

West Los Angeles College
Program Review 2013-2014

Student Learning Outcomes Report

Academic Affairs Area

Allied Health

SLO Assessment - Course

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

SLO Assessment & Resource Request

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

SLO Course Changes

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

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

SLO Faculty Dialogue

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

SLO Program Assessment & Changes

- a. A meeting was held with the articulating officer to begin to sequence a day Medical Assisting program. Two courses 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 DH program were changed to improve student learning outcomes.

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

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

Applied Technology

SLO Assessment - Course

The Aviation courses from Spring 2013 need to be assessed.

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

All travel ad hospitality courses need to be assessed.

SLO Assessment & Resource Request

No additional resource requests identified as a result of SLO assessments.

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

SLO Course Changes

Oral presentations in all Aviation classes.

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

SLO Faculty Dialogue

Yes for the Aviation department.

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

SLO Program Assessment & Changes

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

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

Behavioral & Social Sciences (CTE)

SLO Assessment - Course

Child Development:

Child Development Department:

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

FCS:

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

:Public safety

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

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

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

SLO Assessment & Resource Request

Child Development:

If we had the other faculty member that we have requested, it would take a huge load off the current faculty.

FCS:

Nothing is required at this time.

Public Safety

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

SLO Course Changes

Public Safety

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

SLO Faculty Dialogue

Child Development Department:

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

FCS:

Meet with the child development department on a regular basis. Public Safety

We have invited the college SLO coordinator to our division meetings where he has provided training and additional information

SLO Program Assessment & Changes

Child Development Department:

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

FCS:

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

Public safety

Fire tek

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

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

Behavioral & Social Sciences (GE)

SLO Assessment - Course

ANTHROPOLOGY

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

ECONOMICS

The SLO course assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies and is a part of the larger accreditation cycle that the college is engaged in. In Semester 1 (Spring 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.

HISTORY

History Discipline: Now that we have, recently, updated the majority of our History courses and had them

SLO Assessment & Resource Request

ANTHROPOLOGY

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

ECONOMICS

N/A

HISTORY

N/A

PSYCHOLOGY

N/A

SLO Course Changes

ANTHROPOLOGY

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

ECONOMICS

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

Econ 2's SLO: Collect, analyze, and interpret data on GDP, price level and unemployment rate. Economics Faculty will focus on the 2008 data to see how significant changes happened due the Great Recession of 2008. The SLO assessments in the prior year indicated that students are more interested in the events that affects them or experienced. Economics Faculty agreed to make some changes in the course schedule to spend at least one lecture on the recent financial crisis focusing on the causes and consequences of the economic downturn in 2008 and 2009.

POLITICAL SCIENCE

No major changes was implemented.

PSYCHOLOGY

SLO Faculty Dialogue

ANTHROPOLOGY

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

ECONOMICS

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

HISTORY

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

PSYCHOLOGY

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

SLO Program Assessment & Changes

ANTHROPOLOGY

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

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

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

ECONOMICS

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

HISTORY

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

PSYCHOLOGY

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

Biological Sciences

SLO Assessment - Course

completed

SLO Assessment & Resource Request

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

SLO Course Changes

No changes.

SLO Faculty Dialogue

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

SLO Program Assessment & Changes

Nothing specific but divisional conversations are ongoing.

Business

SLO Assessment - Course

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

SLO Assessment & Resource Request

Yes. We will need full-time faculty as well as additional math and English tutors.

SLO Course Changes

Based upon the faculty SLO syllabi evaluations, and the routine review of the course syllabi, it was discovered that changes to courses were not required at that time.

SLO Faculty Dialogue

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

SLO Program Assessment & Changes

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

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

We are in the process of developing a program that will address this problem.

Computer Science

SLO Assessment - Course

All instructors are required to assess their courses taught during the Fall 2012 and Spring 2013 semester. The assessment methods include sample test questions and assignments from each course that measure specific Student Learning Outcomes. So far we are at 80% completion of all course assessments defined in the SLO calendar.

