: 84%
> Promote independence: 82%
> Develop physical skills: 74%
> Promote self-esteem: 79%
> Acquire language skills: 72%

How did you find out about the WLAC Child Development Center?
> From another student-parent: 36%
> Read about it in the Schedule of Classes/College Catalog: 11%
> From another campus office or faculty: 20%
> Flyer: 11%
> From the college website: 38%

In addition to childcare, how has the WLAC Child Development Center helped you?
> Referral to Financial Aid Office, EOP&S/CalWORKS: 33%
> Health information: 25%
> Referral to counseling services: 15%
> Improve parenting skills: 47%
> Referral to off-campus services: 16%
> Help in understanding child's development: 57%
> Kindergarten/Transition Information: 36%

Survey Results Implications
Based on the information from the combined parent survey, the program plans the following strategies:

The survey data regarding how parents/students are hearing about the program indicates that students/parents referring other student/parents has one of the most effective means for our CDC enrollment. Therefore, the program will discuss during parents/trainings and during the Parent Advisory Committee meetings additional ways that current parents can communicate our services to families that could benefit for our services. The data also shows a significant decrease (from 21% in May 2013 to 11% in April 2014) in parents/students learning about the CDC in the schedule of classes catalog. The CDC Director will share this finding with West's PR person, to see how the catalog can better highlight the CDC services. However, the data reflected that 38% of parents/students heard about our services from the college website. As a result, it will be critical to monitor the effectiveness of the new college website to ensure that this continues to be an effective means to advertise the CDC services. Having consistent enrollment is critical for ongoing funding and to ensure that all students/parents are aware of our services, since having free/low-cost child care/early education services is one of the most critical factors to support students that have young children.

The parent survey data also indicates how essential the CDC services are to student success, since 30% of parents/students stated that they would need to drop-out of school, (if it wasn't for the CDC) and 46% stated that they would need to reduce their class load. This data clearly shows that not having the CDC would negatively impact enrollment and student retention rates. In addition, 29% indicated that not having the CDC services would affect their study time, which also impacts student retention and students being able to transfer successfully to four year colleges. This is valuable data, since cutting the CDC program has been considered a possible option (due to budget cuts). This information could be utilized if there was a possibility for cutting the CDC, since having the CDC clearly impacts student success as well as student equity (87% are either Latino or African American and are low-income).

The parent survey feedback indicates that parents/students could benefit from additional information regarding kindergarten/transitions. As a result, the CDC program will continue to highlight information regarding kindergarten transitions & school readiness during parent meetings/trainings, newsletters and provide any additional materials/resources. Based on this information, the revised parent handbook (revised July 2014) has a new section highlighting school readiness. The program will continue to encourage CDC parents to participate in the Learning Foundations Project-School Readiness Program, which is a 10 week (on-site) free program to help parents better understand and support their children with school readiness.

10. Student Learning Outcomes

SLO/SAO Dialogue
As stated on the previous question, the CDC Director worked with the Interim Vice President of Student Services to help revamp the Service Learning Outcomes and through this process, it was determined that it would be beneficial to create Service Area Outcomes (vs. SLOs) in order for the plans to be more meaningful. This year, Student Services will discuss and monitor how the new plans are working during the Student Services monthly meetings and make any necessary modifications.

SLO/SAO Program Assessment
The CDC Director worked with the Interim Vice President of Student Services to help revamp the Service Learning Outcomes and through this
process, it was determined that it would be beneficial to create Service Area Outcomes (vs. SLO’s) in order for the plans to be more meaningful. This year, Student Services will discuss and monitor how the new plans are working during the Student Services monthly meetings and make any necessary modifications.

Based on the parent survey data (April 2014), the CDC completed a plan of action in order to enhance services and student success/outcomes. Below are the key areas/items the CDC is addressing.

- Providing parents/students with additional information regarding school/campus and community resources
- Provide parent/students with additional information regarding discipline
- Provide parent/students with additional information regarding the experience & training of program staff

Below are the new the new Service Area Outcomes (SAO’s) for 2015:

1. At least 75% of the CD 22 Practicum placement students (at the CDC) will indicate that the CDC Practicum training experience met their expectations (based on the CD 22 Course Objectives) and that they feel better prepared for the Child Development workforce.

2. The CDC will plan and implement parents/students training opportunities that meet parents’ needs, which will reflect that at least 80% of parents felt that the CDC met their training needs.

11. Departmental Engagement

**Community Connections (AU)**

The CDC program continues to strengthen our collaboration with the following community partners:

- School Readiness Program: The CDC continues to collaborate with the Learning Foundations Project (Smar2tel Foundations). This program/project provides 10 week (on-site) School Readiness workshops for our CDC parents. This program provides hands-on learning support in pre-academics, as well as social/emotional and physical developmental domains. The CDC program provides awareness about this program by having special presentations during parent meetings/trainings. The newly revised parent handbook (7/2014) now highlights school readiness and this program.

- St. Johns: The CDC also has a community collaboration with St. John’s to provide the following: support with possible referrals, providing classroom observations and providing one-on-one and group training support for both faculty/staff and parents regarding early mental health issues (i.e., help with children’s social skills, discipline challenges, etc.) and possible developmental delays (i.e., speech, cognitive, etc.).

- Nutrition and Physical Activity Program with Los Angeles County Department of Public: This is a new collaboration with this subsidized support service program. This new program will be able to provide nutrition & physical fitness trainings for parents & teachers (i.e., how to provide simple & fun nutrition and gross-motor activities in the classroom and at home).

- Toy Loan Program with the County of Los Angeles Department of Public Social Services: This is new community collaboration. This program provides free toys for the children to check-out on a weekly basis. On the 5th time (when a child returns their toy), they receive a free incentive toy to keep. This program helps children develop responsibly and cooperation and gives them an opportunity to take home and keep new play items.

- Connections for Children: The CDC is now listed with Connections for Children (a local Resource & Referral program) in order to obtain additional child care/early education referrals.

**Interoffice Collaboration (AU)**

The CDC consistently collaborates with several departments on campus. Below is a summary regarding department the engagement that occurred over the past year:

- Dental Hygiene Program: The CDC has had an on-going collaboration with the West’s Dental Hygiene program. For example, each year the dental hygiene students come to the CDC and teach the children about healthy dental hygiene habits. These events included skits/plays about the healthy and unhealthy teeth, nutritional education and brushing and flossing demonstrations with puppets. This year, the program implemented a hands-on interactive parent training facilitated by students, so that parents could further enhance positive oral health practices at home. These activities benefited the children & parents as well as the students. The students were able to put into practice what they learned from their dental hygiene classes and the children and parents learned new healthy habits.

- The Child Development Department: The CDC collaborated with the Child Development department to create the new CDC/CD T-shirts that were for sale during the annual Trike-a-ton/Spring event and the program plans to sell the T-shirts on an on-going basis. During this year’s Trike-a-ton/Spring event, the CD students developed/implemented hands-on activities based on what they learned from their CD 1 & CD 2 classes. The CDC children were able to engage in a variety of fun learning activities, and the CD students were able to put into practice effective teaching approaches. The CDC Director and Practicum Instructor coordinated to revise the practicum checklist and also having the practicum orientations. The CDC/CD departments are also working together to support the Child Development club in order to support student success.
Program Review

Student Services Area | Child Development Center

> Fine Arts Department: In December 2013, the CDC collaborated with the Fine Arts Program in order to have a winter/holiday event for the children. The Fine Arts students had a variety of activity centers for the children and also performed holiday songs.

> Project Learn: Project Learn students come to the CDC on a weekly basis to read to the children.

> The Entire Campus: In addition, the CDC has collaborated with the entire campus regarding special program events, which included: Halloween/Harvest Parade, Thanksgiving event, Trike-A-Thon, etc.

12. Professional Development

Professional Development Unmet Needs
Ongoing collaboration/coordination with our Child Development (CD) Department would be extremely beneficial (i.e., sharing practices, etc.). In addition, having training among the LACCD Colleges would be valuable to help provide support for new and existing faculty & staff, and this would also help unify some general processes/procedures to meet program requirements (i.e., California Department of Education, Food Program, etc.). Having additional computer training would be helpful, since new tools and assessments are now being developed.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The parent survey data (April 2014) reflected a significant decrease (from 21% in May 2013 to 11% in April 2014) in parents/students learning about the CDC in the schedule of classes catalog. The CDC Director will share these findings with the West Public Relations/Advertising person, to see if the catalog could make any modifications to better highlight the CDC services. The data reflected that 38% of parents/students did hear about the CDC services from the college website. As a result, it will be critical to monitor the effectiveness of the new college website to ensure that this continues to be an effective means to advertise the CDC services. Having consistent enrollment is critical for ongoing funding and to ensure that all students/parents are aware of our services, since having free/low-cost child care/early education services is one of the most critical factors to support parents/students that have young children.

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
There are new data collecting systems that are emerging in the field of child development and as a result, children’s developmental assessments and portfolios are being conducted using the computer rather than using hard copies and folders. Therefore, the CDC would benefit from having updated computers in the classrooms as well as additional computer training. This would also require discussion/s and consensus with the CDC Faculty in order to make this shift.

16. Facilities

Facility Long Term Goals
Address any items from the short-term goals that were not completed.

Facility Short Term Goals
Some of the items from the list to be addressed within the 1st year will be ongoing (see below items).
> Clean all the window (inside and outside)
> Rain gutters need to be replaced
> Paint the interior & exterior of the CDC building (it has not been painted approx. 14 years).
> Clean air vents

20. Completion

Participant List
(blank)
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 and develop self-direction. Furthermore, to educate, the colleges diverse learning community and to be a catalyst for the promotion of student success. Counseling not only plays a vital instrument for supplying students with the necessary tools needed to meet their objective, it serve as the most critical component of their educational success.

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.

Purpose Alignment
Old:
Mission Statement: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.
The counseling department provides the foundational tools/resources that students need for academic success; from matriculation to graduation the Counseling Division disseminates information that educates students how to successfully navigate their academic journey. We provide one-on-one and group counseling sessions which create a confidential and safe environment that is needed for student success. Our Personal Development course transform students by empowering them to become their own academic leaders.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program
As a result of the Program Review 2013-2014 the Counseling Division has made advances in the practices, procedures and delivery of counseling services.

The following list provides our most current implementations for Counseling:

Outreach via email, text messages, electronic phone calls to students to secures appointment for Comprehensive Student Educational Plan’s (CSEP) and to notify students regarding workshops for career, transfer and student enrichment.

Classroom presentations are designed and scheduled to deliver information sessions regarding SB1456: orientation, assessment, student educational planning, career updates and general student information.

Counselor appointments are now available a 4-6 weeks in advance, to accommodate new state regulations Senate Bill 1456, these reserved appointments provide individualized CSEP’s and major coursework advisement.

The following list provides our most current implementations for Personal Development:

Course content for the Personal Development Discipline now includes student educational planning.

The discipline has collaborated to unify the textbooks required for each PD course offered, through an agreed partnership students are now able to rent text books for each term.

The PD discipline continues to work closely with the SLO Coordinator to align with the colleges commitment to student success.

Resource Allocation Evaluation
(blank)

03. Response to Prior Recommendations

Accred Recommend Response
The Counseling Division has worked closely with the Vice President and Dean of Student Services to ensure that full services are considered in order for each student to fulfill their established educational goals and for each student to satisfy educational success at WLAC. In response to the accreditation recommendation 4, the department has surveyed WLAC students to determine the appropriate level of services needed. After reviewing the data, the division established CSEP Thursday’s, adjusted appt times for individual counseling sessions increased availability for student’s to receive their CSEP, Career Workshops, Financial Aid Workshops, Transfer Workshops. Staffing in the Counseling Division continues to be a challenge in order to fully implement full services to meet the established SLO’s outcomes. Additional classified and faculty are needed to meet the division’s SLO’s and to respond to the Counseling Division’s mission and goals.

PR Recommendations Response
Although there are no indicated recommendations for 2013-2014, Program Review, the division continues to work towards aligning with the college to complete the ISLO’s, implement actions to respond to the college Master Plan, Student Equity and state and federal mandates.
04. Enrollment Trends

Enrollment Trends
2014-15

Personal Development Enrollment Trends:
Enrollment Trends for Personal Development has a direct correlation with the Trends of the campus. In the Fall 2009 semester, the enrollment average was 213 students, the enrollment declined to 117 students during the Fall 2013 term with a reduction in sections. Online course offerings appear to have the same trend of declining enrollment, the enrollment records reflect 239 students enrolled for the Fall 2009 semester compared to 143 students enrolled in the Fall 2013. Despite the Enrollment Trends for the campus Puente student enrollment for Personal Development is continuous and steady.

Personal Development FTES:
Personal Development courses, FTES do not appear to align with the overall college’s FTES. The delay of the sections being approved and released did not allow for sufficient time for students to satisfy their personal SEP’s and goals by registering for Personal Development courses. Therefore, Personal Development courses are not an accurate depiction of FTES on campus. With the implementation of Senate Bill 1440 (AA-T/AS-T), which removed the requirement of a Health and Kinesiology courses in order to earn an associates degree in the LACCD, This change will allow students an option to take Personal Development 20 and 40 to fulfill their transfer requirement for Area E: Lifelong Understanding and Development. This change will give students an opportunity to explore in depth, career options which will lead to more students declaring a major at the community college level as well as for transfer.

Counseling Enrollment Trends:
The Counseling Division, services ALL students at WLAC including new, continuing, and returning. Therefore, Enrollment trends and FTES can not be measure using traditional data provided by the college. Counseling data is measured through the Scheduling and Reporting System (SARS) based on the data obtained for 2013-14 academic year student counseling contacts have increased by 11%. Our Division’s trends are based on the campus enrollment.

Counseling FTES:
Regardless of the units students are enrolled in, the Counseling Division provides opportunities for students to clarify their values, goals, to cultivate self confidence and develop self-direction.

Section Count Trends
Section Count Trends Personal Development:
The data indicates the section count Trends by Mode of Instructional Delivery by classroom and online delivery have both decreased. However, Hybrid and Puente have remained consistent over the last 5 years.

The data indicates the average class size Trends by Mode of Instructional Delivery have increased through classroom, Hybrid and online. Puente has remained consistent. The data suggests ground classes for Personal Development are needed in order to adequately serve students seeking advisement for career, personal growth and college survival skills.

Section Count Trends Counseling:
The Counseling Division is a service area, therefore data can not be measured by sections.

05. Students and Student Success

Degree/Cert. Trends
The Counseling Department continuously creates CSEP’s and counsels students on Graduation Plan A and Plan B’s, general education requirements and reviews West Los Angeles’ major requirements for associates degrees and certificates. In addition, we educate students about IGETC/CSU certification requirements as well as major requirement for transfer purposes. The completion of Liberal Arts: Behavioral & Social Science degrees has nearly tripled from 2009-10 to 2012-13 due to students seeking transfer who will automatically meet that Liberal Arts degree requirements once they complete their general education courses by following the IGETC or CSU certifications.

Demographic Trends
Counseling:
Counseling’s data collector, SARS, does not separate students by age, gender or ethnic groups. With the implementation of the new Student Information System (SIS, Fall 2016), data will reflect appropriate demographic trends.

Personal Development:

Gender distribution:
Based on the enrollment trends for the last 5 years, 38.6% students have enrolled in Personal Development courses. The current counseling faculty consist of 30% males. Additionally, the representation of the female student body is proportionate to the campus Counseling faculty.

Age group distribution:
Based on the enrollment trends for the last 5 years, the 25-34 year old students have remained the second largest group returning to school. With state (employment) reductions, students are returning to school for (alternate ) career options and retraining. As Veterans return home from military service there will be an apparent increase in college enrollment, requiring more individualized services. The International Student
population has increased as a result of additional outreach services and directed counseling services.

