

**West Los Angeles College**  
**Program Review: 2014-2015**  
**Instructional Divisions SLO Report**

**Academic Affairs Area**

**AH - Certified Nursing Assistant**

***Accred Recommend Response***

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

***SLO Assessment - Course***

The SLO's are shared at Allied Health Division meetings and discussed accordingly. Many FT and adjunct faculty attend and provide feedback on SLO's.

***SLO Assessment & Resource Request***

Yes. We will ask for a FT faculty and a FT lab assistant.

***SLO Course Changes List***

Nursing 56 has implemented more hands-on lab.

***SLO Faculty Dialogue***

Results have been documented in division meetings minutes.

***SLO Program Assessment & Changes***

Student success data has prompted us to create a certificate of achievement in CNA/HHA to make it a program. We have high outcomes and success rates that the college is not getting recognition for.

**AH - Dental Hygiene**

***Accred 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.

***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

***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 Course Changes List***

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One of the biggest changes that was identified was the need to re-evaluate our SLO's. Changes that were made to courses as a result of SLO's was in DH 252, giving higher points for draft resumes since they weren't turning in drafts due to the low point value, providing a rubric for the resume and getting students to submit the draft resumes early. Last semester, the resumes were nearly done and needed only a few minor changes for the final document. In DH 209, Pain Control, a revision of the skills competency form from faculty collaboration was completed and produced better end results/student success.

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***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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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.

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**AH - EMT/ Paramedic**

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***SLO Assessment - Course***

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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.

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***SLO Assessment & Resource Request***

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The increase in students and sections necessitates an increase in the FTE of the instructor of record from .4 to .6FTE.

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***SLO Course Changes List***

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Based on the assessment and faculty meetings, additional work samples will be sought to document achievement of the SLO.

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***SLO Faculty Dialogue***

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The EMT/Paramedic discipline is nationally accredited and requires annual self studies to be submitted for ongoing approval and accreditation. This information created by program faculty and discussed with the department chair.

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***SLO Program Assessment & Changes***

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Based on assessments, the primary item of focus is the A.S. in Paramedicine. This new A.S. will enable students to earn a degree and transfer to bachelor program at a local university.

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**AH -Medical Assisting**

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***Accred Recommend Response***

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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.

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***SLO Assessment - Course***

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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.

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***SLO Assessment & Resource Request***

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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.

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***SLO Course Changes List***

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Medical Assisting 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 and we named competency Skill check off list

After approach on completing the assessment forms, we identified many areas in need of improvement. A faculty member put together a workshop for every student to complete un standard form of level . The feedback from the course was incredible. The changes made to the course are to use standard Medical vocabulary to improve their communication skills and Competency level in EKG, Venipuncture, Injection and Vital Signs.

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***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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- 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.

**AT - Aviation Maintenance Technician**

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***Accred Recommend Response***

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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.

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***SLO Assessment - Course***

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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 (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.

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***SLO Assessment & Resource Request***

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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.

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***SLO Course Changes List***

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The Aviation Department implements best practice by incorporating the following:

1. New entry student & English & Math Assessment Test required.
2. Incorporate an oral examination component into all hands-on skill laboratory shop projects.
3. Incorporate an oral presentation component (PowerPoint) into classroom lecture curriculum.
4. Limited multiple-choice/True or False examination with the exception of Mid-term or Final exam.

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***SLO Faculty Dialogue***

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

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***SLO Program Assessment & Changes***

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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.

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**AT - Travel & Hospitality**

***Accred Recommend Response***

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

***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.

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***SLO Assessment & Resource Request***

Yes, a full-time faculty position is being requested.

***SLO Course Changes List***

Since no Travel courses were assessed, there were no changes to implement. However as of October 31, 2014, 100% of travel courses have been updated or created new from scratch incorporating content changes from the industry and suggestions from the discipline advisory board.

No changes to Hospitality courses have been implemented based on the assessments since those courses have not been offered again.

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***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.

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***SLO Program Assessment & Changes***

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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.

**B&SS - CTE (Other)**

***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 o do so.

***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 Course Changes List***

Child Development: All the necessary changes were made.

FCS: Same here.

***SLO Faculty Dialogue***

Child Development: Through group discussion.

***SLO Program Assessment & Changes***

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

**B&SS - Public Safety**

***Accred Recommend Response***

There were no accreditation recommendations.

***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

***SLO Course Changes List***

No changes were initiated at this stage during this program review period.

***SLO Faculty Dialogue***

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

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***SLO Program Assessment & Changes***

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All of the items below were 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?

