

West Los Angeles College
Program Review: FPIP Report
2014-15

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AH - Dental Hygiene	04. Enrollment Trends	Enrollment Trends	The enrollment trends in the department have stayed consistent for the last four years, with a very slight decrease. The drop in Fall 2009 was due to budget cuts and the decrease in student acceptance to the program from 30 to 25. That also explains the drop in FTES from 2009 to 2013. That is consistent with the classroom offerings in the college. 2014 and 2015 will show a slight increase in enrollment trends as more students are being accepted into the dental hygiene program.
Academic Affairs Area	AH - Dental Hygiene	04. Enrollment Trends	Section Count Trends	The section count has been consistent, however it has decreased by one section for the last two years as the Pharmacy class is being offered through the science department and open to dental hygiene students and college wide. The average class size trends have improved slightly but are consistent with the number of students accepted into the program.
Academic Affairs Area	AH - Dental Hygiene	05. Students and Student Success	Degree/Cert. Trends	<p>The Dental Hygiene program decreased the number of students enrolled in the program in 2011, hence the decrease in the number of degrees awarded in the program; 22 in 2012 and 20 in 2013. However, many students who are interested in dental hygiene and complete the pre-requisites for the program and plan B, are eligible for the Liberal Arts; Health Professions degree. With 59 degrees in 2012 offered in liberal arts; Health Professions and 44 offered in 2013, this also contributes to the degrees awarded college wide.</p> <p>Though the program was accepting 25 students in the DH program 2012 and 2013, some students did not complete their requirements by the end of the Spring semester (graduating term), and had to remediate over the summer session to reach a level of competency, and complete the program requirements by the end of the summer session. Therefore, the students ultimately completed the program but the degree numbers may not be reflected in the data. And, two students will be returning with the class of 2015 due to illness leave. With that, and the number of students accepted into the program increasing in 2014, the number of degrees awarded in dental hygiene will hopefully continue to improve.</p> <p>In addition to the degree earned, the dental hygiene students are required by the Commission on Dental Accreditation to take a national written examination that contains science and patient case studies in order to be eligible to take the State or Western Regional Examination. Of the students who took the exam, 100% passed the exam on the first attempt. They also passed the Western Regional Board Practicum examination on the 1st attempt after graduating from the program.</p>
Academic Affairs Area	AH - Dental Hygiene	05. Students and Student Success	Demographic Trends	Historically, the dental hygiene field has been Caucasian female dominated, in the 25-34 age range, and the trend continues to remain. However, as expected in the last program review, the demographic trends are changing and the diversity in the program has increased with more African American, Hispanic and male students enrolling. The reports show a slight increase in all of these areas since the last report.
Academic Affairs Area	AH - Dental Hygiene	05. Students and Student Success	Equity Gaps	<p>The equity gap in successful course completion rates was 6% in 2013 for dental hygiene program, which is very low and consistent with the data from previous years. Although it is inconsistent with the overall college rates, we attribute the low gap rate to being a cohort program where students study and learn together, and encourage one another.</p> <p>The program holds information workshops and application workshops twice a year to inform the potential students about the program and what they can expect from the profession. Another two orientations are held prior to starting the program to again prepare student for the two year program.</p>

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Academic Affairs Area	AH - Dental Hygiene	05. Students and Student Success	Success Comparisons	The Allied Health Division has a successful course completion rate of 95% in all of the programs, with Dental Hygiene having the highest success rate in the division. We attribute the success in retention and completion to cohorts of students, offering information workshops, tutoring hours, class officers, program advisers and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills). In comparison to the college retention and success rate, the allied health division far exceeds the college rates. The success of students in the division is attributed to faculty dedication to student success. These rates are consistent with other cohort programs in the college.
Academic Affairs Area	AH - Dental Hygiene	05. Students and Student Success	Success Trends	<p>The Allied Health Division and Dental Hygiene Program has a retention rate of 99% in all of the programs. We attribute the success in retention to offering department tutoring hours, team leaders, program advisers and we offer remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements is constant to assist in keeping them on track to successfully complete the program.</p> <p>In addition, the class of 2014 had a 100% pass rate on their National and Practical Board Examinations. This is attributed to the collaboration of faculty to calibrate on pedagogy in the discipline. It is also due to offering for the first time last year, the opportunity for students to take the practicum exam at UCLA. In the recent past, the exams were held in Orange and Riverside County and students were not familiar with the facilities.</p>
Academic Affairs Area	AH - Dental Hygiene	06. Staffing Trends	Staffing Trends	The data trends are consistent with the number of adjunct faculty decreasing and the number of regular faculty in the department increasing. However, the FT:PT faculty ratio continues to be low In Dental Hygiene; there are currently 16 adjunct faculty and 4 regular faculty, and one regular faculty has 1.0 release time as the DH program director (.5) and the Chair of the Allied Health Division (.5). Therefore, there are currently only three regular faculty members teaching in the DH program and the rest are adjunct. With the new AS Dental Assistant program coming in Fall 2015, we will need to hire a one faculty to cross teach in dental hygiene and dental assisting. The position that will be requested will be for a .5 clinic coordinator and .5 Faculty for a 1.0 assignment. With the Dental Hygiene program having 8 external clinics to attend; 4 Veteran Affairs dental facilities, MEND non-profit dental facility, Kids Dental center, UCLA School of Dentistry, and UCLA-Venice Dental Clinic, the student's schedule must provide equal opportunities in each of the clinics. This person will also work with the Dental Assistant program to schedule the students in the same clinics. The clinic coordinator will also work with the Certified Nursing Assistant and Medical Assisting program to schedule students in the affiliate clinics for their programs as well. They will also work on obtaining and updating the existing contracts with affiliate clinics.
Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	COR Update: Missing CORs	Though some courses have been archived in the process of cleaning up the ECD system, I am currently working on updating the COR for DH 91, Voc Ed 400CE, Voc Ed 408CE and Nursing 399. (Need to a new list of courses that need COR updates). I will work with the Dean of Curriculum to determine which classes should be archived.
Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	COR Update: Out-of-Date CORs	Meetings have been set with the Chair of Curriculum to update all of the COR's needed. We really need to archive many of the courses but I would rather wait until the courses are moved to the new system so to not lose them.
Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	Course Outline	All faculty members are introduced to their course in the ECD system upon hire, and reviewed at division meetings. The chair works with the faculty to update courses being taught when necessary.
Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	Course sequence	The Dental Hygiene program is followed in a sequence after the entering student completes approximately 2 years of pre-requisites. 90% of students complete the program in the prescribed program length. The program is a cohort and the student begin the program with the foundational classes. The program starts in the fall semester each year and the course sequence is consistent from year to year. The students are provided a schedule from the program at the beginning of each semester that lays out the course sequence for the particular semester they are entering.

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Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	Outreach, Online & Hybrid Classes	<p>The Dental Hygiene program hold information and application workshops 2-3 times per year. We have recently connected with the outreach department on campus and have discussed offering the Healthcare Core Curriculum at local high schools to students who might have an interest in health careers.</p> <p>At this time,one course is offered online for dental hygiene. As far as I know, the COR is updated and there is a DE uploaded for the course.</p>
Academic Affairs Area	AH - Dental Hygiene	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>In regards to the dental hygiene program, the besides the division meetings, the department holds junior and senior faculty meeting; but all faculty are invited to attend. These meetings are to discuss student concerns with faculty and program improvements in grading, calibration on testing, and methodology. Faculty also attend professional development courses in the field and in pedagogy. Since the program is accredited with an outside agency, Commission on Dental Accreditation, we are held to a standard that must be met. At this time, the division continues to reduce the number of 1unit lab courses and combining it with the related 1 unit lecture course to reduce the number of sections being offered. DH 155 and DH 203 were combined as a 3 unit course , now DH 215. DH 102 and 103 were also combined to become DH 212. No unit increases have been made, the units have stayed the same, only the number of sections has been reduced. Also, the rigor of the one unit classes are not consistent with a one unit course. With the DH- A.S. degree program, we have annual advisory board meeting which includes dentist, dental hygienist, and dental company representatives providing us input on new technologies and emerging trends. The director and faculty attend state and national conferences to keep current on new developments. The Medical Assisting A.S. Degree and certificates of achievement programs share an advisory board with the Certified Nursing Program. They have regular meeting to discuss new trends. Since all of the faculty in the allied health division hold a professional license in either nursing, medical assisting or dental hygiene, they are required by the state to attend professional development courses and complete a certain amount of hours of continuing education units.</p>
Academic Affairs Area	AH - Dental Hygiene	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>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.</p>
Academic Affairs Area	AH - Dental Hygiene	10. Student Learning Outcomes	SLO Assessment - Course	<p>The Allied Health Division is very fortunate to have a SLO leader on our team. Joy has been helpful in providing the division the guidance we need in regards to assessing our SLO's. At the division meetings, she takes the lead in presenting what is due for particular programs and we discuss results and changes, if necessary, are needed. We have identified many areas of weakness and have worked to streghten the programs. All of the department SLO's are stored in a shared filed where we are all able to access our particular course and identify needed changes.</p>
Academic Affairs Area	AH - Dental Hygiene	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>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.</p>
Academic Affairs Area	AH - Dental Hygiene	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p>

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Academic Affairs Area	AH - Dental Hygiene	11. Departmental Engagement	Community Connections	<p>The dental hygiene students continue to provide services at UCLA School of Dentistry, UCLA-Venice Dental Center, Veteran's Affairs facilities, two in Westwood, one in Downtown LA and one in Mission Hills; Kid's Dental Center in Burbank, and MEND non-profit clinic in Pacoima.</p> <p>Recently, we have collaborated with UCLA to provide the licensing exam for our student at their facility. Prior to that, the students had to drive their patients to Orange County or Riverside to participate in one of the most stressful events of their careers. Since they are familiar with the UCLA campus, they have reported feeling comfortable and confident on their exam day and were grateful for the connection.</p> <p>The dental hygiene students attend numerous oral screening events throughout the San Fernando and Los Angeles area providing Oral Health Screenings and Oral Health Instruction to families.</p> <p>Additionally, the department works with Westside Extension to provide mini lectures and workshops for international students.</p> <p>If West is selected as one of the bachelor granting programs, I would like to make a connection with UCLA, CSU Dominguez Hills and Brandman University on pathways to masters programs.</p> <p>Through the TAAACT grant, a connection has been made with the allied health programs in the eight sister colleges to collaborate on a core curriculum for students interested in health professions. This connection has opened up dialog on how we can all serve our students better.</p>
Academic Affairs Area	AH - Dental Hygiene	11. Departmental Engagement	Interdepartmental Collaboration	<p>The dental hygiene and Allied Health programs works closely with the counseling department to provide information and SEP's to new cohorts. This practice has been going on for many years and is a great system.</p> <p>We also work closely with the computer science department to determine classroom assignments for our medical assisting program.</p> <p>The science department works with our department to establish schedules for classes related to your disciplines.</p> <p>We also work with the Child Development center as the dental hygiene students provide dental education to the children enrolled in the program; DH students go to science classes to discuss the allied health programs. The DH students provide Oral Hygiene information to the science department, Nursing department and the medical assisting department . The Medical Assistant students are invited to work with the dental hygiene students during healthcare screenings.</p> <p>More recently, meetings have been held with learning skills to adopt a assistance for students who are struggling in math.</p> <p>As a faculty advisor, meetings have been held with counseling and transfer to discuss information sessions and documentation. Every semester we work closely with DSPS to support students who need accommodations.</p> <p>I'd like to work more closely with the financial aid department to streamline the process for students in cohort programs.</p>
Academic Affairs Area	AH - Dental Hygiene	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>The Class of 2014 had a 100% pass rate on their National Board written examination, and a 100% pass rate on their Regional/State Practicum Licensing examination on the first attempt.</p> <p>Jessica Short and Rosemina Maghefta received the \$4000. scholarship from the foundation. Again, the students junior class created a video clip on youtube and won a \$500 contest.</p>

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Academic Affairs Area	AH - Dental Hygiene	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>The students have a Dental Hygiene Club. The students host on campus oral health screenings and smoking cessation advice for peers. They fund raise by selling t-shirts that they designed as a class and hold raffles at the professional organization meetings. Recently, the junior class won a video contest for \$500.00 that they contributed to their class funds. They raise money to help pay for the high cost of exams that they have to take toward the end of their 2nd year. The cost is upward of \$2500.00 per students for fingerprints, National Board exams and Regional Board Exam and, lastly the state law and ethics exam.</p> <p>The students also participate in many on campus oral health care screenings for students. They are anxious to get the dental clinic open to LACCD students so that they can receive low-no cost oral health care.</p>
Academic Affairs Area	AH - Dental Hygiene	15. Environmental Scan	Curriculum Impact	<p>The division is currently working with the 8 sister colleges and the Chamber of Commerce, Health Sector on a Healthcare Core Curriculum that consists of 4 courses, 7.5 units total. The curriculum is part of a grant to prepare healthcare workers to be successful in entry level jobs in the industry, a pathway to programs of interest, and a good foundation for their future. The plan is to have students assessed by counseling and then direct the students with a healthcare interest into the H-Core Curriculum. This set of curriculum will lead to badges or certificates that are recognized by all 9 sister colleges. I plan to add the 4 courses to the Health professions degree and to the CNA certificate.</p> <p>Additionally, the Certificate of achievement was approved locally at our curriculum meeting but when the Dean took the certificate to the Dean's meeting, it was questioned due to the title Health professionals. The certificate has not moved forward by the Dean since then, and I'm not sure where it is at this time. However, my plan is to add the 7.5 unit H-Core Curriculum to the CNA/HHA courses as a Certificate of Achievement.</p> <p>The Dental Assistant program and curriculum was approved by the curriculum committee locally. However, we want to add the H-Core Curriculum to the degree option for the dental assisting AS degree. The dental assistant program is slated to start FALL 2014.</p> <p>Last but not least, with SB 850 allowing community colleges to offer a bachelor degree in the community college setting, the dental hygiene program is going to propose WLAC Dental Hygiene program as one of the 15 programs to run the pilot. We are currently creating/updating the current courses in the program to be 300 and 400 level courses. We will put them through the curriculum committee for approval and wait for approval from the state.</p>
Academic Affairs Area	AH - Dental Hygiene	15. Environmental Scan	Technology Trends	<p>The emerging trend that will effect the program is the bachelor degree offered at a two year college. The department has done extensive research and have had numerous meetings with campus and district leaders in regards to our interest in being one of the colleges chosen to offer a bachelor degree to the dental hygiene students. The reason for the interest is because the Dental Hygiene Committee of California, the licensing board, will soon be requiring instructors to have at minimum a bachelor degree to teach. They can currently teach clinical rotations with an AA and six years of experience. That will limit the graduates of a community college and put our students at a disadvantage in employment. Also, most corporate industries require a bachelor degree to be a sales representative for the bigger companies (i.e. Hu Friedy, Colgate...). We want our students to have the same opportunities as graduates from the private colleges graduating with a bachelor degree.</p> <p>Also, the UC and CSU do not offer a dental hygiene pathway and therefore, the AS degree is terminal.</p> <p>Other trends in the program include new technology in radiology. The system that we currently have is uncomfortable for patients. The new system is redesigned to make it more comfortable for the patient and easier for the student to learn from.</p> <p>Additionally, students are no longer owning cameras; they are using their cell phones for photo taking. In the program, they are required to take photos on patients. HIPAA prevents them from using cell phones to take xrays due to patient privacy, as well as the potential for cross contamination.</p>

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Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Advisory Board Membership	<p>Dental Hygiene, Dental Assistant and Dental Hygiene Alternative Practice Advisory Board Members:</p> <p>Gary Green, DDS Periodontist, UCLA Faculty and Private Practice Dental Office</p> <p>Joanne Peterson- WLAC Foundation</p> <p>Paulo Camargo, DDS, MS, MBA, FACD-Diplomate, American Board of Periodontology, Professor and Chair, Periodontics Tarrson Family Endowed Chair in Periodontics, Associate Dean of Clinical Dental Sciences- UCLA School of Dentistry</p> <p>Julie Morrill, RDH, BS- Hu-Friedy Clinical Education Manager ç Pacific Territory</p> <p>Steve Okamoto, DDS- Private Practice Dental Office</p> <p>Erica Johnson, RDH- President Ventura Dental Hygienist Society- Sigma Phi Alpha Board Member</p> <p>Sandro Tomita-DDS- Private Practice Dental Office</p> <p>Chris Nucho, RDH, BS - Private Practice Dental Office, Lecturer UCLA</p> <p>Sara Anderson, RDH, Private Practice Dental Office</p> <p>Phyllis Martina, RDH, BS, MBA Senior Academic Relations Manager -Colgate Oral Pharmaceuticals, Inc</p> <p>Ara Aguiar,RDH, MBA-WLAC DH Faculty, Dean CTE and Curriculum</p> <p>Lisa KamibayashiRDH, MS -WLAC DH Faculty</p> <p>Joy Ogami-Avila, RDH, MS -WLAC DH Faculty</p> <p>Carlos Sermenon, RDH, BS -WLAC DH Faculty</p> <p>Ronald Mito, Ronald S. Mito, DDS, FDS RCSEd-Professor of Clinical Dentistry and Associate Dean, Academic Programs and Personnel- UCLA School of Dentistry</p> <p>Fran Leonard, MA- West Los Angeles College Faculty, Chairperson, Language Arts</p> <p>Yervant Boghos-WLAC Faculty- Medical Assistant Program</p> <p>Amanda De La Vega-RDH, BS, New WLAC DH Faculty,</p> <p>Alison Corwin, RDH, BS - Private Practice Dental Office</p>
Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Advisory Board Outcomes	<p>Major outcomes from our advisory board meetings have been:</p> <p>Consensus on support for program 100 to maintain a budget from the college to upkeep the radiology equipment, support of need to hireFT faculty, support for a dental assistant program to be offered at WLAC and most importantly support of a 4 year degree in Dental Hygiene offered at WLAC; discussion to bring back specialized rotations through UCLA, State Board examination held at UCLA for the student licensing exam, suggestions for program improvements including new trends in the industry.</p> <p>The advisory board has confirmend interest in a dental assistant program offered at WLAC and support for internships at UCLA and MEND. We have a program slated to begin Fall 2015 and it will offer a AS degree in Dental Assistant.</p>
Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Assess CTE Student Learning Outcomes	<p>Prior to graduating, students are required to pass three Mock Board Examinations, complete all of the program requirement and complete a capstone Periodontal Case Project. All of the students completed the requirements and graduated from the dental hygiene program. The class of 2013 and 2014 have all passed the National and State Licensure examinations and all but one is licensed.</p> <p>According to classmates, all graduates from the class of 2014 have found employment at least 1-2 days per week. That is typical for in the dental office as dentist do not usually hire hygienist full time. All but one student has found employment in the class of 2013. Both classes will be surveyed in December to identify employment.</p>
Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	CTE Accreditation Recommendations	<p>At the last accreditation visit, there weren't any recommendations made. We were only given suggestions to reduce the number of 1 unit classes by combining the lecture and lab classes and to improve the faculty profile form we were using.</p>
Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Employer Satisfaction Survey	<p>With the survey results for the class of 2013, only 5 survey were returned employers. Of the 5 surveys returned, most employers felt that the students were well prepared for patient care, in professionalism and in community We will survey the class of 2014 in December and re-survey the employers for the class of 2013 if we can get employer information. Problems we have with survey is that we do not get information back from students regarding employment so we don't have the name of employers to send out the surveys to. This appears to be a problem across colleges as discussed at the last Dental Hygiene Directors meeting.</p>

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Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Labor Market Demand	<p>The labor market shows a projection of job opening in California at 1,060 and a median wage of \$48.00 per hour. The students WLAC are very fortunate to find employment upon graduating. Most students in the class of 2014 indicated that a job was waiting for them upon licensing. I attribute the high employment rate to the great reputation of graduates of WLAC in the community and the connection with the UCLA school of Dentistry, VA facilities, MEND non-profit clinic and Kid's Dental Center. Our students work closely with the dental students at UCLA which allows them to build a rapport.</p> <p>The upcoming Dental Assistant program, slated to be offered Fall 2014, will also be working with same facilities which will provide the students/graduates the same opportunities as well. The labor Market shows a projection of job openings in this field at 1,640, and a medial pay of \$17.71 per hour.</p>
Academic Affairs Area	AH - Dental Hygiene	19. CTE Programs	Licensure Exam Performance	<p>We had a 100% pass rate on the National and State Board licensing exams. Where the students appeared to struggle was with the State Law and Ethics Exam. They explained the answer options were very closely related and therefore confused them. However they all passed on the 2nd attempt and all are licensed now.</p>
Academic Affairs Area	AT - Travel & Hospitality	04. Enrollment Trends	Enrollment Trends	<p>Travel has experienced a sharp decline in both enrollment and FTES due to a reduction in the number of course sections offered. Travel's enrollment has gone from 234 in fall 2009 (seven course sections) to 150 in fall 2013 (four course sections). FTES decreased from 24 in fall 2009 to 16 in fall 2013. Because of this, travel courses are in high demand and fill up well before the start of the semester. Interest in the program is significant, and the low offering of courses is holding back existing students while driving others to competing travel programs (i.e., Orange Coast College and Los Medanos College).</p> <p>Hospitality's growth is impressive, with enrollment increasing from 28 in fall 2009 (two course sections) to 89 in fall 2013 (two course sections). FTES doubled from 4 in fall 2009 to 8 in fall 2013. Like travel, every hospitality class fills to the maximum within days of opening, and more students request approval from the instructor to add beyond the maximum.</p> <p>The need for these two programs is overwhelming and obvious.</p>
Academic Affairs Area	AT - Travel & Hospitality	04. Enrollment Trends	Section Count Trends	<p>Travel's course section count has been reduced significantly over the last five years, primarily due to the budget cuts and the retirement of the only regular full-time faculty member in June 2013. This position was not replaced. As such, the course sections have been reduced from seven in fall 2009 to four in fall 2013. This semester (fall 2014), only two course sections are being offered in the discipline. By contrast, the average class size has risen significantly, from 25.8 in fall 2009 to 40.3 in fall 2013. This is a very positive sign showing strong demand for travel classes. Average class size has increased for both online and classroom sections. Classroom delivery had the most significant increase going from 15.0 in fall 2009 to an average class size of 34.7 in fall 2013. Travel's 2013 classroom average class size is in line with the overall campus classroom class size (both are 34.7) while the discipline's 2013 online class size is higher than the campus average class size for online sections (46.0 for travel compared to 37.3 for the campus average).</p> <p>Hospitality is growing steadily despite course section counts remaining relatively flat. No more than two Hospitality course sections are offered in any given semester. Also noteworthy, the average class size has increased from 14.0 in fall 2009 to 44.5 in fall 2013. Hospitality's 2013 online class size is higher than the campus average class size for online sections (44.5 for hospitality compared to 37.3 for the campus average). In 2012 (the last time hospitality had on-campus sections), the discipline's average class size was slightly below the campus average, 33.0 compared to 36.4 respectively.</p> <p>The data for course section counts is especially troubling as it is increasingly difficult for students to complete certificates and earn their degree in a timely manner. This is addressed further in Modules 5 and 6.</p>

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Academic Affairs Area	AT - Travel & Hospitality	05. Students and Student Success	Degree/Cert. Trends	<p>Over the last four years, the Travel discipline has averaged two (2) A.A. degrees, two (2) Certificates of Achievement, and seven (7.5) skill certificates per year. Over the same period, the Hospitality discipline has averaged one (1) A.A. degree and two (2.25) Certificates of Achievement per year. The trend over the four year period has remained relatively flat, if not slightly decreasing.</p> <p>There are two primary reasons to explain these numbers and the overall trend. The first is that not enough courses are offered each semester. Currently, each program offers two courses per semester. At that rate, the minimum time required to complete a degree is three years. And that doesn't take into consideration that in scheduling, some courses are offered more regularly, and not all 12 courses are unique. Students are not able to earn certificates and degrees in a timely manner and this affects interest in the program (registration and marketing), course evaluation and SLO assessments, and also relevancy of the courses. Courses are almost obsolete by the time they are scheduled to be offered again.</p> <p>The second explanation is that students are currently being held up due to outdated degree requirements. For example, the current catalog (which we recognize is being updated) lists Hospitality 345 as one of the requirements for a very popular certificate. This course was archived in 2008 and should have never been listed in the catalog as a required course. Many students cannot complete this certificate because they are missing that single class. Hospitality 311 has not been offered in at least three years. This course is a requirement for the degree and two certificates. While these are just a couple examples, there are others. The discipline is now preparing to recommend substitute courses in other disciplines to temporarily accommodate these students and help them earn their degree and/or certificate.</p> <p>Once again, these issues underscore the need for a full-time faculty ADVOCATE to monitor and recommend course schedules, degree and certificate requirements, and student progress in the programs. Adjunct faculty who teach one or two classes do not have the information or the perspective to look at the programs in this kind of detail and make recommendations for the benefit of the programs and students.</p> <p>Despite these challenges, faculty do what they can to help students earn degrees and certificates. As was discussed earlier, individual adjunct faculty are trying to gather a list of courses students have completed in order to encourage certificate and degree applications for those who meet the requirements. In 2012-2013, the Travel discipline awarded no degrees and one certificate. During spring 2014, one adjunct faculty member distributed an informal survey to follow up with students who qualify for certificates and degrees. As a result, the discipline awarded three A.A. degrees and four Certificates of Achievement. Additionally, a division-level database of courses completed by students is being developed to encourage certificate and degree applications every semester.</p>