Ethnic group distribution:
Based on the enrollment trends for the last 5 years, the Hispanic/Latino and White population has increased 7%, respectively. The African American/Black student enrollment has declined 3% over the past 3 years, changing the majority of the student population on the campus.

**Equity Gaps**
A higher equity gap exists in the student populations of Veteran's, ABS40, International and Online primarily due to the restricted staffing schedules; there is not a dedicated faculty members to serve these specific groups.

**Success Comparisons**
The division attributes the successful student completion of each course to the individual relationships of faculty/Counselors in the class. Counselors are engaged in communication to ensure that each student understands and has completed a Student Educational Plan which anchors and sets the path for student success.

**Success Trends**
The overall retention rate for the discipline has been steady in the 80th percentile. Since Fall 2009, success rates have been 62% with a 1 percent increase in Fall 2011 and 2012. WLAC counselor to student ratio of 1:1,448 (based on 10,860 students for Fall 2012) is a major factor in student success and retention. There is a need to provide each student with the adequate resources and support to complete their academic goals. Especially, with Senate Bill 1456, that requires each student to attend orientation, complete assessment and create a student educational plan, it is vital that the Counseling Department increase its resources by hiring more faculty.

**06. Staffing Trends**
**Staffing Trends**
Counseling:
The Counseling Divisions Staffing Trends are as follows:
- 6.2 General Funded Counselors
- 4.3 Specially Funded Counselors
- 3.5 General Fund Released Counselor

Implications:
Without sufficient staff and faculty in the Counseling Division, we will be unable to meet mandates for of the Student Equity Plan and Senate Bill 1456.

Examples include and are not limited to the following:

The Comprehensive first year experience programs (Summer Bridge and Pathway Completion Roadmaps) will not be thorough or accessible to students, due to the limitations of Counselor availability. According to the Basic Skills Completion section of the Equity Master Plan; limited opportunities for Counselors to create cohorts with Learning Skills classes creating support services so that students can decide their educational goals, develop study habits, and learn about college resources and the academic support needed to pass the courses in the basic skills sequence. in order to advance to college level courses. Furthermore, the lack of staff will limit the division to meet the Educational Master Plan 2014-2020 objectives noted as developing a career/job placement center and enhancing career counseling for undecided students.

**Personal Development**
The Personal Development staffing consist of adjunct faculty.

Implications:
By not hiring a full time faculty member for the Personal Development Discipline advocacy or further development for the discipline will be challenging. The restriction of a full time faculty member limits student retention, access, and degree completion rates for students. The lack of full time faculty leaves our first year and undecided students at a disadvantage due to lack of guidance and advocacy.

**07. Functions and Services**
**Function service list**
In addition to providing service to the general student population, the Counseling Department works diligently to stay abreast of new programs and updates that impact our undocumented students (ABS40), International students, Veterans students and Financial Aid students. For example: Veteran Retaining Assistant Program (VRAP) for Veterans, California Dream Act for ABS40 student Deferred Action for Childhood Arrivals (DACA) and understanding the degree limitations for undocumented students F-1 Visa holder rules and regulations SEVIS and OPT guidelines Financial Aid's new 600% awarding guidelines, Senate Bill 1456, which requires all students to complete Assessment, Orientation, and Student Education Plan Transfer Center. The following services and functions are provided in each area: academic, career and personal counseling, one-on-one 30 minute appointments, 5 - 10 minute walk-in sessions and online counseling (via chat or email), transcript evaluations, degree audits, consortium agreements, prerequisite clearance, Student Educational Planning (SEP) and general education certifications verifications. In addition, to the traditional counseling services.

The Counseling Department faculty are housed through out various departments across campus:
Program Review

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

Student Services Area | Counseling

Extended Opportunity Programs and Services (EOP&S) Cooperative Agencies Resources for Education (CARE)

Office offers the following services: Priority Registration, transfer assistance, counseling, book vouchers, tutoring, peer advising, workshops. The CARE program offers the following services: book vouchers, child care program, transportation grants, Counseling, single parent workshops and referrals to on/off campus resources.

Disable Student Programs and Services (DSPS)
The DSPS office assist with classroom accommodations, diagnostic assessments, registration assistance, proctored exams and additional support services.

Transfer Center
The Transfer Center houses West Los Angeles Honors Program, it provides computer lab access to literature and online programs relating to career and transfer, organizes transfer fairs, transfer counseling, workshops, and provide one-on-one advising with university representatives. Disable Student Services Career The Career Center provides individual/group career counseling sessions and workshops which include navigating career assessments, such as Eureka, Career Café, and My Career Center.

Athletics
The academic counseling involves assistance with matriculation, transcript evaluations, transfer information, career assessments, dissemination and review of progress reports, academic monitoring in collaboration with our faculty, assistance in the development of an academic plan for performance improvement and student educational plans (SEP’s). Additionally, athletic eligibility for each student athlete is reviewed and discussed as it relates to maintaining athletic eligibility at West Los Angeles College per the California Community College Athletic Association (CCCAA), and for transfer to National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA) member institutions.

Technological Advances
The Counseling Division continues to create Student Educational Plans through a PDF SEP’s that are stored in the share drive. In addition, the Counseling Division continues to provide online counseling services via e-chat, e-mail, video calls, group video sessions, screen sharing, web calling, and video chat rooms.

08. Survey Results

Survey Results
Need to follow up with Dr. Duke

Survey Results Implications
Follow up with Dr. Duke.

09. Curriculum

COR Update: Missing CORs
Updated information and data will be forwarded prior to final Program Review approval.

COR Update: Out-of-Date CORs
Updated information and data will be forwarded prior to final Program Review approval.

Course Outline
Updated information and data will be forwarded prior to final Program Review approval.

Course sequence
Updated information and data will be forwarded prior to final Program Review approval.

Curriculum Impact
Updated information and data will be forwarded prior to final Program Review approval.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
Updated information and data will be forwarded prior to final Program Review approval.

Program Relevance, Appropriateness & Cur
Updated information and data will be forwarded prior to final Program Review approval.

10. Student Learning Outcomes

SLO Assessment - Course
Updated information and data will be forwarded prior to final Program Review approval.

The Personal Development Division assessed the course sections offered in the prior year 2013-2014. During Fall 2013 we completed Phase 1 of
Program Source: Interdepartmental Community 11. Updated SLO SLO The Faculty Many advising National agreements The direct requirements. The is Faculty/Counseling, with African American Male Education and Network Development (A2MEND), this regionally based organization provides direct mentorship through both an Administrator to Faculty strand and Faculty/Staff to Student strand. The overarching goal of this establishment is to increase the success rates of African American males (at all levels) within the California Community College system (CCCs). The department is working closely with our district’s African American Outreach Initiative (AAOI), to establish and recommence articulation agreements with Historically Black Colleges and Universities (HBCUs). Volunteered in American Cancer Society Relay for Life which consists of a 24 hour Walk/run relay on campus. Many counseling faculty members continue to volunteer as mentors for West Los Angeles Community College and Los Angeles Pierce College Puente Program. Participate in California State University Dominguez Hills annual Latinas Juntas Conference. Collaborates with the Los Angeles County Department of Mental Health to create an active resource/referral binder AmVETS, a network of National Service Officers that assist Veteran in obtaining compensation claims. The Athletics department continues to establish a partnership with LAUSD to disseminate information regarding the NCAA and NAIA eligibility requirements. Additional relationships have been created with the Los Angeles Urban League and Crenshaw High School athletic program and the National Football League (NFL) High School development program. The Transfer Center continues to invite local university representatives, chaperoned university visits, attend UC/CSU conferences and conduct workshops. Interdepartmental Collaboration The Counseling Department works closely with the academic and service areas on campus to get up to date information on academic programs and services. During each Counseling meeting Department Chairs and Representative are invited to discuss pertinent information about their programs and dialogue about further collaborated with the Counseling Department. The Counseling Department meeting monthly with the SSC to receive updates on updates and changes to programs that will directly affect our students. The division will continue to work with Admissions & Records to develop a streamline process for student petitions which include Graduation Process, Course Line Out/Course Repeat, Academic Renewal, Dismissal and Transcript Evaluations, implementation of Degree Works, one stop shop for Veterans students, International Students advising and other student related documents. Counselors serve on various committee's throughout the college, which provide further collaboration for college programs and changes. During Spring 2014 we worked on Phase two of SLO 1. Phase two involved detailed multiple meetings with PD faculty. We set division goals for each PD course offered, developed an additional SLO for each PD course and discussed common assessment tools and the development of rubrics. SLO Assessment & Resource Request Updated information and data will be forwarded prior to final Program Review approval. SLO Faculty Dialogue Updated information and data will be forwarded prior to final Program Review approval. Faculty dialogue regarding the various phases have been documented by PD SLO team lead and Division chair. Handouts have been developed to document work that had been done for each SLO phase. SLO Program Assessment & Changes Updated information and data will be forwarded prior to final Program Review approval. 11. Departmental Engagement Community Connections The Counseling Division collaborated with Fineshriber Family Foundation (FFF) to develop the criteria for a Dream Act Scholarship (for undocumented students). The Counseling Department participates with in service opportunities for the Jenesse Center, Inc., which provides critical crisis assistance for students enrolled at WLAC; Joined forces with ACCENTURE to provide a district wide resume and interview workshop for all LACCD students. Continues to partner with African American Male Education and Network Development (A2MEND), this regionally based organization provides direct mentorship through both an Administrator to Faculty strand and Faculty/Staff to Student strand. The overarching goal of this establishment is to increase the success rates of African American males (at all levels) within the California Community College system (CCCs). 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The division will continue to work with Admissions & Records to develop a streamline process for student petitions which include Graduation Process, Course Line Out/Course Repeat, Academic Renewal, Dismissal and Transcript Evaluations, implementation of Degree Works, one stop shop for Veterans students, International Students advising and other student related documents. Counselors serve on various committee's throughout the college, which provide further collaboration for college programs and changes. The division will continue to invite Disciplines to weekly counseling meetings to present updates on course offerings, changes to curriculum or
Counselors facilitates transfer workshops, work with Disciplines to offer resume workshops tailored to major/career and examine career pathways for the student to arrive at a desired goal.

The division collaborates with the Transfer Center to host College/University Fair twice a year, each counselor assist during the transfer application period by receiving students who need a Counselor to review their application prior to submission.

Athletics counseling continues to collaborate with all academic disciplines to change the culture among the student-athlete population on campus to enhance student retention and academic success. As well Counselors continue to support and volunteer for campus events, such as: High School Senior Day, Kick Off, Welcome Week, and graduation activities; maintain close collaboration with Articulation Office, Library and the International Students Office.

Counselors have participated in West's Five-Day Experiential Learning Institute (FELI) which addresses the best practices for student success.

12. Professional Development

Professional Development Unmet Needs
In addition, to West Los Angeles degree requirements, the Counseling Department must stay abreast with admissions requirements for University of California (UC)/California State University (CSU) and private universities, career trends and additional aids. Continuous training and professional development will enhance the support for students success.


13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
With Senate Bill 1456, it is vital that students complete assessment, orientation and student educational plan in order to receive a high level registration date. Having a step-by-step visual aid on our catalog, class schedule and college website that list our services will allow student to plan and visualize the areas that they must complete in order to maintain their high level registration date. Furthermore, by the time registration begins, courses in the class schedule have either been canceled or added. This does not provide an accurate picture of what West Los Angeles offers. Creating a searchable addendum to the schedule and catalog will alleviate the miss information on our publications.

Service Eval Disagree
(blank)

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students
n/a

Club Sponsorship
(blank)

15. Environmental Scan

Technology Trends
The counseling division is involved in the development of our districts new Student Information System (SIS), we are actively participating in the review of 300 or more business process, work flow maps during the Academic Advising/Degree Audit Fit Gap Analysis Sessions. The intent of Fit/Gap Analysis is to provide a comparison of the functionality required between the newly delivered PeopleSoft Business Processes and the existing DEC Business Processes. The analysis validates the fits or identifies the gaps that must be resolved before the new SIS goes live in Fall 2016. Faculty from the Counseling Division has been instrumental in development the Student Information System (SIS) which is set to launch Fall 2016.

We have incorporated a Share Drive for access between the offices (EOPS, DSPS, etc). The implementation of text messaging students for Counseling events such as Workshops and College Representative visits.

16. Facilities

Facilities Challenges
Currently, all available office space accommodates current tenure track faculty members. however, in order to achieve Senate Bill 1456 mandates and Student Equity, the Counseling Department will have to accommodate additional facilities to adhere to the AFT guidelines and to adequately provide privacy for student appointments.

Facility Long Term Goals
(blank)
Facility Short Term Goals

The Counseling Department will continue to collaborate with the DSP&S and EOP&S to accommodate adjunct counselors, new hires, and university representatives to provide adequate office space as needed.

19. CTE Programs

CTE Programs Offered
(blank)

20. Completion

Manager approval
(blank)

Participant List
(blank)
DSP&S

01. Department Purpose

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

**Purpose Alignment**
Being that 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.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
The DSPS department was able to add a FT Sign Language Interpreter to staff which has streamlined how students who are deaf or hard of hearing receive services and are accommodated in the classroom setting.

**Resource Allocation Evaluation**
(Blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The DSPS department has worked towards more collaboration and coordination with other programs and services on campus. The student services faculty and staff members were involved with the writing of the accreditation standard in regard to services.

**PR Recommendations Response**
No recommendation from the last program review was to increase the counseling services in DSPS The department has increased services by adding 0.67 counselor and 1.0 Sign Language Interpreter.

04. Enrollment Trends

**Enrollment Trends**
The number of DSPS students has increased and is expected to increase in the coming years by at least 200 students. 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. Last year the department reported 598 students to MIS.

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. The information provided through the Student Equity Plan should assist the department in assessing the needed data.

**Demographic Trends**
Currently, the DSPS program is experiencing a steady growth. The department has seen an increase in deaf, blind, and students with Autism.

**Success Trends**
More outreach to students with verified disabilities will need to be the focus of this office in order for greater success and retention rates. This will include increasing staffing. Data on the success and retention rates of students with disabilities is listed in full in the college's student equity plan.

06. Staffing Trends

**Staffing Trends**
Shalamon Duke, Dean 0.5
Betty Harrison 1.0
Fran Israel 0.6
Andrea Smith 0.4
Michelle Hernandez 1.0
Nancy Brambilla 1.0
Eric Wagner .67

07. Functions and Services

**Function service list**
Program Description: The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as 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. One goal that the department has is to assist the college in ensuring that all college pages are accessible to students with disabilities.

08. Survey Results

**Survey Results**

The sample size (N) was 600 current DSPS students. The surveys colleges were n=23. Survey conducted in 2013.

The data demonstrated that of those who responded, a vast amount of them utilize the computer lab in the DSPS office. Man of the students indicated that they use the assistive technology in the lab. The data also demonstrated that many of the students who responded do not participate in student government activities. Lastly, many of the respondents are comfortable advocating for themselves and peers as it relates to disability.

Based on the data, two areas that need improvement are assistive technology training and student government participation. To address the arisen, DSPS will need to reinstate the Assistive Technology Learning Skills course and reignite the Students with Disabilities Club.

In order to offer the Assistive Technology course DSPS will need to work with the curriculum committee and hire an instructor to teach the course. To increase student government participation, the department will need to seek students who are willing to participate in a club and coordinate with the Associated Students Organization.

**Survey Results Implications**

Implications of the survey results indicates that students are requiring more services. However, to do such, the department will need to grow its revenue and/or find outside dollars to assist the department in moving forward.

10. Student Learning Outcomes

**SLO/ SAO Dialogue**

Currently working on a new SAO process that will more closely align with Student Services.

**SLO/SAO Program Assessment**

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The data demonstrated that of those who responded, a vast amount of them utilize the computer lab in the DSPS office. Man of the students indicated that they use the assistive technology in the lab. The data also demonstrated that many of the students who responded do not participate in student government activities. Lastly, many of the respondents are comfortable advocating for themselves and peers as it relates to disability.