SLO Assessment & Resource Request

1. Additional hardware (Servers, Newer Workstations & Memory) is needed for many of the advanced courses, specifically those using the new Netlab environment. This information was garnered from discussion with instructors and recently conducted student survey.
2. Hire another full time instructor that will concentrate on course development and student engagement.
3. Due to the request for more evening and weekend courses, there are not enough computer classrooms or labs to accommodate increased demand for these vocation courses.
4. A need to expand the NetLAB environment to be able offer more online labs providing students with better access and more lab time. Also, the ability to repeat labs multiple times results in better SLO outcomes.

SLO Course Changes

CS901

- Request free-three-week software access with the publisher while students waiting for the financial aid.
- Enhance tutoring service and instructor's office hour.
- Make the first 3 weeks' topics more relevant, more interesting and more useful to retain students.

CS 913

- Increase in-class hands-on lab exercises.

CS 953

- Roll out NetLAB, browser based Oracle Database Server environment for enhanced on-campus and online accessibility for this Hybrid course.
- Students will have 24/7 access their personal database lab environments.

CS972

- Online exam access was extended. Each exam is now active for a 20-day period.

CS974

- Online exam access was extended. Each exam is now active for a 20-day period.

CS985

- Make final exam comprehensive to better prepare CompTIA Security+ certification exam.

CS980 & CS985

- Roll out NetLAB which is browser-based on-line lab environment to enhance students accessibility for these on-line courses.
- Students will have 24/7 access to their personal security-based lab environment.

CS 988

- Used the Microsoft Official Academic Course online labs.

SLO Faculty Dialogue

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

The division faculty members also meets with advisory board members to assess needs of IT community to ensure up-to-date methods are used and skills sets are relevant.

1. The division will continue to request tutors to provide tutoring service for computer science and CISCO students.

2. The division needs to identify tutors for CS901 students.

3. CS has developed and implemented the following strategies:

-E-mail the course syllabus to students two weeks before semester starts.

-Work on course to course articulation agreement with UC and CSU.

-Update course outlines to stay current with ever-changing IT industry.

-Track each student as they progress through the program.

-Assign a faculty adviser to each student who has declared a major with our division.

-Enforce prerequisite for advanced courses.

-Faculty SLO course assessment dialogue for instructors teaching the same course at the monthly Division Meeting.

SLO Program Assessment & Changes

For Computer Science- will seek more course to course articulation agreement with UC and CSU, we would need the support from college articulation officer.

For Computer Network and Security Management-will require a comprehensive closed-book final exam with the advanced courses to prepare students for IT certification.

For Web and database program- will use CS937 as capstone final projects course that encapsulates all the skills studies in the program. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more web development technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

For Legal secretary 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.

Dance, Health & Physical Education

SLO Assessment - Course

All Dance classes were assessed. Students were asked to recall and demonstrate a movement combination.

All Health classes were assessed using a multiple choice quiz on the components of physical fitness.

All Physical Education classes were assessed using a pre and post fitness test to measure improvement.

SLO Assessment & Resource Request

No

SLO Course Changes

No changes to the Dance department assessments until a full time faculty member is hired.

No change to the assessment used by the adjunct instructors. The Full Time instructor will assess the second course SLO.

No change to the assessment used by the adjunct instructors. The Full Time instructors are still discussing assessment changes they would like to implement in the coming year.

SLO Faculty Dialogue

Yes, discussions are still underway in the Physical Education department.

SLO Program Assessment & Changes

FPIP requests will be submitted for additional Full Time faculty in each area.

Earth Sciences

SLO Assessment - Course

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

SLO Assessment & Resource Request

No

SLO Course Changes

None

SLO Faculty Dialogue

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

SLO Program Assessment & Changes

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

Humanities & Fine Arts (CTE)

SLO Assessment - Course

Film/TV Production

At the end of every semester each course will have a minimum of one Course Level SLO assessed. Faculty that teach the course will meet and discuss assessment methods, identify changes needed and modify the course outline, assessment method, curriculum, program sequence. The program level SLOs will be evaluated on a cycle that is approved by all faculty and consistent with the college wide SLO assessment cycle.