Academic Affairs Area	AT - Travel & Hospitality	05. Students and Student Success	Demographic Trends	<p>Both disciplines have identical gender distribution (76% female, 24% male) and this has remained consistent from 2009-2013. While this is disproportionate compared to the college's overall gender distribution (58% female, 42% male), it is not disturbing since the program's distribution follows the industry's trend. Both industries are weighed heavily on the female side.</p> <p>Travel's age group distribution is heavy on the older category, with 64% of students age 35 and over. This too follows the industry trend that travel tends to attract older, more educated and experienced individuals who have more discretionary income and the time/ability to travel themselves. With only 1% in the 19 and under age category, there is significant opportunity to market and establish partnerships with feeder high schools. Hospitality also trends to the older side, with 48% of students in the 35 and older category. However it is worth noting that other categories have experienced a sharp one-year reduction with students in the 19 and under category going from 12% in fall 2012 to 1% in fall 2013; students in the 20-24 category went from 30% in fall 2012 to 15% in fall 2013.</p> <p>Two ethnic groups are noticeably different in Travel than the overall college ethnic group distribution. Travel attracts 49% African American/black students and 18% Hispanic/Latino (while the college percentages are 35% and 40% respectively). By contrast, Hospitality's ethnic group distribution mirrors the college much more closely.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	05. Students and Student Success	Equity Gaps	<p>Travel & Hospitality's equity gaps vary from year to year, and there is no obvious trend to explain the differences, including mode of delivery (classroom vs. online), course rotation (the same classes are not offered every year), or ethnicity of students. Travel's equity gap is consistently higher than the college average, ranging from a low of 1.4 to a high of 23.9. Hospitality's equity gap has been below the college average three of the last five years, ranging from 1.6 below to 24.7 above the college average.</p> <p>At the present time, there are no strategies to address these equity gaps. The disciplines need to understand more about what these numbers mean. What are the practical things an instructor can do in their section to close the gap? And how, when the discipline's classes are offered only online, can an instructor address the equity gap? In a classroom section, an instructor could visually identify the ethnicity of the students to monitor progress throughout the semester. However when course sections are online and class rosters do not include ethnicity of the students, an instructor may not be able to do anything to identify a group to consider any changes.</p> <p>If the disciplines had a full-time faculty position, this person could work with the distance learning dean/committee, the student success committee, and/or the dean of teaching and learning to discuss these numbers and identify strategies to close the gap. This is another reason why it is vitally important that the Travel & Hospitality disciplines hire a full-time faculty position to manage these administrative functions for the future success of all students.</p>
Academic Affairs Area	AT - Travel & Hospitality	05. Students and Student Success	Success Comparisons	<p>Comparing the average success rate of Travel against the college's rate is relatively close. Prior to fall 2013, the range went from 1% below the college average to 8% above. As described earlier, a sharp drop in student success occurred in fall 2013 when travel was 15% below the college average. Reasons for this were described earlier, including misinformation about retention and student success. We anticipate this to be a one-year drop, and the problem should be corrected for subsequent semesters. Hospitality's success rate is consistently higher than the college average. Over the last five years, the range is 3%-27% above the college success rate.</p>
Academic Affairs Area	AT - Travel & Hospitality	05. Students and Student Success	Success Trends	<p>The retention rate for Travel experienced a sharp decline in fall 2013, largely due to the retirement of the only full-time faculty instructor and some misinformation communicated to remaining faculty. From fall 2009-2012, the discipline retention rate ranged from 82%-94% yet fell to 69% in fall 2013. Incorrect information was passed on to adjunct faculty, which resulted in many students remaining on the roster after the census date when in fact they should have been dropped prior. As a result, these students were either dropped by the instructor or dropped themselves late in the semester, which hurt the overall retention. This has been corrected and a clear understanding of the definition of retention and the importance of the census roster should result in higher retention rates going forward. Prior to fall 2013, Travel's success rate had averaged in the mid-60s with a range from 61%-70%. As was the case with retention, Travel experienced a sharp decline in fall 2013, largely due to the reasons discussed earlier. Fall 2013's average success rate was 47%.</p> <p>By contrast, the retention rate for Hospitality has remained relatively consistent, ranging from 85%-93% over the last five years, with fall 2013's retention rate at 88%. Hospitality's success rate has been steadily increasing over the last four years. The discipline saw a significant drop in student success from fall 2009 (89%) to fall 2010 (65%). However that rate has increased every year since and fall 2013's success rate was 75%.</p> <p>Both disciplines need to pay much closer attention to and address issues with retention and student success in the programs. Action steps should be developed for individual faculty to implement in their classes. However it is also necessary for someone with this knowledge and the ability to look at these numbers from an overall perspective and consider big picture changes and improvement plans to address deficiencies. This is where a full-time faculty position is vitally important to the disciplines.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	06. Staffing Trends	Staffing Trends	<p>Travel & Hospitality's last remaining full-time instructor retired in June 2013. At this time there is no full-time faculty in either discipline. This presents significant strain on the programs and has severe implications for students. For fall 2014, only two travel classes were scheduled. This increases the time required for students to complete certificates and degrees. At the rate courses have been offered, it takes students at least three years to earn degrees. In addition, since Travel 100 and Hospitality 100 are the foundation courses of their programs, they need to be offered at least once per year, if not every semester. Some new students in the programs do not have the foundation to be successful because Travel 100 and Hospitality 100 have not been regularly scheduled. For Hospitality, it currently takes students approximately five semesters (2.5 years) to earn the 18-unit Certificate of Achievement and nine semesters (4.5 years) to earn the A.A. degree.</p> <p>Additionally, administrative work of the program is not getting done, or it relies on willing adjunct volunteers. This includes tasks like course updates and curriculum review, program review, advising students in the program, marketing the program, facilitating advisory board meetings, promoting the program to the industry and potential employers, and many other items and projects.</p>
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	COR Update: Missing CORs	<p>Travel 137 is the only course missing a COR. This course is scheduled to be archived when the new courses are approved.</p> <p>Hospitality 100 and 135 are missing CORs, but that has been corrected. New CORs have been added to ECD and are presently in the process of approval.</p>
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	COR Update: Out-of-Date CORs	<p>As of October 31, 2014, all out-of-date Travel CORs have been resolved. Travel 100 and 180 have been updated and are in process of being approved. Travel 135 is scheduled to be archived.</p> <p>Hospitality 310, 315, 320, and 350 have out-of-date CORs. There are two challenges with updating these course outlines. First, the discipline does not have any full-time faculty to take on this administrative task. Second, the Hospitality discipline curriculum needs a revamp to be current with the industry and align with transfer programs. Updating the CORs needs to be done as part of a comprehensive curriculum audit, not as a stand alone task.</p>
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	Course Outline	<p>Current Procedure: Course syllabi are collected each semester to ensure consistency with the course outline of record.</p> <p>Future Procedure: As the new courses are approved, a sample syllabus and week-by-week course schedule will be prepared to demonstrate how the course should be taught. Syllabi will continue to be collected and compared to the COR and sample syllabus/course schedule.</p>
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	Course sequence	<p>Previously, the philosophy of the Travel discipline was to allow students to create their own degree and certificate by requiring only one class and all others were electives of the student's choosing. This gave student the ability to structure their education to fit their interests. The problem was that there was no set order to classes, and many students were unprepared, having missed introductory level or appropriate preparation course work from other classes within the discipline. While the Hospitality discipline prescribes which courses make up the various certificates and degree, the order is not set and the same challenge of unprepared students exists.</p> <p>To address this challenge, the new Travel curriculum imposes prerequisites and advisories to introduce a course sequence for students. Students will be required to take fundamental courses before taking more advanced courses. The curriculum builds on itself as do the planned revisions for the certificates. Since the discipline also provides continuing education for professionals already working in the field, we plan to have the flexibility to waive prerequisite requirements for certain individuals. However students who are not already working in the industry will need to follow a certain sequence of courses to ensure they are prepared so they can be successful.</p> <p>The Hospitality discipline will follow much the same approach when the discipline's curriculum is updated.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	Outreach, Online & Hybrid Classes	<p>At the present time, the Travel & Hospitality disciplines do not offer outreach or hybrid classes. For both the fall and spring 2014 semesters, 100% of the courses scheduled were offered online. While there are some advantages for this, it is not a trend that should become permanent. Compared to classroom sections, Travel's fall 2013 retention rate was 9% lower for online classes and the success rate was 15% lower. By contrast, the Hospitality retention rate is about equal for online and classroom sections, however the average success rate is 11% lower for online classes.</p> <p>One of the goals of this program review is to improve student success and certificate/degree completion. To achieve that goal, one of the planned actions is to evaluate the effectiveness of distance learning and explore hybrid scheduling. The challenge for both disciplines is that purely online is not the best environment for some classes (for example, the industry advisory boards feel strongly that courses on selling should only be offered in classroom delivery). Both disciplines would like to experiment with hybrid classes and need to evaluate which classes should be offered as classroom vs. online. The second challenge with only offering class sections online is that it does not consider the needs of the students. It takes extra attention, self discipline, and time management to be successful in online classes. We tell students they need to take a self-assessment to determine if they are a good fit for online learning. But in the situation where the program does not schedule classroom sections, many students are at a disadvantage from the start by not being able to register for sections that fit their learning style for maximum success.</p> <p>Both disciplines need to evaluate the place of classroom, online, and hybrid classes and determine to what extent each works best for the programs and improves student retention and success. Additionally, there are opportunities for both disciplines to explore outreach classes at partner schools and job training centers.</p>
Academic Affairs Area	AT - Travel & Hospitality	09. Curriculum	Program Relevance, Appropriateness & Cur	Both Travel & Hospitality disciplines have active industry advisory boards that meet at least annually (quarterly in the last year) to discuss program curriculum, the job/work environment, trends and changes in their industries, and needs of employers in the area. There is a significant need for educated and trained workers for both disciplines, and there are hiring needs that are currently not being met. The state chancellor's office has identified "tourism and hospitality" as one of the ten CTE programs in high demand needing special attention. Statistics and sources that reinforce the demand for these programs can be found in Module 16.b.
Academic Affairs Area	AT - Travel & Hospitality	10. Student Learning Outcomes	SLO Assessment & Resource Request	Yes, a full-time faculty position is being requested.
Academic Affairs Area	AT - Travel & Hospitality	10. Student Learning Outcomes	SLO Assessment - Course	<p>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.</p> <p>Hospitality courses taught in 2013-2014 were assessed and submitted.</p>
Academic Affairs Area	AT - Travel & Hospitality	10. Student Learning Outcomes	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.
Academic Affairs Area	AT - Travel & Hospitality	10. Student Learning Outcomes	SLO Program Assessment & Changes	Both Travel & Hospitality disciplines are currently undergoing major curriculum changes and updates, including archiving many existing courses, adding new courses, sequencing courses by implementing prerequisites and advisories, and addressing deficiencies in retention, success rates, and degrees/certificates awarded. The challenge for both disciplines is that without a full-time faculty position providing oversight and looking at the program from the 30,000 foot perspective, it is difficult to thoroughly plan and implement the actions that need to take place to move the programs forward.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	11. Departmental Engagement	Community Connections	<p>Both Travel & Hospitality disciplines have strong connections to their industry communities, and these partnerships are tapped at various times for the benefit of the programs and to enhance student learning. The Travel discipline has utilized connections with The Travel Institute, the American Society of Travel Agents (ASTA), the L.A. Times Travel Show, and others at several points in the last year to help the program. The Hospitality discipline has connections to UCLA Conference Services, the local chapter of Meeting Professionals International (MPI), the Los Angeles Tourism & Convention Board (LATCB), and a number of local hotels.</p> <p>This program review identifies several goals and actions that will impact this area including creating and implementing a program marketing plan, incorporating working professionals into courses and career mentoring of students, and cultivating outside funding opportunities from local industry.</p> <p>For example, ASTA and MPI offer a special student membership program, they host an annual tradeshow, and a monthly mini-tradeshow. WLAC is invited to exhibit at the monthly meetings as well as at the annual event to promote the hospitality program. MPI offers students many opportunities to hone their professional and interpersonal skills. Mattel Toys and Chevron are supportive of WLAC's Travel & Hospitality programs and have invited students to provide meeting and event planning services on a work-study basis. LATCB believe our Travel & Hospitality programs can and should play a vital role in local industry growth; they want to see more A.A. degree and certificated students coming out of the programs. These educated and trained students will become the work force of the expanded hotel industry in Los Angeles. They want to see certified knowledge, skills, and abilities in such areas as hotel front office operations, guest services, housekeeping, food services, sales and marketing, and meetings, convention, and event management. In addition, the Culver City Cultural Affairs Commission--responsible for recommending, promoting, managing, and producing community civic events--want to partner with our programs and they believe students can play significant roles in all stages of planning, promoting, managing, and producing major hospitality events, including Fiesta La Ballona, Culver City public art events, historic preservation events, performing arts grants, concerts, and other special events.</p>
Academic Affairs Area	AT - Travel & Hospitality	11. Departmental Engagement	Interdepartmental Collaboration	<p>In the Travel discipline, one adjunct instructor has been working with the LA/OC Regional Consortium's Deputy Sector Navigator for Hospitality and Tourism, one of the priority and emerging industry sectors identified by the state chancellor's office. In this capacity, the instructor has been working with Mark Pracher to identify funding for the Travel & Hospitality disciplines. A \$1 million proposal was created to enhance both disciplines and CTE enhancement funding has been allocated to West as part of a \$50 million statewide program. It is our hope that the work done and the relationships established result in funding for these disciplines to work on curriculum development and alignment.</p>
Academic Affairs Area	AT - Travel & Hospitality	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>A recent WLAC hospitality graduate who worked at the InterContinental Hotel in Century City while attending classes moved to New York and is now working for the Marriott Times Square and has applied for the bachelors program at NY College. At the WLAC Spring Open House in April, hospitality students Andreia Gray and Catherine Paine took part in the program as hospitality ambassadors promoting the Travel & Hospitality programs. At the 4th Annual Student Poster Showcase in May, hospitality students Adrienne Turner, Andreia Gray, and Nora Guerrero submitted their posters representing the four stages of the guest cycle in hotel services. In total, six students participated in the poster showcase.</p>
Academic Affairs Area	AT - Travel & Hospitality	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>Currently, the Travel & Hospitality disciplines are each exploring the possibility of establishing student organizations. These clubs (whether combined or separate) would support engagement, retention/success, program marketing, industry connections, employment/training, and mentoring for students.</p>
Academic Affairs Area	AT - Travel & Hospitality	15. Environmental Scan	Curriculum Impact	<p>The Travel discipline is in the midst of a complete curriculum update and restructuring which includes archiving all courses except two, adding 35 new courses, updating requirements for the existing certificates and the A.A. degree, and adding one new advanced level management certificate.</p> <p>The Hospitality discipline needs to go through the same process, but currently there are no full-time faculty to take on this task. In the meantime, several emergency course changes are in process: two CORs are being updated and one new course has been submitted. These three courses are in ECD in process of approval. Once the discipline has a full-time faculty position restored, the Hospitality curriculum needs to be one of the early priorities.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	15. Environmental Scan	Technology Trends	One of the great misconceptions about the travel industry is that the prevalence of internet and mobile technologies has made travel agents obsolete. This is absolutely false and in fact the opposite is true. The rise of internet and alternative booking technologies has made travel agents a very valuable asset. Consumers are seeking the services of skilled and trained travel agents to help them navigate the abundance of information available at their fingertips, and to analyze that information in new and advanced ways. In addition, what many uninformed consumers think of first when booking travel, online websites like Expedia and Travelocity, or non-traditional retail locations like AAA and Costco, are in fact travel agencies who employ thousands of agents in a variety of job functions. All this technology is driving the need for highly skilled and trained travel agents and other agency employees. Technology is an important part of the hospitality industry as well.
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Advisory Board Membership	<p>Travel Discipline Advisory Board:</p> <p>Ted Bradpiece, CEO, Two Bears Travel Anthony Cheng, Chief Operating Officer, APF Travel, Inc./GoLatin Tours Jason Coleman, President/Chief Visionary, Jason Coleman, Inc. (and WLAC adjunct instructor) Dan Ilves, Vice President of Marketing, Travelstore, Inc. Julie Johnson, CEO/Co-owner, Azzurro Travel Bob Kern, President, PNR Travel/American Express Barbara Lamel, Owner, Away to Travel Michael Madison, President, Arbor Travel Associates, Inc. Anastasia Mann, CEO, Corniche Group Eric Maryanov, President, All Travel Kate Bernier Morad, Manager--Training and Agent Development, Montrose Travel Analia Rugar-Przebieda, CEO, Eureka Travel Susan Tanzman, President, Martin's Travel & Tours</p> <p>Hospitality Discipline Advisory Board: Kay Boles, UCLA Conference Services (and WLAC adjunct instructor) Bryan Churchill, Vice President Hotel Sales, Los Angeles Tourism & Convention Board Andreia Gray, Student Representative Seth Horowitz, General Manager, The Culver Hotel Mariles Krok, Destination Sales Director, Los Angeles Tourism & Convention Board Beverly Laing, President, Meeting Professionals International California Chapter and Vice President, Russell Harris Meetings & Incentives, Inc. Pat Moore, Corporate Conference Manager, Mattel Toys, Inc. Catherine Paine, Student Representative Bryan Quinan, Executive Director of International Conferences and Events, Milken Institute</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Advisory Board Outcomes	<p>At the December 5, 2013 Travel Discipline Advisory Board meeting, a list of eight recommendations was presented to the acting chair/CTE dean. All eight recommendations have been incorporated into the new curriculum plan and are already complete or in the approval stages of ECD. In addition, members spent time creating a list of skill sets and providing input into the new travel curriculum.</p> <p>Nabil Abu-Ghazaleh and Adrienne Foster attended the June 12, 2014 Travel Discipline Advisory Board meeting where attendees expressed concern about the direction of the program and lack of support from the college. In response to increased demand for travel agents and the lack of qualified candidates from the college, several large travel agencies in Los Angeles have been forced to start their own in-house travel schools to train potential employees. Advisory board members could not overstate enough that there is considerable demand for travel professionals, especially those properly trained and educated. Travel is an "evergreen" industry, and with the increasing employment gap resulting from older agents retiring, the need for new younger agents continues to grow. The advisory board crafted the following three recommendations for the college to address:</p> <ol style="list-style-type: none"> 1.WLAC needs to hire a full-time faculty position in travel to replace the one that was lost in 2013. This position should include teaching, planning, marketing, and advocating for the discipline at the college. 2.WLAC needs to offer Travel 100 at least one semester per academic year, if not every semester. 3.WLAC needs to schedule enough travel classes so students can earn a certificate in one or two semesters and the A.A. degree in no more than four semesters (two academic years). <p>On January 17, 2014, the Hospitality Discipline Advisory Board spent a full day discussing many different aspects of the program. An updated mission statement for the discipline was developed to stress the importance of transfer to bachelor's programs in addition to developing job skills for employment. There was a discussion about the importance of coordinating eligible courses to transfer to four-year schools for further education. The board believes current courses are viable and relevant. Hotels would like to see the curriculum expanded to include multiple certificates in practical application (CPR certificate, Safe-Serve alcohol certificate, and Safety/Emergency certificate). Hotels would like to hire students who have had this kind of training to speed their learning curve and value upon hiring. International hospitality needs to be addressed to meet the expanding tourism trade in Los Angeles. The LATCB is predicting greater influx of international visitors, especially from China. Students who will be filling these expanded hotel positions need better preparation to understand the culture and needs of the international clientele. Hospitality/Tourism outlets would like to hire students who have had some sort of work/study, or internship, or some type of on-the-job experience. The idea of forming a student organization to provide hospitality experience in a comfortable learning environment was discussed. The recommendation was to provide volunteer opportunities both on campus and in the community for students to learn and practice leadership skills, network, and produce at least one special event per semester. The advisory board noted the number of courses currently offered per semester extends completion to an unrealistic period</p>
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Assess CTE Student Learning Outcomes	<p>As part of the curriculum update, both Travel & Hospitality disciplines need to develop new program learning outcomes. In addition, a database of former students and regular alumni surveys need to be implemented to track employment and post-graduation successes of students. The database project is a work in progress, however a full-time faculty position needs to be hired to do some of this administrative work such as updating and tracking program learning outcomes.</p>
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	CTE Accreditation Recommendations	<p>At the present time, the disciplines are not accredited. When a full-time faculty position is approved and hired, this should be a priority to implement for both disciplines.</p>
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Employer Satisfaction Survey	<p>The Travel discipline has not launched a formal employer survey. Our primary feedback has been at regular discipline advisory board meetings where participants provide verbal feedback in a focus group format. A summary of this feedback was reported earlier in Module 16.e.</p> <p>No formal employee survey has been conducted in the Hospitality discipline. Informal surveys indicate broad industry support for the program. Employers want to engage and hire students from the program. However, they want them to have a few more skills, general knowledge, and be savvy regarding the industry and the jobs for which they are applying. The concepts of the skill-enhanced courses, the multicultural courses, and the student association are seen as ways to enhance students as well as to provide greater value to the employer.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Labor Market Demand	<p>The demand for jobs in Travel & Hospitality is enormous. Unfortunately, West's programs are not able to meet the labor market demand since our scheduled section offerings are minimal and because students can't complete certificates and degrees in a timely manner. Here are a few examples of the demand and opportunity for both disciplines:</p> <p>"Southern California's Hospitality and Tourism cluster is large, diverse, and critical to the economic vitality of the region. In addition to its large economic impact on the region, the cluster, comprising over 35,000 establishments in food, accommodation, entertainment, travel, events, and other related activities, employs nearly 800,000 workers in Southern California. This figure represents 10.2% of the total workforce in that region. Positions range from the entry-level through management, and include emerging occupations (such as hotel and restaurant "green" supply chain managers) and significant entrepreneurial activity."</p> <p>According to the California Community College's Hospitality and Tourism Report prepared by the state chancellor's office, "Hospitality and Tourism must be considered one of the most--if not the most--important segments of the Southern California economy. It attracts billions of dollars to the region and employs nearly one in ten workers throughout Southern California--and perhaps most importantly, generates thousands of new openings annually all across the career ladder and for varied skill levels."</p> <p>"According to Economic Modeling Specialists, Inc. data, the Hospitality and Tourism sector employs 793,259 workers in Southern California alone. Hospitality and Tourism is projected to grow at a higher rate in Southern California when compared to the Nation as a whole over the next three years (5.3% vs. 4.5%). The 5.3% growth rate is also significantly higher than the overall projected growth across all jobs in Southern California, which is a meager 2.6% over the next three years. Over the longer term, Hospitality and Tourism jobs are expected to outpace all jobs significantly, with a growth rate in the cluster of over 16%, compared to less than 11% for all jobs in the region through 2023."</p> <p>HELP WANTED: LEISURE AGENCIES FACE STAFFING DILEMMA "With the U.S. economy improving and vacation travel on the rebound, leisure travel agencies are facing their toughest staffing challenges since before the recession. The travel industry has experienced a marked resurgence as an economic powerhouse. More jobs are being added for corporate and leisure agents, making people coming into the industry a hot commodity." http://www.travelmarketreport.com/articles/Help-Wanted-Leisure-Agencies-Face-Staffing-Dilemma</p> <p>LACK OF TRAINING STYMIES SEARCH FOR SKILLED CORPORATE AGENTS "Corporate travel agencies are finding it more difficult than ever to find qualified agents given the dearth of training programs. Demand for new staff was traditionally met by hiring former agents returning to the business or newly-minted travel school graduates. But neither of these groups has the up-to-date skills called for in the current travel environment, according to corporate staffing experts and corporate agency executives." http://www.travelmarketreport.com/content/publiccontent.aspx?pageID=1366&articleID=8475&LP=1</p>