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In order to offer the Assistive Technology course DSPS will need to work with the curriculum committee and hire an instructor to teach the course. To increase student government participation, the department will need to seek students who are willing to participate in a club and coordinate with the Associated Students Organization.

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, California Commission on Disability, and LAUSD CATS.

**Interoffice Collaboration (AU)**

DSPS regularly collaborates with Counseling, Transfer, EOPS/CARE, Matriculation, Outreach, Athletincs, ASO, CDC, Instruction, A/R, and Financial Aid.

12. Professional Development

**Professional Development Unmet Needs.**

There are always opportunities to improve professionally. Our staff in DSPS attend conference, seminars, and other related activities.

13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

None

**Service Eval Disagree**

The DSPS department will need to hire another counselor, assistive technology specialist, and learning disability specialist for be a fully functional department.
15. Environmental Scan

Technology Trends
New and emerging assistive technologies and the availability to access these technologies to access online services and learning.

16. Facilities

Facility Long Term Goals
There are no goals regarding facilities improvement

Facility Short Term Goals
There are no goals regarding facilities improvement

20. Completion

Participant List
(blank)
01. Department Purpose

**Purpose**
The EOP&S program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOP&S offers academic and support counseling, financial aid and other support services.

The CARE program was established by the State of California to help welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training. CARE is a supplemental component of EOP&S that specifically assists EOP&S students, who are single heads of welfare households with young children, by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare dependency to employment and eventual self-sufficiency for their families. Every CARE student is an EOP&S student who must meet the eligibility criteria for both programs.

**Purpose Alignment**
WLAC’s Mission Statement:
West Los Angeles College provides a transformational 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 lifelong learning.

The purpose of EOP&S and CARE align with the college mission statement because EOP&S and CARE students are handicapped by language, social, economic and educational disadvantages.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
There have not been any improvements to the EOPS/CARE program. When the new dean began working in the EOPS/CARE Office in mid-January, the office had a half day retreat to conduct a Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.) Analysis of the department. The office discussed implementing improvements to the department including revising forms, reorganizing the student files, holding workshops for progress and academic probation students, etc.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
n/a

**PR Recommendations Response**
The new dean could not find any recommendations from the previous program review cycle. However, the department created a list of activities for the department.

04. Enrollment Trends

**Enrollment Trends**
In prior years, the EOP&S/CARE Program was allowed to grow based on the allocation from the Chancellor’s Office. Recently, the program funding was restored and now the EOP&S/CARE Program can experience a moderate growth.

EOP&S students sign a mutual responsibility contract with the program. EOP&S students receive a book voucher, priority registration, counseling, UC/CSU application fee waivers, tutorial/study skills assistance, and other services. In return, students agree to enroll in 12 units each semester and maintain a 2.0 GPA, meet with a counselor or designee a minimum of three times a semester for a student educational plan, academic progress review, and an end of the semester meeting. Students must also attend two workshops or complete other approved activities, maintain adequate progress towards completion of a college certificate, degree, or transfer, take math and English courses required to meet their educational goals, and notify the staff if they change their address. EOP&S/CARE students can receive services as long as they are within 70 degree-applicable units.

When students do not uphold the end of their agreement, they are exited from the program. They may file a petition to restore their status. Unfortunately many EOP&S students do not uphold their end of the agreement and they are exited for non-compliance with the mutual responsibility contract. As a result, the retention of EOP&S students is low and there is a lot of new EOP&S students. The implication for not retaining students is that they are not persisting and the program stops tracking the students to see if they reach their educational goals. Another implication is that EOP&S resources are being used on students who are not committed to the program. Students know that they can get book vouchers if they are part of the EOP&S program. As a result, many students flood through the doors of EOP&S when they realize how expensive their textbooks are and that they can receive a book voucher if they are an EOP&S student. Since many students do not uphold the end of the mutual responsibility contract, it appears that they do not take the contract seriously. Perhaps they are desperate for their books and will sign anything. Or they may have intentions of being an EOP&S student, but forget what they agreed to as the semester continues. Understanding why
students do not uphold their mutual responsibility contract could help the faculty and staff stress the importance of the contract and/or address the concerns/issues of students who do not uphold the contract.

05. Students and Student Success

Degree/Cert. Trends
The implication for not retaining students is that they are not persisting and the program stops tracking the students to see if they reach their educational goals. The program acknowledges the need to increase the number of degrees and certificates awarded.

Demographic Trends
Based on the enrollment demographics trends from Chancellor’s Office data mart we see an incline in Latino students and a decline of African American students. These demographics mirror the college's demographics. Our goal is to increase and retain all eligible students.

Success Trends
The program is exiting far too many students for non compliance from the EOPS/CARE program on a semester basis. Our goal is to increase the overall program retention by implementing student follow-up process, special activities, and additional counseling availability. EOPS/CARE program will continue to engaged in a brainstorming mode to develop methods to invigorate the program.

06. Staffing Trends

Staffing Trends
The program recognizes its significant role to the college on the number of FTEF it contributes to the college. At the present time, the number of staff is not adequate to the number of students we are serving.

07. Functions and Services

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

Technological Advances (AU)
The program is in the process of implementing on-line counseling, skypping, and texting to students to notify them of various events on campus. The program has developed an mobile application to better serve the students.

08. Survey Results

Survey Results
We are still in the process of collecting the data.

Survey Results Implications
In progress

10. Student Learning Outcomes

SLO/SAO Dialogue
The department did not meet to discuss SLOs last year. Since January, during the retreat and the department meetings, the office discusses the need to collect and assess data regarding its functions. The dean is process mapping the functions of the office, which the department will discuss in meetings and in upcoming retreats. The EOPS/CARE Advisory Board has not been active in quite some time. The Advisory Board will be reactivated this year and will engage in dialog regarding the student area outcomes, process mapping, survey results. and advice from the Advisory Board.

SLO/SAO Program Assessment
Assessment data was not collected in the last year. The program has not had a culture of assessing data, which is one of the reasons a new dean was hired to look over the program. The program is developing a culture of collecting and analyzing data as a department. The program is starting to track its data and report it during meetings. Data will be collected and assessed in spring and on an ongoing basis for this point forward.

SAOs

11. Departmental Engagement

Community Connections (AU)
The Advisory Board has been a channel to reach the college, the greater community, and organizations that assist student were were in foster care or TAY population.

Interoffice Collaboration (AU)
The EOPS/CARE Program collaborates with the various offices and programs at the college such as the DSPS Program, Trio, Financial Aid, Admissions, Counseling.

12. Professional Development

Professional Development Unmet Needs.
The department, faculty and staff are continuously seeking to improve services for students.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The catalog, class schedule and college website are without questions great resources for advertising and program visibility. We plan to use the college website to advertise the various activities that the EOPS Program has throughout the year.

Service Evaluation
(blank)
15. Environmental Scan

**Technology Trends**
No emerging trends

16. Facilities

**Facility Long Term Goals**
The office space currently houses foster services and Puente. A long term goal is to determine the best use of space for all of the functions so that high traffic and private work spaces are optimized.

**Facility Short Term Goals**
The short term goals for facility improvement and functionality are to make better use of the space in the office.

20. Completion

**Participant List**
(blank)
Financial Aid

01. Department Purpose

**Purpose**
The Financial Aid and Scholarships Office provides financial aid services to help students achieve their educational goals with a variety of federal and state financial support services to assist with educational, housing, transportation and personal related expenses.

**Purpose Alignment**
The mission of the West Los Angeles College Financial Aid and Scholarships Office is to offer financial assistance to students that seek an educational goal. Our mission is to also help students reach their goal by delivering quality customer service and the financial tools to enable students to receive the best education possible based on individual needs and self attainment. Strive to ensure students have the financial aid resources needed in a timely manner necessary to achieve their goal - to obtain the AA degree, Certificate or transfer to a four (4) year institution.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
The Financial Aid Office requires students that want to apply or inquire on information regarding student loans to sign up the financial aid website utilizing the college SARS portal to attend a Direct Loan/financial literacy workshop. Students must pass an online financial literacy test provided for free by USA Funds in order to continue the process and get approval for a Direct Loan. All students that must file an appeal petition for a financial aid disqualification due to academic deficiencies are required to attend an in person Satisfactory Academic Progress workshop on campus. The workshop is conducted by the financial aid counselor and staff. The workshop provides information needed to successfully pass courses and how to navigate the financial aid process all the way through to the funding phase. The result is an informed student population that has been better prepared to become more successful in the classroom and managing money while in school.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**
The Financial Aid Office, Admissions and Records and the Business Office were able to secure a queuing system (QLESS) to improve the student/customer service experience, track and monitor the student counter services responding to student inquiries to aid offered and disbursed. The queuing system overall has helped the Financial Aid Office manage the student wait time for counter contact. The previous program review recommended the Financial Aid Office to improve its counter service hours for the public, streamline the delivery of services by using technology and to improve policies and procedures the ESC and campus. A Financial Aid Supervisor position was filled in July 2011. One Financial Aid Technician position was filled in August 2011 and another vacant position was filled in February 2012. Both positions were funded using the state BFAP categorical allocations. A counselor was hired in September 2012 to deliver assistance to financial aid applicants seeking Student Educational Plans (SEPs) and to educate students on college Satisfactory Academic Progress (SAP) standards. the FPIP position was approved and funded from the General Funds program 100 budget. One A shift Financial Aid Assistant was hired in October 2012. The position was funded from the General Funds budget. The Financial Aid Office request for the other vacant B Shift Financial Aid Assistant position from General Funds was not approved during the last 2013-2014 program review cycle and resource request. The B Shift Financial Aid Assistant was vacated in June 2014 and in order to accommodate the evening student population and build the B Shift staff, the A Shift position was changed to a B-Shift Financial Aid Assistant position. The B-Shift position was filled in July 2014. The A Shift Financial Aid Assistant position remains vacant and it is critical for that position to be filled to maintain adequate financial aid delivery for our students.

**PR Recommendations Response**
One of the last accreditation team’s recommendation for the student services area was for the division to uniform and increase the public service hours for students we serve. The Financial Aid Office aligned its hours with Admissions and Records and the Business Office. Also starting with the Fall 2013 semester, these three offices have increased service hours for students during the first three weeks (rush period) to accommodate demand for services.

Financial Aid Office recommendations are made to improve the policies and procedures of all district campuses at a monthly Financial Aid Manager’s meeting at the Educational Service Center (ESC). Policies are developed to streamline delivery of aid by improving online access and completion of required documents through the ESC and college portals. These actions will increase the efficiency and effectiveness of disbursing federal, state and local aid.

The Financial Aid Office has not been able to adequately increase staffing levels required to sustain and improve on other areas of recommendation by the accreditation team and previous program reviews to reduce the wait time and processing time for students to receive aid.

Rejecting this question arbitrarily to facilitate "rejection" of entire program review for revision by the Program.

04. Enrollment Trends

**Enrollment Trends**
The current enrollment data, continued strong public opinion polls, political support and increased financial aid awards being processed during the 2014-2015 award year cycle suggests that higher education is a given priority for all ages, gender and ethnic groups; as it relates to how individuals anticipate to improve their socio-economic status in their communities with professional, personal development and declared educational goals.

05. Students and Student Success
**Degree/Cert. Trends**

More students have obtained Degrees and Certificates in the past academic year and students will continue to seek the conferred awards as the demand for a college education and professional development remain strong.

This trend impacts financial because as stated previously there is a likely continued increased demand for financial aid support services as students seek their educational goals to obtain degrees and certificates to assist and offset direct and indirect educational costs.

**Demographic Trends**

WLAC had experienced a significant increase in the number of students enrolled in the spring 2014 semester compared to the last spring 2013 semester. There has been a slight decrease in student enrollment for the spring 2015 period compared to spring 2014. But the trend is likely for the number of students that apply for financial aid will continue to increase as the federal and state governments strongly encourages students to pursue higher education and obtain 2 year/ 4 year degree and certificate completion.

The College’s research reflects that there is an increase in the number of students completing AA degree and certificates.

Financial Aid will have to hire the appropriate type and staffing levels with the next two years to be prepared for the increased demand in financial aid support services from the community.

As financial aid regulations continue to become more complex there will be a need for adequate administrative capability and for robust technology to help sustain and deliver student centered services to sufficiently respond to student and parent needs.

The new Student Information System (SIS) project from PeopleSoft and implementation that should be completed by the year 2016 is promising and should be able to accommodate the Educational Services Center (ESC) and West’s future demand for an increase in financial aid applicants and recipients.

**Success Trends**

The Financial Aid Office is an integral unit of the Student Services Division and plays a critical part towards the student success and retention rates.

If the college intends to continue to award more degrees and certificates, maintaining and improving positive persistence and retention rates is essential for that objective. Financial Aid must be able to deliver financial aid resources in a timely manner to enable students to receive their aid early in the first two weeks of instruction to purchase books and supplies and to help offset all other direct and indirect educational expenses.

The Financial Aid Office must have the proper administrative capability and staffing to ensure we reduce the turnaround time in processing from currently a 10-12 week period to a targeted and more desirable 4-6 week turnaround to accomplish its continued goals. Research and data reflects students that receive financial aid funding early in the semester increases their probability of persistence and retention which ultimately leads to conferred degrees and certificates.

There are documented studies that show student’s success is very much depended upon having financial aid resources at the beginning of instruction to minimize financial/monetary stress and issues which can lead to factors of poor performance.

Staff needed to fulfill the goal to a preferred turnaround processing time of 4-6 weeks:

1 A Shift Financial Aid Assistant
1 Program Assistant

**06. Staffing Trends**

**Staffing Trends**

There were more full-time and adjunct faculty hired in the past 2014-2015 academic year. The Student Services Division other than counseling that depends on classified staff to meet its goals have not seen any significant hiring to keep up with the demand of student support services.

The Student Services Division which includes the Financial Aid Office has not benefited from the overall increase in general and grant funding that college has experienced at large. The lack of adequate staffing has resulted in longer processing turnaround time for students to receive their aid in a timely manner. The importance of students receiving their aid early is critical to student success.

Financial Aid has federal and state programs that contribute towards the access and enrollment management goals and objectives. The financial aid program also helps the success of the college’s objectives of positive persistence and retention rates that have slightly improved over the last academic year.

The college’s research reflects that there is an increase in the number of students completing AA degrees and certificates. With the likely approval of the Dental Hygiene Program offering a 4 year degree, the financial aid office will also likely experience an increase in Direct Loan applicants.

As financial aid regulations continue to become more complex with new verification guidelines, there will be a need for the appropriate staffing and technology to sustain student centered service model to respond to students and parents inquiries and the need for timely financial aid information.
07. Functions and Services

Function service list
Financial Aid is monetary funding that is sourced by the federal, state and local governmental agencies to assist students with their direct and indirect educational expenses. The Financial Aid Program awards aid for periods of enrollment year round in the form of grants and scholarships that do not have to be repaid. All types of loans must be repaid and the federal work study program is a self-help resource of funds which is earned through employment.

The Financial Aid Office assists students with the navigation process when applying for financial aid via the Free Federal Student Aid Application (FAFSA). Financial Aid recipients receive assistance with the setup of the financial aid disbursement debit card, assistance to complete applications for scholarships and other funding options. Packaged Pell Grant Awards through December 31st of the award year*

3481 3402 3944 3985

*source
ESC Central Financial Aid Unit

Technological Advances (AU)
The advances and programs utilized are the basically the same as outlined on what Financial Aid does with dealing with the technology trends

The new SIS (PeopleSoft management system) promises to bring a more robust and user friendly level of access for students when inquiring on a financial aid status and online application of aid

08. Survey Results

Survey Results
The Office of Research spring 2012 and 2013 surveys revealed that there is a need to reduce processing time and improve telephone customer service.