3 Course SLOs assessed

4 Term Assessed

5 Assessment Method

6 Summary of Results

7 Actions Taken

SLO Assessment & Resource Request

Film/TV Production

Yes, in combination with our request for additional faculty in order to expand the program to meet the student needs, 2 additional full time instructors would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants are ending and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 2 additional full time faculty are necessary. Classified (one position) support would benefit the program to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.

uncertain at this time

SLO Course Changes

Film/TV Production

We added quizzes weekly as a way to help students prepare for midterms and finals. We also created more practical hands-on tests so the students could see immediately what they have learned and what areas they need to focus.

To be determined as discussion continues.

SLO Faculty Dialogue

Film/TV Production

Faculty that teach the course meet and discuss assessment methods, identify changes needed and modify the course outline, assessment method, curriculum, program sequence as needed. The program level SLOs are evaluated on a cycle that is approved by all faculty and consistent with the college wide SLO assessment cycle.

group meetings. notes and minutes serve as documentation.

SLO Program Assessment & Changes

Film/TV Production

Based on course SLO assessment and surveys we conduct at the end of each class, we added quizzes weekly as a way to help students prepare for midterms and finals. We also created more practical hands-on tests so the students could see immediately what they have learned and what areas they need to focus.

3 Course SLOs assessed

4 Term Assessed

5 Assessment Method

6 Summary of Results

7 Actions Taken

Humanities & Fine Arts (GE)

SLO Assessment - Course

Many of the courses being offered had been single sections with only one instructor to assess the SLO. Courses with multiple sections being offered had also been assign a single instructor to assess those courses.

Foreign Languages: SLOs were created and assessed for all FL courses in the department. The FL faculty members are working on the second cycle of implementing/revising SLOs. Rubrics were created and implemented during the assessment process. FL faculty members were involved since the beginning of this process and have met/contacted the SLO Program Director in various occasions or by e-mails.

SLO Assessment & Resource Request

Yes. Digital equipment requires upgrading on a consistent regular schedule. New equipment needs to be procured and applied to growing programs.

SLO Course Changes

No course changes have been recommended from the assessment data.

Many courses had been assessed with a single SLO in the Spring period. We have added a second level slo for the next slo cycle. The discussion of assessed courses between relevant faculty (those teaching the same discipline) have concluded they are presenting the proper course content to achieve the assessed slo.

SLO Faculty Dialogue

At this time, we have not had group dialogue pertaining to SLOs. We expect the cycle to include group dialogue.

Instructors teaching similar courses are scheduling meetings to discuss those course assessments. If I do not see results form those meetings, I will use the division meetings to break those instructors with similar courses into group discussions to assess their data.

SLO Program Assessment & Changes

- a. Multiple section offerings taught by various instructors will be assessed by as many instructors as possible.

- b. Course sequencing is continually being monitored and adjusted to meet student's needs to complete certificates and facilitate transfer degrees.

- c. No state exams or employer surveys are applicable currently.

- d. Student success, retention, degrees and certificates are continually updated and assessed to serve student demand.

Language Arts

SLO Assessment - Course

The Language Arts division assessed all courses taught in the last two years. Discussion, evaluation, and implementation of necessary course changes were completed in July 2013.

The full-time Communication Studies faculty member has communicated SLO information to the adjuncts. The following information has been disseminated: the college-approved SLOs, assessment tools, and timeframe for submission of SLO course assessment. As indicated in #10 below, there is a Communication Studies Etudes shell to which all SLO information can be uploaded. Faculty dialogue on SLOs will also take place in the shell.

For specific course changes as a result of assessment, please refer to the following link:

http://www.wlac.edu/slo/forms/documents/ChangesResultfromAssmnt_Mar2012.pdf

SLO Assessment & Resource Request

One English instructor noticed a problem with attrition in her English 21 class as she assessed her SLOs. One contributing factor to the attrition in English 20A and 21 classes is the lack of college support for DSPS students. Thus, the Language Arts division supports the Disabled Students Programs and Services resource request for a fulltime learning specialist who would work with students and faculty members on making sure DSPS students get the support they need to successfully complete their classes.

SLO Course Changes

This discussion has not concluded and will continue this semester. Changing the curriculum for English 21 is the most current discussion as a result of last year's assessments. A special taskforce is in place to create this change.

Several instructors in the department have indicated that Reading Apprenticeship techniques are being implemented in order to help students achieve the SLOs for their Language Arts courses.