Academic Affairs Area	AT - Travel & Hospitality	19. CTE Programs	Licensure Exam Performance	Since the Travel & Hospitality disciplines are not accredited, there are no licensing or board exams at this time.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	04. Enrollment Trends	Enrollment Trends	<p>ANTHROPOLOGY Anthropology is experiencing growth. While the long term trend in Anthropology is an 11% decrease in enrollment from Fall 2009 to Fall 2013, the same trend seen in College overall totals, from Fall 2012 to Fall 2013, Anthropology Enrollment Trends show an 18% increase. FTES from Fall 2012 to Fall 2013 show a 16% increase (FTES change from 46 to 55), a modest recovery from a 28% drop between Fall 2009 to Fall 2012 (FTES change from 64 to 46). The addition of ACT classes can account for the change in a small department. Enrollment and FTES trends correlate with section counts; as section counts increase so does enrollment and greater FTESs.</p> <p>ECONOMICS Economics department is experiencing a growth. As of Fall 2013, there are 700 students enrolled which represents 19% increase since Fall 2009. Most of the growth took place between Fall 2012 and Fall 2013. Enrollment trends seem stable with no growth between Fall 2009 and Fall 2010 due to cuts. Slight decline from Fall 2011 and Fall 2012. FTES reached its peak in Fall 2009 (76), its lowest was in Fall 2012 (67). There is a slight downward trend since Fall 2009. Comparing Econ FTES with the division, it can be seen similar trend</p> <p>POLITICAL SCIENCE Enrollment has picked up a bit since fall 2010. We lost quite a few sections from 2009 going to fall 2010.</p> <p>PSYCHOLOGY Enrollment has not significantly changed in three of the four educational delivery modes in the last year. During the four-year period reviewed, Jumpstart declined markedly as a result of the elimination of course offerings. Unfortunately, 2013 was the low year with a total of 999, a decline of over 18% from 2010. Since 2010, enrollment has progressively declined. The proportion of change was closely reflected in FTES across all four modes. FTES has followed the same trend as Enrollment with a high of 135 in 2010 and a progressive decline in subsequent years to 105 in 2013, a decline of 22%. Lack of classes in ACT and Jumpstart in 2013 again could account for this decline.</p> <p>SOCIOLOGY Enrollment has shown not significant change over the past 5 years. Enrollment between Fall 2009 and Fall 2013 has shown a slight increase, approximately 5%. There is a spike between these semesters with the height being in Fall 2011. FTES shows the same, same totals (38) for Fall 2009 and Fall 2013 with a spike in Fall 2011 (45). It appears that the addition and subsequent removal of POPP sections accounts for the spike.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	04. Enrollment Trends	Section Count Trends	<p>ANTHROPOLOGY A cursory look at the data shows that section counts have remained relative stable between Fall 2009 and Fall 2013. However, when taking into account the Mode of Delivery and more specifically programs (not clear why a program such as ACT is considered a distinct mode of delivery?) fluctuation is a product of the adding and pulling of ACT and International offerings. As a result of these programs as part of section counts in years of with section cuts, Anthro has lost 5 courses from the "regular" discipline offerings (combined Fall and Spring). The usual ACT offerings in Anthropology were not offered in Fall 2014 nor Spring 2015 and no classes were reinstated.</p> <p>The elimination WEC increased the online count as these classes were moved to online to serve the same population. Anthropology classes exhibit the not too surprising trend of fewer section offerings, the larger the class size. In times of cuts students were desperate to add classes and instructors accommodated as many students as possible, stretching the limits of room capacity. More recently, average class sizes have reached optimal for the room (capacity max 48) and online caps (40) at 39 in Fall 2013. This is larger than the college overall, which has a average class size of 36.</p> <p>ECONOMICS Overall, the trend in section counts is stable though it differs based on the mode of instructional delivery. We have offered 14-16 sections per semester since Fall 2008. A substantial change in the decomposition of delivery method. ACT and Online classes were increased, Weekend College classes were decreased. In fact, there was no WEC sections which were offered since Fall 2009. Classroom Based classes showed a stable trend. Considering the ideal average class size is approximately 35-40 students, we have average class size around 46 in economics courses between Fall 2009 and Fall 2013. As of Fall 2012, we have more students in online classes than classroom based classes.</p> <p>POLITICAL SCIENCE We lost 3 class room sections in 2009, gained only 1 back in 2012. Lost 4 online sections, gained only 1 back in 2012. Lost only one jumpstart we offered in 2009, never gained it back.</p> <p>PSYCHOLOGY Classroom sections decreased by 37%. Additional sections have been added this year in response to increased budgets. Class sizes have remained constant for online but have markedly increased in the classroom. This is probably the result of the decrease in sections which created a much greater demand for each class.</p> <p>SOCIOLOGY From Fall 2009 to Fall 2012, the section count in Sociology has remained stable at 8. In Fall 2013 the count dropped to 7. For a small department like sociology a drop in one class is significant. The average class size has increased 12% between Fall 2009 and Fall 2013 but this is coming down from the highest count in Fall 2011, with an average of 47.3 students per class. Sociology average class sizes are larger at 41.3 than the general college total of 36.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	05. Students and Student Success	Degree/Cert. Trends	<p>ANTHROPOLOGY While there is an AA in Anthropology, the focus is on transferring students with a solid foundation in Anthropology to four year institutions. College level training and four year and beyond college degrees are essential for success in the changing work place. This demands that students are trained to in critical thinking and have a comprehensive basic knowledge of the discipline in order to succeed at a four year institution.</p> <p>ECONOMICS The demand for college level training and college degree is increasing in the job market. Even though the economics department offers an AA in Economics, our focus is more on the transferring students with a strong foundation of economics. There were few students transferred to UC, Davis and UC, San Diego, UCLA, and UC, Berkeley majoring in economics. More students are encouraged to participate Honors programs to increase their chances to transfer highly competitive public and private universities.</p> <p>PSYCHOLOGY Alcohol and Drug Studies (A/D) certificates have increased over the four-year period examined. This suggests that the college should continue to support the program and consider allocating more resources for marketing. AA/AS degrees in Psychology have increased in spite of decreases in course offerings. If we are allowed to grow, there are other psychology courses that, if offered, would attract additional students.</p> <p>SOCIOLOGY While there is an AA in Sociology, the focus is on transferring students with a solid foundation in Sociology to four year institutions. College level training and four year and beyond college degrees are essential for success in the changing work place. This demands that students are trained to in critical thinking and have a comprehensive basic knowledge of the discipline in order to succeed at a four year institution.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	05. Students and Student Success	Demographic Trends	<p>ANTHROPOLOGY The gender distribution is slightly shifting but the pattern remains constant, there are about half as many males as females taking anthropology classes. The trend at the college is there are more females than males (59 to 41%). In regards to ethnic group distribution, Hispanic student population is on the rise with a 13% change from Fall 2009 to Fall 2013 and a slight decline in percentage of African American students with a 7% change between the same years.</p> <p>There is a change in the age group distribution of students taking Anthropology classes. Since the Fall 2013 there has been a shift up in the age of students. The majority of students (38%) are between 20-24 years old, with the 25-35 making up the next largest group (27%), combined these two groups make up 66% of the students. Older students tend to have more obligations outside of school, the discipline will look into how best to serve these students.</p> <p>ECONOMICS Student demographics are gradually changing. Hispanic student populations are on the rise. In terms of age distribution, students over 25 are on the rise. There was no significant change in the gender distribution. As of Fall 2013, we have 55% female and 45% male students. White student populations are stable at 13% level, has not change since Fall 2009 except 2% increase in Fall 2013. Hispanic/Latino population was highest with 37%.</p> <p>POLITICAL SCIENCE Age group 19 and under, 20 & 24 have gone up. Lost in age group 25 and up. Ethnicity: Lost African American, gained in Hispanic. Whites, Asian and unknown groups stayed the same.</p> <p>PSYCHOLOGY Ethnic, gender, and age group distributions have remained relatively constant over the last two years, although African-American students have lost 6% of the overall Psych demographic while White students have increased by the same percentage. In the last year, Latino students have grown 5%. Overall, Psychology is highly popular and that overall trend has not changed. This is reflected by the fact that over 1000 students per year take psychology classes at West. We continue to need to add new sections.</p> <p>SOCIOLOGY Gender and ethnic group distributions have remained consistent between Fall 2009 and Fall 2013 with females making up approximately 64% of the population and African Americans and Hispanics making up approximately 80% of the students (33% and 49% respectively in Fall 2013). The shift seen is in the age group taking sociology class. As of the Fall 2013 there has been an increase in the age of students. The largest group at 45% is the 20-24 year old students with the 25-35 making up the next largest group. Older students tend to have more obligations outside of school, the discipline will look into how best to serve these students.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	05. Students and Student Success	Equity Gaps	<p>ANTHROPOLOGY The equity gap in the successful course completion is on par with the college average.</p> <p>ECONOMICS The equity gap in the successful course completion in Economics is stable, averaging around 24 which is slightly lower than the division average of 25.8 for the last 5 years (Fall 2009-13). The trend seems stable for the BSS division. However, the data suggests we had some significant fluctuations in data year to year. In Fall 2009, there was a big fall in the gap when gap reached its lowest value (13). That is true for other disciplines as well. Then, we saw an increase in trend with the latest (Fall 2013) data, 27.</p> <p>PSYCHOLOGY The equity gap in the successful course completion is on par with the college average at this time.</p> <p>SOCIOLOGY The equity gap in the successful course completion is on par with the college average.</p>
			Success Comparisons	<p>ANTHROPOLOGY A comparison of Retention Rates between in anthropology and the college average shows only a very slight difference with a 1% higher rate in anthropology. A comparison of Success Rates are a bit more significant with 5% higher rate in anthropology. The addition of exams (offering more exams than a midterm and final) and the use of ETUDES enhanced courses provide students with more opportunities to demonstrate their knowledge of course materials and have alternative means to see material and submit their work.</p> <p>ECONOMICS The trend in the successful course completion rates of the economics discipline is stable. The college average is around 63%, the economics discipline average is 65.6%. One of the factors contribute to the higher rate is to use etudes-ng as a supplement to classroom based teaching. Students could access powerpoints, lecture notes, practice quizzes. Students could submit their assignment to digital dropbox to prevent points reduction in case if they miss the class. To encourage students to attend Econ Club organized events such as bi-weekly meetings, guest speaker seminars, and other Club activities, extra credits are given to those who go to the events. This may also contribute to the higher rate. However, not all instructors are offering extra credits.</p> <p>PSYCHOLOGY The successful course completion rates of psychology exactly reflect the overall college average.</p> <p>SOCIOLOGY The retention and success rates of sociology are slightly below that of the collage overall. This is a small department with only 7 sections offered Fall 2013. The differences are most likely a result of sample size.</p>

Area	Program	Module	Question Title	Answer				
Academic Affairs Area	Behavioral & Social Sciences (GE)	05. Students and Student Success	Success Trends	<p>ANTHROPOLOGY Success and Retention rates do not show significant change. While there is a 7% decline in retention between Fall 2009 and Fall 2013, there is a 5% increase in success rates between the same periods. A comparison between classroom and online retention and success rates show consistency between the two delivery modes. Retention rates and Success rates seen in Anthropology classes are slightly above those seen by the College overall.</p> <p>ECONOMICS The trend in retention rate did not show substantial change. The average between Fall 2009 and Fall 2013 was approximately 85% which is 1% above the BSS average. The WEC classes offered the best retention rate with 93% in Fall 2009. One of the implications for the econ department is to apply the WEC and the ACT instructors approach to the classroom based classes which have relatively low retention rate. In fact, the retention rate reached to 90% for classroom based classes in Fall 2012. Success Rates Data suggests the Economics department has a slight increase trend. The average rate was 65% in the past five years. The ACT classes had the highest success rate with 85% and the online classes with the lowest, 63%. This trend is consistent with the BSS division data. More attention should be paid in online class success rate and more discussion is needed about how to increase the rate by holding or even increasing the quality of the online instructional delivery.</p> <p>POLITICAL SCIENCE Retention for classroom sections have gone up a little, retention for online classes has gone down. Success rates for classroom have gone up a little but way up for on line sections.</p> <p>PSYCHOLOGY Retention has been remarkably consistent from 2009-2013, running between 78-84% for ground classes. 2013 was right at the median of 81%. On line classes were virtually the same, ranging between 80-85%. 2013 was at 80% which was the same as 2012. Alternative education delivery systems such as ACT and Jumpstart were not offered in 2013. Success rates were also consistent for ground classes with a ranging between 59-64%. 2013 was 61%, a slight drop from the previous three years but well within the slight variability that would be expected from year to year. On line class variability was greater for success rates, ranging from 46-59%. If the 2009 rate of 46% is treated as an anomaly, then year-by-year variability is very close to that of ground classes but overall, success was about 4 percentage points less than ground classes. One possible explanation for the difference would be that students who had not previously taken an online class had not yet discovered the differences between ground classes and online classes including the faster pace and the need for better self-discipline and time management.</p> <p>SOCIOLOGY Retention rates have fallen between Fall 2009 and Fall 2013 by 13%. This appears to be due to the elimination of Jumpstart and POPP sections which due to the nature of the programs have high rates of retention. Success rates however have remain consistent between the same periods.</p>				
				Academic Affairs Area	Behavioral & Social Sciences (GE)	06. Staffing Trends	Staffing Trends	<p>ANTHROPOLOGY The FTEF with slight fluctuations, fairly consistent between Fall 2009 and Fall 2013 (with a drop Fall 2014). The correlation of course is with section counts.</p> <p>ECONOMICS The FTEF by regular/hourly was 3.0 as of Fall 2013. The last five years average is 2.92. Trend is stable. However, the last two years, there was a decline in FTEF which can be linked to the section offerings cut. In order to keep Economics discipline current and strong, the department should hire adjunct instructors who can bring the real world experiences to the class, and to prepare students for employment and job success following graduation</p> <p>POLITICAL SCIENCE A full time faculty assignment is reduced to .2 FTEF. Lost an adjunct .2 FTEF.</p> <p>PSYCHOLOGY: The FTEF has decreased for the last three years from 5.81 to 4.83. This is due to cuts in sections taught by adjunct instructors, which fell from 3.2 in 2010 to 1.96 in 2013.</p> <p>SOCIOLOGY The FTEF declined in Fall 2013 to 1.40 after years of consistently holding at 1.60. The drop in section counts, particularly the elimination of Jumpstart and POPP account for the decline.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	COR Update: Missing CORs	<p>ANTHROPOLOGY Lost updates are being identified and updates are being made.</p> <p>ECONOMICS Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system. The Department uses the same textbook between sections. According to the course outline of record report with missing CORs, Econ 1 and Econ 2 have the updated course outline, which are updated in 2007 and in 2008 respectively. There will be major change in the course outline except for updating the textbook edition. ECD system will be used to update the course outlines. There were some delay in approving the course outline changes since the file can move one's inbox to another inbox. Assigning someone who can coordinate the steps and/or creating report such as Course Outline of Record Report can resolve the potential problems</p> <p>PSYCHOLOGY All of the courses were updated in 2013 so all courses are currently updated and passed through curriculum.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	COR Update: Out-of-Date CORs	<p>ANTHROPOLOGY Anthro 121 is currently being updated and barring any problems (getting lost in the system) will be presented at the next Curriculum meeting.</p> <p>ECONOMICS Economics discipline does not have out of date course outline as of Fall 2014.</p> <p>PSYCHOLOGY: There are no psychology course outlines that are out-of-date</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	Course Outline	<p>ANTHROPOLOGY The anthropology full time instructor is responsible for course outline updates. Anthropology instructors each semester meet to discuss course syllabus content, including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record.</p> <p>ECONOMICS Full Time instructor in the Economics discipline has been required to update the course outline on regular basis. Every instructor in the division is contacted before the semester starts to discuss the contents of the course syllabus including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. The Academic Affairs and the division chair have required all faculty to use the syllabus guidelines approved by the Academic Affairs. The division chair and the full time instructor make sure that all syllabi include Student Learning Outcomes and course objectives as required by the college.</p> <p>POLITICAL SCIENCE Course outlined are reviewed by the curriculum office and report to us when they are up for review.</p> <p>PSYCHOLOGY The department checks the syllabus of each section with the coinciding course outline of record.</p> <p>SOCIOLOGY The department checks the syllabus of each section with the coinciding course outline of record.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	Course sequence	<p>ANTHROPOLOGY Yes. The anthropology classes and required courses have been mapped for both the completion of an AA and for transfer. The discipline expert, a counselor and others met to prepare the maps. The requirements for the AA and IGETC were consulted to create the maps. All Anthro courses are UC/CSU transferable.</p> <p>ECONOMICS Yes, the economics department produced road maps that allow students to complete the program within two years or less. The rationale was based on the need for the IGETC. There were few meetings to finalize the road maps with the counselors, curriculum committee members, and the DE dean. All Econ courses (Econ 1, 2, 10 and 11) are CSU, UC transferable. At the beginning of the semester all students are encouraged to create their SEPs (Student Education Plan). On October 29, 2014, CCC Chancellor's Office reviewed and approved ADT degree in economics.</p> <p>POLITICAL SCIENCE Political Science courses are scheduled in appropriate sequence so student may finish their program in 2 full years.</p> <p>PSYCHOLOGY Currently, the department of psychology course schedule allows a student as either a psychology major, an alcohol/drug major, or an alcohol/drug certificate student to earn their degree/certificate in two years. All three degrees are mapped out in four semester segments, which the student can follow. Courses in each program are scheduled to follow the student needs.</p> <p>SOCIOLOGY Courses are scheduled in appropriate sequence.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	Outreach, Online & Hybrid Classes	<p>ANTHROPOLOGY Anthro 101, 102, 103, 104, 111, 121, and 132 have been offered online. Anthro 101, 111, 102, and 121 have been offered in a hybrid format. Anthro 101 has been offered in an outreach program. The online sections are the first to fill during the enrollment period. Students seem to want the flexibility of short session online classes. Hybrid classes are gaining in popularity and have been successful. Anthropology would like to vary the delivery mode of all courses to give as many options to students as possible. The inclusion anthropology courses in outreach programs have been curtailed. Students were not successful in these courses due to their already heavy work loads and the difficulty of the subject matter.</p> <p>ECONOMICS Econ 1, Econ 2, Econ 1n ad Econ 11 classes have been offered in hybrid, online, and on campus. Online classes can be improved by providing greater interactivity with learning materials. Online students experience greater interaction with learning materials that are multifaceted and dynamic, such as lectures containing interactive graphics and electronic readings with embedded videos. According to the U.S. Department of Education, students who combine online learning with face-to-face instruction (hybrid classes) outperform students who study solely on-campus and those who learn solely online. Currently, the budget issues prevent more hybrid classes from being taught. In an online course students work both independently and with others, as students interact in the "online classroom." Students work closely with the instructor and the students in online classes, just as they would in a traditional classroom. In addition, students will also learn to work online, both independently and with others. students interact in an online classroom and develop new skills such as participating in the class through online discussions or forums. Students also learn good organizational and time-management skills to be successful as an online student.</p> <p>POLITICAL SCIENCE Department offers on ground, online and hybrid classes every semester.</p> <p>PSYCHOLOGY The Psychology Department currently offers online and hybrid courses. The benefits are tremendous in that we can reach a diverse population of students in these formats, much more so than with traditional classroom only offerings. Online and hybrid classes can be improved with a better portal for the classes as Etudes is quite archaic in comparison to other online shells used by other colleges (such as Blackboard or Moodle).</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>ANTHROPOLOGY Textbooks and other assigned material that are used in all sections are up to date and recognized in the field. All Instructors are active in their fields with continuing field work, publications, and attending professional meetings. All anthropology faculty are active members of professional organizations. Students are enrolling in the offered anthropology courses. AA in Anthropology have been awarded and students are transferring to four year universities.</p> <p>ECONOMICS Each semester, each instructor is asked to submit the course syllabus to make sure that the SLOs are included and the classes are taught consistently with the official course outline which is available on ECD system. Economics Department offers AA in Economics which requires 20 units, mainly focusing on economics and quantitative skills. The Department uses the same textbook between sections.</p> <p>PSYCHOLOGY The Alcohol and Drug Studies program must meet the standards of its governing agency, CAADE, in order to continue to be accredited. Psychology textbooks are constantly being updated to reflect the dynamic, ever changing field. For instance, this year, the Diagnostic and Statistical Manual, which is the way that all psychiatrists and clinical psychologists diagnose mental disorders, was updated for the first time in years. Substantial changes were made that are now reflected in the new textbooks relevant to diagnoses and mental disorders. Also, the vice-chair of the department attends many conferences every year to keep up with the latest research in psychology.</p> <p>SOCIOLOGY The textbook is up to date and recognized in the field. The course syllabi reflect the outline of record.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>ANTHROPOLOGY Yes</p> <p>ECONOMICS N/A</p> <p>POLITICAL SCIENCE N/A</p> <p>PSYCHOLOGY N/A</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	10. Student Learning Outcomes	SLO Assessment - Course	<p>ANTHROPOLOGY The course SLO assessment and revision process is an ongoing process in which Anthropology faculty is actively engaged and up to date.</p> <p>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.</p> <p>POLITICAL SCIENCE All full time and adjunct faculty participated in the fall 2013 assessment discussion and implementation of SLO for POL SCI course</p> <p>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.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>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.</p> <p>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.</p> <p>POLITICAL SCIENCE Faculty participated in implementation of fall 2013 assessment for POL SCI course. Results were compatible for all sections.</p> <p>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.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p> <p>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.</p> <p>POLITICAL SCIENCE We are changing the assessment format to see if there is any changes.</p> <p>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.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	11. Departmental Engagement	Community Connections	<p>ANTHROPOLOGY Connections have been made with the UCLA Global Studies Program.</p> <p>ECONOMICS The Econ Department has established connection with UCLA Global Studies when the Full Time instructor has taught an econ course at UCLA Econ Department. The most recent speaker on campus was Pat Rishe (LMU). His seminar was on the Sports Economics. The event attracted many students as well as a few staff and faculty members. During the Econ Club meetings, in addition to having insightful conversations on different topics, the club members go out for field trips and participate in various events which take place the community.</p> <p>POLITICAL SCIENCE Department was working on the Global Studies programs that has the Political Science course as a core section. Recently, the college was rewarded the grant.</p> <p>PSYCHOLOGY The discipline chair is continuously networking with outside agencies in a variety of ways. She visits drug rehabilitation centers for the Alcohol and Drug Studies program, attends a minimum of two conferences a year, and maintains an excellent relationship with other full-time psychology faculty at several other colleges. She also meets with advisory board members once a year to collaborate and discuss news in the Alcohol/Drug field.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	11. Departmental Engagement	Interdepartmental Collaboration	<p>ANTHROPOLOGY Anthropology has collaborated with English in the Reading Apprenticeship program. Anthropology faculty regularly shares teaching materials and instructional ideas with faculty from sociology, Child Development, psychology, and Family and Consumer Studies. Anthropology faculty is on the advisory board for the Middle Eastern Studies program.</p> <p>ECONOMICS Seminars organized by the Economics Club attract not only economics students but also political science, history, sociology, and psychology. Econ 10: US Economic History was reinstated and will be offered next year if the budget situation improves. The Econ department is planning to offer Econ 10 online for the first few semester, expecting high demand and enrollment. Depending on the enrollment, we are planning to offer on campus either as an evening class or or as an hybrid class. This course will be a bridge between economics and history department. Econ Discipline has involved in the Global Studies Program. Econ 1 course outline includes a topic on "Income Inequality and Poverty in the US" which is also part of sociology discipline. Some ideas, articles, and the handouts on the topic of income inequality are exchanged between econ and sociology faculty.</p> <p>PSYCHOLOGY In preparing for the Student Learning Outcome changes a few years ago, the discipline chairs from Anthropology, Psychology, and Consumer Studies collaborated on developing SLOs for their students. This entailed gathering data from each discipline and working together to "grade" each other's forms of course assessment. Also, the psychology discipline chair had to collaborate with the chair of Sociology and Anthropology to determine which course from the other disciplines would be included as a mandated course for the A/D program certificate. Furthermore, the chair of Psychology and Anthropology have recently collaborated on the pedagogy of online teaching, sharing information on best practices for assignments and exams. Currently, Psychology is collaborating with Administration of Justice on a new certificate program.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>ANTHROPOLOGY Several students are in the Transfer Honors program. Students are applying to UCLA, USC, Berkley, Loyola, Cal State Long Beach, and Cal State Fullerton.</p> <p>ECONOMICS One student was accepted to UC, Berkeley Econ Program for Fall 2014. One student was accepted to UCLA Math/Econ Program for Fall 2014. One student was accepted to UCLA Business/Econ Proram for Fall 2014. One student was accepted to LMU for Fall 2014.</p> <p>PSYCHOLOGY Several students are in the Honors Transfer program. Several students are also transferring to UCLA, USC, and some are applying to nursing programs at 4 year institutions. Also, because psychology is a popular graduate degree, several of my students already have BA's and are applying for graduate schools</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>ANTHROPOLOGY The Anthropology Club's charter was not renewed this semester.</p> <p>ECONOMICS Yes, we support the Economics Club. Besides organizing seminars and on campus activities, the club is committed to creating a more in depth perspective of the nature and task of economics as a professional pathway relating to business and the individuals relationship to the broader market system. Also, the club tries to help students understand what econ major can do. The club also fosters relationships between faculty and students through events in a casual and social atmosphere. Members are notified of upcoming meetings and events by e-mail.</p> <p>HISTORY At the present time we are in discussion of creating a History discipline club. One of our faculty members is the faculty advisor to the Black Student Union, which helps with the demographic (and others... that takes the African American History courses</p> <p>POLITICAL SCIENCE We do have a political Science club that is headed by one of our adjunct faculty.</p> <p>PSYCHOLOGY We have a Psychology Club that is sponsored by the department chair, who serves as the advisor. They meet regularly and usually have a guest speaker who gives a talk about different topics in psychology each week. They also do fundraising.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	15. Environmental Scan	Curriculum Impact	<p>ANTHROPOLOGY Global studies have included Anthropology of the Middle East into a Middle Eastern program and is interested in including an Anthropology of Africa in an African Studies program.</p> <p>PSYCHOLOGY: We are working in conjunction with Administration of Justice to potentially create a new certificate of achievement. This is a 15 unit certificate for a Chemical Dependency Specialist in Criminal Justice. The courses include AJ 1, 75, and Psych 63, 64 & 65.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	15. Environmental Scan	Technology Trends	<p>ANTHROPOLOGY Aside from the benefit of using technology in the classroom to enhance student comprehension and learning, the nature of the field demands we go where people go - online, virtual, social media, etc. Successful students of anthropology need to be versed in and understand these arenas.</p> <p>PSYCHOLOGY The most notable trend in technology is that rehabs are now switching to computer programs for notes on clients so our program requires a course that is partially taught online, thereby forcing the students to computer exposure.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Advisory Board Membership	<p>ECONOMICS N/A</p> <p>PSYCHOLOGY Carrie Canales West LA Alcohol/Drug Studies Program Director, Carlton Blanton CADE Board Member, John Bagnerise Free N One, Bruce Reinauer West LA adjunct instructor, Glenn White West LA adjunct instructor, Fred Walker Weingart Center, Lori Phelps CSU Fullerton, Michael Robinson CLARE Foundation, Walter Broom CLARE Foundation</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Advisory Board Outcomes	PSYCHOLOGY - Alcohol/Drug Studies The major outcome from this year's meeting was to implement more writing skills assignments to improve the English grammar and computer skills of the A/D students. We are also continually working on improving the understanding of counseling ethics in each advanced A/D course. This has been a second important outcome from the last two advisory board meetings.
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Assess CTE Student Learning Outcomes	PSYCHOLOGY Student graduation rate has increased in the last several years and they are passing the state licensing exam.
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	CTE Accreditation Recommendations	N/A
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Employer Satisfaction Survey	N/A

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Labor Market Demand	<p>ECONOMICS According to the BLS, employment of economists is projected to grow 6 percent from 2010 to 2020, slower than the average for all occupations. Businesses and organizations across many industries are increasingly relying on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. As a result, demand for economists should be best in private industry, especially in management, scientific, and professional consulting services. However, employment in the federal government is the largest employer of economists is expected to decline. As a result, demand for economists in the federal government is likely to be limited. Despite slower than average employment growth, job opportunities for individuals with a master's degree or Ph.D. are expected to be good. In particular, those with strong quantitative and analytical skills and related work experience should have the best job prospects. As more companies contract out economics-related work, most job openings for economists will be in consulting services. Applicants with a bachelor's degree are expected to face stiff competition for jobs. Although there will be greater demand for workers with knowledge of economics, many bachelor's degree holders will likely find jobs outside the economist occupation, working instead as research assistants, financial analysts, market analysts, and in similar positions in business and finance. Employment opportunities in government are expected to be highly competitive. Employment of economists is concentrated in large cities</p> <p>PSYCHOLOGY The Alcohol and Drug Studies certificate meets the growing demand for substance abuse counselors. This field has been growing for several years, and education is becoming a necessity to stay in the field as CA laws have been recently passed to mandate the certificate as a minimum requirement for all substance abuse counselors. Eventually, the state will mandate an AA degree, which we already have in place.</p>
Academic Affairs Area	Behavioral & Social Sciences (GE)	19. CTE Programs	Licensure Exam Performance	PSYCHOLOGY Of the graduates from the A/D program who have taken the licensing exam, they have all passed.