The Financial Aid Office needs to reduce the number of repeat visits per student. In the college survey, on of the questions on service implies there should be reduced number of visits to the office with improved staffing service and methods of communication.

To reduce the number of repeat visits and improve telephone customer service can be accomplished with increased administrative capability and hiring of the appropriate staff. There should be more comprehensive training and the hiring of the appropriate personnel to assist students during the intake counter exchanges for proficient service, accurate information communicated and with increased use of social media formats.

Administrative personnel needed:
1 Financial Aid Assistant - A Shift
1 Program Assistant

ESC and State surveys reviewed from the past 2013 year also support the need of improvement in services for financial aid students.

Survey Results Implications
To add to what was stated in the previous question, to meet that goal there will need to be continuous evaluation of program services, delivery of aid by reducing the processing time to disburse aid and to reduce the repeat number of contacts with the office per student each semester.

To begin to making progress towards its goals, the Financial Aid Office needs to hire a Financial Aid Assistant as one of their job duties is to work at the counter, take in forms and documents and provide accurate information and answer questions from students and parents competently.

10. Student Learning Outcomes

SLO/SAO Dialogue
Implementation of the Higher One debit card system to deliver financial aid funds to be disbursed to students is one of the latest changes made to address the SAO component of Technological Awareness.

The implementation of the Satisfactory Academic Progress and Direct Loan/financial literacy workshops conducted by the office has effectively assisted with the reduction on the number of errors on Direct Loan applications which in turn reduces the processing time. The office has also experienced fewer second level financial aid appeals this past fall 2014 semester.

The Financial Aid Office collects point of service contact surveys from each student that attends any one of these aforementioned workshops to assess feedback and ways to make improvements in communication.

The survey are compiled and reviewed by the appropriate staff to make improvements and implement changes based on the survey recommendations mid semester.
**SLO/ SAO Program Assessment**

The Financial Aid Office must continue to use applicable survey tools available for assessment of the program from the office, interdepartmental surveys, educational service center (ESC) and state level surveys and recommendations to improve the delivery of aid to students.

The Financial Aid Office conducts surveys for each of the Satisfactory Academic Progress (SAP) and Direct Loan financial literacy workshops given throughout the semester.

Overall the surveys have been very favorable with students indicating the information presented is very useful and will help them reach their educational goals while attending West.

**11. Departmental Engagement**

**Community Connections (AU)**

The Financial Aid Office continues to work with the Outreach/Recruitment unit that seeks and attend feeder high school events that provide financial aid information in workshops settings on and off campus.

Financial Aid engages in assisting the Public Relations/Marketing Director to facilitate Open House, Welcome Week and other Community Service activities.

Financial Aid attends the Cash for College and I Can Afford College financial aid events at the Los Angeles Convention Center each year.

Participates in the statewide "I can afford college" campaign awareness month every April of the year to host and present a financial aid workshop on campus for the larger community.

The office attends the yearly St. Augustine Church in Culver City for community festivities each year with a financial aid booth.

**Interoffice Collaboration (AU)**

The Financial Aid Office Director and sometimes the Supervisor meets regularly on a monthly basis with all Student Services Division department managers and chairs at meetings to discuss and collaborate on initiatives for improving service level outcomes and student success.

Financial Aid is an integral part of the Student Equity, Access and Completion (SEAC) committee, the Student Success and Support Program (SSSP) Steering Advisory committee, DSPS advisory committee, EOPS advisory committee, resource for the Academic Senate and a member of the ESC Administrative Review of financial aid appeals committee.

Financial Aid leadership meets regularly with the Business Office staff for discussion on implementing new policies and procedures directed by federal, state or local agencies throughout the semester.

**12. Professional Development**

**Professional Development Unmet Needs.**

It has been suggested that all classified staff in the Student Services Division be provided with quality customer service and professional development training at least once a year by the college.

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

**Catalog, Schedule, Website Impact**

Financial Aid Director is on critical committees to assist with enrollment management and marketing for the college.

Financial Aid Office works on consistent basis with enrollment managers and the Public Relations/Marketing Director to provide critical information on the program, workshops offered and its program deadlines. Also work with that unit to build and maintain a useful and interactive financial aid website.

All media formats are utilized by the financial aid office and the office uses the feedback from that unit for continue improvement of the website. Financial Aid continues to rank amongst the highest interest areas with website hits per the college.

There continues to be strong interest and public opinion for the need for financial aid to provide the most accurate, user friendly language and format, timely and updated information for our students.

**Service Evaluation**

(blank)

**15. Environmental Scan**

**Technology Trends**

Imaging system -scanners setup at each counter window to image all paperwork during intake to reduce or eliminate the production of paper files in the office.

Financial Aid works with the Director of Marketing/Advertising to create and improve social media formats to communicate with financial aid recipients.

Students have requested the Student Services Division create a more robust system to respond to online students' inquiries like texting (instant
Financial Aid Office utilizes the SARS system and the financial aid website for students to be able to sign up for the Satisfactory Academic Progress (SAP) and loan/financial literacy workshops.

Q-Less text messaging queuing system is fully utilized to manage student wait time for all services in the Financial Aid Office by increasing efficiency of wait time for students.

Financial Aid Office utilizes online forms and tools through the SIS for the application and completion process.

16. Facilities

Facility Long Term Goals
The Financial Aid Office needs to be able to build a Personal Computer Lab for students to get access to applying for federal aid. Online access to complete the FAFSA and get assistance from financial aid staff.

Facility Short Term Goals
Need configuration to include a workstation for a new Program Assistant.

20. Completion

Participant List
(blank)
International Student Center

01. Department Purpose

**Purpose**
The International Student Program (ISP) recruits prospective international students (F-1 Visa) and is principally responsible for developing, evaluating, and implementing international student admissions policies and processes at West Los Angeles College. The ISP monitors enrollment and academic progress of F-1 Visa students at West Los Angeles College to verify compliance with the Student Exchange & Visitor Program (SEVP) requirements. The ISP provides support services to facilitate the matriculation process for newly admitted students and to support the academic/career goals of F-1 Visa students at West Los Angeles College.

**Purpose Alignment**
The ISP recruits and admits students with the intent of fostering a diverse learning community. We collaborate with other academic and student services support professionals to create the conditions for students to experience a transformative educational experience. International students that apply to West are required to begin a university transfer track or an Associate Degree program to meet admissions requirements.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
The ISP has become more collaborative with departments and programs at West. The program review highlighted the potential opportunities for growth if more efforts were made to reach out to programs and individuals on campus. The International Stakeholders Group, for example, meet monthly to provide area updates and to discuss pending issues and concerns. The group is comprised of administrators, faculty, and staff from both the academic and student services areas on our campus.

03. Response to Prior Recommendations

**Accred Recommend Response**
n/a

**PR Recommendations Response**
n/a

04. Enrollment Trends

**Enrollment Trends**
The ISP collaborates with various stakeholders on our campus to increase the persistence and retention rates of international students. Fall 2014 set a new high with regard to full-time attendance of international students. Over 100 students were admitted to West for Fall 2014 and 78 of those students remain enrolled at the midpoint of the semester. These 78 students, along with 90 students continuing from Spring 2014 increased the number of full-time students to 168. This is an increase of 47 students from the prior semester and 78 students from 1 year ago.

West has also experienced growth in the number of part-time international students enrolling at West. Approximately 50 international students from neighboring colleges and universities enrolled at West. These students typically enroll in 3-8 units to satisfy lower-division and major requirements.

The increased volume of applications from prospective international students combined with the increased size of the international student population at West has required the ISP staff to implement new application handling and service request procedures. The changes in practice were necessary to avoid imbalances in service response rates between prospective and continuing students.

The increase in international students requires staff to spend additional time for advisement. This, however, required staff to reduce availability for language school recruitment. Reduced availability for international student outreach has the potential to inhibit the application and enrollment growth.

Complimentary student support services are stretched thin as a result of the increased student influx. The availability of the International Student Counselor, however, appears to be the most impacted area. The limited availability of the international student counselor, coupled with reduced counseling service during the summer resulted in significant anxiety for some international students and delayed the ability for students to obtain government scholarships. These scholarships pay student tuition and provide a living stipend to students. If unaddressed, this could result in greater payment delinquency and requests to withdraw from the campus.

05. Students and Student Success

**Degree/ Cert. Trends**
n/a

**Demographic Trends**
The ISP will need to develop a strategy to better serve the needs of their fastest growing population: specifically students from the Middle East. Students from Kuwait and Saudi Arabia now represent roughly twenty-five percent of the total full-time international student program. In Fall 2014, they were responsible for approximately 40% of the growth.

Nearly all of the admitted Saudi Arabian students place into either English 20A or English 21 and require four to five semesters of English to qualify for UC or CSU schools, a primary goal indicated by applicants. These students also tend to place in the lowest placement level available. This low
placement, a tendency to pursue math intensive majors (i.e. engineering, business), and the expectation of Saudi Arabian Cultural Ministry (the guarantor of the financial guarantee) to graduate/transfer in 2 years becomes problematic because these students attempt to complete high unit course loads to complete with limited English proficiency.

While all attempts to formalize a partnership with the Saudi Arabian Cultural Ministry have been unsuccessful, the ISP will need to develop a partnership that brings an advisor to the campus. Doing so may result in better advisement to Saudi Arabian students, could lead to discussions about students success that is supported by the cultural ministry, and strengthen the admissions pipeline for students.

Success Trends
Student success and retention data, specifically on international students, should be regularly tracked on college-wide reports. The relatively small number of international students makes this an easy group to overlook but they are a student population that could benefit from enhanced services. International students tend to arrive at West with limited English proficiency, often express difficulty adjusting to their full-time enrollment requirement, the American educational system, and engagement with non-international students.

06. Staffing Trends
Staffing Trends
Student success and retention data, specifically on international students, should be regularly tracked on college-wide reports. The relatively small number of international students makes this an easy group to overlook but they are a student population that could benefit from enhanced services. International students tend to arrive at West with limited English proficiency, often express difficulty adjusting to their full-time enrollment requirement, the American educational system, and engagement with non-international students.

07. Functions and Services
Function service list
The program services 180 students. Daily operations include services to applicants, new students, continuing students, and concurrently enrolled students by email, telephone, appointment, and walk-in counseling. Services include advisement on U.S. government rules and regulations pertaining to F1 visas, matriculation, WLAC campus rules and policies, and referral to campus services. As the first point of contact, the program assists with adjustment to college life and cultural diversity, and with practical solutions to daily activities in an unfamiliar environment. Students with limited English ability and technological experience are given assistance and tools to become self-reliant. The goal is to increase SLOs by encouraging students to seek support from counseling, tutoring, study groups, social clubs, student and mental health, and other campus services.

Technological Advances (AU)
International Student Program recently installed webcams to communicate via Skype and other video conference sites to better communicate with prospective students. This will enable us to be more responsive and to personalize the application process to West Los Angeles College.

The program is also piloting web-enabled applications for easier application completion.

08. Survey Results
Survey Results
Prior to the start of the Fall 2014 semester a new student survey was administered at the new student orientation. This survey was designed to gather feedback about how students came to learn of West, why the decided to apply and attend West and their experience with student support services at West.

The survey demonstrated that nearly eighty-percent of students were referred to West by a friend or family member. They selected West because of assistance received in the ISP, the convenience of location and their impressions of the general campus.

Survey Results Implications
The frequency of a personal referral as the primary reason for considering West conveys the necessity of maintaining quality services. THE ISP must be in a position to provide high touch services to ensure that the current students become the referral sources for future students. Currently, the ISP is heavily focused on the admissions process and enrollment services but a higher level of support service could enhance the student experience.

10. Student Learning Outcomes
SLO/SAO Dialogue
Service Area Outcomes for in the ISP are currently being reevaluated to determine the better measures for measuring service to students.

SLO/SAO Program Assessment
An end of year email was sent to all students requesting feedback about how ISP services can be improved. Response was low, but the few that responded requested more assistance with course selections. Each of the students that replied were called and asked to provide more explanation. The students indicated that there needed to be better communication with the Counseling division and on a timely basis. The students requested that ISP staff take a more active role in ensuring that students were connected to the requested service.

11. Departmental Engagement
Community Connections (AU)
The ISP now partners with over 10 language schools in the local service area to provide transitional support to students graduating from the
language school and seeking academic pursuits a community college. Each language school has developed and signed a memorandum of understanding (MOU) with West and outlines the recruitment and expected support services to satisfy the mutually agreed to memorandum.

The ISP has also increased communication to cultural ministries that process scholarships and funding to students at West. While a formal MOU is not in place, the cultural ministries now consider West a preferred destination school for students applying from abroad.

The ISP has also developed stronger relationships with local university and business partners. This year, for example, CSU Northridge, Cal Poly Pomona, and Ascension Insurance (the medical insurance provider to West students), participated in the mandatory new student orientation and committed to host field trips to their respective campuses.

**Interoffice Collaboration (AU)**
The ISP works closely with several departments and programs at West. ISP coordinates informational and application workshops with the West Language Academy to provide transitional support for students that satisfy English proficiency requirements while at the language academy and continue their studies at West Los Angeles College. The joint efforts provide an easy admissions pathway for students from English to academic studies.

The ISP coordinates services advisement and educational planning with the Counseling Division. A counselor creates counseling session appointments exclusively for international students. This is especially important because the counselor must help students develop educational plans that abide with F-1 Visa requirements, governmental restrictions, and sensitivity to the issues faced by students arriving from abroad.

The ISP also coordinates promotion of support services with the International Student Success Program (ISSP) and the international Student Club. Faculty and staff volunteer their time and energy to provide support beyond the classroom. The ISSP coordinates a guest speaker series to discuss other pertinent issues and concerns; including immigration law, work opportunities, major and transfer workshops, and professional guest speakers. The International Student Club operates out of the Associated Student Organization and provides recreational and social engagement opportunities for students to develop a support network at West.

The ISP also collaborates with the Students Success & Support Program (SSSP) and the Learning Resource Center (LRC). The SS&SP program works to accommodate international students that require assessment testing and abbreviated counseling for their first semester. Working with the SSSP, the ISP can then refer and connect students to the LRC when a student is identified as requiring additional academic support for success at West.

**12. Professional Development**

**Professional Development Unmet Needs.**
The ISP should allot funding to attend the National Association for Student Advisors (NAFSA) to develop wider and more robust relationships with international student programs at language schools and universities. Developing these relationships will broaden the number of referral resources to West and will lead to the development of better practices at West.

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

**Catalog, Schedule, Website Impact**
The college catalog and schedule of classes are important to the recruitment of international students. For these prospective students, an accurate and well-presented catalog/schedule lend credibility to the college; especially among those that are unfamiliar with a community college or are only aware of one or two other larger community colleges.

The international websites are, however, absolutely critical to the recruitment of international students. The website is the first resource they will encounter and a basis for forming an opinion about whether to consider West as a college destination. For example, the international student counselor recently participated in an overseas recruitment tour. In her travels, it was the website that students requested to see. A well maintained international student website could attract significant attention and ensure that students easily read about the advantages of attending West and the improvements made to our campus in recent years.

**Service Eval Disagree**

n/a

**Service Evaluation**

(blank)

**15. Environmental Scan**

**Technology Trends**
The ISP's communication efforts could be more successful if they better aligned with the communication preferences of our students. Our students have increasingly moved away from more traditional communication methods (phone calls, emails, letters) and prefer texting, video messages, and use of social networks.