SLO Faculty Dialogue

SLO dialogue regarding assessment results and improvements occurs regularly in our division meetings. All SLO's are documented through the official course outline of record addendum, and reviewed and approved through the curriculum committee.

SLO Program Assessment & Changes

As a result of the mentioned assessment methods, currently, there are multiple workgroups tackling the concerns we face in student success and retention rates. We have an English 21 workgroup that is working on improving how basic skill student advance through the English course sequence. There is the 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.

Library

SLO Assessment - Course

Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator.

Faculty attended SLO workshop, division meetings discussing SLOs, and were actively involved in the updated and developing of SLOs for the courses they were responsible for teaching.

The SLO for each of the course syllabi have been updated.

Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS101 was recently assessed. We plan on assessing LS 102 and LS 103 based on the results of the student success in the projects to meet SLOs

SLO Assessment & Resource Request

Yes, increased offerings of non-classroom instruction offering Information Competency outreach instruction and workshops would necessitate an additional dedicated Information Competency Librarian.

SLO Course Changes

Online course modules were streamlined and reorganized.

Removed material not essential to the curriculum.

Adjusted projects and assignments to better achieve earning Outcomes

SLO Faculty Dialogue

Faculty dialogue regarding assessment results and improvement plans have been conducted and documented in division meetings and via email conversations.

SLO Program Assessment & Changes

d.. student success data such as retention, success rates, degrees/certificates awarded what changes to the program are planned or being implemented?

Information Competency instruction and outreach needed.

Students using the Internet for research without evaluating the source

Based on student success data of success rates of program and college wide and degrees/certificates awarded college wide. We will need to increase offerings of non-classroom instruction of Information Competency workshops and orientations provided by the Library to improve college wide and program student success.

Develop a plan for compliance with minimum standards (Title V, Section 58724) for resources for community college students as well as allocations based on FTES. Of particular urgency is the need to develop a method will be provided the resources to meet, at least, minimum standards for faculty librarians and support staff.

Mathematics

SLO Assessment - Course

From Fall 2012 to Spring 2013, the Math Department developed course SLOs for ALL math classes taught at WEST. We divided up all the courses amongst full-time and adjuncts and attempted to assess all courses taught during this school year. Our assessment rate Fall 2012-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.

SLO Assessment & Resource Request

YES. The math department seeks the Resource Request: Hire a full time probationary math instructor. (STAT emphasis 2013).

SLO Course Changes

Dr. Swaminathan reports " I included more applications on the final exam and in-class tests for Math 236."

In my Math 227 Statistics class, after the Fall 2012 SLO assessment was completed, I noticed what I could do differently regarding Hypothesis Testing. I incorporated these changes the next time that I taught the course, which was Spring 2013. The results around Hypothesis Testing improved!

These types of responses are typical amongst the Math faculty.

SLO Faculty Dialogue

Department meetings, emails exchanged. Minutes of these meetings are available, emails are archived. The math department has more meetings where SLO assessment is discussed. We have noticed varying results from different instructors. Since hiring a new instructor, with emphasis on basic skills, Math 105/112 will be a point of discussion for this school year.

SLO Program Assessment & Changes

Each semester, the mathematics department modifies the common final exams to better incorporate course SLOs and to make adjustments from observations from previous semesters results. In particular, this semester the Math 105 FINAL was rewritten by Profs. Blustein and Movsisyan to better incorporate the course SLOS. They included an open ended SLO question, not just multiple choice questions.

Physical Sciences

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 what comes. The SLO report of the faculty includes what improvements need to be done to better SLO.

SLO Assessment & Resource Request

Yes. Hiring more tutors requires more funds.

SLO Course Changes

Discussions are made with HLRC to increase the number of tutors available and spread their schedule to accommodate the different schedules of students. Volunteer tutor in chemistry has been scheduled to give students additional help.

SLO Faculty Dialogue

During divisional meetings faculty discuss SLO results and exchange/share their ideas/experience with each other.

SLO Program Assessment & Changes

The S-STEM program administered by science division has started with a Grant from the NSF. The division is advertising and recruiting students who are science majors. This will help to increase students who will graduate with AA degrees in science. Increasing the availability of tutors and better scheduling will also help to increase retention and success rate.