Academic Affairs Area	Business (Other)	04. Enrollment Trends	Enrollment Trends	The enrollment trends appear consistent. We offered ACT and Jumpstart classes last year. We hope to continue the trend.
Academic Affairs Area	Business (Other)	04. Enrollment Trends	Section Count Trends	The business division shows a slight decrease in the number of classroom offerings and a slight increase in online offerings. The four year average Class size trend, indicates an average 7% increase in class size. In order to grow, the division needs more class offerings and more flexibility in what is offered.
Academic Affairs Area	Business (Other)	05. Students and Student Success	Degree/Cert. Trends	The number of degrees and certificates have remained consistent in the business division. A high number of degrees and certificates are offered through this division. New certificates are being added coming this spring, 2015.
Academic Affairs Area	Business (Other)	05. Students and Student Success	Demographic Trends	The business department delivers several modes of instruction; classroom, ACT, Hybrid, Online and WEC. A significant amount of the students in the business dept. are online and hybrid students. In comparison to the college enrollment data, it differs slightly in that most college students at WLAC are classroom students.
Academic Affairs Area	Business (Other)	05. Students and Student Success	Equity Gaps	In the Business Real estate discipline the gap is 14%, while in Business overall, the gap is 22%. The Asian population appears to be the smallest group but not the least successful group. It appears in both areas that the African American and Hispanic groups are the lowest in terms of success. Though it is the same as the college as whole, the division will look at tutoring opportunities and enhancing the current online tutoring to identify and assist students who are struggling in the class.
Academic Affairs Area	Business (Other)	05. Students and Student Success	Success Comparisons	The Business department's successful course completion rate is slightly higher than the overall college. Business has a 65% success rate while the college has a 62%. However, the division will continue to work on increasing the success rate. Factors that might play a role in the numbers is the lack of FT faculty support and classified staff (Secretary). The division also suffers from lack of committee participation due to the number of adjunct faculty not required to participate on governance and college wide committees. This affects our ability to attend meetings to learn of college-wide changes and improvements.
Academic Affairs Area	Business (Other)	05. Students and Student Success	Success Trends	Overall, the division has grown in the delivery of degrees and certificates, with the highest increase in Business Administration. The retention rate of students is approximately 65%.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Other)	06. Staffing Trends	Staffing Trends	The business department has an 11.39 FTEF with 9.59 being adjunct and hourly, and a 1.80 regular. This is a real problem for our division. The division has no support from administration and/or faculty in regards to administrative duties and committee participation. The burden is put on three full-time faculty who are taking on the brunt of the responsibilities. This data excludes FTEF for paralegal.
Academic Affairs Area	Business (Other)	09. Curriculum	COR Update: Missing CORs	All of the courses have been updated that were missing outlines in COR from prior periods. They have been through tech review, Curriculum process and have been approved. They are now waiting for senate approval.
Academic Affairs Area	Business (Other)	09. Curriculum	COR Update: Out-of-Date CORs	All of the course outlines have been updated and are in the process of approval.
Academic Affairs Area	Business (Other)	09. Curriculum	Course Outline	The chair and vice chair are currently evaluating syllabi, doing classroom observations, and online surveys to determine consistency and quality of courses being taught.
Academic Affairs Area	Business (Other)	09. Curriculum	Course sequence	The program has roadmaps and pathways illustrating program sequence opportunities for successful completion.
Academic Affairs Area	Business (Other)	09. Curriculum	Outreach, Online & Hybrid Classes	All of the courses being offered in our division are both online and face 2 face. We find that students success in both is very similar. Our business division offers face 2 face outreach courses at the high schools and provides them a pathway to the AS degrees in Business.
Academic Affairs Area	Business (Other)	09. Curriculum	Program Relevance, Appropriateness & Cur	The Business division is establishing a advisory board where faculty and community leaders convene to discuss the needs of the business community. We have established an International Business Certificate of Achievement to address the global aspects of business even though we had limited faculty. We have 9 disciplines in the division: Accounting: a degree and certificate Business: Degree and Certificate Business Admin: Degree Entrepreneurship: No certificate or degree (needs a viability study) Finance: No certificate or degree Law: No certificate or degree Management: Degree and certificate Marketing: Degree Real Estate: Degree and Certificate Over all, our division is responsible for 106 degrees and certificates. That is approximately 1/4 of the degrees offered campus wide. We feel that we can increase that number with the support of more FT faculty to mentor and advise the students.
Academic Affairs Area	Business (Other)	10. Student Learning Outcomes	SLO Assessment & Resource Request	Need to have additional faculty and secretarial staff to increase supervision in this area.
Academic Affairs Area	Business (Other)	10. Student Learning Outcomes	SLO Assessment - Course	Two division work shops were conducted to complete twelve course assessments. We are holding meetings once a month to work on SLOs as a division.
Academic Affairs Area	Business (Other)	10. Student Learning Outcomes	SLO Faculty Dialogue	Through workshops and SLO coordinator participation.
Academic Affairs Area	Business (Other)	10. Student Learning Outcomes	SLO Program Assessment & Changes	Division faculty conducted assessments of their courses and provided evidence of their completion. Course sequencing was reviewed and implemented in some of the course offerings. Retention remains constant, degrees and certificates have remained constant but as new certificates are offered the increases should be noted.
Academic Affairs Area	Business (Other)	11. Departmental Engagement	Community Connections	The division is active in our activities with our feeder schools with classes being offered at their school site. We are active in our community but the need for more faculty precludes more involvement.
Academic Affairs Area	Business (Other)	11. Departmental Engagement	Interdepartmental Collaboration	The division has had collaboration with counseling COAT department and transfer to facilitate smooth transitions into certificate and degree programs. We have placed an advisory in all of our (COR) class offerings to be sure students have the equivalent of English 28 to increase student success and retention.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Other)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	Many of our students are recipients of scholarships and awards and transfer to many 4 year colleges.
Academic Affairs Area	Business (Other)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	None at this time, need more faculty and support services to provide this activity.
Academic Affairs Area	Business (Other)	15. Environmental Scan	Curriculum Impact	The division is developing pathways to universities currently; CSU, Brandman and National University. We are also expanding our certificate offerings; Realstate, property management, International business and Payroll.
Academic Affairs Area	Business (Other)	15. Environmental Scan	Technology Trends	Computer technology is always evolving in this area. The division needs to stay abreast on new software trends in an effort to meet business and industry demands.
Academic Affairs Area	Business (Other)	19. CTE Programs	Advisory Board Membership	We do not have an advisory board at the present time. We are in the process of developing one at this time.
Academic Affairs Area	Business (Other)	19. CTE Programs	Advisory Board Outcomes	N/A
Academic Affairs Area	Business (Other)	19. CTE Programs	Assess CTE Student Learning Outcomes	1/4 of the students in the college population are graduating, transferring and receiving degrees and certificates.
Academic Affairs Area	Business (Other)	19. CTE Programs	CTE Accreditation Recommendations	N/A
Academic Affairs Area	Business (Other)	19. CTE Programs	Employer Satisfaction Survey	N/A
Academic Affairs Area	Business (Other)	19. CTE Programs	Labor Market Demand	The labor market has remained constant and demand for graduates in the Business area are exceptional. More technology is being required and the division has expanded our online and hybrid offerings. Synchronous classes are being experimented in our Business classes.
Academic Affairs Area	Business (Other)	19. CTE Programs	Licensure Exam Performance	n/a
Academic Affairs Area	Business (Paralegal)	04. Enrollment Trends	Enrollment Trends	The Paralegal Program's enrollment has been consistent over the past several years despite the recession. The fact that we offer an ABA approved certificate also is a factor influencing our enrollment. The students that enroll are serious and more apt to complete the program. Class room size and technology are necessary to maintain industry standards. Our enrollment will continue to have modest increases over the next few years.
Academic Affairs Area	Business (Paralegal)	04. Enrollment Trends	Section Count Trends	The number of sections being offered were slightly increased. However, FTES has dropped. Class size has been consistent. [Need assistance to expand this answer]
Academic Affairs Area	Business (Paralegal)	05. Students and Student Success	Degree/Cert. Trends	[Need assistance to interpret the data]
Academic Affairs Area	Business (Paralegal)	05. Students and Student Success	Demographic Trends	[Need assistance to interpret the data]
Academic Affairs Area	Business (Paralegal)	05. Students and Student Success	Equity Gaps	[Need assistance to interpret the data]
Academic Affairs Area	Business (Paralegal)	05. Students and Student Success	Success Comparisons	[Need assistance to interpret the data]
Academic Affairs Area	Business (Paralegal)	05. Students and Student Success	Success Trends	[Need assistance to interpret the data]
Academic Affairs Area	Business (Paralegal)	06. Staffing Trends	Staffing Trends	[Need assistance to interpret the data]

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Paralegal)	09. Curriculum	COR Update: Missing CORs	The course outlines that were identified in the last review have been updated.
Academic Affairs Area	Business (Paralegal)	09. Curriculum	COR Update: Out-of-Date CORs	The out-of-date course outlines of record identified in the last review have been updated.
Academic Affairs Area	Business (Paralegal)	09. Curriculum	Course Outline	We require the submission of syllabi from instructors each semester. The Program Director ensures that the syllabi are consistent with the course outline of record and ABA requirements, then submits the documents to the Dean of Academic Affairs. All introductory courses are taught from the same textbook for that discipline. The Chair and/or Vice Chair of the Division monitors and evaluates all instructors on a regular basis and through the evaluation process. However, in order to conduct a thorough assessment and implement an effective quality-control process, a director is desperately needed.
Academic Affairs Area	Business (Paralegal)	09. Curriculum	Course sequence	Paralegal courses are scheduled according to ABA guidelines. All courses are sequenced in such a manner as to assure that all students are able to meet their educational requirements for graduation and or completion within the prescribed time. Students are able to complete their studies within 2 years as this is a 2 year college. Also, certificates courses are sequenced to ensure that the student can complete the studies in the prescribed time according to the catalog. This process is done each semester. The certificate sequencing takes into account the "stackable" certificate model.
Academic Affairs Area	Business (Paralegal)	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Our Program offers only three hybrid classes (PL10: Introduction to Law and Legal Profession; PL14: Law Office Management and Procedures; and PL35: Immigration). Currently, these are the only three approved by the ABA. We are seeking approval, this year, to add five ABA recommended courses. These courses have been submitted for approval through the curriculum process.</p> <p>All of the courses are offered via Distance Education and required COR addendums for DE have been prepared and submitted.</p> <p>The majority of our students are working adults. These courses have been a benefit for students enrolled in our program. Surveys indicate that there is a need to offer more courses. We have presently submitted additional courses based on the ABA recommendations, Advisory Board and student survey results.</p> <p>Online/hybrid classes, in general, could be improved if an introductory course could be provided to students in the week prior to classes being offered. Perhaps, in library services and/or computer science, an online tutorial could be offered giving some type of credit (maybe extra credit) upon successful completion. This would enhance the student's learning experience prior to learning the core subject matter.</p>
Academic Affairs Area	Business (Paralegal)	09. Curriculum	Program Relevance, Appropriateness & Cur	The Paralegal Program has an Advisory Board where faculty and community leaders convene to discuss the needs of the legal/business community. The Board has recommended equipment and other instructional materials that must be available for specialized activities. Additionally, the Board has indicated that adequate technology resources must be available to meet the instructional needs of the program. Lack of adequate faculty to support the planning, development, and implementation of the program will be resolved once personnel have been hired thereby meeting the ABA requirement of G-702.
Academic Affairs Area	Business (Paralegal)	10. Student Learning Outcomes	SLO Assessment & Resource Request	Yes. We will need a full-time faculty member.
Academic Affairs Area	Business (Paralegal)	10. Student Learning Outcomes	SLO Assessment - Course	Faculty were required to evaluate student outcomes with the course objectives and provide evidence of this process in the semester syllabi.
Academic Affairs Area	Business (Paralegal)	10. Student Learning Outcomes	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.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Paralegal)	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p> <p>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.</p>
Academic Affairs Area	Business (Paralegal)	11. Departmental Engagement	Community Connections	<p>We continue to conduct Advisory Board meetings where we discuss surveys and the needs of the legal/business community to determine any changes we need to make in our curriculum to meet current demands of the marketplace. Additionally, we continue to survey the legal/business community on an annual basis. We have partnered with leaders in the industry to conduct seminars for our current and prospective students. Additionally, we have begun discussions with Brandman University regarding a pathway for continuing students.</p>
Academic Affairs Area	Business (Paralegal)	11. Departmental Engagement	Interdepartmental Collaboration	<p>We continue to collaborate with the Counseling Department. The Counseling Chair and counseling staff attend Paralegal Advisory Board meetings. They inform the Board of university transfer requirements, changes in UC/CSU course articulation agreements, and pre-requisites. Additionally, the Counseling Department and Admissions & Records Department attend monthly Information/Orientation sessions to inform prospective students to ensure student success in the overall scheduling of classes.</p> <p>We also collaborated with the CSIT/CAOT Division in order to facilitate student success in the required courses. As a result of the collaboration, we added CAOT 93, Legal Document Production, an ABA requirement, to the Paralegal curriculum. Additionally, the CSIT/CAOT Division added PL 10, Introduction to Law and Legal Profession to their Legal Secretary Certificate Program.</p> <p>Lastly, we collaborated with the English department in order to ensure students mastery of English 28 and 101.</p>
Academic Affairs Area	Business (Paralegal)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Our students are awarded scholarships each year. Many of our students receive scholastic honors at graduation. For the past two years, the Los Angeles Paralegal Association has awarded top honors and scholarships to WLAC students. There are over 1000 candidates that apply each year.</p>
Academic Affairs Area	Business (Paralegal)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>We sponsor the Paralegal/Law Club. The Paralegal/Law Club was created to give the students input into the offerings of the Paralegal Studies Program to afford the students an opportunity to meet and discuss various activities that improve their skills and abilities. This also is an organization to represent the student to the administration and other entities. The organization also allows the student to participate and compete for various scholarships and honors. This club is an integral part of our ABA approved Program.</p>
Academic Affairs Area	Business (Paralegal)	15. Environmental Scan	Curriculum Impact	<p>Currently, these are the only three approved hybrid courses by the ABA. We are seeking approval, this year, to add five ABA recommended courses. These courses have been submitted for approval through the curriculum process.</p> <p>Discussions have begun to develop a pathway with Brandman University. Outreach to high schools are also being explored.</p> <p>Additionally, prerequisites are being enforced.</p>
Academic Affairs Area	Business (Paralegal)	15. Environmental Scan	Technology Trends	<p>In order to keep pace with the industry standards, technology continues to play a major role in our area. Litigation software, case management, calendaring & docketing, time & billing, document assembly as well as filing documents are required in the legal industry. Legal research software, as well as WestLaw and LexisNexis programs are required resources to keep our students competitive in the industry along with updates when available. All classrooms need to be equipped with projectors and computers. Our Program is mandated to have a computer lab to meet the needs identified above. The Program had 30 laptop computers which were housed in the computer lab which were stolen. Replacement equipment is necessary and required.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Advisory Board Membership	PARALEGAL PROGRAM ADVISORY BOARD Aguilar, Ara Dean, West Los Angeles College, Paralegal Advisory Board Member Berkowitz, Marsha, Office of City Attorney, Attorney, Vice President, Paralegal Advisory Board, Paralegal, Paralegal Advisory Board Member Broussard, Lois, Paralegal, Paralegal Advisory Board member Brown, Libby, Paralegal, Los Angeles District Attorneys Office, paralegal board member Brown, Sharon K Paralegal, Paralegal Advisory Board Member Centeno, Miguel Paralegal Advisory Board Member Cowen, Mary Paralegal Advisory Board Member Fate, Michael Attorney, Law Office of Michael Fate, Paralegal Advisory Board Member Fox, Brad Miles Los Angeles Superior Court Commissioner, Paralegal Advisory Board Member Friedman, Susan Senior Litigation Paralegal, Latham & Watkins, LLP, Paralegal Advisory Board Member Gladney, Jessica, Community College Recruitment Specialist, Paralegal Advisory Board Member Greacen, Carmella Paralegal, Rutter, Hobbs, & Davidoff, Inc., Paralegal Advisory Board Member Halstead, Lisa Paralegal Advisory Board Member Harris, Lartee Chair, Business Division, West Los Angeles College, Paralegal Advisory Board Member Mehrpoo Jacobson, Nikki Attorney, West Los Angeles College, Paralegal Studies Faculty, Paralegal Advisory Board Member Kennedy, Lori Student, National University, Paralegal Advisory Board Member Klepa, Robert, Attorney, U.S. District Court, President Advisory Board, Paralegal Advisory Board Member Lee, Ken, Librarian, West Los Angeles College, Paralegal Advisory Board Member McKay, Pattie Jo Honorable Judge, Los Angeles Superior Court, Paralegal Advisory Board Member Morris, Patricia Manager of Paralegals, Director, WLAC Paralegal Studies Faculty, Paralegal Advisory Board Member Nicholas, Vanita Former Paralegal Program Director, West Los Angeles College Puloney, Robert Supervising Assistant City Attorney, Office of the City Attorney, Paralegal Advisory Board Member Rimas, Bobby Paralegal, Paralegal Advisory Board Member Rouzan, Sherron Chair, Counseling Division, West Los Angeles College, Paralegal Advisory Board Member Taylor, Eric C. Los Angeles Superior Court, Paralegal Advisory Board Member Walker, Melvena Paralegal Advisory Board Member
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Advisory Board Outcomes	The Paralegal Board has served the Paralegal Program well in keeping the program current on the new technology in the legal profession as well as where the greatest needs are trending. This allow the school to offer courses that meets the latest need of the legal community.
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Assess CTE Student Learning Outcomes	The West Los Angeles College Paralegal Program is well known throughout the greater Los Angeles Area. The Curriculum continues to be outstanding. We were recently re-approved by the American Bar Association which enhances the Degrees and Certificates issued by our program. Our graduates are quickly employed by the Legal community. A majority of our students find employment prior to graduation. We attribute this to the outstanding internship program we have.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	CTE Accreditation Recommendations	<p>Our Paralegal Studies Program was recently re-approved by the American Bar Association in 2012. The Program's next report is due in March 2015.</p> <p>The site team recommendations include but are not limited to some of the following:</p> <ol style="list-style-type: none"> 1. The College and Program should continue to engage in planning, including long-range planning regarding succession of Program leadership. G-201.F 2. The College should continue to provide adequate funding for the Program, including funding for the level of faculty and staff necessary to accomplish Program objectives and fulfill the obligations imposed by the ABA Guidelines. G.205.A 3. The College should continue to ensure that it maintains adequate funding for the library resources required under the ABA Guidelines. G-205.B.5 4. The Program should continue to update its curriculum and consider adding new courses necessary to be responsive to the changing needs of the legal community it serves. G-301.D 5. The Program should continue to review strategies for ensuring that students have the appropriate technology skills to function in a legal environment where technology needs are constantly changing. G-302.G 6. The College should continue to ensure that the total time and effort devoted to program leadership are adequate to accomplish all functions that relate to Guideline requirements, especially in the areas of placement, placement records, and internship coordination. G-402.A and G-502.C & D 7. The College should review the clerical support for the Program Director and faculty to ensure there are adequate supporting services to carry on an effective instructional program. G-403.B <p>All reports are available in the paralegal office located in the CE106B.</p>
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Employer Satisfaction Survey	<p>Employer surveys indicate that the legal community have high regards for our graduates. As indicated earlier, our graduates are readily employed by the legal community and other entities in need of Professional legal help. Our students report that they do well in the search for employment. Many of our students are employed before graduating from the program. Employers contact us frequently for employable paralegal students.</p>
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Labor Market Demand	<p>Labor market demand is met by training students in market-relevant skills, knowledge, and information. This information is acquired through employer, corporate and industry surveys. We have on site bulletin boards where employer's request for employees is posted. This has been a very successful process for placing our students into the labor market. Additionally, we have an email blast provided to students when employment opportunities are available.</p>
Academic Affairs Area	Business (Paralegal)	19. CTE Programs	Licensure Exam Performance	<p>No licenses are required for paralegals. Several Organizations do offer Certification, NALA (National association of Legal Assistants) is the major organization that offers certification. We do not keep records of students taking this type of examinations.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	04. Enrollment Trends	Enrollment Trends	<p>Our total enrollment and FTES decreased by 7% from year 2011 to 2013.</p> <p>One explanation can be attributed to the recent prerequisite enforcement in the enrollment system for all intermediate & advanced Computer Science courses.</p> <p>In addition, this trend is to be expected as the economy improves and employers to hire again.</p> <p>But we still expect the enrollment to grow, growth can also be attributed to the job demand for skilled Computer Information Technology employees and new Federal program to retrain returning veterans.</p>
Academic Affairs Area	Computer Science	04. Enrollment Trends	Section Count Trends	<p>Section counts increased by 4 sections from fall 12 to fall 13 which are H1B grant sponsored sections. Average class size decreased from 37 to 32 also attributed to H1B sections to be small class size.</p> <p>The other explanation can be attributed to the recent prerequisite enforcement. In order to help students succeed and to increase course success rate, the Division has enforced the prerequisite requirements for all intermediate and advance classes. This has resulted in lower average class sizes for those classes.</p> <p>Section counts will not increase, but we expect the average class size in Computer Science classes to grow steadily when TMC CS degree get approved by the State Chancellor.</p>
Academic Affairs Area	Computer Science	05. Students and Student Success	Degree/Cert. Trends	<p>The number of degrees and certificates awarded has been growing as new vocational degrees and certificates were in place in 2010. The certificates awarded have increased 80%+ in year 2013 & 2014 (83 & 95 certificates) compared to year 2011-2012 (43 certificates).</p> <p>The program with the most degree/certificate awardees is Computer Network and Security Management, there are 38 certificates; Legal secretary certificate has 17 students completed the program; 14 students graduated from web and database certificate program; 11 students from Business Application & Database and 5 students from Computer Science.</p> <p>There is a surge of students who are pursuing either a career change to IT fields or to modernize their skills for the the high demand IT job market. These students are focused on getting knowledge and skills in order to quickly join the IT labor force or improve their attractiveness to employers and less likely to pursue associates degrees/certificates or transfer status.</p> <p>We do not see significant number of students completing degree or certificate in Computer Science, as in the case with vocational training, since most of students in this track are pursuing transfer to a four-year University.</p> <p>The division has been working diligently to help students succeed in completing degree & certificate by doing the following:</p> <ol style="list-style-type: none"> 1) Update the course outline and programs to better align with industry's standards. 2) Provide complete, comprehensive and useful information on the division web site including the required and elective course list of degrees and certificates, road map, course sequence, assigned faculty advisor for each degree/certificate program, faculty contact and availability. 3) Provide course advice, career path consultation and orientation on regular basis by the division chair & the faculty. 4) Provide tutoring service to computer science and vocational students. 5) Track each student as they progress through the program. 6) At the end of semester, prepare students in vocational program to take industry certification exam. 7) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	05. Students and Student Success	Demographic Trends	<p>There is a surge of students holding bachelors or associates degrees in other disciplines who are pursuing either a career change to IT fields or to update their skills for the job market.</p> <p>Another large group of students are re-training due to job loss. These students are older age 35 and older, part-time students, they are mature, and motivated. Many of these older students are returning veterans. Typically this group focuses on getting current and in-demand skills in order to quickly rejoin the labor force or improve their attractiveness to employers. Such students are less likely to pursue associates degrees or transfer status.</p>
Academic Affairs Area	Computer Science	05. Students and Student Success	Equity Gaps	<p>The overall success rate of our CS901 course (GE elective, 10 Sections) is 54%, CAOT program is 84% and CSIT programs is 67% compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is that students often cannot afford required course materials. For example, purchasing MyITLab, the online application training tool is \$89. Some of the strategies to improve success rates we are planning to implement are as follows:</p> <p>The division will be offering "CS901 orientation" on the weekend before semester starts, Windows 7 and file management will be covered. Have it be very hands on in the good old Microsoft "tell, show, do" format, plus the following:</p> <ol style="list-style-type: none"> 1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher's text or software. It should cover the file management, Windows basics, Technology career, Internet security etc. The first-three-week material will be developed by CS901 faculty during the Winter session and posted on CS_ETUDES course shell that instructors can copy to their course shell. 2. Request free-three-week software access with the publisher while students waiting for the financial aid. 3. Enhance tutoring service and instructor's office hour. For the CSIT Programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence. <p>For CSIT courses, the division has been working very hard to help students succeed in completing degree & certificate by doing the following:</p> <ol style="list-style-type: none"> 1) Provide complete, comprehensive and useful information on the division web site including the required and elective course list of degrees and certificates, road map, course sequence, assigned faculty advisor for each degree/certificate program. 2) Provide course advice, career path consultation and orientation on regular basis by the division chair and faculty advisor. 3) Provide tutoring service to computer science and vocational students. 4) Track each student as they progress through the program. 5) At the end of semester, prepare students in vocational program to take industry certification exam. 6) At the end of the program, encourage students to apply for internship. Faculty actively engage with IT industry to establish new internship programs.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	05. Students and Student Success	Success Comparisons	<p>The overall success rate for the division is 57%, the break-down and explanation are the following:</p> <p>The average success rate for CSIT courses is 58% in Fall 13 compared to college-wide rate of 63%. One of the contributing factors for low success rate in CS 901 is the lack of funding sources to access required course material like MyITLab. The success rate of CS901 classes is 47% in Fall13 and 73% in Summer13, the gap can attribute to the different student population, there are university students taking summer class to fulfill Business major requirement. Since CS901 is requirement by Business major, the university students are mature and motivated.</p> <p>CSIT 67%-Learning Computer Science Topics are tough enough for on campus classes. And if the students do not use the resources that we are providing, then it only makes it harder for them to learn. We have tutors who are online. But the number of students taking help of tutors is low. Instructors have recorded classes using CCCconfer. But, we see that just a few students watch the video lectures.</p> <p>The success rate CAOT program is 81% -We collaborated with the Paralegal Program in order to facilitate student success in the required courses for our Legal Secretary Certificate. Students are mature and motivated.</p> <p>Some of the strategies to improve success rates we have been implementing are as follows:</p> <p>The division will be offering a free 3-4 hour basic computer boot camp on using computers on the weekend before semester starts, Windows 7 and file management will be covered plus the following:</p> <ol style="list-style-type: none"> 1. Make course material relevant and student-friendly during the first three weeks of semester without using the publisher's text or software. It should cover the file management, Windows basics, Technology career, Internet security etc. 2. Request free-three-week software access with the publisher while students waiting for the financial aid. 3. Enhance tutoring service and instructor's office hour. <p>For CSIT programs we have updated many course outlines to match current industry standards, due to continued technology advancements. We have also remapped all Certificate road maps to better create cohorts of students that successfully complete the course sequence.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	05. Students and Student Success	Success Trends	<p>Overall retention rates for Computer Science division for on-campus from Fall 11 to Fall 13 have increased 5 % . Hybrid rates for Fall 11 are at 80% and online rates have increased from 77% fall 08 to 81%.</p> <p>Success rates for on-campus from Fall 11 to Fall 13 stay the same 61% . Hybrid rates rose from 63 to 65% from Fall 11 to Fall 13 ; online rose from 51% in Fall 08 to 61% in Fall 13. Success rates in CS901 including ACT have been below the division average rate, the division is holding meetings with all CS901 instructors to discuss ways to improve success rates of CS901.</p> <p>Online instructions continued to be challenge as we explore ways to provide better online experiences. One challenge in particular is how to get students to take advantage of resources made available. For example, online students are often reluctant or unable to visit the campus to access class orientations, tutoring services, on-campus labs, and/or instructor office hours. Student participation and utilization of these services is often disappointing.</p> <p>The CSIT Division response to this dilemma is a "frame of reference." Meaning if the student can't get to the resource, then get the resource to the student. Several instructors have already started to embrace this philosophy.</p> <p>1) Online instructors will explore more ways to use CC Confer to reach students where they are. Student can attend or participate with minimum effort or inconvenience via CC Confer. Weekly lectures, demonstrations or chat sessions via CC Confer has already shown to be feasible.</p> <p>2) With the continue implementation of NetLAB online students can get access to their lab environment without every having to visit the campus, if they choose not to. This is analogous to bringing the lab to the student. The CSIT Division Vice-Chair will be talking to division instructors to explore how their labs can be deliver via NetLAB. The number of CSIT courses and curriculum now supported by NetLAB means that practically every CSIT course currently offered by the division can be hosted in this environment.</p>
Academic Affairs Area	Computer Science	06. Staffing Trends	Staffing Trends	<p>FTEF is growing, but only one full time tenure track faculty member was hired in year 2012 for our new Web and Database degree program. The division will be initiating the process to request one additional full-time faculty member based on the following justification: TMC degree was proposed to align with CSU Bachelor of Science in Computer Science to help students for transfer degree and to prepare students for a career in computer related occupations. This new TMC degree in Computer Science was approved in July 2013 by the District. CS division will be offering TMC courses and programs starting spring 2014. The division will need a full time faculty to better commit student's engagement and student's success. In addition, this new faculty will be teaching Network Security program since the division chair has 0.4 released assignments and she has dropped Network Security courses.</p>
Academic Affairs Area	Computer Science	09. Curriculum	COR Update: Missing CORs	<p>The division has recently archived 12 courses which have not been offered for more than 2 years or missing CORs. The division is in the process of updating course outline through ECD process and to assure every course has a current and up-to-date course outline of record.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	09. Curriculum	COR Update: Out-of-Date CORs	In order to keep up with the IT industry, the division has been updating the course outline on regular basis. Anna Chiang is the division representative in Curriculum Committee. The division is in the process of updating course outline through ECD process and assuring every course has a current and up-to-date course outline of record. Updating course outline through ECD process is a lengthy process, it could take more than 6 months to complete the process and see the updated course outline approved & uploaded in District's ECD database. We would like to see if the ten-signatures can be eliminated to five-signatures in the near future.