The ISP would do well to obtain resources that will enable more text message based communications, mobile phone compatible internet resources and clever use of social media.
20. Completion

Participant List
(blank)
School Relations and Outreach

01. Department Purpose

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

The Outreach & School Relations Office is responsible for: Outreach to feeder high schools and the community, development of a prospective student pool, development of student pool for Summer Bride program, 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 a regular recruitment/outreach presence in our service area; prioritizing traditionally underserved and at risk student groups to keep with the college's mission to "foster a diverse learning community". Our outreach services are expansive and ranges from as far north as Pacific Palisades, as south as Westchester High School, and expand eastward to Los Angeles High School. We principally serve our high school's but will also reach out to special education schools (e.g. The Helping Group, Kayne Eras), our adult/continuation schools (e.g. Manual Arts AEWC, Phoenix Continuation, Venice AEWC, Mid&##8208;Wilshire Center), community business partners (e.g. SAG), and university affiliates (e.g. UCLA Extension).

School Relations and Outreach provides supportive 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 West.

02. Effectiveness Assessment & Continuous Process Improvement

**Improvements in Program**
n/a

03. Response to Prior Recommendations

**Accred Recommend Response**
n/a

**PR Recommendations Response**
No recommendations were issued on previous Program Review.

*This question was rejected arbitrarily to ensure successful "rejection" and return to the Program for revision.*

04. Enrollment Trends

**Enrollment Trends**
Age Distribution: The percentage of our student body age 19 years or younger has dropped from 23 percent during the fall 2009 to only 21 percent in fall 2013. The reduction to Jumpstart programming, college classes held at high school locations, from 34 sections in fall 2009 to 10 sections in fall 2013, may be a contributing factor. Prospective students at local high schools also convey that they are increasingly likely to step into the workforce instead of the classroom; perhaps a result of the a perceived improvement in the LA job market.

Recommendations:
The college can make a stronger outreach and recruitment push for students interested in our career pathway. Programs like Aviation Maintenance, Computer Science, Dental Hygiene, and Administration of Justice (to name a few) are all strong programs with broad appeal for students of varied economic and demographic backgrounds. Such an effort could begin with the development of dual enrollment or dual-credit courses developed between West and our K-12 partners. High School counselors at our service schools would like for community college partners to take a more active role in outreaching to non-university bound students.

The college may also see a marked increase in the enrollment of first-time students at West as a result of the summer bridge and burgeoning First Year Experience program. High school students have often indicated that they have looked to other community colleges because of the strong summer offerings. With West now pursuing a more robust schedule and programs, we are paving the way for a future increase in the high school to West pipeline.

Of course, additional resources should be earmarked for recruitment. The college could benefit from general and targeted outreach. The college could benefit from stronger partnerships and outreach to the parents/guardians of prospective students. This could include parent groups at high schools and community based events. West can also target groups that are considered traditionally at-risk groups; like foster care students and students with disabilities.

The development of a Welcome Center can assist in exposing students to different resources and programs such as financial aid and special program WEST offers. Students can learn first-hand how to apply for admissions, enrollment processes, campus setting (Campus Tour), and specific program WEST offers.
05. Students and Student Success

Degree/Cert. Trends
Outreach can support the efforts of others on this campus to increase degree attainment by promoting West's academic/career programs. Outreach staff can help develop communication between department chairs and instrumental K&8208;12 faculty to generate greater awareness of our programs and to develop strategies to inform and recruit students of the educational options available to them at West

Demographic Trends
Enrollment has softened for a number of demographic groups; students aged 18-19, +30 years, and students that identify as African-American. A number of factors may be contributing to this trend: changing demographics in our service area, changes in the job market and other economic indicators, and the implementation of new enrollment timelines that disadvantage some student groups.

Outreach will need to strengthen our efforts to garner the support from our feeder high schools to target all potential students and conduct bi-weekly and weekly visits to feeder High Schools. The visits should also take a more active stance; meaning that we will visit schools with the expressed purpose of facilitating workshops and presentation in regards on financial aid, academic programs, and special student support program (TRIO SSS, EOP&S, LEARN, DSP&S, Foster Youth/ Guardian Scholar Programs) will need to occur at Parent Meetings, in-classroom and at college conferences. Conduct Campus tours and events (High School Day) in order to expose the students to our campus and resources.

The college should also consider forming an outreach stakeholders group. Currently, several programs and agencies are recruiting to the same locations and with different purposes. The group could develop talking points, develop cohesive messaging, cross-training, and a broader outreach capacity.

Success Trends
Outreach & School Relations can do more to assist in helping prospective students begin and complete important college milestones; specifically, ExpressWay, Assessment, and connecting to Counseling. An important first step will be to educate our K-12 partners (i.e. high school counselors) on the new matriculation processes for incoming students. This might be best achieved by attending the high school counselor meetings and encouraging feeder schools to hold quarterly or semi-annual meetings on West's campus. The intent is to generate greater awareness among our close partners and task them with reinforcing the message to their students before reaching high school graduation.

The development of the summer bridge program and first year experience programs will serve as catalysts to help students reach critical momentum points. Summer Bridge, for example, offers intensive basic skills preparation prior the official start of the first semester. The cohort-based approach of the First Year Experience program will ensure enrollment opportunities in critical courses and the opportunity to approach 30 units of coursework in their first year.

In addition to the enrollment benefits, the student participants will also receive high-touch services; including application opportunities to supplemental programs that offer additional opportunities to develop belonging on campus. Students will be exposed to programs and staff members from critical support areas like Financial Aid, TRIO SSS, Counseling, LEARN, DSPS, Foster Care, Outreach, ASO, and graduation. This also creates an opportunity for support staff to coordinate services for these students.

06. Staffing Trends

Staffing Trends
Outreach is currently staffed by 1 full-time student recruiter. The student recruiter conducts the regular school visits and assumes principal responsibility for attending evening and weekend events. The recruiter splits her time processing Admissions application, conducting student follow up and tours. The recruitment coordinator splits his time overseeing the International Student Program along with Outreach and School Relations.

07. Functions and Services

Function service list
The Outreach & School Relations Office is responsible for: Outreach to feeder high schools and the community, development of a prospective student pool, development of student pool for Summer Bridge program, facilitating the Jumpstart Program and concurrent enrollment services, establishing relationships/partnerships with high school faculty & administrators, college & university personnel, and community organizations.

Technological Advances (AU)
The use of webcams to communicate via Skype and other video conference sites will assist with communicating with students who are out of our service areas or out state.

08. Survey Results

Survey Results
New first time freshman who participated in Summer Bridge were provided with a paper survey to evaluate West's Summer Bridge Program. The purpose of this survey was to gather feedback from the students who participated in the Summer Bridge Program. Students who participated in the Summer Bridge took courses in the following areas remedial English (Eng. 21 or Eng. 28) and a Personal Development (PD 5 or PD 40). They also have the opportunity to explore their educational and career goals, and also learn about the different resources on campus to assist them to succeed academically.

Students were asked to evaluate the overall program by completing an open response survey. Students were asked to evaluate the areas of program expectations, courses, experience, overall impression of West Los Angeles College, etc. The survey results indicated that students indicated that they found Summer Bridge to be a positive and valuable experience. As first time freshman attending college students indicated
that they felt a sense of comfort knowing what is expected of them in their courses and a sense of belonging to the campus since the staff and faculty at WEST were helpful and available to meet with the students.

**Survey Results Implications**

WEST should continue to provide incoming new students with Summer Bridge because it gives the student the opportunity to learn about themselves, their academic strengths, assist with their academic challenges, and the opportunity to learn about the different programs and resources offered to them in order to successfully accomplish their academic and career goals.

**10. Student Learning Outcomes**

**SLO/ SAO Dialogue**
n/a

**SLO/ SAO Program Assessment**

Outreach focused on student’s ability to access/navigate support services. A pre-post survey survey instrument was developed and is being used to determine visitor’s familiarity with West’s student support program locations and services prior and subsequent to campus visits. The Outreach staff determined that this was an important SAO because it can enable students to access services before experiencing setbacks and serves as a sort of quality control of Outreach’s effectiveness in communicating information to students. This instrument will be used for the remainder of the academic year and for special events, like High School Day.

The results indicate that students indicate a greater awareness and familiarity with West’s support services (Financial Aid, Counseling, DSPS, EOPS, foster care services, transfer assistance, and instructor office hours following campus presentations and especially following a campus tour.

**11. Departmental Engagement**

**Community Connections (AU)**
Beyond West’s Outreach has developed partnerships with local Community Organizations who work with target population. These Community Organizations include Fulfillment Fund, Boys & Girls Club, Brotherhood Crusade, and Mar Vista Family Center.

**Interoffice Collaboration (AU)**
The Student Recruiter has developed stronger partnerships with SFP ( Talent Search and Upward Bound) and other Student Success Programs like LEARN, Associated Student Organization, Foster Youth/ Guardianship Scholars, and traditional programs (i.e. Admissions, Matriculation, Counseling, DSPS, EOPS, and Financial Aid).

These programs share information about partner schools, contacts, and calendar events.

**12. Professional Development**

**Professional Development Unmet Needs.**
In order to better recruit at our feeder high schools, we recommend that the student recruiter attend the UC and CSU Counselor annually, AB540 alliance workshops to support undocumented students, trainings on financial aid from FAFSA or the California Student Aid Commission, and participation in California Community College Success Network (3csn).

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

**Catalog, Schedule, Website Impact**
It is important for the recruitment of new students. For the perspective students, HS counselors and College Counselors an accurate and well-presented catalog/schedule lends credibility and information in regards to the college programs, resources/services offered at WEST.

The High School website it is critical for concurrent and/or dual enrollment students. The website assists students to identify the documents and application processes needed in order to enroll as a concurrent and/or dual enrollment student. The website is vital to the enrollment trends of perspective students. It is also a helpful tool for students who are looking to earning their GED or High School Diploma.

**Service Eval Disagree**
n/a

**Service Evaluation**
(blank)

**15. Environmental Scan**

**Technology Trends**
The Outreach communication efforts could be successful by aligning with the communication preferences of the students. Students have increasingly moved away from the traditional communication methods (phone calls, paper letter mail outs) and prefer communication via email and social media. Outreach will need the following resources to increase communication with students (mobile laptops, compatible internet access, and social media account).

**16. Facilities**

**Facility Long Term Goals**
n/a

**Facility Short Term Goals**
n/a

**20. Completion**

**Participant List**
Student Success & Support Programs

01. Department Purpose

Purpose

The Student Success and Support Program formerly Matriculation Program History:

The Seymour Campbell Student Success Act of 2012 also known as SB 1456 (the revision of the Seymour-Campbell Matriculation Act of 1986) authored by State Senator Alan Lowenthal (D-Long Beach) was approved in the Senate by a vote of 36 to 1 after having passed the Assembly on 8/27/12 by a unanimous vote. Signed into Law by Governor Brown on September 27, SB 1456 is serving as the catalyst to meaningful Educational Code and policy changes for the Community Colleges and provides a foundation to implement several recommendations from the Student Success Task Force (SSTF).

The Student Success and Support Program Purpose:

The Task Force recommendations addressed in SB 1456 are recommendations: 2.2 on mandating core matriculation services, 2.5 on requiring students to declare a course of study early, 3.2 on establishing academic conditions for the Board of Governors Fee Waiver program (to be addressed in a separate title 5 regulatory amendment) and 8.2, the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services. SB 1456 also renames the former Matriculation program as the Student Success and Support Program. The bill states as its purpose the increase of California community college access and success and calls for the support of core Matriculation services to include Orientation, Assessment, Counseling, and other educational planning services and academic interventions. The bill also specifies the responsibilities of colleges and students in entering into the matriculation process.

The Student Success and Support Program Provision:

The Student Success and Support Program provides a process that enhances student access to the California Community Colleges (CCC) and supports students to be successful in their educational endeavors. The purpose of matriculation is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objective(s) in a timely manner. SS&SP services are available to all students, unlike other specially funded categorical programs with eligibility requirements that target specific student groups. The SS&SP 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 orientation, general assessment, counseling and advisement, and follow-up assistance.

Purpose Alignment

Mission Statement for West Los Angeles College:

West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. West is a gateway to success for every student.

Mission Statement for the Student Success and Support Program:

The mission of the Student Success and Support Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and follow-up. The program focuses primarily on entering student transition into college to provide a foundation for student achievement. The SS&SP ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

The program review process allowed for an opportunity to constructively plan and review the Student Success and Support Program services currently being offered and those planned for the next year. Program planning included evaluation of all areas of staffing, facilities and materials, program processes and protocols, etc. needed to effectively implement SSSP program mandates at WLAC.

As a result of the Program Review process we were able to enhance and streamline student processing through the actual assessment center. We redesigned the Assessment Center changing staffing areas and assessment rooms to accommodate additional services such as in person and virtual workshops for students on probation, students with undeclared educational goals and majors and career planning that we now provide as a result of the SB1456 mandates.

Resource Allocation Evaluation

(blank)
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. The Student Success & Support Program completes the annual program review which provides a platform for planning and evaluation of processes and student learning outcomes.

◆ Recommendation 6: Staffing -2006 Faculty suggested WEST does not have enough Counselors.
Key Completed Actions to the Recommendations: Spring 2012: Two Counselors were hired Fall 2012, the Student Services Department outlines Student Service Learning Outcomes. With new Student Success & Support Program funding adjunct counseling faculty have been hired to strengthen the student educational planning core service offered to students.

The Student Services SLOs:

1. Students will be able to access/navigate support services (measures the institutional SLO of technological competence). Enhanced instructions both online and written in all publications for students to navigate to and through the West expressway for access to Orientation, Assessment, financial aid information and application, career assessment, student educational planning, pre-assessment and assessment, and educational planning (ASEP).

2. Students will be able to demonstrate civic responsibility (measures the institutional SLO of civic responsibility). Enhancement to the WLAC orientation that provides student responsibility information.

3. Students will be able to uphold the district standards of student conduct (measures the institutional SLO for ethics). Access enhancement to the WLAC orientation that provides student conduct information.

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).

Enhancements to Educational Planning in West Expressway to assist students with critical thinking concerning planning for completion of educational goal to graduate, obtain a certificate or transfer.

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).

Enhancements made to the Career Assessment aspect of the West Expressway allowing students to assess interest, skills, values and abilities. Additionally enhancements have been made to the Pre-Assessment module in WestExpressway which allows students to assess skill sets in English and Math subject areas prior to taking the Assessment test for placement in English, Math or English as a Second Language courses.

PR Recommendations Response
The Matriculation office has addressed the prior recommendations through faculty, staff, and student advancements.

04. Enrollment Trends

Enrollment Trends
WLAC Program Review data Fall 2009-Fall 2013 indicates and increase in enrollment for Fall 2013 as compared to Fall 2012, but a decrease in enrollment as compared to Fall 2011 and Fall 2009 which shows a larger enrollment number. The enrollment trends are indicative of the slow recovery from the severe (2009) budget crises and cuts to Community College education. These cuts translated into fewer class offering and a decrease in services for students.

The Student Success and Support program currently represents a move on the part of the State to recover services lost and the recognition of services needed to retain and support students who dropped out as a result of reduced class offering. The decrease in classes created problems that the Student Success and Support program is attempting to remedy through the core services: Orientation, Assessment, Student Educational Planning and Follow-up, but more classes are needed.

Students are faced with too few classes to choose from.
1. Admission: Students are forced to take courses at several colleges seeking admission to two to three colleges in a given semester.
2. Counseling: The traditional Student Educational Plans are no longer viable as classes become harder to find.
3. Counselors are faced with assisting students in looking creatively for ways to complete their academic programs.
4. Assessment: Students are taking multiple Assessment tests in an effort to meet pre-requisite demands at different colleges.
5. Follow-up: Too few Counselors to assist students who need more time, more direction, first- generation or underserved populations needing assistance.

Funding is now available through SS&SP to begin to assist students with much needed support services, but the balance that is needed will only be achieved with additional funding to offer the classes students need to complete their educational goals in the achievement of a Certificate, AA degree or transfer coursework.

