Comprehensive Program Review, Fall 2010

Comprehensive Program Review Part 1:
Reflection and Assessment
Fall 2010

Student Learning Outcomes: Assessment,
Improvements, and Budget

Admissions and Records

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

None.

Will these planned changes necessitate a Resource Request

No

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

Comprehensive Program Review, Fall 2010

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

        1. Improvement in telephone response as a result of student worker training; 2. Improvement in fairness and efficiency of petition processing as a result of changes to the petition process for grades and residency; 3. Movement of processes online (international advising, document scanning, petition submission, transcript requests, adds and drops, roster submissions).

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

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

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Associated Student Organization

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Our Mission: West fosters a diverse learning community dedicated to student success.

Comprehensive Program Review, Fall 2010

Will these planned changes necessitate a Resource Request

> No.

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

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

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> ### Student Learning Outcomes: Assessment, Improvements, and Budget

Athletic Department

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Our Mission: West fosters a diverse learning community dedicated to student success.

1. Critical Thinking: The student-athlete will be able to think critically and problem solve logically during athletic competition both at practice and in games.

2. Communication: The student athlete will demonstrate active listening skills in response to directions from coaches regarding skill development, game planning and strategy implementation. Student athletes will also demonstrate proper verbal skills in communicating with teammates and coaches during practice and game situations. Finally, student athletes will learn how to deal with and respond appropriately to constructive criticism, and utilize it for learning and improvement.

3. Quantitative Reasoning: The student athlete will demonstrate the ability to navigate available resources to reach his or her academic goals.

4. Civic Responsibility/Diversity/Ethics: Student athletes will participate on athletic teams that are culturally and ethnically diverse, and will demonstrate unity while working to achieve a common goal.

5. Self Awareness/ Interpersonal Skills: The student athlete will identify his or her health and fitness goals, and accept responsibility to implement a plan of action to achieve these goals.

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

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

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

Will these planned changes necessitate a Resource Request

N/A

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

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

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

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> ### Student Learning Outcomes: Assessment,
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Child Development Center

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

The Center is meeting the needs of the student-parents and children it services.

Parents are interested in more information regarding child development and parenting. In planning are workshops by the St. John's consultant.

Lack of evening preschool and school-age services are budget limitations. The program currently

operates on multiple grants and monies.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

The CDC will continue to implement the assessment tools mandated by the state grants i.e. Desired Result Childrens' assessments (completed twice annually), along with child observations, staff notations and tracking

the Desired Results Parent Survey (spring),

WLAC/ CDC Parent Survey(spring),

CDC Student Point of Contact Survey (if staffing allows / may attempt paper version)

Maintenance of parent participation records i.e. parent advisory council, parent & teacher conferences

CDC Program Review

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

Convert the Desired Results Parent Survey and WLAC/ CDC Parent Survey into one survey using Survey Monkey.

Use St. John's consultant to provide parent workshops.

Need to develop Center based practicum assessment/ evaluation tool which provides feedback from practicum students regarding their training and experience in the Center.

Comprehensive Program Review, Fall 2010

Will these planned changes necessitate a Resource Request

      No

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

      Improved Center visibility with enhanced publicity.

      Increased parent opportunities for information.

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

      Collected survey data and reviewed the findings.

      Increased enrollment.

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Student Learning Outcomes: Assessment, Improvements, and Budget

Counseling Division

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

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

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

Discuss the implications of the survey results for the program

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

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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Comprehensive Program Review, Fall 2010

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MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

  Continue to provide consistent and continuous service surveys to students using counseling services to determine the level satisfaction of services and evaluate needed changes or improvements.

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

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

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

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Disabled Student Programs and Services

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Point of contact survey for students

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

Staffing has increased as a result of program review. More effort has been focused on improvement of program operation and delivery of services. More collaboration and coordination between services has occurred.

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

This is still an unmet area in DSP&S that needs to be addressed.

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EOPS/CARE

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Will these planned changes necessitate a Resource Request

None.

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

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

Our Mission: West fosters a diverse learning community dedicated to student success.

Comprehensive Program Review Part 1: Reflection and Assessment
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> **Student Learning Outcomes: Assessment, Improvements, and Budget**

Financial Aid and Scholarships

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Will these planned changes necessitate a Resource Request

Not at this time

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

Comprehensive Program Review, Fall 2010

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

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

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Student Learning Outcomes: Assessment, Improvements, and Budget

International Student Services

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Will these planned changes necessitate a Resource Request

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

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

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

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Student Learning Outcomes: Assessment, Improvements, and Budget

Matriculation Services

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

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

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

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Will these planned changes necessitate a Resource Request

no

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

The Student Educational Workshops allowed us to provide an additional 913 Student Educational Plans to students. The Career Workshops expanded the Matriculation Virtual Career Center and were surveyed for effectiveness. The results indicated that the students had an increased clarity on the Career process and information on careers in general. The Early Alert System provides a bridge between academic and student services around the topic of the high risk student, forcing all groups including the student to engage, communicate and problem solve for student success.

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> ## Student Learning Outcomes: Assessment, Improvements, and Budget

Outreach & High School Relations

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

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

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

Discuss the implications of the survey results for the program

Comprehensive Program Review, Fall 2010

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

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

Recruitment for UPA is ongoing.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

Outreach has developed several SLO's to measure the effectiveness of the Outreach Office and its practices.

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

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

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

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

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

Will these planned changes necessitate a Resource Request

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

Comprehensive Program Review, Fall 2010

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

From conducting the previous program review, Outreach determined it could improve its programs through increased evaluation of its practices. As a result, Outreach has devoted more time and energy to the development of evaluation tools and analysis of results.

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

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

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

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

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

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

Comprehensive Program Review Part 1: Reflection and Assessment
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> ### Student Learning Outcomes: Assessment, Improvements, and Budget

Puente Project

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

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

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

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

Will these planned changes necessitate a Resource Request

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

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

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

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

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

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Comprehensive Program Review Part 1:
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Fall 2010

Student Learning Outcomes: Assessment,
Improvements, and Budget

Transfer Center

MODULE 7. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys

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

Discuss the implications of the survey results for the program

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

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the services of the Office

N/A

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

N/A

Will these planned changes necessitate a Resource Request

N/A

MODULE 13. CONTINUOUS QUALITY IMPROVEMENT

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

First program review; new Transfer Center Director.

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

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

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Comprehensive Program Review, Fall 2010

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