Academic Affairs Area	Computer Science	09. Curriculum	Course Outline	The official course outline of record is stored in ECD and is accessible through LACCD portal, every instructor in the division has been required to update the course outline on regular basis. Every instructor must meet with the division chair the week before the semester starts, to discuss the contents of the course syllabus including course objectives, student learning outcome, assessment methods, and weekly scheduled topics to determine that classes are taught consistently with the official course outline of record. The division has also required faculty to follow the syllabus guideline provided by the Academic Affairs.
Academic Affairs Area	Computer Science	09. Curriculum	Course sequence	Degree and vocational programs are structured, such that any student can complete their coursework within two-years. Students pursuing two-year degrees can also complete their coursework within two years. Vocational programs are structured for one-year and two-year tracks. The degree and certificate road map and course sequence were developed, reviewed and approved by the division and Academic Affairs as a reference for class scheduling. They are posted on the division web site as a guideline for students to lay out their educational plan. The required and basic-level courses are offered every semester; advanced and elective courses are offered every other semester. All required courses are offered at least once during the academic year to assure a student never waits more than one semester for a required course. When budget permits, additional required courses are offered during the summer to assist acceleration and curriculum diversity. Our course structure permits students to start most of programs either in spring or fall semester.
Academic Affairs Area	Computer Science	09. Curriculum	Outreach, Online & Hybrid Classes	Since a significant percentage of students participating in our programs are working adults, our core courses are offered in a hybrid format and during the evening, weekend, and on-line. The goal is to improve class availability and accessibility. For example we adopted a new online model for teaching programming classes. The class had many online lectures and lab sessions, scheduled through CCCConfer webinar system. Student feedback on this new approach was very favorable and many students asked for more online courses to be offered in the same format. We plan to incorporate more online coursed using this new webinar based approach. In order to help students succeed in completing Computer Science courses, the division has offered CS courses by alternating between on-line and on-campus. Since 2011 on-campus classes have demonstrated better student retention rates and student success rates.
Academic Affairs Area	Computer Science	09. Curriculum	Program Relevance, Appropriateness & Cur	Degree and certificate program track #1- Computer Network and Security Management program focuses on the following IT certification training: CISCO, Microsoft, VMware, CompTIA A+, Network+ and Security+. Between fall 2012 to Aug 2013, there are 15 studentns passed Security+ certification exam; 8 students passed CISCO certification exam; 7 students passed A+ Network+ and 3 students passed Microsoft and Oracle database. Degree and certificate program track #2-Computer Science track helps students transfer to 4-year university, there are 8 students transferring to CSU LA, CSU DH, CSU LB and UC Irvine in Spring 2013. Degree and certificate track #3-Web support and database management. After conducting industry research on the prevalence of Visual Basic, we updated CS 938 to incorporate more Web Development Technologies. With the update of CS 938 (Web Development), we have updated the course sequence for the Web Design, Development & Web Service Support Degree and Certificate program. The start of the sequence introduces students to the two branches of application development - Desktop and Web based (CS902, CS938). With CS 938 students are prepared for the following Web technologies: HTML, CSS, Python, JavaScript, and PHP and subsequently higher level classes.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>In order to move more courses into the NetLab environment additional memory and storage will be required to assure satisfactory performance.</p> <p>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.</p>
Academic Affairs Area	Computer Science	10. Student Learning Outcomes	SLO Assessment - Course	<p>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.</p> <p>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.</p>
Academic Affairs Area	Computer Science	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> -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.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>The following is a planned change to the Web and Database Certificate.</p> <p>Separate the Business Application and Database Management to two different certificate programs.</p> <p>Put 933, 953 and 988 be the required courses in the Database Management certificate program.</p> <p>PHP course(CS 958) and CS942 can be selective courses to add to this program too.</p> <p>For Computer Science- will seek more course to course articulation agreement with UC and CSU, we would need the support from college articulation officer.</p> <p>For Computer Network and Security Management-will require a comprehensive closed-book final exam with the advanced courses to prepare students for IT certification.</p> <p>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.</p> <p>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.</p>
Academic Affairs Area	Computer Science	11. Departmental Engagement	Community Connections	-The division has established an internship program at the City of Los Angeles. This internship program allows students to acquire real world industry experience. The internship is with the Department of Transportation, Information Systems Division. The s
Academic Affairs Area	Computer Science	11. Departmental Engagement	Interdepartmental Collaboration	<p>1) Yes, the division has incorporated with Paralegal program (in Business division) to propose a certificate of achievement in "Legal Secretary Certificate", it was approved at the end of year 2009 by the State Chancellor.</p> <p>2) Our web support and administration certificate will allow maximum two courses from digital art or multimedia areas, this provides flexibility for students who want to combine technical and computer art skills.</p> <p>3) The division provides a number of shared computing resources for the various instructional programs, the division houses six computer classrooms plus one open computer laboratory. The division is the primary user of these computer facilities, the other department like, Allied Health, Pharmacy Tech, and Tech Fair are the secondary users.</p> <p>4) Our adjunct faculty, Ken Taira, has held numerous workshops through Tech Fair.</p> <p>5) The division has coordinated with Math department to ensure requirements are met for the new TMC Computer Science Degree, specifically a course in Discrete Structures (CS 942) would be offered by Computer Science. This course can be taught by Computer Science or Math departments.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Employment: Student Peter Goeppinger is a final candidate for a job at the Aerospace Corporation. The hiring manager has contacted numerous instructors at WLAC, Computer Science Dept. to obtain references for Peter. He will be working in their main IT support division. Peter was one of our best students.</p> <p>Another local software company, XDR, a radiology company recruited students from WLAC for web application programming positions. They met with us because of the numerous programming classes offered at WLAC.</p> <p>Our Network Security & Computer Science student Hanane Stanford was rehired as a summer intern in the information Technology Department of AeroSpace Corp. She has involved the following projects like: developing Korn Shell scripts to extract historical satellite weather data from 1500 tapes. --Setting up a Puppet Enterprise 3.2 Managed Development Environment on 3 virtual Centos 6 servers (Configuration Management). --Completing patching for 7 hosts that support over 150 virtual machines (VMs). -Managing snapshots for 37 servers which freed up 600 gigabytes of memory space. She also has</p> <p>-Expanded technical experience: Solaris, Linux; VMWare Suite, Putty, SSH, Vi Editor, Bash Shell, Korn Shell, Puppet Enterprise</p> <p>Students who have passed IT industry certification exams from September 2012 to August 2013: CompTA A+ and Network + certified: 10 students CCENT-Cisco Certified Entry Networking Technician: 7 students CISCO CCNA certified: 8 students CompTIA Security+ certified: 12 students Oracle Database : 2 students Microsoft System Administration: 2 students Student Employment: - 3 students from the Web and Database Certificate track have been employed in this area of IT industry. - 4 CISCO students were hired in August and September 2013.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>1) This year a new Computer Science club has been established. The club has recruited students and have sought out Programming events to attend and represent the College. With sponsorship of the Web and Database instructor here at WLAC, the students will be attending the HackCC.org event in Santa Monica.</p> <p>HackCC: "Hackathons have been increasing in popularity over the past decade and have enriched the lives of those who attend. Unfortunately, most of them are centered around the lives of university students while community colleges have lacked a true hackathon to call their own. That's where Hack CC comes in. This is the first hackathon for community college students to exhibit their skills and talents. We are the first hackathon to really encourage those who may have thought they weren't good enough to compete in a hackathon. Every coder and builder is great and we can't wait to showcase all your brilliant ideas at the world's first ever community college hackathon, Hack CC. "</p> <p>2) Computer Science club and projects: Sylvester Zowonu and Lori Oliver both helped pioneer the first Computer Science club at West. After taking an array of computer programming classes at West, Sylvester and Lori partnered up to make a drone that samples air quality. Through Sylvester's leadership and dedication, and Lori's eagerness to learn, an idea became a reality. With funding from the computer science department the Airspace Analytics Probe will begin sampling air quality in the near future.</p> <p>3) The division chair offers students "one-on-one" course advice and career path consultation on regular basis, any student or potential student can walk in her office and seek advice. There are 100+ students per year have benefited from this service.</p> <p>4) The CS division will be joining CyberWatch West as an educational member. CWW is consortium of higher education institutions and industry partners whose mission is to improve the quantity and quality of Cyber security education and workforce. The division is preparing Computer Science club students for Cyber security competition.</p> <p>5) The division has required all on-line instructors to offer "on-line student's orientation" on the week before semester starts. This orientation has significantly improved the student's retention and success rate.</p> <p>6) The division has participated the college-wide open house and orientation events on regular basis.</p>
Academic Affairs Area	Computer Science	15. Environmental Scan	Curriculum Impact	<p>In order to improve student employment readiness, the division is developing a comprehensive four-course cloud and virtualization training program and corresponding college certificate. The training will allow prepare students to take the VCP5-DCV and VCP5-DT certification exams offered by VMware Corporation. The division is requesting grant funds to upgrade the division virtualization data center.</p> <p>New TMC degree in Computer Science was approved by the District and was submitted to the State in Jan, 2014. The CS division will be offering TMC courses and program in spring 2015. The division is requesting to hire a new tenure track faculty to teach new TMC degree program.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	15. Environmental Scan	Technology Trends	<p>Virtualization, network security, and the increase use of mobile devices has and will continue to impact the division in numerous ways.</p> <p>Cell phones, laptops, and tablet computers has and will impact what programming courses will be offered and how those classes are taught. Creating labs that support these new mobile platforms will prevent new and interesting challenges for the division. Mobile devices are also creating demand for wireless technicians capable of designing, installing and troubleshooting wireless networks. We currently do not offer any courses specifically addressing those needs. Development of a wireless course is being considered.</p> <p>Virtualization technology is another in-demand technology due to significant cost saving afforded to those who implement it. Companies that implement virtualization technology enjoy lower energy cost, reduce administration cost, and lower capital expenditure. To address this growing demand, the CSIT Division offered its first virtualization course two years ago. By offering this course the division has learned that a more sequential offering of courses are required. Four courses are currently under development, resulting in a comprehensive curriculum addressing three areas of virtualization technology; storage, servers, and desktops.</p> <p>Companies are expecting each employee who has responsibility for the computer network to be knowledgeable about network security and the latest advancements in network security. This expectation put pressure on the division to constantly update the Computer Networking and Security certificate courses. The division will be requesting funding to implement Cisco Firewall hardware to support the security curriculum.</p>
Academic Affairs Area	Computer Science	19. CTE Programs	Advisory Board Membership	<p>Eva Bitar-City of Los Angeles Sharron Moore-IT recruiter David Seetao-SAP trainer Ashok Patil-faculty-Computer Science, WLAC Kabwy Chanda-Network Specialist-Los Angeles Valley College Steve Gonsoski-Programmer Analyst-LACCD Michael Stamper-Information Service Manager, Pepperdine Univ. Linda Wallace-E learning Specialist, Pepperdine Univ. Larry Wong-Senior Linux engineer Bill Williams-IT Manager Kent Taira-e-commerce consultant Manish Patel-Web database architect Patricia Morris-legal secretary Mimi Wong: legal secretary Marcus Butler: faculty-CISCO, Microsoft, and VMwware, WLAC Clyde Titus: Office application, WLAC Anna Chiang: operating system, A+, Network+, Security+, WLAC Yuen Yuen-Software Engineer, Northrop Grumman Anna Hernando-Student representative</p>
Academic Affairs Area	Computer Science	19. CTE Programs	Advisory Board Outcomes	<p>- NetLab for CS 988. Microsoft SQL Server class has been added to our NetLab enviroment. This has reduced the cost burden of using the Mircosoft hosted virtual labs. Also students do not need a powerful/expensive computer to run the Server software req</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	19. CTE Programs	Assess CTE Student Learning Outcomes	<p>Degree and Certificate awarded and Industry Certification Outcomes</p> <p>Two additional students have interned at the City of Los Angeles this year. We are looking to expand this program to include more students from WLAC. Most government agencies have gone through massive downsizing and are unable to hire full time workers. The internship program benefits both the City and WLAC students. The City can fill some gaps in their workforce and WLAC students receive real-world experience in the IT field. These students have obtained both the "Web Support and Database Administration" and the "Business Application & Database Management" certificates.</p> <p>It has been very difficult to track or reach students after program completion to determine employment success. Based on our recently conducted student survey, over 70% of students in our vocational programs are not working in the IT field. Currently, our most viable measurements are degree & certification completion and industry certification exam passing. Between Sept 2013 to August 2014, there are 9 students passing CompTIA Security+ certification exam and have become computer security certified; there are 6 students passed A+ and Network+ certification exam; there are 12 students passing CISCO CCNA. This IT certification make our students extremely marketable for the IT job market. There are 95 college certificate of achievement awarded during 2013-2014 including 38 on Network Security;25 on Web & Database, 5 on Computer Science and 17 CAOT-Legal Secretary.</p> <p>The division has established an internship program with Aerospace Corporation, two students were hired as Interns in the information Technology Department. Quotes from the director of Information Technology Dept.</p> <p>"The Aerospace Corporation has hired two interns that were members of the West Los Angeles College (WLAC) Computer Science Information Technology (CSIT) program. The Aerospace Corporation has provided independent technical and scientific research, development, and advisory services to national security space programs since 1960. The interns were integrated into the Technical Computing department where the focus is on supporting Unix and Linux systems. They were quickly assigned project tasks, which included system provisioning, security patching and installing configuration management systems. The management system was used to manage and monitor launch vehicles. They played valuable roles in the deployment and support of mission critical systems. The WLAC CSIT program is preparing students with the tools needed to succeed in corporate technology environments. The WLAC interns were able to blend in and contribute in some areas and in others, were able to quickly learn what was needed to be independent.</p> <p>3) Our Microsoft and Oracle database program director has established an internship relationship with City of Los Angeles, having this internship program benefits the students and makes WLAC more competitive when students are choosing a college to attend. Quoted from the City of Los Angeles, Department of Transportation: "The WLAC CSIT internship program is tremendous assets to the City of Los Angeles, many of the students who have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have been prompted into the IT department at their current organization. I would like to emphasize my gratitude for this</p>
Academic Affairs Area	Computer Science	19. CTE Programs	CTE Accreditation Recommendations	<p>Our program is not subject to approval/accreditation by specialized state, regional, or national accrediting agencies. Therefore this is not applicable to our program.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Computer Science	19. CTE Programs	Employer Satisfaction Survey	<p>The division has been identifying employers that have students in our programs to expand the employer survey. The following are from two internship programs.</p> <p>1) Quotes from director of technical computing infrastructure with Aerospace Corporation,</p> <p>"The Aerospace Corporation has hired two interns that were members of the West Los Angeles College (WLAC) Computer Science Information Technology (CSIT) program. The Aerospace Corporation has provided independent technical and scientific research, development, and advisory services to national security space programs since 1960.</p> <p>The interns were integrated into the Technical Computing department where the focus is on supporting Unix and Linux systems. They were quickly assigned project tasks, which included system provisioning, security patching and installing configuration management systems. The management system was used to manage and monitor launch vehicles. They played valuable roles in the deployment and support of mission critical systems. The WLAC CSIT program is preparing students with the tools needed to succeed in corporate technology environments. The WLAC interns were able to blend in and contribute in some areas and in others, were able to quickly learn what was needed to be independent."</p> <p>The City of Los Angeles hired two interns from the West Los Angeles College. These interns worked in a division called Business Solutions Group (BSG), that is responsible for creating internal and public facing web/database applications. The interns brought a skill set that allowed them to integrate immediately into the group of seasoned IT professionals. This has allowed BSG to deploy a number of applications on time. The interns helped in programming tasks, application workflow testing, and GIS data-set creation.</p>
Academic Affairs Area	Computer Science	19. CTE Programs	Labor Market Demand	<p>According to EMS (Economic Modeling Specialist Inc., the scope of this report covers Los Angeles County), the following seven occupations are expected to add over 3,100 jobs by 2014, with another 9,000 current positions requiring replacement. The average employment growth rate over the 7 years span could make up 24%. The fastest growing occupations group is ""Network and Computer System Administrator"", it currently employ 8,813 people, and is projected to grow by 16% and result in 10,260 total job by 2014.</p> <ol style="list-style-type: none"> 1) computer network system and telecommunications 2) computer and information science 3) computer and support services 4) system administration 5) computer application 6) mobile technologies 7) cloud computing. <p>The rapid and widespread use of the Internet and electronic business (e-commerce) has generated a need for highly trained workers capable of implementing business solutions. Our division offers degree and certificate programs that cover almost the entire spectrum of the Information Technology industry's career pathways to meet local business's needs and to provide students with convenient and affordable learning opportunities.</p>
Academic Affairs Area	Computer Science	19. CTE Programs	Licensure Exam Performance	Not Applicable to CSIT or CAOT programs.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Dance, Health & Physical Education	04. Enrollment Trends	Enrollment Trends	<p>Total FTES for the Dance, Health and Kinesiology division have dropped from 290 in Fall 2009 to 272 in Fall 2013, a drop of .063%.</p> <p>The combined Dance Studies and Dance Techniques FTES dropped from 23 in Fall 2009 to 13 in Fall 2013, a drop of .045%. The hiring of a full time dance instructor and installation of a sprung wood dance floor are necessary to develop a successful Dance program.</p> <p>The Health FTES increased from 81 in Fall 2009 to 85 in Fall 2013, an increase of .05%. The department needs another full time instructor to help with course demand.</p> <p>The combined Kinesiology, Kinesiology Athletics and Kinesiology Major FTES dropped from 186 in Fall 2009 to 175 in Fall 2013, a drop of .06%. Confusion surrounding the policy of no course repeats has led to problems with scheduling multi level activity classes.</p> <p>College wide FTES dropped from 3510 FTES in Fall 2009 to 3349 FTES in Fall 2013, a drop of .046%.</p>
Academic Affairs Area	Dance, Health & Physical Education	04. Enrollment Trends	Section Count Trends	<p>Total section count campus wide went from 874 in Fall 2009 to 796 in Fall 2013. Average class size went from 30.7 in Fall 2009 to 32.5 in Fall 2013. Fewer sections being offered with higher enrollment.</p> <p>Total section count for Dance Studies and Dance Techniques went from 7 in Fall 2009 to 5 in Fall 2013. The Jumpstart dance classes are no longer being offered due to budget cuts. Average class size went from 40.8 in Fall 2009 to 26.7 in Fall 2013. Enrollment in the Dance Studies classes has dropped due to instructor policies that require the students to audition for the course which culminates in a student dance production. The quality of the performance has improved with the new policy. A full time instructor is needed to meet the state mandate; three fourths of the sections should be taught by full time instructors.</p> <p>Health department sections went from 14 in Fall 2009 to 20 in Fall 2013. Class size went from 55.6 in Fall 2009 to 37.9 in Fall 2013. Enrollments are all closed several weeks prior to the start of the semester. Retention varies among the instructors. An additional 2 full time instructors are needed to meet the state mandate; three fourths of the sections should be taught by full time instructors.</p> <p>Total sections for Kinesiology, Kinesiology Athletics and Kinesiology Major was 37 in Fall 2009 and 37 in Fall 2013, no change. Total class size went from 36 in Fall 2009 and 36 in Fall 2013, no change.</p>
Academic Affairs Area	Dance, Health & Physical Education	05. Students and Student Success	Degree/Cert. Trends	<p>One AA degree in Physical Education was awarded in 2012-13. The division has submitted an ADT in Kinesiology. The division is working with the Athletic Trainer to develop a certificate. The district wide Dance discipline committee is working together to develop dance certificates.</p> <p>Kinesiology Major 143 Academic Success For Student Athletes is offered every Fall semester. Students are required to receive a Student Education Plan. Students will then map out their course plan by semester based on their career and educational goals. The academic progress of all student athletes is monitored throughout the semester.</p>
Academic Affairs Area	Dance, Health & Physical Education	05. Students and Student Success	Demographic Trends	<p>College total gender distribution: F 2009 59% Female, 41% Male; F 2013 58% Female, 42% Male</p> <p>College total age distribution: 19< 23% F 2009 , 21% F 2013. College total age distribution: 20-24 31% F 2009, 33% F 2013 College total age distribution: 25-34 26% F 2009, 25% F 2013</p> <p>College total ethnic distribution: Af Am/Black F 2009 41% F 2013 35% College total ethnic distribution: Hispanic/Latino F 2009 29%, F 2013 40%</p> <p>Division gender, age and ethnic distributions match the college distributions. No substantial changes noted, no implications for the division.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Dance, Health & Physical Education	05. Students and Student Success	Equity Gaps	<p>The college overall equity gap in successful course completion rate was 21.6 in F 2009 and 22.3 in F 2013. The Dance, Health and Kinesiology division successful course completion rate was 16 in F 2009 and 6 in F 2013.</p> <p>Instructors are on notice to treat all students equally. If students need additional assistance instructors refer them to DSPS for testing and registration.</p>
Academic Affairs Area	Dance, Health & Physical Education	05. Students and Student Success	Success Comparisons	<p>College overall successful course completion rate was 62% in F 2009 and 62% in F 2013. Dance, Health and Kinesiology overall division completion rate was 68% in F 2009 and 75% in F 2013. Dance department completion rate was 65% in F 2009 and 59.5% in F 2013. Health department completion rate was 51% in F 2009 and 69% in F 2013. Kinesiology overall completion rate was 78% in F 2009 and 84% in F 2013</p> <p>The Dance department needs a FT teacher to develop the dance program so it is consistent and can grow into a transfer program to Cal State Long Beach</p>
Academic Affairs Area	Dance, Health & Physical Education	05. Students and Student Success	Success Trends	<p>College overall retention was 85% in F 2009 and 81% in F 2013. Overall success rate was 62% in F 2009 and 62% in F 2013. Division overall retention was 89% in F 2009 and 89% in F 2013. Overall success rate was 68% in F 2009 and 75% in F 2013. Dance department retention was 91% in F 2009 and 82.5% in F 2013. Success rate was 65% in F 2009 and 59.5% in F 2013. Health department retention was 89% in F 2009 and 89% in F 2013. Success rate was 51% in F 2009 and 69% in F 2013. Kinesiology department retention rate was 89% in F 2009 and 92% in F 2013. Success rate was 83% in F 2009 and 85% in F 2013.</p> <p>The Dance department needs a FT teacher to develop the dance program so it is consistent and can grow into a transfer program to Cal State Long Beach.</p> <p>The Health department needs two additional full time instructors to meet the state mandate that three fourths of the classes be taught by a FT instructor.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Dance, Health & Physical Education	06. Staffing Trends	Staffing Trends	<p>In Fall 2013 the Dance department had .67 FTEF, down from 1.20 in Fall 2009. The Dance department has one adjunct instructor who produces the Fall and Spring student dance concerts. Because of instructor's dedication the students enrolled in the Dance Production class have the opportunity to express themselves creatively. The course requirement's foster responsibility and encourage the students to develop as artists responsible adults. The students learn to be reliable and supportive of their fellow classmates while going through the process of choreographing, rehearsing and performing. Technically the students show clear improvement during the semester however their progress is limited due to inadequate facilities. The dance studio floor is wood over concrete so the instructor is not able to safely instruct the students in many essential movements. The department is still waiting for this problem to be addressed with the Master Facilities Plan.</p> <p>By only having one adjunct instructor for the Dance program we are not able to offer leveled classes. To establish a TMC in dance we would need to offer Dance History, Choreography, Dance Appreciation and technique classes in Modern, Ballet and Jazz. All technique classes need to be offered at Introduction, Beginning, Intermediate and Advanced levels. Course outcome assessment rubrics need to be established for all movement classes. To do this we need a full time instructor and more adjuncts.</p> <p>In Fall 2013 Health had 4.20 FTEF, up from 3.24 in Fall 2012. Health is a required course for the AA degree. There is one full time health instructor, Melinda Smith, who established course learning outcomes for the department. Ms. Smith set up the assessments for the health classes in a way that the adjunct instructors can easily follow. Because of her the department is up to date with all SLO assessments.</p> <p>In the Fall 2013 semester we are offering 20 sections of Health. Five sections are taught by Ms. Smith, the remaining sections are taught by adjuncts. The adjunct instructors vary in the depth of course content offered and rigor expected from the students. The department needs two additional full time instructors to meet state guidelines and unify the department requirements.</p> <p>In Fall 2013 Kinesiology had 4.35 FTEF, down from 5.28 in Fall 2007 The Kinesiology department has one full time instructor; two additional full time instructors are each .5 head coach and .5 instructors, and the remaining full time instructor has a .4 release as department chair and .6 release as Curriculum Chair. The department is offering 37 sections with the equivalent of 2 full time instructors. 25 sections are taught by adjunct instructors. The department has not been able to establish a consistent level of instruction because of the large number of adjuncts. Two full time instructor positions, Charles Sands, retired in 2000, and Jim Raack, retired in 2002, were never replaced. Two additional full time instructors are needed to meet state guidelines.</p>
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	COR Update: Missing CORs	All course outlines for Dance, Health and Kinesiology are posted in ECD. Only one course, Health 12, is due for updating this year.