05. Students and Student Success

Degree/ Cert. Trends
WLAC has the opportunity to substantially improve the number of students graduating with an Associate degree and or receiving a certificate. The SS&SP is hopeful that through the development and implementation of SB 1456 and several of the Student Success Act 2012 initiatives, graduation and certificate completion as well as transfer rates will increase. Some of the initiatives have already been implemented and are seen in academic and student service programs, such as the emphasis on new students and the need to provide SS&SP core services in orientation, assessment, student educational planning, and follow-up for At-risk students. The new SB 1456 requirements that every student identify an educational goal will lead to positive results as students are required to identify an educational goal and subsequently a pathway to completion. There are enhancements to courses through the use of Student Learning Outcomes, faculty Professional Development Flex Day, Kick-off activities, Reading Apprenticeship and FELI which encourage a new level of faculty and student connections. All of the new best practice concepts are being considered by the Student Success and Support program and other programs and services at WLAC when attempting to do our best to improve student outcomes.

Demographic Trends
Enrollment data indicates that the largest percentage of students at WEST are between 20 and 24 years, and are Hispanic/ Latino students 40% and African American students 35%. The vast majority of these students are from the community feeder high school that traditionally report low test scores in Math and English. The implications for SS&SP at this point indicate a need for enhanced services beginning with Pre- Assessment Preparation. Students need to understand the implications of assessment and placement into a math and English/ ESL sequence of courses in relation to their educational goal and begin preparation for the assessment test. The SS&SP plan speaks to the college offering pre-assessment academic summer boot camp at the high school level to provide academic instruction in English and Math assisting potential students in preparation for Assessment testing once they reach the college. Additionally, as these students assess and place into pre-requisite coursework, the SS&SP will support the Summer Bridge program purpose to further assist students who place into the basic skill courses transition into the Summer Bridge program where they will have the opportunity to build their skill sets in math and English or ESL. SS&SP Follow-up services will be provided to these students monitoring their academic progress in defining an educational goal and plan that clearly delineates their program of study toward successful completion of a certificate, AA degree, and or transfer.

Success Trends
The Los Angeles Community College District Within Class Retention Fall 2012 report indicates that WEST has an 81 % retention rate in all classes. This number represents a decrease in retention since Fall 2011. Further, The Success Rates by Mode of Instructional Delivery report indicates a 63% success rate for the college overall indicating a slight improvement at 64.01% since Fall 2011 but not significant enough. SS&SP has systematically worked to improve core services given to students. With the implementation of SB1456 and increased funding, the expectation is that the State of California has placed the success of Student Community College students as a priority and therefore critical policy changes and overall improvement in the area of retention and student success will follow. SS&SP funding now allows for the restoration of services previously cut with an increase in funding to enhance core services: orientation, assessment, student educational planning and follow up.

06. Staffing Trends

Staffing Trends
The SS&SP program will not be successful without a Welcome Center to host our New and potential students. The Welcome Center will serve as the first touch point where new and potential students will establish a relationship with a WLAC counselor, Student Success & Support Representative and CGCA mentors to provide a bridge to the college. The center will serve as a gathering place for students to have access to pertinent academic and student services information, student events, activities and resources pertinent to student life. Expanded counseling services are also needed for students on probation, basic skill courses, needing career and transfer services and the mandated abbreviated and comprehensive student educational plans. The SS&SP program needs support staffing such as an Office Assistant, West ExpressWay Counselors, additional CGCA/C mentors and student workers to move forward in the direction of meeting student needs.

07. Functions and Services

Function service list
The SS&SP is a program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. SS&SP provides support to students through four primary components: Orientation, Assessment Counseling and Follow-up The Student Success ACT 2012 / SB 1456 has restructured Matriculation services into a more viable program that focuses on the way support services are delivered to improve the assistance students receive at the beginning of their educational experience.
Program Function:
◆ To implement SB 1456 title 5 mandates as it pertains to the Student Success and Support program.
◆ To provide core services: Orientation, Assessment, Student Educational Planning and Follow-up for At-risk students.
◆ To ensure that every new student completes the core services and has obtained an Abbreviated Student Educational plan.
◆ To ensure that every not-new continuing students with 15 units or after 3 semesters which ever comes first obtains a Comprehensive Student Educational Plan.
◆ To ensure that students on academic and progress probation and in excess of 100 units are informed and provided information and referral to services that will assist in their academic success as well as a process of appeal for priority registration.
◆ To ensure that students without an educational goal are given assistance with defining an educational goal through the West ExpressWay and other career services offered through the college.
◆ To monitor the progress of student enrolled in Basic skills / ESL courses providing referral to support services.
◆ To manage and upload student contact data for SS&SP to District for State MIS reporting purposes.
◆ To respond to College, District and State required reports and inquiries as it pertains to SS&SP program and services.
◆ To work with faculty in Professional Development as it concerns student access and success.

**Technological Advances (AU)**
SS&SP has re-designed its webpage (KENTICO) and is using the existing WLAC website to inform students of the upcoming changes to their registration process as SB 1456 has instituted Registration Priority and other educational policy changes. Additionally SS&SP designed a student portal entitled West ExpressWay to direct New students through the WLAC Orientation, Pre/ Assessment, Assessment and Student Educational Planning as well as Financial Aid and Career Planning modules. SS&SP has made significant recent updates to the SARS Student Accountability Record System implemented at WEST. These updates allow students to function in a web-based online platform such that appointments in each of the SS&SP areas: Assessment / Orientation, Counseling and well as all other student service areas: Financial Aid, International students, EOPS, DSPS etc. can be made by students online. Additionally, student updates pertaining to SB 1456 educational policy changes as well improvements to the student profile page prompting students for their cell number, email and contact preference enhances and improves the ability to contact students. A SARS online email messaging system has also been added. 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. SS&SP offers virtual and on ground workshops for all At-Risk student populations weekly through CCconfer and other software. Additionally, SS&SP collection of data and forms has been streamlined using technology to more efficiently manage data and required forms that students/faculty complete and submit.

**08. Survey Results**

**Survey Results**
The SS&SP program surveys students completing the West Expressway and Assessment Services. Surveys are being expanded to included student satisfaction, and/or pre-and post-knowledge base for career and probation workshops. The West ExpressWay New student portal was piloted in the Spring 2013. Student Surveys indicates that approx. 90% of the students surveyed reported that they were very satisfied (44.7%) or somewhat satisfied (45.7%) with services provided. Each of the component areas offered by SS&SP as delivered through the West ExpressWay rendered similar results indicating a need development, as the desired outcome is for all students to report their highest level of satisfaction with services received. Additionally, The Orientation “Knowledge Gap Analysis report” reveals that students are learning from the college online orientation and their knowledge of college programs and services increased as a result of their successful completion of the college orientation.

**Survey Results Implications**
The SS&SP surveys revealed that ExpressWay is proving to be a viable mechanism for New students matriculating at West. Additionally, the WLAC online Orientation Knowledge Gap Analysis report reveals that students are increasing in their understanding and knowledge of the Academic and Student Service support programs at West offered through Orientation. As we continue to explore and develop Service learning outcomes for the Student Service areas, more improvement to services will follow. The Surveys give us valuable feedback concerning the need to continue our efforts and expand our strategies in finding avenues for "connecting" with our students.

**10. Student Learning Outcomes**

**SLO/ SAO Dialogue**
Yes, there has been discussion and distribution of materials concerning SS&SP SLO’s in the Student Services Council, the SEAC committee, College Council, Academic Senate, and the Student Success and Support Advisory Committee concerning Service Learning and Service Area Outcomes and need for improvements.

**SLO/ SAO Program Assessment**
The SS&SP surveys indicated that students had achieved a level of mastery in the following areas:
Admissions: Student will understand how to navigate through process of enrollment/registration process: Information signs, Schedule of classes, Online Information

Results: SS&SP survey indicates students have obtained a level of understanding the enrollment process through college resources.

Assessment/Placement: Student will understand how to complete Assessment test and the implication of placement results: Written instructions, Proctor verbal Instructions, COMPASS Instructions (Web based), Completed Assessment Tests, West ExpressWay Pre-Assessment module and Assessment module and SS&SP webpage/Assessment.

Results: SS&SP survey reveals students satisfaction and understanding of Assessment process.

Counseling: Students will to complete an Electronic Abbreviated Student Educational with a West ExpressWay Counselor: Counselor provides online and printed Student Educational Plan.

Results: SS&SP surveys reveal that 100% of students that completed the West Expressway received Abbreviated Student Educational Plans. This is an ongoing effort through SS&SP.

Follow-up: Students demonstrate help-seeking behaviors by taking advantage of counseling probation appointments when they are contacted by the college.

Results: SS&SP surveys indicate student satisfaction with probation workshops.

Orientation: Student will able to understand and utilize On-line and in-person registration and how to challenge a pre-requisite

Results: Students indicate an increase in understanding the registration and pre-requisite challenge process through the Orientation survey.

Assessment: Student will be able to understand how to select and effectively plan their Math and English courses following Assessment; College Orientation, all Counseling articulation is available through West ExpressWay.

Results: Assessment survey indicates students increased understanding of assessment / placement process.

Counseling: Students will be able to complete the Electronic Student Educational Plan that is maintained in the college database, with a Counselor each semester and effectively plan coursework for transfer, AA degree or certification in a Vocational area: Counseling Appointment, Electronic Student Educational Plan.

Results: Counseling division survey indicates student satisfaction of counseling services.

11. Departmental Engagement

Community Connections (AU)
SS&SP has been very involved in the ATD or Achieving the Dream initiative which involves spring and fall kick-off and summit events, community participation and interface. Additionally, SS&SP has worked extensively with the College Outreach and School Relations office in an effort to provide pre-enrollment and core services to high school seniors that visit the college along with High School Counselor and High School Principal visits to the college. SS&SP also works with off campus communities such as the POP and Paramedic Programs helping to provide Assessment and Orientation services to these populations. SS&SP plans to do more in this area in the coming year.

Interoffice Collaboration (AU)
SS&SP is collaborating with several college committees and continues to provide SS&SP information to all college constituents to ensure alignment in goals and activities. There has been a concerted effort on the part of the SS&SP program to align its’ plan with the other college plans such as the Educational Master Plan, the Equity plan, the Student Success ATD Plan and the Basic skills plan as a start in its alignment effort. This effort will be expanded to work in concert with other college academic and administrative plans to create a college-wide consistency in all efforts aimed toward student success. The SS&SP program expanded its Advisory Committee in an effort to meet the needs of SB 1456 requirements. This committee serves to make recommendation for the implementation of services and programs that are responsive to the state mandates. SS&SP has worked collaboratively with academic programs, the Student Success / Achieving the Dream committee, Institutional Effectiveness, Technology Departments and Student Services departments in all phases of program development. The current Student Success and Support Advisory Committee has representation from all Student Service areas.

12. Professional Development

Professional Development Unmet Needs.
More staff retreat opportunities are needed to engage and plan effectively.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact
The college website and publications are very helpful in supporting the SS&SP program mandates and requirements to "inform" students of the
Program Review

Student Services Area | Transfer Center / TAP

2014-2015

changes to educational policies and practice. The Institutional Marketing personnel do an exemplary job at providing the support needed for implementation of new programs and services for students. The Institutional Marketing Personnel are a valuable resource to the SS&SP program.

Service Eval Disagree
n/a

Service Evaluation
(blank)

15. Environmental Scan

Technology Trends
The State Chancellor's office under SB1456 mandates is in the process of developing 3 initiatives that directly impact the SS&SP programs.

◆ The Common Assessment Initiative:

This initiative calls for the development and implementation of an computerized Assessment tool that is diagnostic and adaptive in design that will be used buy all colleges accepting SS&SP funding. WLAC has been selected to serve as one of the pilot colleges of the common assessment once it is launched in Fall 2015. The common Assessment will replace the current assessment tool (ACT/COMPASS) if approved by the college.

◆ The Online Education Initiative:

This initiative is developing alignment among the 113 Community College online courses to streamline student enrollment in courses from one college to the next.

◆ The Student Educational Planning Initiative:

WLAC is not participating in this initiative as WLAC is replacing the legacy DEC SIS system with a new SIS system (People-soft) which will provide a Student Educational Planning tool.

16. Facilities

Facility Long Term Goals
We are interested in accessing the "Freudian Sip" as a possible location for a "Welcome Center" until a new building is completed that can house a Welcome center.

Facility Short Term Goals
We are looking for an alternative space to provide a "Welcome Center" for new students.

20. Completion

Participant List
(blank)

Transfer Center / TAP

01. Department Purpose

Purpose

The purpose of the University Transfer Center at WLAC is to foster a transfer culture and to meet the needs of students preparing to transfer to a four year college or university by providing accurate up-to-date information, coordinated resources, activities and services that support the transfer process. This includes transfer related workshops, fairs, coordinated university representative campus visits, classroom presentations, personal development (counseling) course, one-on-one application assistance, website resources and university/college visits.

The purpose of the Transfer Honors Program (THP) is to provide students with an enriched and vigorous academic program to support their desire to transfer to highly selective institutions throughout the country. An example of benefits for students selected to participate in the program include individualized counseling session with honors counselor, opportunity to present and attend yearly research conference, and priority admissions consideration to selected institutions

Purpose Alignment
The Transfer Center & Honors Program (THP) aligns with the college's mission statement in that the services and programs provide students with the necessary resources, information, opportunity and tools needed to navigate the transfer process in order to achieve their identified educational goal, build their career and pursue life-long learning.

02. Effectiveness Assessment & Continuous Process Improvement

Improvements in Program

The Improvements in program practice for Transfer Center & Honors Program as a result of program review include the following:

*Development of a Transfer Center Plan for 2014-15 that identifies the goals for the academic year.
Program Review

*Conduct satisfaction surveys for transfer services provided to students through workshops, University Rep visits, Fairs, classroom presentations on a consistent basis.

*Introduce a variety of marketing strategies to increase the number of students who use the Transfer Center Services and take part in the Transfer Honors Program: Text announcements for events & Rep visits, Tues&Thurs Transfer Days, Tailgate Days, Recruitment in English 101 for Transfer Honors, Facebook announcements, Drop-in App Assistance

*Coordinated campus events with neighboring 4 year institutions to increase transfer

*Improved information on Transfer Center website page

All of these improvements support the College EMP 3.1 & 3.2

**Resource Allocation Evaluation**

(blank)

**03. Response to Prior Recommendations**

**Accred Recommend Response**

In the Evaluation Report: Follow-Up Visit by the Accreditation Team on April 16 2013 there were no recommendations listed and all previous recommendations has been fully addressed by the college.

**PR Recommendations Response**

There were no recommendations for the Transfer Center & Honors Program for 2013-14 Program Review

**04. Enrollment Trends**

**Enrollment Trends**

Since the last program review in fall 2013 the overall enrollment and FTES trends at WEST has increased with a significant increase in enrollment/FTES in the following - Online, ACT and Hybrid, in particular. There has been an increase in the transferable courses offered over the past year which has impacted the ability for students to complete the transfer process.

The recently published transfer data from CSU for the fall 2014 shows an increase in transfer from 137 in fall 2013 to 169 for fall 2014. These results are likely a clear indication in the increase of transferable courses being offered over the past two years. There is no data currently available for the transfer trends from the UC for fall 2014 for WEST.

The data from the state Chancellors office on In-State Private transfer shows a decrease from 2012 of 60 to 48 for 2013. In addition, the data shows that Out-of-State transfer rate has decrease from 87 in 2012 to 54 in 2013. This maybe a result in the restoration of budgets and increase of enrollment at the CSU and UC systems during the 2012-2013 academic year.

**05. Students and Student Success**

**Degree/ Cert. Trends**

According to the WLAC ACCJC Annual Report 2014 Institution-set Standards for Student Achievement Measures the number of Associate degrees awarded since 2010 have been inconsistent: 2010 - 342, 2011 - 325, 2012 - 392 and 2013 - 329. In addition, the number of certificates that have been awarded over the same time period has been inconsistent as well: 2010 - 110, 2011 - 172, 2012 - 133 and 2013 - 216. However the report does show that for unduplicated Awards for WEST there has been a consistent increase over the past four years: 2010 - 434, 2011 - 484, 2012 - 496 and 2013 - 512. The institution-set standard for WEST has been set at 445 for degrees and certificates combined with 330 for degrees and 116 certificates.