**Behavioral & Social Sciences (GE)**

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***Accred Recommend Response***

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**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.

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***SLO Assessment - Course***

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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.

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***SLO Assessment & Resource Request***

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ANTHROPOLOGY Yes

ECONOMICS N/A

POLITICAL SCIENCE N/A

PSYCHOLOGY N/A

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***SLO Course Changes List***

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ANTHROPOLOGY Course SLOs have been refined and added.

ECONOMICS No course changes were made based on SLO assessments in the prior year.

POLITICAL SCIENCE We are updating textbooks for POL SCI 1.

PSYCHOLOGY No course changes were made based on SLO assessments in the prior year.

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***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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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.

**Business (Other)**

***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.

***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 Course Changes List***

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Some changes were made however this is the year of evaluation to determine SLO success in our division.

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***SLO Faculty Dialogue***

Through workshops and SLO coordinator participation.

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***SLO Program Assessment & Changes***

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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.

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**Business (Paralegal)**

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***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.

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***SLO Assessment - Course***

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

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***SLO Assessment & Resource Request***

Yes. We will need a full-time faculty member.

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***SLO Course Changes List***

This is the year of evaluation to determine SLO success in our division.

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***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.

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***SLO Program Assessment & Changes***

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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.

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**Computer Science**

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***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

***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 bring 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 coursed 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.

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***SLO Course Changes List***

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CS 901 - Publisher setup 4 weeks of free access to the online course material. This was requested by faculty due to the low success rate.

CS 933 - Online course material was established to facilitate online instruction.

CS 958 - NetLab was utilized to facilitate more students access to the computer environment required for this class.

CS 988 - NetLab was utilized to facilitate more students access to the computer environment required for this class.

Mostly all changes have a component that increases the amount of in-class lab time for students.

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***SLO Faculty Dialogue***

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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 characteristic 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

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***SLO Program Assessment & Changes***

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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 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.

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**Dance, Health & Physical Education**

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***Accred Recommend Response***

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Full time faculty are participating in more campus committees and taking advantage of instructor training opportunities.

***SLO Assessment - Course***

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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***

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No

***SLO Course Changes List***

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So far no changes have been implemented.

***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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No changes are being planned or implemented at this time.

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**Humanities & Fine Arts (CTE)**

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***Accred Recommend Response***

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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

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***SLO Assessment - Course***

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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.

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***SLO Assessment & Resource Request***

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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

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***SLO Course Changes List***

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Based on SLO assessments in 2013, we developed more hands-on activities to help students grasp concepts. We also added a review of the previous days lecture and activity into the beginning of each class session. We provided more team activities and varied the groups so all students had a chance to work with different teams.

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***SLO Faculty Dialogue***

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The Film/TV Production faculty and advisors meet at the beginning, middle and end of each semester to discuss the programs strengths/weaknesses and to determine what changes can be made to provide for successful outcomes for the students.

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***SLO Program Assessment & Changes***

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Based the following assessment methods:

- a. course SLO assessment;
- b. analysis of course sequencing;
- c. indirect assessment indicators - employer surveys;
- d. 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.

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**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 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.

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***SLO Assessment & Resource Request***

The resource required would be faculty to teach additional courses to increase course offering to streamline student success.

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***SLO Course Changes List***

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.

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***SLO Faculty Dialogue***

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Faculty have met and discussed course outcomes and retention data. These meetings have been documented.

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***SLO Program Assessment & Changes***

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Course sequencing is being adjusted to streamline programs. This also applies degrees and certificates.

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**Language Arts**

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***SLO Assessment - Course***

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The Language Arts division assessed E.S.L 4A and 8; English 28, 94, 101, 103, and 206 in spring 2014. These courses 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 calendar is now up to date, and this can be confirmed with Rachelle Okawa, SLO facilitator for Language Arts.

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***SLO Assessment & Resource Request***

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N/A

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***SLO Course Changes List***

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Discussion has not concluded about what course changes to make.

Changing the curriculum for English 21 remains an active discussion. In the fall 2014 semester, two full-time faculty members and one adjunct faculty member are experimenting with a new pedagogy for English 21, and will share their results at the semester's end. Additionally, another full-time faculty member will share the results of implementing a pedagogy that requires students to write only three essays, but to draft these essays multiple times, and to write about smaller college-level works of fiction and non-fiction.