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	COR Update: Out-of-Date CORs	Only one course update is due this year, Health 12. Nothing is out of date.
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	Course Outline	A copy of the course outline of record is given to all instructors. Since the majority of classes in each department are taught by adjuncts it is difficult to teach anything consistently.
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	Course sequence	Course maps for Dance, Health and Kinesiology are in the third stage of development. We are working with the curriculum dean, articulation officer, and athletic counselor to ensure accuracy. Some inaccuracies in transferability are still being worked out. The Kinesiology department is also submitting an AA degree request to replace the AA in Physical Education.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Fall 2014: Health 2 for the International Program ¿ online Health 2 for the ACT Program ¿ online Health 2 for POPP ¿ on campus Health 11 ¿ synchronous online, Fall 2014 is the first semester trying it Health 11 ¿ Jumpstart Health 11 ¿ 9 sections online</p> <p>DE addendums for Health 2 and Health 11 have been submitted to the Distance Education office.</p> <p>The Health and Kinesiology departments voted to discontinue Health 2 after the Fall 2014 semester. They feel that offering a class with an activity component online is a mistake.</p>
Academic Affairs Area	Dance, Health & Physical Education	09. Curriculum	Program Relevance, Appropriateness & Cur	Health is a required course for CSU General Education Certification as well as Plan A & B. One unit of activity is required for CSU General Education Certification as well as Plan A & B. There is an AA degree in Physical Education. TMC in Kinesiology has been submitted for review.
Academic Affairs Area	Dance, Health & Physical Education	10. Student Learning Outcomes	SLO Assessment & Resource Request	No
Academic Affairs Area	Dance, Health & Physical Education	10. Student Learning Outcomes	SLO Assessment - Course	Full time faculty arrived at the assessment method that corresponded with the SLO. That method was passed along to the adjunct faculty. All results were returned to the division chair. The course assessment forms were divided up among the full time faculty for completion.
Academic Affairs Area	Dance, Health & Physical Education	10. Student Learning Outcomes	SLO Faculty Dialogue	Yes, SLO assessment is discussed at the Division meeting at the start of the school year and then on an ongoing basis throughout the year.
Academic Affairs Area	Dance, Health & Physical Education	10. Student Learning Outcomes	SLO Program Assessment & Changes	No changes are being planned or implemented at this time.
Academic Affairs Area	Dance, Health & Physical Education	11. Departmental Engagement	Community Connections	The Health department is again offering classes through the Jumpstart program.
Academic Affairs Area	Dance, Health & Physical Education	11. Departmental Engagement	Interdepartmental Collaboration	The Dance department has worked with the Music department when presenting the student dance concerts. Health offers courses required for graduation and transfer. The Kinesiology department works with the Athletic program to offer supportive classes for the Intercollegiate Sport teams.
Academic Affairs Area	Dance, Health & Physical Education	15. Environmental Scan	Curriculum Impact	<p>The Health and Kinesiology departments voted to discontinue Health 2 after the Fall 2014 semester. They feel that offering a class with an activity component online is a mistake.</p> <p>Additional Dance courses are being submitted to the Curriculum Committee. The department is trying to add enough courses to develop a TMC in Dance.</p>
Academic Affairs Area	Dance, Health & Physical Education	15. Environmental Scan	Technology Trends	None at this time.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	04. Enrollment Trends	Enrollment Trends	Film/TV Production Interest has increased 45% (waiting list) while enrollment has increased only 12% due to capacity issue. We were able to add sections to help with the some of the capacity, however in order to add more sections we would need additional instructors. We are sharing space with the Aviation Division which has prevented Film/TV Production from expanding until there is a sound stage. The FAA in June 2014 forced the evacuation of Film/TV Production which has severely hampered our current class offerings.
Academic Affairs Area	Humanities & Fine Arts (CTE)	04. Enrollment Trends	Section Count Trends	Film/TV Production We added two sections to meet some of the need, but were unable to add any more due to lack of space and instructors.
Academic Affairs Area	Humanities & Fine Arts (CTE)	05. Students and Student Success	Degree/Cert. Trends	Film/TV Production 45 students received a Certificate of Achievement in Film/TV Production Crafts, up 10% from 2013, with all indications to increase each year. To encourage Certificate and Degree completion we meet with each student every semester and go over their progress and help them with anything they need to complete the requirements.
Academic Affairs Area	Humanities & Fine Arts (CTE)	05. Students and Student Success	Demographic Trends	Film/TV Production One of the implications for Film Production would be more females and veterans enrolling. We saw a slight decrease last year (1%) for females and a slight increase (1%) for veterans. The implications are that the studios are requesting a veterans and diverse workforce. The studios are prepared and willing to hire graduates.
Academic Affairs Area	Humanities & Fine Arts (CTE)	05. Students and Student Success	Equity Gaps	Film/TV Production successful course completion equity gap compared to the college is: FLM PRD African American = 83% College African American = 55% FLM PRD Asian/Pac Isl = 100% College Asian/Pac Isl = 77% FLM PRD Hispanic/Latino = 97% College Hispanic/Latino = 64% FLM PRD White = 97% College White = 77% The factors that may contribute to this are: 1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed. 2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits. 3) The faculty bring guests from the industry who help engage and mentor the students. 4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.
Academic Affairs Area	Humanities & Fine Arts (CTE)	05. Students and Student Success	Success Comparisons	Film/TV Production has a high successful completion rate (90%). The factors that may contribute to this are: 1) We meet individually with each student before they enroll in any class, midway through the class and at the end of the class and help them with what they may need to succeed. 2) The program leads to employment in the entertainment industry and union membership which provides high wages and good benefits. 3) The faculty bring guests from the industry who help engage and mentor the students. 4) Class sizes are appropriate to the type of training to meet safety and educational requirements and this relatively small (15-20) provides for great interaction amongst the faculty and students.
Academic Affairs Area	Humanities & Fine Arts (CTE)	05. Students and Student Success	Success Trends	Film/TV Production Film Production had a 90% successful completion rate in 2013 school year and expects similar success rates for the 2014 school year.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	06. Staffing Trends	Staffing Trends	<p>Film/TV Production FTEF = 2. In order to expand the program to meet the student needs, 1 additional full time instructor would need to be hired to facilitate students getting their Certificate of Achievement (27 unit) in 2 years. Previously additional faculty were hired through grants. Those grants have ended, and in order to maintain the required classes the students need to get their certificate and union jobs in the Entertainment Industry, 1 additional full time faculty is necessary in Multi-media to meet the growing demand in the Digital Media Industry.</p> <p>2 additional classified support would benefit the program:</p> <p>One to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.</p> <p>One to organize, track, repair, check-in/check-out equipment and supplies before/after class</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	COR Update: Missing CORs	Film/TV Production All courses of record have course outlines
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	COR Update: Out-of-Date CORs	Film/TV Production determines that the classes are taught consistently with the official course outline by reviewing the syllabi each semester to make sure it follows the courses in the outline of record. All film production syllabi were derived from the COR and are being updated this year.
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	Course Outline	Through classroom observation, personal dialog with students and faculty.
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	Course sequence	No, we need additional faculty to include more courses in a session so the students can complete their Certificate of Achievement. Previously we had grants to pay for the additional classes needed to complete the appropriate sequence. The plan to alleviate this is to hire additional faculty, to apply for more grants, hire adjunct as P100 funds become available.
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	Outreach, Online & Hybrid Classes	<p>In order to better meet students requested needs, Film/TV Production is developing:</p> <p>Online courses for its Directed Study Classes</p> <p>Hybrid courses for the lectures</p> <p>Transfer model</p> <p>A new certificate that breaks the large 2-year, 27 unit certificate into two 1-year certificates so the students receive a one certificate each year.</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	09. Curriculum	Program Relevance, Appropriateness & Cur	The Film Production program uses a variety of tools to assure the relevance, appropriateness and currency of its program. Anonymous surveys are collected at the end of every class on the day of the final. The surveys are reviewed by the advisory committee and goals are set for improvements. In addition we can determine how previous changes/improvements have affected the students success. We enlist an outside consultant to evaluate the program. We solicit employers to provide us with feedback on the students accomplishments. Finally, our retention (85%), completion (90%) and employment (85%) rate gives us a good measure of student achievement and learning.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>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.</p> <p>2 additional classified support would benefit the program:</p> <p>One to maintain student records, coordinate events, monitor internships, facilitate job placement, work with faculty to enhance student success.</p> <p>One to organize, track, repair, check-in/check-out equipment and supplies before/after class</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	10. Student Learning Outcomes	SLO Assessment - Course	At the end of each semester the faculty met and reviewed the SLO's. We identified any changes needed and are in the process of modifying courses to meet the objectives. One of the key outcomes was to create separate lecture and lab courses.
Academic Affairs Area	Humanities & Fine Arts (CTE)	10. Student Learning Outcomes	SLO Faculty Dialogue	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.
Academic Affairs Area	Humanities & Fine Arts (CTE)	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>Based the following assessment methods:</p> <ol style="list-style-type: none"> course SLO assessment; analysis of course sequencing; indirect assessment indicators - employer surveys; student success data such as retention, success rates, degrees/certificates awarded <p>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.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	11. Departmental Engagement	Community Connections	<p>Film/TV Production has held open houses before each semester and reached out to high schools, community based organizations and businesses. They are well attended and have opened the doors for students and businesses who didn't know about the college. We have also attended many conferences and seminars to introduce the program to the community.</p> <p>The Film Production faculty have established relationships with:</p> <p>Unions Local 33 Stagehands; Local 44 Affiliated Property Craftspersons; Local 80 Motion Picture Studio Grips; Local 600 International Cinematographers Guild; Local 695 Production Sound Technicians, Television Engineers; Local 700 Motion Picture Editors Guild; Local 705 Motion Picture Costumers; Local 706 Makeup Artists and Hair Stylists Guild; Local 728 Studio Electrical Lighting Technicians; Local 729 Motion Picture Set Painters and Sign Writers; Local 800 Art Directors Guild &#8208;&#8208; Art Directors, Graphic Artists, Illustrators, Matte Artists, Model Makers, Scenic Artists, Set Designers & Title Artists</p> <p>–</p> <p>Studios/Networks/Production Companies</p> <p>ABC Television; CBS Television; DreamWorks SKG; FOX Television; HBO; NBC/Universal; Paramount Pictures; Sony Pictures;</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	11. Departmental Engagement	Interdepartmental Collaboration	<p>We are working on creating an AA Degree in Film Studies which will incorporate Cinema, Multi-media, Film Production and related classes in accounting, marketing and legal.</p> <p>Film/TV Production is a hands-on technology-driven craft with classes running for 6 hours with lots of equipment, building, moving and loud activities and is located within and near the Aviation Buildings which are suited to the noise and movement of large equipment and vehicles. Currently, the Aviation faculty and Film Production faculty meet regularly to discuss scheduling of facilities, maintenance of equipment, collaborate on building plans and activities that affect the use of space (Hanger, outside area, etc.).</p> <p>The working together of both similar CTE programs has created synergies that have built over time, strengthened both programs, and provided a united opportunity in the college shared governance process. The summer however the FAA shut down the Film/TV Production Program due to its requirement that Aviation cannot share space with other programs. It has severely impacted our program and we are meeting with various administrators, faculty and advisory board members to come up with a solution.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Film TV/ Production</p> <p>Students have received Jewish Woman's scholarships, film awards, deans honor list and have been featured in the Los Angeles Times and KCET</p> <p>*****</p> <p>Spring 2013 fine art scholarship. Curating and installing the annual student art exhibition</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>The performing arts club is an umbrella club for the entire HFA that may include performances put on by the new theater instructor.</p> <p>Accomplishments vary from presenting and staging live performance to mounting student art exhibitions.</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	15. Environmental Scan	Curriculum Impact	<p>We are planning to enhance our curriculum to meet the student's and the industry's needs. Upon the recommendation of our advisory board and academic affairs advisors we plan to re-structure our 6 unit classes into 3 unit UC/CSU transfer lecture classes with 3 CTE labs, In addition we will break our 27-unit 2-year Certificate of Achievement into two 1 year certificates. Also we plan on adding courses to meet the growing digital media sector of the entertainment industry including Digital Media Entrepreneurship, Image Manipulation For Multimedia</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	15. Environmental Scan	Technology Trends	<p>The worlds population has moved onto mobile social and information media platforms at an unprecedented rate. The described future will be entirely mobile multimedia networks and platforms known as Information and Communication Technology (ICT).</p> <p>ICT is an umbrella term, used widely outside the U.S. and by the United Nations, to encompass all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming and information systems technologies. These technologies have permeated every industry and most organizations, changing ways companies operate and interact with customers and suppliers, how human beings organize and manage their lives, how people communicate, and how most workers do their work. ¿E¿ (Entertainment/Entrepreneurship) has been added to ICT in Los Angeles to reflect the strong creative economy in the region (incl. Film, Tech. Theatre).</p> <p>ICT Fast Facts</p> <p>¿There are an estimated 46,000 ICT industry-related businesses in California (about 1 for every 28 companies).</p> <p>¿ICT industry-related businesses produce \$172 billion in revenue (approximately 6% of all private sector revenue in California).</p> <p>¿These businesses employ more than one million Californians (1 in 20 private sector jobs).</p> <p>¿California¿s ICT industry-related firms pay out close to \$76 billion in wages annually (12% of private sector wages and the 2nd highest wage sector in the state).</p> <p>¿For the period 2006-2016, ICT industry-related job growth is projected to increase by almost 20%, outpacing the national growth rate.</p> <p>Film/TV Production needs to provide education and training to meet the industry needs and we need a full time instructor to accomplish these goals.</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Advisory Board Membership	<p>Film/TV Production List of Members of Advisory Board Members NAME AFFILIATION Gerald Alcantar 20th Century Fox Mitsy Wilson 20th Century Fox Janice Pober Sony Pictures Entertainment Mike Miller International Alliance of Theatrical & Stage Employees Thom Davis Local 80 Grip Scott Budnick Todd Phillips Productions Alan Rowe Safety and Training Local 728 Set Lighting Kent Jorgensen Safety and Training Local 80 Grip Kevin Considine WLAC Film Production Faculty; President & CEO Hollywood CPR Laura Peterson WLAC Film Production Faculty; Vice President Hollywood CPR</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Advisory Board Outcomes	<p>Film/TV Production</p> <p>The advisory board recommended updates to our curriculum to meet the changes in technology. We are incorporating those changes into the curriculum updates.</p> <p>The advisory board is concerned about the space that Film Production is using as a sound stage as it doesn't meet the needs of the students and the recent evacuation due to the FAA inspection. Currently Film/TV Production is using one third of the aviation hanger which has impacted not only Film Production but also the aviation program. It was noted that due to the inadequate space the program has had to cut back its enrollment. In addition the students are not able to build set walls in the shop space because it is too small. The grip and lighting students are not able to learn rigging, which is a significant aspect of their job.</p> <p>PLAN OF ACTION: Kevin Considine became chair of the WLAC facilities committee in order to help in the development of appropriate instructional and lab space. Kevin and Laura Peterson have also been meeting with Academic Affairs, aviation faculty and the architects to make sure the needs of the Film Production Program are included in the WLAC planning for future construction.</p> <p>OUTCOME: The Advisory Board recommends 2 additional full time instructors and 2 classified staff, so that students can complete their education and training within the 2-year time table established with the unions and producers.</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Assess CTE Student Learning Outcomes	<p>Film/TV Production Enrolled 335 underserved individuals from economically disadvantaged areas of Los Angeles & 85% retention rate & 75% of eligible students received Certificate of Achievement June 2014 & 50% eligible for Certificate of Achievement June 2015</p> <p>EMPLOYMENT/SUCCESS Currently 156 students are working in the entertainment industry and are members of:</p> <ul style="list-style-type: none"> o Local 44 Affiliated Property Craftspersons o Local 80 Motion Picture Studio Grips o Local 600 Cinematography Guild o Local 695 Production Sound Technicians o Local 700 Motion Picture Editors Guild o Local 705 Motion Picture Costumers o Local 728 Studio Electrical Lighting Technicians o Local 800 Art Directors Guild <p>Some of the films, television shows and venues students are working include: NCIS The Mentalist Hollywood Palladium The Voice Pantages Theater Pretty Little Liars Universal Amphitheater Glee NCIS Los Angeles True Blood American Idol Staples Center Parks & Recreation and many more films and TV shows.</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	CTE Accreditation Recommendations	na
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Employer Satisfaction Survey	<p>Film/TV Production feedback is positive with regards to the preparedness, skills and attitude of program participants. Most employers report participants in some ways more knowledgeable, professional and enthusiastic than veteran workers, and thus reported a willingness to hire more program participants.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Labor Market Demand	<p>Economic Contribution of the Creative Industries of California, 2012</p> <p>The entertainment sector will experience the largest numeric increase with 4,130 additional jobs by 2017</p> <p>Source: California EDD, QCEW data; Bureau of the Census; indirect * Property, state and local personal income tax and sales tax contribution estimated by LAEDC (Los Angeles Economic Development Corporation) revenues generated by earnings and spending of the direct and indirect workers.</p> <p>The Los Angeles Economic Development Corporation projects that given the trends visible today, creative industry employment in California will total 719,800 wage and salary jobs by 2017, up by 5.6% or 38,400 jobs from 2012 levels.</p> <p>The existing industry workforce, almost exclusively white males, is approaching retirement. Every major motion picture and television studio is faced with the challenge of how to diversify its workforce. Since the studios closed their training programs in the 1970s in response to industry changes, no formal mechanism has existed to provide training for new workers wanting to enter the field or to upgrade the skills of incumbent workers until WLAC developed its program in partnership with Hollywood CPR.</p> <p>As TV and film production nationwide has increased, companies have found it more and more difficult to hire enough skilled workers to meet the demand for Digital Media.</p> <p>The 2013 Otis Report on the Creative Economy states “Digital Media showed the largest growth despite the recession and is expected to grow by 13.2% in the next 5 years.”</p> <p>Los Angeles as compared to California: “The 2013 Otis Report studied economic data from 2012. Both statewide and regional data sets demonstrate anew the compelling power of our creative capital. In the Los Angeles Region, the creative sectors supported 1 in 7 wage and salary jobs, with a net economic output contribution of 10.4% of the region’s gross total. The Los Angeles regional creative industries sustained 726,300 workers who earned labor income of \$50.6 billion. For the State of California, the creative economy contributed 7.8% of California’s Gross State Product in 2012. Across California, with a total of 1.4 million workers, the creative industries accounted for directly or indirectly 9.7% of all wage and salary employment, or roughly 1 in 10 jobs in the state. Very importantly, the creative economy is powerful and pervasive. While entertainment, fashion, and furniture and the decorative arts were the largest industries in California’s creative economy, nearly 6 of 10 (56%) creative occupations are found outside of the creative industries. Finally, the good news for the Los Angeles Region is that it is undisputedly the creative nexus of the state, with over 44% of California’s workers in creative occupations.”</p> <p>While the entertainment industry is perceived as large studios (Warner Bros., 20th Century Fox, NBC/Universal, Disney, Sony) it is actually made up of hundreds of small companies – some that are only developed for the length of the project – very entrepreneurial driven. As stated in Babson College’s Stimulating Small Business Growth Progress Report in 2013:</p>
Academic Affairs Area	Humanities & Fine Arts (CTE)	19. CTE Programs	Licensure Exam Performance	<p>Film/TV Production 85% of students been successful on their first attempt in completing the Hollywood CPR Certificate which is recognized by the producers and unions.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	04. Enrollment Trends	Enrollment Trends	<p>The enrollment trends for HFA have increased over last year, due to more sections of our courses being allowed, and all have continued to remain at higher levels.</p> <p>The division's CTE programs which are directly related to job opportunities in the technological/art, multimedia and recording/broadcasting fields continue to see increased enrollment, with students on waiting lists for entry into them.</p> <p>An area in the HFA division of high continuing growth that is in dire need of resources has been identified - that of multimedia - an area with explosive interest and job growth, evidenced by all of us carrying smart phones that require multimedia information. Concrete evidence of the potential in the industry is that Google bought Motorola several years ago with the intention of crating smart phones to serve their add/search platform. Our collage is behind the curve in this area compared to our sister colleges. Note Mission's program. Closer to home- over the past three years our campus has cut 60% of the classes in multimedia yet the current enrollment figures show multimedia enrollment being up 50%. These figures come from the last Program Review. Checking enrollment for Fall 2012, the trend is slightly down from last Fall semester but up 45% from that of 2010.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	04. Enrollment Trends	Section Count Trends	<p>The performance discipline classes are holding their own in spite of the mandatory budget cuts within the college. The technical classes of both Art and Music disciplines have increased, and students are asking for more, indicated by the fact that the Performing Arts Club members are preparing a request petition for this.</p> <p>Class sizes are increased in multi media and fine arts as sections decrease. Instruction suffers for individual students. Combining classes to boost enrollment decreases the quality of instruction.</p> <p>Foreign Languages: Most of our disciplines show a high decline in class offerings while our average class size has incremented drastically, except Arabic and Japanese section count trends remain the same.</p> <p>Chinese: Section count trends declined from 2 to 1 and class size average increased from 18 to 27 in 2012. FTEF trends in fall 2008 were 0.67 and 0.33 in fall 2012.</p> <p>French: Section count trends declined from 5 to 3 in 2012 and average class size trends has increased from 30.8 to 37.3 and to 69.6 in 2011.</p> <p>Spanish: It is interesting that section count trends during the same 4-year period went down from 35 to 11 but average class size trends went up from 23.1 to 35.5 and 47.1 in 2010. These trends are observed on on-campus data (from 15 to 7 in 2012) as well as online (17 to 1 in 2011) and Act (4 to 1); Hybrid shows an increase (1 to 2) since first offered in 2010. Online classes get full two months before the college opens enrollment and students indicate they have to wait up to three consecutive semesters to enroll. Only 11 Spanish sections were offered in 2012 and only one of them was online compared to 35 in 2008 when 17 were online.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	05. Students and Student Success	Degree/Cert. Trends	<p>Certificates in Multimedia and recording arts were approved in Spring 2014. These two Certificates in particular are in areas that are highly sought out by the students. The courses connected with them teach job skills they want and need to obtain lucrative employment in today's entertainment industry. Degrees are low, due to the fact that diverse, but needed classes are not yet taught here. Requests to enlarge faculty - and offerings in special areas - are repeated denied.</p> <p>Foreign Languages: French and Spanish programs offer AA degrees and data shows that four Spanish students are successfully receiving their degrees in 2012-2013, and increment over previous years; French has awarded one AA degree in 2011-2012. The Spanish Department is in the process of changing its AA degree requirements to make it compatible with the Transfer Model Curriculum (TMC) Degree implemented statewide. We are adding Spanish 004 to our AA degree requirements and updating Spanish 001, 002, and 003 course outlines this semester. Conversational Spanish 008 needs to be increased to 3 units or develop Elementary and/or Intermediate Conversational Spanish courses. It is also required the addition of at least two new courses: Spanish Composition and Introduction to Spanish/Hispanic/Latin/American Literature, three units each.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	05. Students and Student Success	Demographic Trends	<p>Foreign Languages: Its ethnicity gap was at its highest point in 2011 at 37 and at its lowest in 2009 at 24, in 2012 was at 29. Its course completion rate by ethnicity has been steady during the past three years and tends to reflect the same demographics of the college overall, e.g. Afr-Am/ Black 56.3%; Asian/Pac Isl 74%; Hispanic/Latino 63%; and White 74.7%.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	05. Students and Student Success	Equity Gaps	<p>The equity gap in HFA/ ge is 21, 2 points below the college average. These figures have been fairly consistent for the past 5 years with a 3 point fluctuation. Students want and enjoy the classes of this Division.</p> <p>In Speculation- It has come to my attention that counselors steer students toward traditional job generating careers because they are not familiar (uneducated) with the prospects of jobs in the creative industry. I also suspect there is a persistent stereotype of the "starving artist" romanticized from the late nineteenth century. One and a half centuries ago- talk about behind the times. They didn't even have i phones.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	05. Students and Student Success	Success Comparisons	<p>Foreign Languages: The successful course completion rates of the FL Disciplines in the HFA Division are consistent with the college average and the division except the Arabic evening program. Some of the factors include the need of a full-time Arabic instructor to coordinate the curriculum and offer day, online, and hybrid classes as well as enforce and monitor students; lab work in the Foreign Language lab and online, and develop an AA Degree and/or a certificate to help students to successfully obtain a transfer degree, a translator certificate and eventually, a well paid job.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	05. Students and Student Success	Success Trends	<p>Foreign Languages ¿ Success Rates: The American Sign Language shows an increment on its on-campus classes while Arabic evening class has been declining consistently. Chinese is stable with 2% variation except in 2010 with an increase at 87%. French shows an average of 86.66% during the last three years; Japanese exhibit a consistent increment in its evening and Saturday hybrid classes; and Spanish, an average of 53.7% during the last three years.