The completion of a degree or certificate can result in the continued motivation for a student to pursue the necessary coursework for transfer. Now in its fourth year, Associate Degree for Transfer (ADT) degrees (formerly AS-T and AA-T Degrees) will continue to provide more students with transfer opportunities to a CSU while completing a Associates degree at the Calif. Community College (CCC). An additional 6 ADT degrees will be available at WEST by the spring 2015 which represents a total of nine degree options for students desiring a AA degree with the preparation of transfer to CSU.

**Demographic Trends**

The gender distribution over the past four years remains consistent at 60% female and 40% male at WEST with a slight 2% rise in male enrollment over the past two years. This gender distribution reflects a national average for higher education. This continues to be a challenge for the number of transferring majors to four year institutions particularly for the historically underrepresented groups.

The age group distribution continues to remain consistent over the past four years here at WEST with an average of 45% of students 25 years old or older. This population often represents students with responsibilities that include full-time work, children or other family commitments that make it a challenge to complete their transfer goals. In addition, 4 year transfer options for these students are often limited to local/commuter institutions.

There continues to be a shift in the ethnic group distribution at WEST over the past four years. Since Fall 2010 there has been a significant 7% drop in African American students population and a increase in the Hispanic/Latino student population by 9%. The White and Asian/Pacific
Islander percentages have remained the fairly consistent. This change in ethnic distribution at WEST is reflected state-wide in the CSU & UC systems as well as across the country.

Success Trends
The overall student retention at WEST continues to drop - over the past three years from fall 2011 at 84% to fall 2013 at 81%. The following areas have the largest decrease for fall 2013: ACT 75% from 83% fall 2012, Puente 78% from 94% in fall 2012, and Black Scholars 81% from 85% fall 2012. All three of these programs are designed to support students who identify transferring as a goal. Maintaining consistent enrollment from term to term is an important signal to many four year institutions for transferring students. They too are concerned with retention and want to enroll students who have a successful history of reliable enrollment which is likely to continue at their institutions.

The overall success rate for students here at WEST has show a 1% drop from 2012 at 63% to 62% in fall 2013. The following areas have the largest decrease for fall 2013: Puente 67% from 80% in 2012, ACT 55% from 61% in 2012 and Black Scholars 48% from 55% in 2012. With the passing of SB 1456 and title 5 regulations changes, student success and completion will now be at the center of Calif. Community Colleges (CCC) accountability WEST and the Student Support Services Program known as ExpressWays here at WEST have developed various strategies to assist students with educational planning to completed their transfer goals. A student ability to persist is critical when they have transfer goals. When a student is unsuccessful in their academic coursework this results in transfer delays and even withdrawal.

06. Staffing Trends

Over the past two years there has been an increase in the FTE at WEST as follows 153+ in fall 2012 then 172+ in fall 2013. This reflects the steady improvement of the state and local budget which has allows the college to meet it’s FON obligations as well as the faculty needs for academic disciplines and programs across the campus.

In general this increase in the FTEF is positive which allows for an increase in the number of transferrable courses that can be offered to support students in completing their transfer goal. However with this increase of the FTEF additional transfer counseling services are required to support the increase in the numbers of students seeking transfer as a goal.

There is a full-time counseling faculty member serving as the Transfer Center Director .6 and Honors Director .4. There is a 1.0 full-time classified staff member assigned to the Transfer Center but is shared with the counseling division area for serving students. Currently there is no counselor assigned to the Transfer Center. The Transfer Center works with the counseling faculty in the delivery of workshops, classroom presentations and other transfer events. The current staffing minimally meets the needs of the program with the TC Director coordinating events, participating in committee work and attending conferences. In addition, the classified staff member assigned to the Transfer Center coordinates the university/college representatives visits, answering calls, and assisting students. This often results in very limited or abbreviated transfer services being available for walk-in students.

07. Functions and Services

Function service list
The Transfer Center coordinates and conducts the following:

Fall & Spring Transfer Fairs
Transfer Topics Workshops
Transfer Gear wear days & Tailgate Days
Classroom Presentations
Arrange University/College representatives on-campus visits
Hold drop-in service during peak application periods
Host year-end (spring) transfer celebrations
In conjunction with SSS and EOP&S arrange field-trips to universities and colleges
Advertise all Transfer events on college website provide information online for transfer services and events.
Host monthly Transfer Committee Meetings
Hold a yearly meeting with University/College Representatives to
Collaborate with other transfer bodies in the districts, region and state on issues and efforts to ensure students have access and information to facilitate the transfer process efficiently and accurately.

Transfer Honors Program conducts the following:
Honors Contract Coordination
Program Orientation each semester
Student Panel presentations
HTCC Spring Research Conference

Technological Advances (AU)
The transfer center continues to use the Transfer e-chat service offering WEST students the opportunity to connect with 4 year university outreach and admissions representatives via the web in real-time. There are approx.

The transfer center & honors program continues to maintain websites to disseminate transfer related information, events and materials. The pages include a Events and Calendar for transfer information. The sites is updated regularly to ensure accurate information is posted.
The transfer center continues to use college text messaging service to inform student about upcoming transfer events, dates or other important related announcements.

**08. Survey Results**

*Slo/SAO*, *Slo/In* The 10. Survey 08. Fall Application options to develop University/College of needed students concern the one Director of representatives Director & Transfer relationships partnerships & of & fair announcements. Results of current of student. Surveys: Climate Service of Program connections of 8/13/15. Director of has attended the WEST fall College Fair - to date 27 have responded with the following results: 100% of the respondents agreed that the communication prior to the event was good and parking was ample. 90% felt location of the fair was good and 80% of the respondents thought the raffle activity were a good way to engage students. 59% of the respondents felt the students seem to be knowledgeable about the transfer process.

A satisfaction survey will be conducted at the end of fall 2014 for University/College Representatives who have provided various services (one-on-one meetings, table visits, workshops, classroom visits).

**Survey Results Implications**

The results of the satisfaction survey sent to the University Reps who attend the 2014 fall transfer fair indicate a greater focus on educating WEST students on the transfer process.

**10. Student Learning Outcomes**

*SLO/SAO Dialogue*

The Dean of Student Services, Chair of Counseling, and the Transfer Center Director continue to meet on a regular basis to discuss the areas of concern arisen from all survey results. Discussions also take place in the Transfer Committee meeting on improvements that can be made to address assessment results.

In addition, there are weekly counseling (which includes Transfer Center Services) division meetings where discussions take place regarding needed improvements and implementation of services delivered.

**SLO/SAO Program Assessment**

*SLO/SAO has not been conducted for the Transfer Center & Honors Program*

**11. Departmental Engagement**

*Community Connections (AU)*

The Transfer Center continues to welcome and encourage on campus visits by established feeder four year institutions as well as those where a new relationship has been developed which will result in greater choices and opportunities for all WEST students. Once a semester 4 year representatives are invited to attend a Transfer Advisory meeting where their input, feedback and collaboration is solicited to build on transfer options for WEST students.

The Transfer Center Director continues to be a member of various committees and groups across the district, region and state which allows for new partnerships to be developed and strengthen the existing ones.

The Transfer Honors Director and Honors Counselor are members of the Honors Transfer Council of California (HTCC) which is the body in which the Transfer Honors Program here at WEST holds membership. One or both of them attend monthly meetings for the HTCC. The Transfer Center Director currently serves on the state’s SB 1440 Implementation and Oversight Committee. Over the past two summers WEST has had 12 students to participate in the program. Two of the past participants have transferred - one to USC and the other to UC Irvine. The Transfer Center Director currently serves on the Historical Black College & Universities (HBCU) Grant Committee sponsored by the CCC Chancellors office to develop transfer agreements with specific HBCU institutions.

The Transfer Committee (chaired by the TCD) continues to meet monthly which reports to Academic Senate to address discuss, implement, and evaluate the programs and services provided by the Transfer Center.

All of these connections is in support of the College EMP S.1

*Interoffice Collaboration (AU)*
The Transfer Center/Honors Program continues to work hand-in-hand with counseling to deliver services and events which include: workshops, classroom presentations, transfer fairs, drop-in services, open-house events and transfer counseling.

The Transfer Center/Honors Program works with SSS, EOPS, Puente and other groups to organize University visits, field trips and workshops.

The Transfer Center continues to offer classroom presentations in the spring when time permits based on the Transfer Center Director (TCD) schedule.

The Transfer Honors program has worked with ASO, College Foundation, College Marketing Department to support various events.

All of these collaborations support the College EMP 4.1 & 4.2

### 12. Professional Development

**Professional Development Unmet Needs.**

Professional development is critical in the delivery of transfer counseling services when providing accurate and timely information to students. Most of the conferences and workshops provide new and updated information that directly effect students with transfer goals. There is usually fees associated with these events that can be costly which can limit the number of conferences and workshops that can be attend. Attending a variety of these transfer related professional developments events allows for new program ideas, program improvement, and collaboration with others.

### 13. Instructional Support: Services and Activities

**Catalog, Schedule, Website Impact**

Accurate information in all printed and electronic college materials is imperative to ensure that students can effectively navigate the transfer process. The information should represent items that have been verified and vetted by all of the appropriate bodies on campus such as academic divisions, curriculum, and counseling.

More and more students are relying on these items as they self-direct themselves through many of their academic goals. In addition, the published items are the resources that are used in a variety of programs and offices.

Transfer events and notices will continue to be posted on bulletinboards and other signage throughout the campus so students can be informed.

The Transfer Center/Honors Directo will continue to mange the Transfer Center & Honors Program website for the transfer events.

The Transfer Center will work with the VP of Student Services to acquire a larger banner to be displayed and promote transfer during the months of October and November. In additional the transfer center would benefit from a brochure that describe the transfer steps/process.

**Service Eval Disagree**

There continues to be an inadequate level of counseling services for the Transfer Center. The General Counseling division continues to have staffing challenges based on the current college enrollment that does not allows for any dedicated counseling services in the Transfer area. As Transfer is one of the core missions of the college and will be used in the ARCC data report for measurement of achievement it is critical that an improvement in transfer counseling services be addressed. Because of the unique componments in assisting students with transfer information and preparation - the counseling faculty are the experts to provide this service.

**Service Evaluation**

(blank)

### 15. Environmental Scan

**Technology Trends**

The following are some of the trends in technology for transfer:

- Next Generation ASSIST.org expected to roll out in 2015
- The C-ID site allows college faculty and students to research courses across the state
- UC TAP planner which emerged in 2013 allowing students at CCC to maintain academic record history
- Webinar, e-chat and various internet based university representative contact
- The Common Application is now generally used for all Private institutions across the country
- Associate Degree for Transfer (ADT) electronic verification for CCC

### 16. Facilities

**Facility Long Term Goals**

As the college grows - it is imperative that the ability for the transfer/counseling division to grow to address the needs of the student population. Transfer Center services would greatly benefit with a slight larger center and additional staff where workshops and other transfer type events could take place.

**Facility Short Term Goals**

None currently

### 20. Completion
Participant List
(blank)
Learning Skills

01. Department Purpose

**Purpose**
The Learning Skills Department offers resources to support student success, including computer-assisted foundational skills instruction and faculty-directed math instruction. The learning skills curricula approach to supporting student success includes scaffolded learning at pre-collegiate and collegiate levels, emphasizing development of lifelong learning skills and maintenance of literacy in both mathematics and language arts. Learning skills faculty provide individualized academic skills advisement to assist students in selecting and completing appropriate support course work before and during enrollment in degree applicable math and language arts classes.

**Purpose Alignment**
Through a comprehensive student success-focused approach, the Learning Skills department aligns with the mission of West Los Angeles College to provide a transformative educational experience. The learning skills faculty emphasize skill-building for lifelong learning as students develop the foundations of academic literacy in preparation for certificate or degree completion and/or transfer to a four-year institution. Faculty provide individualized advisement and personally engage with students throughout this educational process to support academic excellence and achievement. Learning skills faculty also maintains discipline-specific ancillary resources to support student success from admission to matriculation.

02. Effectiveness Assessment & Continuous Process Improvement

**Assessment of Improvements**
na

**Improvements in Program**
Beginning in Spring of 2014, Learning skills faculty elected to eliminate low enrolled/low success rate learning skills courses in an effort to redesign the learning skills curriculum to more specifically address the needs of WLAC students in need of foundational skills remediation. The following LSK courses were eliminated: LSK 73 - Online Grammar Lab, LSK 74 - Chemistry, LSK 75 - Political Science. While we will still offer CAI format for LSK 2A-Grammar Fundamentals, 2B-Verbs, 3C-Vocabulary Development, 10A-Math Fundamentals 1 and 10B-Math Fundamentals 2 this semester with more one on one faculty engagement, LSK 5 will be paired with ESL courses and LSK 50 will be paired with students enrolled in English 21 and 28. It is our intention to address the needs of students with various learning styles. Success data will be collected to validate the effectiveness of Learning Skills course instructional delivery.

**Resource Allocation Evaluation**
(blank)

03. Response to Prior Recommendations

**Accred Recommend Response**

RECOMMENDATION 1: MEASURABLE GOAL SETTING

The Learning Skills Faculty 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

The Learning Skills faculty assessed all Course SLO Assessments for all Learning Skills courses in the Spring/Fall 14 semesters. 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 Learning Skills faculty. Course outlines and syllabi were updated with course-level SLO information.

RECOMMENDATION 4: STUDENT LEARNING AND SERVICE LEVEL OUTCOMES

Learning Skills 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 Learning Resource Center are meeting identified student needs. The results of these measures are used to
Program Source: Demographic While Degree/Cert.

05. Why is the Learning Skills department important?
The Learning Skills department plays a critical role in enhancing learning outcomes for students. It provides foundational math and language arts support, which is essential for academic success. The department ensures that students have the necessary skills to meet the demands of their coursework.

PR Recommendations Response
In the fall of 2013 the Learning Resource Center was reorganized and the Learning Skills department was assigned to the Student Services Division. The robust tutorial program was to remain with the Library and Learning Resources Division.

With the realignment, the Learning Skills department still remains without a physical space to provide an environment that will be conducive to support faculty directed instruction coupled with self paced computerized assisted learning.

The resource request for certificated personnel resulted in Fall 2013 hiring of a tenure track Learning Skills instructor with expertise in Mathematics. This faculty member is presently revising existing curriculum, as well as developing new curriculum to support foundational math learning through pedagogically sound web-enhanced courses. All math learning skills classes are offered in both credit-bearing and non-credit formats for student access. This faculty member is responsible for promoting LSK math courses to increase student’s basic math competencies as well as collaboration with Math Faculty to increase the number of students who successfully complete pre-collegiate math courses and to provide students academic support when they transition to collegiate math courses.

Thirty online licenses were renewed for online PLATO access.

04. Enrollment Trends
Enrollment Trends
The trends in enrollment and FTES in learning skills courses indicate a clear direction for the future instructional pedagogy. Enrollment in LSK classes had a steady increase from Fall 2009 with 692 students to Fall of 2012 with 1,052 students. This represents an increase of 52%. However in from Fall 2012 to fall 2013 there was a decrease of 52%. The decrease in enrollment was due to the limitation on the number of LSK courses that students could take for credit. Since then the limitation has vacated. There was a tremendous increase in FTES from Fall 2009 with 19 FTES to 53 FTES in fall of 2012. However the number of FTES dropped to 28 with limitations on the number of learning skills courses students could concurrently enroll. This was also due to strict monitoring of students progress with more check points during the semester which included excluded students who were not making any progress with course content.