The English 28 curriculum is also an active discussion. As part of the English 28 SLO assessment process, English 28 instructors are being encouraged to articulate how they think English 28 differs from English 21 and English 101, the courses that precede and succeed English 28. By engaging in this discussion, faculty can share crucial insights about what distinguishes one course from the next in the English sequence. Consequently, they can continue to work on developing SLOs for each course that are both distinctly different and complementary.

As a result of this faculty collaboration, there are multiple workgroups tackling the discipline's concerns about student success and retention rates. Faculty members are also sharing the knowledge they have gained by participating in the FELI and other seminars and workshops. In this way, they continue to explore and develop different intervention strategies for the classroom. Reading Apprenticeship is also providing interventions to enhance student success, and ESL continues to work on improving appropriate student placement for 1.5 generation students and ELL's. In regard to Reading Apprenticeship, several instructors in the Department continue to indicate that its techniques help students to achieve the SLOs for their Language Arts courses. Other instructors are teaching students to integrate various reading strategies, including Reading Apprenticeship and the SQ3R Method, to understand different kinds of texts.

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***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.

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***SLO Program Assessment & Changes***

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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.

**Library**

***Accred Recommend Response***

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Course SLOs 2012 Accreditation

WLAC Recommendation #3 Student Learning Outcomes

Response

1. Updated all active Library Science Course SLOs and improved quantitative assessment of said SLOs.
2. Scheduled assessment of all Library Science courses taught Fall and Spring 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.

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***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.

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***SLO Assessment & Resource Request***

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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.

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***SLO Course Changes List***

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Information literacy competency workshops other than regular class library orientations were offered throughout the semester.

Libguides, customizable research guides were created to meet the needs of specific discipline courses.

Development of formalized tutor training.

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***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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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.

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**Mathematics**

***Accred Recommend Response***

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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.

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***SLO Assessment - Course***

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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.

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***SLO Assessment & Resource Request***

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YES. The math department has several Resource Requests.

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***SLO Course Changes List***

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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.

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.

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***SLO Faculty Dialogue***

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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.

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***SLO Program Assessment & Changes***

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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, 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

### **Science - Biological Sciences**

#### ***SLO Assessment - Course***

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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.

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#### ***SLO Assessment & Resource Request***

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**West Los Angeles College**  
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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

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***SLO Course Changes List***

Based on our SLO calendar, the majority of Biological Science courses were assessed as either Phase I or II. Therefore, significant changes to these courses have not been implemented at this point.

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***SLO Faculty Dialogue***

At divisional and college meetings. Also Dr. Bell, as our SLO coordinator has made herself available for all faculty members within the Science Division

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***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 weekend 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.

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**Science - Earth Sciences**

***Accred Recommend Response***

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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.

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***SLO Assessment - Course***

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All faculty are 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.

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***SLO Assessment & Resource Request***

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No changes planned yet.

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***SLO Course Changes List***

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Currently we are in the process of assessing another course SLO for the same discipline. We plan to implement changes to the course after the assessment cycle is completed.

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***SLO Faculty Dialogue***

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Faculty dialogue regarding assessment results and improvement plans is being discussed and documented in the monthly divisional meetings.

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***SLO Program Assessment & Changes***

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The assessment is on-going. Changes to the program will be implemented once the assessment cycle is completed.

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**Science - Physical Sciences**

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***Accred Recommend Response***

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Science Division conducts monthly meetings with its members to discuss and implement the accreditation recommendations.

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***SLO Assessment - Course***

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

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***SLO Assessment & Resource Request***

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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 ¿¿..

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***SLO Course Changes List***

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The division has finalized and published on the college website Course SLO assessment Calendar for the Fall 2013 through Spring 2017 Cycle for all courses offered under our programs. These Calendars display the four phases:

- \*Phase 1 -Course is administered and assessed
- \*Phase 2 -assessment results discussed and may generate data driven recommendetions
- \*Phase 3 -recommendations (from phase 2), if any, are implemented and re-assessed
- \*Phase 4 - Reassessment results are discussed to close the loop.

The science faculty are working to finish up work on phases 1 and 2. The results will be made available on the college website

E.B. With the exception of the physics SLOs which are on an extended calendar due to majors level classes being offered in one section, only once every three semesters. Physics will complete all four phases by 2017.

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***SLO Faculty Dialogue***

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

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***SLO Program Assessment & Changes***

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The S-STEM program administered by science division has started with a Grant from the NSF. The division is advertizing 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.

**Sponsored Programs**

***Accred Recommend Response***

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The college's active grants development program was applauded by the team during the last accreditation visit.