</p> <p>Retention Rates are between 67% - 84% except in Arabic; its rate has declined to 53% in 2012. We attribute this to the need of more full-time instructors, and tutors, online and on-campus, in the Foreign Language Lab to support student retention and success. Other factors are the lack of faculty members to enforce students Lab attendance, and to the increased class enrollment, limiting interaction among students, and the required individual instructor¿s attention in our language classes.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	06. Staffing Trends	Staffing Trends	<p>A theater arts position was added this Fall to develop an active performing arts program.</p> <p>Foreign Languages: There are three full-time instructors, two in Spanish (25%) and one in French, and 13 adjunct instructors: two in American Sign Language; one in Arabic, Chinese, French, and Japanese; and six (75%) in Spanish. Due to budget constrains, we could not offer classes to the majority of our adjunct instructors and if we did, it was only one class, and alternating semesters and classes. Our Spanish program has suffered a huge cut in class offerings, online as well as on-campus, and our students had to wait up to three semesters in order to enroll, mainly online. Spanish online classes reach their enrollment limits (49+) two months prior to semester start date, although in 2012, only one (1) online class was offered, a 69% reduction in class offerings. In spite of this reduction, four AA Spanish degrees were awarded and we are confident that we will offer again the program we had and the necessary staff members to serve our students.</p> <p>One Spanish instructor retired in 2002 and he has not been replaced. At least, two new full-time Spanish instructors are needed to fulfill on-campus and online students demand, and provide the evening department support, guidance and orientation our students deserve. We are in direct need of replacing and adding new Foreign Language faculty members to better serve our students. We need to create new advanced courses, and offer varied schedules and formats, update course outlines, and enhance our evening FL programs and tutoring services in the Foreign Language Lab. This year, we are submitting two applications to the FPIP committee members requesting two full-time Spanish instructors to help us to better serve our evening, online, and on-campus students demand.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	COR Update: Missing CORs	<p>It has come to my attention that original hard copy outlines are missing from the files. Several of the missing course outlines have been rewritten in electronic form, and those that need updating have been noted and are in the process of being updated and/or archived. Additional assistance would certainly be appreciated, especially student workers to keep papers organized.</p> <p>Foreign Languages: For the past two years, FL course outlines have been updated and submitted for approval. Spring 2014 semester, three Spanish courses were re-submitted and it seems they will complete the approval process. Other disciplines are scheduled to re-initiate it, plus the addition of Spanish 004 course to our Spanish AA Degree to comply with statewide TMC. New Spanish course outlines will be develop in order to expand our offerings and comply with the new Spanish TMC this semester. We have been working directly with the College Articulation Officer, the new chair of the Curriculum Committee, the Transfer person, and the Curriculum Committee members, and Dean.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	COR Update: Out-of-Date CORs	<p>The Chair and Vice Chair have held working meetings with the new Chair of the Curriculum Committee and a large number of the courses in the varied departments have been archived. Courses requiring updates are being assigned to those faculty members teaching in the specific course.</p> <p>I have asked Jane Witucki to educate the full time faculty and interested adjuncts last Spring in course development and to assist them in getting passwords to submit updated ecd's.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	Course Outline	<p>In several of the departments of this Division - such as performance music courses, Philosophy courses, and Theater courses - courses are being taught by a lone instructor, so there can be no consultation between instructors of specific courses, but salient points of the outline are aligned within the scope of academic freedom. Individual instructor' syllabi content is being checked at the time of instructor evaluation to ascertain agreement with the official Course Outline on record. Of course, there remains the factor of academic freedom to contend with.</p> <p>Foreign Languages: Two hands-on ECD workshops were developed and offered, and course outlines were updated and revised by faculty members. FL Course Outlines are taken through the Curriculum Committee process for approval this fall 2013 semester. Spanish courses follow the descriptors implemented at a state level, and a TMC will be developed. Faculty members send Syllabi to division chair- and vice-chair person each semester and they are evaluated accordingly.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	Course sequence	<p>Yes they are scheduled in sequence, but in several instances, the necessity of alternating semesters to permit students to complete the program has been necessary. Due to severe budget cuts in our Division, and courses are put on an alternating basis, students have experienced delays in completing a program. In all of the Arts programs, individual attention is required, as students are producing classroom work on an individual basis. Singularity is the essence of the product in all the Arts, whereas conformity is not. Classes in intermediate and advanced capabilities have been either eliminated or postponed, to the detriment of the student, the program and the college. Attracting majors, and thereby transfer into our specific areas of study has been curtailed and in several instances eliminated by this practice of cutting our class offerings. The entire Division, and thereby the students, would benefit largely by offering more variety of courses within the various departments.</p> <p>Foreign Language: We are not able to offer a variety of FL class levels each semester due to budget constrain but we have been alternating and offering at least one intermediate class each semester to expedite students' transfer. Due to reductions in the number of sections offered, students are not always able to enroll in the semester they would like although increasing the class limit to 49 has alleviated this situation.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	Outreach, Online & Hybrid Classes	<p>20% or more of HFA courses fall in the category of hybrid, online and outreach in most discipline areas in this division. Art, music, philosophy, cinema, theater, humanities and foreign languages are all either on line, hybrid and outreach.</p> <p>Benefits include convenience for working, or home-bound students that need the online courses for degrees or transfer. The hybrid courses are essentially the same as online with the addition of an on campus experience and part of the larger program of ACT. This is good that it exposes students to a broader range of courses with a structured program to follow. Some student prefer to questions answered face to face. Weekend courses make education accessible for working students.</p> <p>Regular students have less opportunity to achieve their academic goals as fewer courses are offered on campus.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>We are in need of being allowed to grow in the variety and depth while retaining the mandatory basics. We are offering courses in a relevant, serious group of studies. These courses are able to lead to many seeming unrelated employment possibilities. One instance- a student that had a single voice class was inspired by the course to go to performances at the Music Center. She was then lead to seek employment there. She is now fully employed at the Music Center in production.</p> <p>Spanish Supports lower division course work for a Spanish degree.</p> <p>Fine arts/studio- Linked to all multi media film production, computer graphics, visual commercial applications.</p> <p>Computer graphics. Commercial design , both corporate and freelance.</p> <p>The performance Departments - Music, Theater, Cinema - endeavor to keep abreast current trends in both Commercial and "Serious" instruction. Performance practices for music, stage, film and recording instances are stressed to help prepare students for employment in the professional field. All of the Division's music and theater instructors are or have been professional, working musicians/actors and are able to teach from a practical instead of a theoretical view point. These instructors must keep current in their fields and teach from that standpoint.</p> <p>Film Production must keep relevant to its industry to comply with the various unions' rules and regulations.</p> <p>Curriculum has approved a Certificate in Recording Arts; a second, a Certificate in Animation; and a third, a Certificate in Multimedia Web Design. This will help the Division in linking several of its programs - Art, Music, Theater, Multimedia, and Recording Arts - and thereby helping the students to achieve employable skills. All of the courses linked with this Certificate are consistently requested by the students on a regular basis and have large enrollments, with retainment rates remaining high.</p> <p>Philosophy- Ba / Ma applications. as well as supporting the mandatory requisite for all AA transfer degree.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	10. Student Learning Outcomes	SLO Assessment & Resource Request	The resource required would be faculty to teach additional courses to increase course offering to streamline student success.
Academic Affairs Area	Humanities & Fine Arts (GE)	10. Student Learning Outcomes	SLO Assessment - Course	<p>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.</p> <p>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.</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	10. Student Learning Outcomes	SLO Faculty Dialogue	Faculty have met and discussed course outcomes and retention data. These meetings have been documented.
Academic Affairs Area	Humanities & Fine Arts (GE)	10. Student Learning Outcomes	SLO Program Assessment & Changes	Course sequencing is being adjusted to streamline programs. This also applies degrees and certificates.
Academic Affairs Area	Humanities & Fine Arts (GE)	11. Departmental Engagement	Community Connections	<p>Faculty in HFA division are in constant (monthly if not weekly) communication with colleges, universities, private colleges, businesses, organizations and institutions working on joint projects. Many have international relationships/projects.</p> <p>I have linked students who completed our graphics skill certificate with employers seeking skilled and qualified graphic designers.</p> <p>Film Production Program has a working relationship with Sony and the Pantages Theater which gives WLAC's students incredible opportunities in instruction and job possibilities.</p> <p>In 2012 we had started a relationship with the Philharmonic Orchestra of Los Angeles and received ten violins and scholarship money for music students (which was awarded instead to math students causing great discourse with the POofLA). A course program has been written to utilize the violins, but due to the budget constraints, this had to be put on hold; and due to a financial mismanagement, half of the scholarship money went to an English major and not to a Music student. The Orchestra has not been in contact since that mistake, we fear our mistake reads a cultural insult.</p> <p>One of our Foreign Language instructors is a member of the Modern & Classical Languages & Literatures Advisory Board at California State University, Northridge where they assist articulation and transfer efforts for community college students; create a mentoring program for potential language majors, and facilitate networking and participation in grant proposals, and curriculum development. She was also appointed by her Academic Senate to serve on an FDRG and as a C-ID CoR reviewer/evaluator at state level (CORE).</p>
Academic Affairs Area	Humanities & Fine Arts (GE)	11. Departmental Engagement	Interdepartmental Collaboration	We collaborate with the POP program, providing suitable instructors in several areas of instruction; ESL program through a collaborative English and Humanities aegis. Outside entities such as HOLLYWOOD PCR. A Humanities course is making a slow journey through the Curriculum Committee to utilize resources of local museums, theaters and concert halls as major resources. On a regular basis we have been meeting with these arts organizations, and include student participation as an important portion in these activities.
Academic Affairs Area	Humanities & Fine Arts (GE)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Students in the fine arts discipline regularly participate in national and local art exhibitions.</p> <p>Students in the music program play gigs regularly at local venues.</p> <p>Multimedia students develop and participate in global e commerce and activities.</p> <p>Film production students work at various performing arts venues in the IA basin.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Humanities & Fine Arts (GE)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	The performing arts club is an umbrella (over Arching) club for the entire HFA. Accomplishments vary from presenting and staging live performance to mounting student art exhibitions.
Academic Affairs Area	Humanities & Fine Arts (GE)	15. Environmental Scan	Curriculum Impact	We would like to add courses in photojournalism and history of photography. These courses should aid in developing meaningful graphics and content to be accessed/delivered through handheld mobile technology platforms.
Academic Affairs Area	Humanities & Fine Arts (GE)	15. Environmental Scan	Technology Trends	Technology is growing at a rapid pace and effects all manner of student success from instructional to applicable content delivery.
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	Advisory Board Membership	see CTE program review.
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	Advisory Board Outcomes	Plot a five year trajectory pertaining to mobile device use and development of realistic social and e commerce applications.
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	CTE Accreditation Recommendations	NA
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	Employer Satisfaction Survey	We have no official survey data pertaining to students working in graphics and multimedia.
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	Labor Market Demand	A report published by Otis art institute indicates the creative industry is the fourth largest job cluster in the state out of 66. In terms of the magnitude of economic impact, these industries represent one out of eight regional jobs and a tremendous multiplier effect of every 10 direct jobs supporting nine indirect jobs. The sector is projected to grow by 4.2% through 2015.
Academic Affairs Area	Humanities & Fine Arts (GE)	19. CTE Programs	Licensure Exam Performance	NA
Academic Affairs Area	Language Arts	04. Enrollment Trends	Enrollment Trends	a.Language Arts classes are taught using a wide variety of modes of delivery. These modes are all represented in the three disciplines: Classroom, ACT, Black Scholars, FACE, Hybrid, Online, Puente, Jumpstart and WEC. This shows the Language Arts faculty members' openness to trying new approaches and collaborating across the campus in different programs. Because of this diverse range of modes, Language Arts faculty members have engaged in a variety of discussions around the effectiveness of the different modes. We would like to engage in an in-depth analysis of our modes of delivery and the success rates to help us plan for future offerings, and to follow-up on this, we are requesting additional data or the Research and Planning Office. b.The most noticeable enrollment trend in the English discipline is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. There is also a higher percentage of Latino students in the English discipline (49%) than in the college (40%). c.Also, in E.S.L., the population under 19 has increased, where in the college it has remained stable.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	04. Enrollment Trends	Section Count Trends	<p>a. There has been a lot of shifting in mode of instructional delivery in E.S.L. For example, in Fall 2011 all E.S.L. offerings shifted to hybrid and online classes. This may have an implication for curriculum and pedagogy. The number of sections decreased by 64%, but total enrollment only decreased by 28%.</p> <p>b. In Communication Studies, sections are continuously decreasing from 25 sections in 2009 down to 19 sections in 2013.</p> <p>c. The number of English sections offered also declined steadily from 2009 (80) to 2012 (59). The number rose slightly in 2013 to 65. However, English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes in recent years. Thus, it is clear the college needs to offer more sections of each.</p> <p>d. In the Language Arts division in 2012 and 2013, average on-ground average class sizes were 42.5 and 39.5, hybrid classes were 21.8 and 22.9, and online classes were 31.9 and 32.7. The lower hybrid class size may stem from the fact that many of the hybrid sections offered in Language Arts are E.S.L. classes, which consistently have lower enrollment.</p>
Academic Affairs Area	Language Arts	05. Students and Student Success	Degree/Cert. Trends	<p>In 2009-2010 there were just 2 degrees in English awarded, in 2010-2011, there were 13 English degrees awarded, in 2011-2012 there were 11, but in 2012-2013 there were again only 2 awarded. During that time, the Liberal Arts degrees A and B were phased out and four Liberal Arts degrees were introduced, which may contribute to the decrease in English degrees. In 2012-2013 college-wide degree completion went from 422 to 369, a significant decrease. Most recently, the English ADT was approved, and we will see if this increases the number of English degrees.</p> <p>All students who graduate with degrees must take English classes, including transfer degrees. The discipline faculty might want to partner with divisions that have new Transfer degrees.</p> <p>With this data in mind, the division might consider what is the value of offering an AA degree in English and/or speech and whether it is more beneficial to the students for us to focus on offering general education classes and encourage students to earn AA degrees in Liberal Arts. Discipline faculty should engage with the articulation officer and transfer counselor to discuss the practical value of the English AA to students.</p> <p>There have also been concerns raised about making sure degree requirements align with transfer requirements. If they are aligned, the college may be able to attract a more ethnically diverse student population and stem the decrease in its African American student population.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	05. Students and Student Success	Demographic Trends	<p>a.The most noticeable demographic trend is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. We need to make sure we are effectively serving those two historically underrepresented populations of students.</p> <p>b.The significant increase in the College’s Latino student population is a nationwide demographic trend. The College needs to study and learn from this trend to stem the serious decrease in its African American student population. The College’s first question should be: ¿Why is this underrepresented ethnic group becoming academically successful?¿ This decrease in the number of African American students at the College is of particular concern because ¿substantially fewer Hispanic and black youth [are] dropping out of [high] school.¿ Moreover, ¿[t]he decline in the size of the Hispanic dropout population has been particularly noteworthy because it¿s happened at the same time that the Hispanic youth population is growing¿ (Richard Fry, ¿U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks,¿ Pew Research Center). It is also important to note that the growing success of Latino students is not limited to community colleges. ¿[A]t one of the University of California¿s nine undergraduate campuses for the fall [of 2014],¿ preliminary admission data show that admitted freshmen are: 36% Asian, 29% Latino, 27% Caucasian, and 4% African American (¿More Latino Than White Students Admitted To University Of California Schools,¿ CBS). How can the College help African American students to duplicate this success?</p> <p>c.The College should study why its Asian and Caucasian (white) student populations are so low, although CS and UC tuition costs have risen dramatically in the last few years, and the College is centrally located and therefore has the potential to attract a more ethnically diverse student body. Study of this issue should also focus on two other factors relating to Dental Hygiene. First, why do Caucasians remain the largest ethnic group in Dental Hygiene? Second, why are all reported ethnic groups in Dental Hygiene extremely successful, with student success rates for all groups¿including Latino and African American¿varying between 94% to 100%?</p> <p>e.In E.S.L. the percentage of male students has increased, which is different from the college as a whole, which has remained stable. West has recently had a large influx of Middle Eastern and North African students from male dominated cultures many of whom enroll in E.S.L. classes.</p> <p>f.Asian students went from 22% to 32%, and Hispanic/Latino students went from 29% to 20%. International students from Asian countries is increasing. This also represents a change in the type of students taking ESL classes. Many of the Asian students coming to West place in the higher levels and are transfer-bound. The decrease in Hispanic/Latino students represents a change among the long-term resident students in the lower levels. Since recent Data Tracker statistics show that students in the lowest level (ESL 4A) have a much lower retention rate than that of students in higher levels, we feel that the ESL population at our school would be much better served by focusing on the higher levels of ESL and eliminating the lower level of ESL.</p> <p>g.E.S.L. enrollment peaked in 2011 but has declined since then. However, this enrollment is due to a decrease in the number of ESL sections offered. In 2011, there were 11 sections of ESL classes, and in 2013 there were only 7.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	05. Students and Student Success	Equity Gaps	<p>The college-wide successful course completion equity gap between the highest performing group (Asian students) and the lowest performing group (African-American student) is 22-points. In our discipline it is 31 points.</p> <p>As for each discipline, the gap in English is 30 points, Communication Studies is 30 points, and E.S.L. is 7 points. The English and Communication Studies gaps are far too large, and faculty members in our division should take a closer look at those results.</p> <p>Both English and Communication Studies equity gaps are at 30 points, but the equity gap in E.S.L. has fluctuated (33% in 2009) and most recently decreased (7% in 2013).</p> <p>The two strategies being actively implemented by the English discipline faculty have had significant impacts on equity outcomes at other colleges are West's Puente Project and the English discipline's pilot acceleration project designed to move students from English 21 directly to English 101. Reading Apprenticeship, which the ESL faculty members have been implementing, has also been found to increase success among traditionally underserved groups.</p> <p>There are a number of initiatives that have been shown to impact equity outcomes the English discipline faculty might consider:</p> <ul style="list-style-type: none"> ¿Lowering the English assessment test cut scores ¿Developing cohort programs (like the ACE program) that include English classes have gotten results with increasing success among African-American and Latino students ¿Scale up the accelerated model so that the shorter English sequence is available to more students.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	05. Students and Student Success	Success Comparisons	<p>English successful course completion rate has decreased slightly and is slightly lower than the college-wide rate. Maybe there is an issue with basic skills classes, which might be addressed by reviewing the assessment and placement model. The discipline has started a pilot acceleration project in Fall 2014 to move students from English 21 directly to English 101 and address this low successful course completion rate in English.</p> <p>Poverty is a principal reason for the concentration of underprepared students in developmental English classes (20A, 21 and 28) (Norris, 2013). The LACCD website reports that 51% of its students live below the poverty line (Fast Facts). At the College, an estimated 75% of the pre-school students at the Child Development Center live in single-parent households headed by the mother (Katy Kelley), and the majority of students at the College receive some kind of financial aid. In The Condition of Education 2014, The National Center for Education Statistics supports the contention that students who live in poverty are more academically deficient than students who do not live in poverty, as do most government-generated studies in the last five decades. Therefore, it is not surprising that so many of our first-year students assess into basic skills classes, as the mission of LACCD has always been to educate underserved populations (About Us).</p> <p>To decrease the consequences of poverty for underserved populations, more instructors are implementing two innovative practices. First, at least one English instructor is using only open resources on the Internet, so in some classes students do not have to purchase college textbooks. Second, some English instructors are requiring students in basic skills classes to use college-level texts and write college-level essays, a requirement that seems counterintuitive to traditional basic skills pedagogy. However, in some classes students required to meet these kinds of academic challenges are writing fewer essays, focusing on drafting and re-drafting the college-level essays they write, and the result has been a higher student success rate.</p> <p>The ESL successful course completion rate is 87%, which is much higher than the college-wide and discipline-wide rates. Contributing to this factor could be the recent implementation of Reading Apprenticeship in all ESL courses and the pairings of ESL courses with content courses as well as the smaller class size. ESL students typically also take advantage of on-campus resources including the Writing Lab and ESL tutors.</p> <p>There is a current cohort of former ESL students who started three levels below Eng. 101 and are now enrolled in English 103. They successfully completed English 101 and they were able to practice Reading Apprenticeship routines throughout this sequence. We suspect that based on the high success rate of ESL students in general, we had a strong foundation to build upon. Combined with the integration of RA, these students represent innovative pedagogical approaches in ESL and in English.</p>
Academic Affairs Area	Language Arts	05. Students and Student Success	Success Trends	<p>In English retention in on-ground classes has steadily declined over the last five years from 85% to 78%. Online class retention has fluctuated between 76% and 81%. English faculty members must explore and implement strategies to increase retention rates.</p> <p>In Communication Studies in 2012 and 2013, retention rates are noticeably higher in their online sections (87%) than the on-ground classes (75%). The success rates were also somewhat higher. The faculty members should study that phenomenon.</p> <p>In E.S.L. retention is very high. The lowest in the last five years is 88%. In the last three years, the E.S.L. retention rate was consistently higher in hybrid classes than in online classes.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	06. Staffing Trends	Staffing Trends	<p>ESL sections remain at the low (7 in Fall 2013) reached as a result of budget cuts during the recession (before which section counts were as high as 10 and 11). Adjunct ESL FTEF dropped for that reason.</p> <p>English FTES also fell from its pre-recession high (2,825 FTES in 2009) to 2,225 in Fall 2012 and 2,341 in Fall 2013. English FTEF thus correspondingly fell from its pre-recession high (19.00 in 2009) to 14.64 in Fall 2012 and 15.87 in Fall 2013. This reflects a drop in sections, a drop in adjuncts to teach those sections, and also an increasing amount of English FT faculty on differing amounts of reassigned time.</p> <p>However, Communication Studies (called 'Speech' prior to Fall 2013) has remained fairly steady in its section number count and FTEF count, mainly because it was a smaller program than English to begin with and there were not as many sections to be cut. Fall 2011 the Communication Studies FTEF was 3.80; it rose briefly to 4.00 in Fall 2012, and was back to 3.80 in Fall 2013.</p> <p>Class size trends in all three disciplines have not changed dramatically between Fall 2012 (Comm. 39; E.S.L. 22.1; English 37.7) and Fall 2013 (Comm. 37.7; E.S.L. 21.6; English 36).</p>
Academic Affairs Area	Language Arts	09. Curriculum	COR Update: Missing CORs	<p>ESL 8 has been archived because the class does not exist at West. E.S.L. 8 is the course on record (Note the periods). All ESL classes are up to date, but Distance Learning Addenda are being added to all ESL courses. E.S.L. transfer status for 5A, 6A and 8 has been continuously confusing due to erroneous district input of outline information (dots and transferability). The periods in E.S.L. are critical. Also, transfer status for E.S.L. courses is articulated as electives. (Foreign Language elective) ESL students can transfer up to 8 units of E.S.L. to CSU and UC, but ESL faculty at West have not gotten clarity with this from administration. We asked deans here to communicate with Vice Chancellor Bobbi Kimble to assist in clarifying and rectifying confusion about transferability of E.S.L. 5A, 6A, and 8. A full-time E.S.L. faculty member and the Language Arts chair attended one of the weekly counselors' meetings in October 2014 to communicate with them about these important distinctions, so critical to communicate to students.</p> <p>Communication Studies 101 has also been updated and is currently in the approval process. All course outlines in the Language Arts division are up-to-date.</p>
Academic Affairs Area	Language Arts	09. Curriculum	COR Update: Out-of-Date CORs	n/a
Academic Affairs Area	Language Arts	09. Curriculum	Course Outline	All faculty are required to submit their course syllabi to Academic Affairs and the chair. The chair scrutinizes syllabi for course content, the discipline-approved course-level SLOs and assignments that conform with the official course outline of record. The evaluation process for faculty affords the division an opportunity to determine that similar classes are taught consistently across sections. The division chair provides all instructors with a hard copy of the official course outline of record to insure faculty follow them in their individual courses. Many faculty use the syllabus template provided by the Office of Teaching and Learning.