To increase enrollment, LSK faculty will continually customize the curriculum to better suit the needs of WLAC students. With increased dialogue between math and English faculty, curricula modifications can be used to provide more effective self paced instruction to promote student success in foundational skills courses. Also, developing additional curricula is a further goal for the division.

Section Count Trends
Since fall of 2009 the section counts remain the same with slight variation. In the fall of 2009 there were 20 sections and in fall 2013 there were 21 sections. In the Spring of 2014, low enrolled sections were archived as well as sections with the to code LRNSK were archived. In the Fall of 2014 there are 9 active sections of LSK courses. The average class size has decreased from 39.9 to 33 students. This represents 17.2% decrease in average class size. This was due to strict monitoring of students progress with more check points during the semester and lower class caps also the attempt to provide more faculty directed instruction more effectively. In the fall 2014 the class sizes were increased and can be attributed to the increasing need for students to have foundational skills level classes to help them strengthen their level of understanding in academic classes as well as students who need a refresher course to help them adequately prepare for the assessment test. Weekly email communications are sent to students to ensure that they are progressing through the curricula content with at least 5% completion of the lesson modules.

05. Students and Student Success
Degree/Cert. Trends
While Learning Skills Department 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 curricula planning and development as learning skills faculty continue to work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational skills support modules specific to course content, aligned in order of presentation and weighted to evaluation in course SLOs. As academic departments revise course curriculum, the learning skills department will revise scaffolding.

Demographic Trends
Demographic trends are holding steady in terms of ethnic distribution, gender distribution and age group distribution. While the percentage of African American had a 7% decrease from Fall 2009 to Fall 2013, in addition, the percentage of Hispanic students taking learning skills course increased from 23% to 31%. From Fall 2009 the percentage of female students decreased from 62% o 56% while the percentage of male students increased from 38% to 44%. In the Fall of 2013, 60% of the learning skills students were female and 40% male. 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 24 represented 54% of the learning skills enrollment in 2009, 52% in 2010 and 2011 and 51% in 2012 and 59% in 2013, while students aged 25 - 34 comprised 21% of learning skills population in 2009, 19% in 2010, and 17% in 2011 and 18% in 2012. One implication of this trend is the lack of preparedness for pre-collegiate courses and that their is a the need to better prepared students with foundational skills necessary to succeed in academic course work. As older students who may be unfamiliar with current computer technology begin enrolling in web-enhanced and online classes, significant support is need to introduce basic keyboarding concepts and software features. Adding success workshop offerings will help to familiarize students all ages with foundational computer assisted instructional
**Equity Gaps**

In the fall of 2009 the successful course completion rate was 42% which was considerably less than that of the college overage rate of 62%. Over the next 4 years the varied with an increase of 10% in fall of 2012. In the fall of 2013 the successful LSK course completion rate was 49% compared to that of the collage overall rate of 62%. However, in comparing the equity gap in successful LSK course completion was considerable lower than that of the college overall gap in fall of 2009 (8) and fall 2013 (16). In the fall 2011 and 2012 the LSK course completion equity gap was 34 and 30 respectively. During those years the college overall equity gap in success course completion was 22.3 and 23.1 respectively. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre-collegiate Math and English courses or are students who are returning to back to school to obtain certificates or to gain a refresher course in math and/or language arts.

**Success Comparisons**

The college overall successful completion rates have remained consistent at 62% from fall 2009 to fall 2013. The success completion rates for Learning Skills course have consistently remained lower then the overall campus successful completion rates. In the fall of 2009 with 42% 47% in fall 2010, 42 % in fall 2011, 52 % in fall 2012 and 49% in fall 2013. Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Bi- weekly emails to all enrolled students reminding them of the progress goals and upcoming dates helped many students stay on task and make regular consistent progress toward content mastery of 70 % or higher. Beginning in the in the Spring of 2014, the instructional delivery mode will remain the same for LSK 2A, 2B, 3C, 10A and 10B with increase faculty and student engagement. LSK 5 and 50 will be paired English 21/28 classes respectively. With increase faculty –student engagement, it is the intention of LSK faculty to increase the success rates in learning skills course as well as in pre-collegiate course campus wide. The LSK faculty will also collaborate with English and Math faculty to increase our awareness to concepts that students tend to struggle with.

**Success Trends**

Trends in retention and success rates vary from semester to semester. The retention rate has decreased from 92% to 75 % from fall 2009 to fall 2013. Success rates increased 5% from fall 2009 to fall 2010. From fall 2010 to 2011 there was an equal decrease. From 2011 to fall 2012 there was an 10% increase; with a decrease of 3% from fall 2012 to fall 2013. Factors impacting retention and success rates in 2010-13 include the continued 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. Our goal is to encourage students to use foundational-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

**06. Staffing Trends**

**Staffing Trends**

In the fall of 2013, the mathematics learning skills faculty was hired. This individual is responsible to implementing effective foundational mathematics curricula to increase basic math competencies to a diverse population of students. In the fall of 2014 the language arts faculty resigned. This individual was responsible to implementing effective foundational language arts curricula to increase basic English competencies. There is a need to hire a second full-time faculty member with an emphasis in Language Arts. The importance of foundation-skills support cannot be overestimated. Having two full-time tenure track learning skills faculty made it possible to address the needs of WLAC foundational skills population. In addition to having two full-time LSK faculty, hiring hourly LSK instructors would allow for the expansion of the LSK course offerings as well as growth of the division.

**07. Functions and Services**

**Function service list**

The Learning Skills faculty provides comprehensive resources for building foundational skills and content knowledge across disciplines. Services provided by the faculty include:

1. foundation computer assisted learning skills courses to help students gain a better understanding of foundation math and English concepts,

2. intensive review courses in grammar, reading, vocabulary development, essay writing, and basic mathematics

3. paired -course development and academic support through scaffolded learning resources

4 LSK faculty are available on a walk-in and appointment basis for students seeking learning skills course advisement , tutoring referrals, or content-area academic support.

**Technological Advances**

The LSK courses are built into the web based platform and are available to students in both for credit and non-credit sections. Students have access to course content on campus as well as at home. The transition to expanded online use of PLATO resources has encouraged student use of academic support resources for placement test preparation as well as individualized review of concepts to help support their knowledge base in their academic courses. LSK faculty are committed to seek ways to link students with academic support resources using available technology. With revising the curriculum to an online format more students can be served successfully through expanded use of existing technology resources, as
08. Survey Results

Survey Results
With the realignment of the Learning Skills faculty to Student Services, no survey was distributed to students who were enrolled in LSK courses during the spring semester. With the revision of LSK curricula, LSK faculty plan to revise the Learning Skills Satisfaction Survey at the end of the fall 2014 semester. The results from the student survey as well as the input from faculty collaboration will be used to make curricula revisions to better meet the needs of our students.

Survey Results Implications
From previous point-of-services surveys, LSK faculty was able to continue to provide maximal academic support to WLAC students by increasing student engagement as well as providing students with increased knowledge of academic resources that students can access while out of class.

09. Curriculum

COR Update: Missing CORs
By the fall 2014 all of the course outline of record were updated with the exception of LSK 15a. The LSK courses that were archived were the courses with low enrollment and did not meet the needs of our current student population. The COR for LSK 15A will be updated before the end of the current semester with the assessment of LSK SLO’s.

COR Update: Out-of-Date CORs
LSK faculty worked with Curriculum Chair to clean up the course outlines or record. Courses that were no longer offered or traditionally low enrollment were archived. The outline for LSK 2a, 2B, 3C, 10A and 10B were updated by LSK faculty. This semester LSK faculty will be working with the academic departments to create revised curricula that will better meet the needs of WLAC students. As math and language arts departments revise their foundational skills curriculum, we will adjust to those changes so that we really are offering academic scaffolding paired with a specific course as a “safety net” for low placers or students with transitional skill levels.

Course Outline
Math and English LSK faculty 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 successful ongoing review of academic support courses and services.

Course sequence

Learning skills courses are non degree applicable. Since the LSK courses offer various refresher topics, they are not sequential in nature. Students can take any of the LSK offered during the semester. All LSK courses are open entry/open exit.

Curriculum Impact
Each semester the learning skills faculty collaborate with the math and English faculty as well get feedback from students regarding the course content. With this feed back, curricula revisions can be made. In addition with the hiring of the hiring of a new full time language art faculty person, english LSK curriculum will fully be evaluated for its effectiveness and completion.

Degree/ Certificate Changes
(blank)

Outreach, Online & Hybrid Classes
In the Fall 2013 the LSK faculty offered twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 73, 74, 75, and 50 were offered in an online format, with plans for creating hybrid sections of each course in the 2013-14 academic year. LSK 15A is a hybrid course which uses both an Etudes shell and Plato-based resources to supplement weekly classroom instruction. All courses are available in both for-credit and non-credit formats, accessible from on- and off-campus sites by West students. In the spring 2014, LSK 4, 30, 73, 74, 75 were cancelled due to traditionally low enrollment and low student success rates. More emphasis will be placed on increasing LSK faculty and student engagement to better address the needs of individual students. LSK faculty will collaborate with English and Math faculty to ensure that the concepts that students tend to struggle with can be addressed by LSK faculty.

Program Relevance, Appropriateness & Cur
The LSK curricula is intended to be a form of academic support to pre-collegiate courses. With collaboration with math and English faculty the curriculum can be linked specifically to required coursework in foundational math and English classes.

10. Student Learning Outcomes

SLO Assessment - Course
LSK 2A-54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or “progress toward” 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 2B -54 lab hours completed and progress toward 70% mastery Fall 2013
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 3C- 54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 4 -54 lab hours completed and progress toward 70% mastery fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted

LSK 5 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10A -54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10B- 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 30- 54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted Course outline of record needed.

Curriculum revision anticipated for development of ESL-appropriate section.

LSK 50- 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 15A Students apply strategies for decreasing text anxiety

Fall 2013 Student feedback and self-reported experiences applying strategies Quantitative data needed in addition to qualitative data

Course redesigned and course-level SLOs drafted and added to course outline of record Revised course syllabus provided to Academic Affairs and students, both enrolled and prospective

SLO Assessment & Resource Request
A major request is for a computer lab with 30 computers be made available to meet face to face with students as well as annual renewal for PLATO subscription for students to work with CAI learning skills courses.

SLO Faculty Dialogue
There has been some discussion with the Curriculum chair and the Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with the Math and English faculty to ensure that all LSK courses pedagogically effective to promote student success. By the end of the fall 2014, success data will be available and improvement plans can be developed and prepared for implementation in Spring 2015.
SLO Program Assessment & Changes
Re-evaluation of program-level SLOs is currently planned for Fall 2014, with a particular focus on aligning course-level SLOs with discipline specific SLO’s. In addition to using the student success data, Learning Skills faculty will collaborate with the math and English departments to ensure that both the curricula are directly aligned to meet the needs of the students.

11. Departmental Engagement
Community Connections
With the realignment to student services and loss of 1 faculty member, community outreach has been limited to the ongoing connection with LAUSD to support the CATS program for developmentally challenged secondary students transitioning to college life. With additional staffing and a physical location designated for Learning Skills more skill-building activities and workshops can be held to promote community outreach and improve student success.

Interdepartmental Collaboration
Faculty dialogue takes place regularly between LSK faculty and the math and English departments, given the course collaborations in current course offerings. In particular, LSK faculty have been in constant dialogue with personnel in the SS & SP to promote academic support for student preparation for the assessment test. Detailed placement information enables LSK faculty to build individualize review plans for students with pre-collegiate skills deficiencies and/or those students who wish to re-assess for higher course placement following intensive skill-building work done with the LSK curriculum. 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 course completion of degree applicable course.

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

Professional Development Unmet Needs
Learning skills faculty are encourage to attend conferences and workshops as they relate to foundational skills student support. Within the past year the math LSK faculty have attended the Supplemental Instruction Coordinators conference, ACTLA conference, and the 2 Strengthening Student Success conference. Attendance at these events has allowed the math LSK faculty to remain current in new and innovative strategies to promote student success. In an effort for continued innovations in learning assistance and developmental education regular professional development activities should be regularly attended.

13. Instructional Support: Services and Activities
Catalog, Schedule, Website Impact
Currently the class schedule is printing a year in advance so any last minute changes in the course offers are posted online. Also flyers to advertise course changes are posted on campus and made visible to all students. With the administrative changes associated with department re-alignment learning skills faculty will work with the marketing personnel to ensure that our services are known by all students and faculty.

Service Eval Disagree
With the realignment of the learning skills division to student services, learning skills faculty do not have a physical lab location to meet with students, therefore there is nothing for the custodial staff to maintain. In addition, the realignment has resulted in LSK faculty meeting with students in faculty offices instead of a computer lab environment.

Service Evaluation
(blank)

14. Programs Clubs Orgs & Special Activities
Accomplishments of Students
There are host of students who self-report that the learning skills course helped them gain the necessary understanding of course content to pass their math and/or English classes which leads them to reach graduation and/or certificate completion.

Club Sponsorship

At this time the Learning Skills program does not sponsor a student club or activity.

15. Environmental Scan
Technology Trends
The LSK courses are web - based courses which provides computer assisted instruction to meet the needs of our diverse population of students. The PLATO platform is constantly upgrading course content to keep up with technological changes in the field of CAI. The only short fall of this platform is for some students who are not tech savvy to navigate through the web based program. To help students better understand the system, PLATO workshops / modules are designed to give students an overview of the system and to show them the nuts and bolts of the system.

16. Facilities
Facilities Challenges
Our current facilities challenge is that we do not have any facilities nor dedicated computers for students to work on course content and get faculty directed instruction. In the realignment of the Learning Skills department under Student Services, there was confusion over who bore responsibility for physical supervision of the previous learning skills lab and for the Basic Skills budget which funds learning skills activities and tutoring so the library staff is currently overseeing the first floor of the HLRC building while LSK faculty work from their offices in the CE building next door. This creates the problem of not have sufficient and dedicated space including computers readily available for students to complete the LSK courses. Currently the LSK faculty have to communicate with students via email or the message board in the PLATO system. In an effort to
promote student success, having a computer lab with at least 30 stations to support the 30 concurrent PLATO licenses would allow LSK faculty the environment to meet with students for academic advisement and to provide the academic support necessary to meet our goals and meet instructional needs.

**Facility Long Term Goals**

Long-term goals (2-6 years) include the following:

1. Implementation of LSK curriculum which will scaffold skill-building by pairing a learning skills class with every English course below 101 and every Math class below 125. As departments make changes to their curriculum, we will adjust LSK curriculum proportionately.

2. Establishment of math, science and reading labs in physical facilities, ideally within the GC (for reading) and MS (for math and science) so that academic support is available right where academic instruction takes place.

3. Develop and implement reading curriculum

4. FT instructional assistants to staff the math and reading labs

5. Addition of a third FT faculty member to the LSK department whose area of specialization is educational technology so that we can expand to a virtual campus with academic scaffolding available in a variety of technology-supported formats.

6. Establishment of an Advisory Council to ensure that all sides of student service are being met through our course offerings and delivery formats

7. Provide Supplemental instruction to every English course below English 101 and every math class below math 125.

**Facility Short Term Goals**

Short-term goals (within 1 year) for the Learning Skills department include:

1. Establishment of a cost center for the Learning Skills department

2. Identify a physical lab space dedicated for the LSK department, faculty and students to include sufficient number of computers

3. decision about who will be responsible for tutoring supervision

3. final determination of Basic Skills budget oversight and reportage

4. introduction of new curriculum based on revised Learning Skills objectives as part of Student Services division

5. implementation of enhanced tutoring delivery formats to be used in addition to face to face tutoring.

**19. CTE Programs**

**Advisory Board Meetings**

(blank)

**Advisory Board Membership**

na

**Advisory Board Outcomes**

na

**Assess CTE Student Learning Outcomes**

na