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	09. Curriculum	Course sequence	<p>In English, required courses are scheduled in appropriate sequence to permit students to complete the program in the prescribed program length. What is impacting the program are the drastic cuts in class sections offered, thus squeezing more students into fewer sections, increasing the average class size and limiting access for students who do not register early. English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes every semester. Unfortunately, there is no system in place to keep track of these students or notify them of open classes or space in other sections. This, no doubt, delays students in their progress to degree attainment.</p> <p>According to the Basic Skills Cohort Tracker, only 22% of students who take English 21 at West successfully complete English 101. English faculty members have been exploring ways to increase this rate of sequence completion. Three English instructors are currently participating in the California Acceleration Project and piloting an accelerated model where students enrolled in English 21 have the opportunity to complete a redesigned English 21 and progress directly into English 101, thus completing the English sequence much more efficiently. To gauge the success of this pilot, we will need to track this initial cohort of students very closely for the next few years. Ultimately, these instructors plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101.</p> <p>ESL also has an appropriate sequence, but this sequence has been truncated as a result of numerous class section cancellations. The ESL program is a sequenced program. The ESL program has also been offering innovative scheduling by pairing ESL courses with G.E. transfer courses. These pairings enable students to successfully complete content courses while they work on their English language skills. These pairings cannot happen if classes are cut. Students must have the option of a paired section or a non-paired section. Early studies indicate that at least 70% of the ESL students successfully complete the content course. It is imperative that the full array of ESL courses is offered semester to semester. Random cancellations affect student success and students ability to matriculate in a timely manner. For English language learners, developmental/remedial English classes are not the appropriate avenue in which to achieve these results.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Many core courses in English and E.S.L. and many Communication Studies courses are offered online. Some courses are hybrid, and most core courses are web-enhanced with Etudes shells.</p> <p>English: On-Campus Classes: From the period of 2009 to 2013, the number of on-campus English classes declined from 46 to 36. English offerings show a general pattern of decreased number of classes. There were 50 sections in 2008, 46 in 2009, and 31 in 2012. In 2013, there was a slight increase such that 36 sections were offered.</p> <p>English: Online Classes: The number of online English offerings has also decreased over time. In 2009, there were 26 sections. In 2012, the number decreased to 22, and there were 21 offerings in 2013.</p> <p>English: Hybrid Classes: In 2008 and 2010, no hybrid English classes were offered. One section was offered in fall 2011, none in fall 2012, and two were offered in fall 2013.</p> <p>English: Outreach Classes: Sections were offered through ACT, Puente, FACE, WEC, UMOJA and Black Scholars programs. In 2008, English offered three ACT classes, three in fall 2012 and fall 2013. There were four FACE classes in 2009 vs. none in 2013. Puente offered one class in 2008, 2009, 2012, and 2013. WEC offered one class in 2009 but none in 2013. The UMOJA Program began in 2010 with four sections of English and offered two sections of English in 2012. There were two Black Scholars English classes in 2013.</p> <p>In E.S.L. from the period of 2008 to 2012: ESL changed its mode of delivery during this time period. As a result, all classes are now hybrid or online. In Fall of 2013, there were 6 hybrid classes and one online class. ESL did not offer courses in outreach programs.</p> <p>Communication Studies: On-Campus Classes: There were 17 on-campus sections in 2008, 14 sections in 2009, nine in 2012, and 9 in 2013. Overall, Communication Studies sections show a general pattern of decreased offerings.</p> <p>Communication Studies: Online Classes: In 2008 and 2009, eight sections were offered. In 2013, nine sections were offered.</p> <p>Communication Studies: Hybrid Classes: Between 2008 and 2012, no hybrid classes were offered in the fall. Although these data generally reflect fall semesters, we note that one hybrid section was offered in Spring 2013.</p> <p>Communication Studies: Outreach Classes: Classes have been offered through ACT, UMOJA, Black Scholars, and Jumpstart. For ACT, one section was offered in 2008, two in 2009, one in 2010, none in 2011, one in 2012 and none in 2013. For Black Scholars, one class has been offered in the years 2010 through 2013. For Jumpstart, there was one class offered in 2008 and 2009, but none in subsequent years.</p>
Academic Affairs Area	Language Arts	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>For each discipline in Language Arts, the faculty assure the relevance, appropriateness and currency of each of its programs in these ways: Updating course outlines of record; Working closely with the articulation officer on courses for the ADTs with Cal State universities; Under the leadership of Clare Norris, addressing the English discipline's concerns with the Re-Imaging English 21 meetings and discussions, starting with looking at data-driven innovations such as the ACE Program (Academy for College Excellence), Acceleration, Habits of Mind. The group is also looking closely at English 20A and English 67. Ideas and approaches generated may be considered for inclusion in this program review. With Nancy's gala-supported and recently granted re-assigned time, Reading Apprenticeship FIG (Faculty Interest Group), faculty are learning and applying techniques and strategies to enhance students' reading confidence and competence; ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses; Updating the list of readings selected for the sequence of courses; Discussion and dialogue about SLO assessments; Faculty participation either as presenters or attendees at numerous conferences focusing on teaching and learning Examination of the Successful Course Completion Rate by Discipline reveals: E.S.L. holding steady from 74% in F08 to 71% in F12. ESL shows 90% in F08 and 86% in F10. English was 56% in F08 and 58% in F12. We notice a high of 61% in F11. Speech (Communication Studies) was 62% in F08 and 64% in F12. This compares to the overall college rate of successful course completion of 62% in F08 to 63% F12.</p>
Academic Affairs Area	Language Arts	10. Student Learning Outcomes	SLO Assessment & Resource Request	N/A

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	10. Student Learning Outcomes	SLO Assessment - Course	<p>The Language Arts division assessed E.S.L 4A and 8; English 28, 94, 101, 103, and 206 in spring 2014. These course are under the dialog phase this semester. Discussion, evaluation, and implementation of necessary course changes will be completed by 2017.</p> <p>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.</p> <p>The SLO calendar was revised in Communication Studies to begin the assessment cycle in fall 2014.</p> <p>We completed 3 of 4 Phase 1's of ESL in Fall 2013. In Spring 2014 we completed 3 Phase 2's and 1 Phase 1. Some courses need the second SLO addition in 2014. We are in dialog with adjunct faculty about the SLO assessment and their need to participate in this and upcoming semesters. Our calender is now up to date, and this can be confirmed with Rachelle Okawa, SLO facilitator for Language Arts.</p>
Academic Affairs Area	Language Arts	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>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.</p> <p>All SLO's are documented through the official course outline of record addendum, and reviewed and approved through the curriculum committee.</p>
Academic Affairs Area	Language Arts	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p> <p>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.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	11. Departmental Engagement	Community Connections	<p>Faculty in the division have been very active at the local, regional, and state levels. At the state level, faculty are participating in the Common Assessment Workgroups in Sacramento in English and ESL. A faculty member has served on an accreditation visiting team. Another faculty member serves on the Habits of Mind Leadership workgroup. Another faculty member serves on the CATESOL Policy Workgroup on Equity.</p> <p>In the region, faculty participate in the 3CSN LARN community. Faculty in the division are collaborating with colleges in the district to implement culturally-relevant training, as well as to plan the Habits of Mind for Student Equity regional workshop at West next March.</p> <p>Faculty offered the regional STEM Reading Apprenticeship workshop at West through 3CSN in October.</p> <p>One English faculty member organized s Spring 2014 event called "The Arts, Sciences, and Human Rights: Africa," featuring the internationally renowned Kenyan novelist, Nobel Peace Prize nominee, and University of California professor Ngugi Wa Thion'o, for her students and community members to attend.</p> <p>Faculty are collaborating with Hamilton High School on implementing Reading Apprenticeship in the History department.</p> <p>Faculty are also collaborating with Evergreen State College in Washington and Pasadena City College to implement a Common Read/One Book Initiative at West.</p> <p>A faculty member in the Division has also collaborated with Brother 2 Brother, a non-profit organization dedicated "to eradicating generational curses and strongholds that prevent at-risk children from achieving their full potential."</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	11. Departmental Engagement	Interdepartmental Collaboration	<p>Faculty in the Language Arts Division have collaborated with Student Services in several areas, such as the Student Success and Support Program, the Equity Plan, and establishing and teaching in Summer Bridge. In addition, faculty in the division have collaborated with faculty across campus through their coordination and participation in the Five-Day Experiential Learning Institute (FELI).</p> <p>One faculty member in the division leads the Reading Apprenticeship Initiative on campus through FIG meetings, trainings, and workshops. Several division faculty participate regularly in the FIGs with faculty from other divisions. Through Reading Apprenticeship, faculty are collaborating with Aviation, the CNA Program, Science faculty, and Math. Language Arts faculty involved in Reading Apprenticeship are collaborating with cross-disciplinary faculty in STEM to compete for a grant.</p> <p>One faculty member teaches a Science writing class for the Science Divisions's NS-funded S-STEM program for students interested in a major and career in science.</p> <p>Through Distance Learning, we are involved in the Online Education Initiative. We have two classes that will participate in the pilot program.</p> <p>ESL faculty are collaborating with International Students and with Counseling on transferability of ESL elective courses.</p> <p>English faculty are working with Counseling to pair developmental English with Personal Development courses. ESL teachers have been teaching paired classes with content instructors in Personal Development, Art History and Communication Studies. We are requesting data from these pairings from the Institutional Research Office.</p> <p>Faculty in the division regularly participate in Semester Kickoffs and Open Houses.</p> <p>Faculty in the division participate regularly in Student Poster Showcase, which, until this year, has been led by an English faculty member.</p> <p>Communication Studies offered a public speaking course (Communication Studies 101) for Police Orientation and Preparation Program (POPP) students.</p> <p>Division faculty chair campus-wide committees, such as College Council, SLO, Distance Education, Reading Apprenticeship, Educational Master Plan, Professional Growth, Student Success, and Resource Development, as well as serve on the Senate Executive Board. Faculty also serve on District committees, such as the District ESL Discipline Committee, the District English Committee, and the Student Success Initiative committee.</p>
Academic Affairs Area	Language Arts	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Students from Communication Studies and English classes received awards at the 4th Annual Student Poster Showcase.</p> <p>Former Puente student and WLAC graduate Raul Menjivar was honored by an exhibition of his Cuba photographs at a CSULA exhibit in March 2014. He since graciously donated two of the photogpahs for display in the division lobby.</p>
Academic Affairs Area	Language Arts	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>Frances Leonard is the advisor for the Puente Club. The club helps support students in the current Puente Project classes by fundraising at ASO-sponsored events on campus. In the past, the club has used the funds to purchase texts for the class and to help defray the cost of the bus used for the Motivational Conference in the fall and the university trips in the spring.</p> <p>Nuala Lincke Ivic is the advisor and editor-in-chief of the West Online Magazine.</p> <p>Katherine Boutry is the advisor of the newly formed Feminist Club.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Language Arts	15. Environmental Scan	Curriculum Impact	<p>Instructors currently participating in the California Acceleration Project plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101. English faculty members will be discussing other curricular changes that will help students progress through our English sequence.</p> <p>ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses.</p>
Academic Affairs Area	Language Arts	15. Environmental Scan	Technology Trends	There are an increasing number of students using various mobile devices and apps to complete course work and email instructors.
Academic Affairs Area	Library	04. Enrollment Trends	Enrollment Trends	<p>The College FTES was reduced from 3,510 in Fall 2009 to 3,349 in Fall 2013. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online.</p> <p>Library Science Courses Enrollment increased from 103 to 140 between Fall 2009 to 2013. 36% increase in enrollment FTES increased from 4 to 6</p> <p>Library Division Instructional Programs Orientations Circulation LIRL tutoring</p> <p>Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number starting with 888; , accept enrollment in the tutoring section, and log out at the end of the tutoring session. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face-to-face tutoring and to monitor enrollment for technology access (use of Internet computers).</p> <p>Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of student enrollments and hours of services provided recorded the need and the provision for them.</p> <p>Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013 final subject tutor enrollment reached at week 8 of Fall 2013.</p> <p>In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data.</p> <p>For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non-credit, positive attendance hours.</p> <p>Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Library	04. Enrollment Trends	Section Count Trends	<p>Library Science Courses Section count decreased from 5 to 4 after Fall 2009</p> <p>Average class size increased from 20.6 to 35.0 from Fall 2009 to 2013, 18% average class increase over 4 years. 70% total increase in class size.</p> <p>Library Division Instructional Programs Orientations conducted increased an average of 30% between 2007-2012</p> <p>The sections are determined by tutorial function. There is one section for HLRC campus, general subject, face-to-face tutoring, on campus Writing Lab tutoring, online versions of each general subject and writing lab, and a section for use of Internet computers. Additional tutorial services may promote the creation of additional sections, for example Supplemental Instruction (SI) or embedded tutoring (in the classroom).</p>
Academic Affairs Area	Library	05. Students and Student Success	Degree/Cert. Trends	<p>College wide on 12% completed certificates or degrees in 2011-2012 This indicates that the focus of Library services could remain even in supported degree and certificate programs</p> <p>The Program does not offer Degrees or Certificates in Library Science and Education disciplines</p> <p>All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013 Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university.</p> <p>Our end-of-semester tutorial surveys document our support of students who have these designated academic goals. The latest Spring 2013 student survey to the question: What item best describes your academic goals at West? Complete certificate or A.A. degree 32% Transfer to university 61% Personal Development 4% Undecided 3%</p>
Academic Affairs Area	Library	05. Students and Student Success	Demographic Trends	<p>Age Group Distribution showed increase in 35 and over age group in Fall 2013 Increase in Male population</p> <p>Distribution among all demographic groups trending toward more even distribution</p> <p>Tutoring The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.</p>
Academic Affairs Area	Library	05. Students and Student Success	Equity Gaps	<p>The equity gap in successful course completion in Education is about average compared to the college. The equity gap in Library Science is one of the lowest in the college, however it had one of the lowest course completion rates in Fall 2013. The equity gap for Library Science spiked to 49 in Fall 2011 but then went to below average gap of 21 in Fall 2012.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Library	05. Students and Student Success	Success Comparisons	<p>College wide average course completion rate 62% Library Science average course completion rate 50% Fall 2012 48%, enrollment 122 Fall 2013 36%, enrollment 139</p> <p>Success rate inversely proportional to class size and total enrollment.</p> <p>Detect learning skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours Discuss SLO assessment results with Library Science course faculty.</p> <p>HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolled in college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are helped most by tutorial services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses.</p>
Academic Affairs Area	Library	05. Students and Student Success	Success Trends	<p>Retention Rates stayed about the same average 85% Success Rate dropped 5% may be due to increased class size</p> <p>The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011. The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011. The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011. The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011.</p> <p>Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in the 70-75% range.</p> <p>For Library Services: From the Library Faculty satisfaction survey. 95% of the faculty that used the Library services were satisfied overall with the online services. 65% rated the print and media resources from Good to Excellent. 96% rated the library orientations from Good to Excellent.</p> <p>The print and media resources could use improvement according the Faculty Satisfaction survey</p> <p>Tutoring Institutional Research will provide much needed statistics on the effectiveness of tutoring on student success and retention. Selection of students enrolled and actively receiving subject tutoring, would generate a success profile of our tutoring programs.</p> <p>Historically, the student demand for tutoring is most great for the foundational/developmental, pre-collegiate math courses - math 105, 112, 115, 125, and for Statistics, a college level math course often required for university transfer. There is also great demand for the sciences, biology, chemistry and physics, anatomy and physiology. Extensive Writing Lab tutorial records track individual student progress by course and section.</p> <p>The end of the semester student survey from Spring 2013 showed that 57% selected "My academic performance in class improved as a result of tutoring." Over 75% indicated "I benefitted a lot from the tutoring program."</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Library	06. Staffing Trends	Staffing Trends	<p>Data section 6 does not include information on non-classroom Library faculty</p> <p>The Library service non-classroom FTEF was reduced from 3.67 to 2.67 in 2008 due to 2 retirements and 1 hire. .33 FTEF is the for Library Chair administrator. Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians. Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is 4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.</p> <p>"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards") ----- see ACRL Standards for Libraries in Higher Education https://wmail.wlac.edu/exchweb/bin/redir.asp?URL=http://www.ala.org/acrl/standards/standardslibraries Use and Value of Institutional Peer Comparisons Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness. Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.</p> <p>Librarian non-classroom</p> <p>1 Librarian is planning to retire in June 2015</p> <p>In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians</p> <p>Currently we have 4 full time tenure track librarian, 3.5 FTEF librarians, .5 Chair, 1.0 FTEF adjunct librarians</p> <p>Library Tech</p> <p>Fall 2008 5.5 library technicians</p> <p>Fall 2012 4.0 library technicians, we are still short 1.5 FTE library technicians</p> <p>Instruction Media Center - We have had 1 specialist and 1 technician Instructional Media Specialist retired in 1999 Currently only have an Instructional Media Technician since the Specialist's retirement</p> <p>Instructional Assistant & IT</p> <p>3 instructional assistants to support LIRL, LIRC, open technology labs, foreign language lab, over 200 computers, 4 printer stations, 6 library</p>
Academic Affairs Area	Library	09. Curriculum	COR Update: Missing CORs	<p>All active courses in Library Science (4) and Education (2) have current CORs. Course outline for Library Science 88 is being developed for potential reactivation and offering to complement the Paralegal Certificate Program.</p> <p>Course outline is being developed for for SLA/1T Supervised Learning Assistance.</p> <p>Education 6, a tutor training course, will be revised and offered to new and returning tutors and will be developed in Etudes along with in <u>person training and tutor manual</u></p>
Academic Affairs Area	Library	09. Curriculum	COR Update: Out-of-Date CORs	<p>Library Science 88 COR is being updated.</p>
Academic Affairs Area	Library	09. Curriculum	Course Outline	<p>Annual evaluation of faculty and assessment of course SLOs</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Library	09. Curriculum	Course sequence	<p>Yes, the Library Science courses are offered every semester and can be taken in any sequence to fulfill Plan A and B graduation requirements.</p> <p>Library: each class in the program is stand alone and do not need be taken in a given sequence</p> <p>There are two Education courses offered at this time, they do not need to be taken in given sequence</p>
Academic Affairs Area	Library	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Supervised Learning Assistance is open entry and exit</p> <p>For outreach, we offer individualized Library and Information Competency instruction to students and instructors in every discipline.</p> <p>Our Instruction Librarian has implemented several outreach programs, visited various division meetings, and is involved in Curriculum and the Student Success committee.</p> <p>Our adjunct librarians have created displays to highlight resources that relevant or Professional Development and of general interest to students.</p> <p>All Library Science and Education courses are currently offered online. All active courses in the division have a COR addendum for DE</p>
Academic Affairs Area	Library	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>Annual student and faculty surveys</p> <p>Age of the print collection</p> <p>Scope and quality of the online databases</p> <p>Professional review journals that analyze relevancy of resources</p>
Academic Affairs Area	Library	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>Learning and Tutoring Center director or faculty lead required</p> <p>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.</p>
Academic Affairs Area	Library	10. Student Learning Outcomes	SLO Assessment - Course	<p>Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator.</p> <p>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.</p> <p>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 assesed. 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.</p>
Academic Affairs Area	Library	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>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.</p>
Academic Affairs Area	Library	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Library	11. Departmental Engagement	Community Connections	<p>The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community. The Division has established connections with organizations and business in the community through the Paralegal Advisory Group, consultation with other university libraries in the community on best practices</p> <p>The Learning Center and Tutorial Services has looked at improving signage on the building facing the General Classrooms to inform students of available resources. West's publications and publicity efforts to the community supply information about West's programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/or supporting our college.</p>
Academic Affairs Area	Library	11. Departmental Engagement	Interdepartmental Collaboration	<p>Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreign Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources.</p> <p>We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum. We have increased the membership of the Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum. The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements. The faculty in the division are also involved in Academic Senate, Curriculum, SLO and Student Success committees.</p> <p>HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs.</p>
Academic Affairs Area	Library	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Library Science scholarship, Library Tutor scholarship, Library Service Scholarship ASO officer, Honor Transfer Program Most of our subject tutors transfer to the universities like UCLA, UC Berkeley and Irvine and Santa Barbara, and Cal Poly San Luis Obispo with majors like engineering, mathematics, neuroscience, psychology, nursing and other majors. Recently, one math tutor transferred to UCLA and was selected as an NIH (National Institutes of Health) Intern for the neurosciences.</p>
Academic Affairs Area	Library	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>Yes, International Student Success Center. Weekly study groups, workshops and cultural programs. Also some faculty individually are advisors for students clubs, such as the VCA Student Club and Arts Club.</p> <p>There is no club associated with Tutorial Services. We do, however, often seek out potential tutors from the Math Club, Economics Club, and other clubs that may have membership with content knowledge to support subject tutoring. TRIO SSS has been a special program supporting HLRC Tutorial Services in that regard.</p>
Academic Affairs Area	Library	15. Environmental Scan	Curriculum Impact	<p>Plan developing programs and resources to convince discipline faculty to adopt Information Competency as an Institutional Learning Outcome.</p> <p>Reactivating Library Science 88 to complement the Paralegal Certificate Program.</p> <p>Aligning current information literacy competency Library Science courses to enhance the proposed Dental Hygiene bachelor's degree program</p>
Academic Affairs Area	Library	15. Environmental Scan	Technology Trends	<p>Plan on implementing Guide on the Side, which was developed by University of Arizona, to produce step by step, hands on tutorials for research, requires a Linux server to operate.</p> <p>Smart boards in study rooms have proven to be effective at other universities and colleges, new and improved group study methods have developed from student initiative in using the technology to enhance small group learning.</p> <p>Move to the Kentico content management system increases flexibility to improve the Library and Learning Resources website and will most likely improve user experience.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	04. Enrollment Trends	Enrollment Trends	<p>The data reflects the total enrollment in six different chemistry courses: chemistry 51, 60, 101, 102, 211, and 212. The total Enrollment in chemistry steadily increased between 2008 and 2012 from 218 to 332. This could be as a result of the new facilities the division moved into . Six physics courses are listed in the catalog: 6, 7,12,37,38 and 39, West offers an AA in Physics and only 37,38 and 39 are part of that major. The other courses, physics 6, 7, and 12 are requirements in other programs.</p> <p>The overall enrollment trend for the college has shown a decline between 2009-2013. however, enrollment trend for physical science shows a 56.8% increase between 2009 and 2013. In the same way the FTES for the same period has increased 63.5% .</p> <p>In chemistry alone the enrollment has increased from 223 to 336, which is a more than 50% increase> The FTES has also increase by more than 55%</p> <p>This shows the demand for the sciences has increased perhaps because of better economy and job opportunities in the field of science</p>
Academic Affairs Area	Science - Physical Sciences	04. Enrollment Trends	Section Count Trends	<p>Section count in chemistry has increased from 10 to 11 in 2013 and the class size has grown to 33.2 in 2012. Section counts per semester have increased from 1 to 2 for physics and 1 -2 for astronomy depending on semester.</p> <p>Ave. class size for astronomy has remained consistent at about 53 students per semester. Number of class offerings has doubled (to two) since summer of 2013. Retention rate (89% fall 2010 and 77% fall 2012) has declined since 2010 when the class had been shifted from adjunct taught to full time instructor taught, and should be looked into. Success rate, however (50% fall 2010 and 64% fall 2012) has increased.</p> <p>Ave. class size for physics has remained consistent at about 50 students per semester but has increased since fall 2008 when the program was taught entirely by adjunct instructors. Number of class offerings per semester has remained consistent for the last three years (one for majors and one for non-majors). Retention rate (87% fall 2010 and 82% fall 2012) has declined slightly since 2010 when the class had been shifted from adjunct taught to full time instructor taught (note, there are two classes offered per semester now), and should be looked into. Success rate, (72% fall 2010 and 68% fall 2012) has also seen a slight decline</p> <p>Average class size for the astronomy class by census declined to 32 for fall of 2013, however, enrollment has increased significantly from fall of 2010 (57) to fall of 2013 (97), likely due to the addition of the hybrid and online section offered once a year in addition to the on campus section. (Note: over 25 students per class per semester show up to try to add astronomy, and dozens more email the instructor). For spring and fall of 2014, class sizes are near previous averages of 55. Retention rates for astronomy have improved to 92% as of fall 2013, yet there was a large drop of success rate in the on campus offering (38%). Instructor is working with tutoring center for the 2014 academic year to bridge this gap. Of all trends in astronomy over the last four semesters, data from fall of 2013 seems to be an outlier in the average data.</p> <p>Average class size for physics is increasing at around an average of 37 students per class (or 70 for the two class sections), where the cap for each section is 35 students. Enrollment trends jumped significantly from fall of 2010 (55) to fall of 2013 (75). Non-majors physics, and first semester majors level physics is ready for growth as is seen by the number of students trying to add the class and have to be turned away. Section counts have remained steady since fall of 2010 for physics. There has been no growth in the number of sections being offered. Retention is high in the physics classroom (81%), and success rate is at about 67%. This is on par with the 2012 values. The instructor has worked with the tutoring center and the number of physics tutors has been increased for the fall 2014 semester. Instructor will revisit the impact this has on next year's numbers.</p> <p>In Chemistry despite the increase in enrollment the section count has remained unchanged. This is because ,in some of the chemistry classes are over enrolled. Because of the limitations we have in the chemistry labs, increase in enrollment per section can not be sustained. new additional sections have to be opened to accommodate the growth in enrollment.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	05. Students and Student Success	Degree/Cert. Trends	<p>Generally the division has very few AA degree and certificate graduates. This is because most of the students who are taking science courses are transfer students or students who take it to satisfy a GE requirement for other programs, most notably for Allied Health and Dental Hygiene vocational programs.</p> <p>In addition, physics and engineering majors tend to choose transfer for higher level terminal degrees often seeking those beyond the Bachelors degree. As such, many do not see the benefit of an Associates of Science degree in the field. It is hoped that the future TMC in Physics (in progress) will be a consideration and be of use to students wishing to transfer to a CSU.</p> <p>Many students are also taking the chemistry courses as prerequisites to join professional schools such as, pharmacy, dental school, medicine and PA. These schools accept students who have completed the required chemistry, physics and biology courses in addition to other requirements. AA degree is not required</p>
Academic Affairs Area	Science - Physical Sciences	05. Students and Student Success	Demographic Trends	<p>The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and older students constitute over 70%. This data has no apparent implication for the chemistry discipline. The gender data for physics doesn't seem to lend a pattern; one year it the males that are the higher percentage and then it is the reverse. However, the age distribution data primarily reflects the demographics of the college's student population: older students constitute over 70%. This data has no apparent implication for physics either.</p> <p>In Chemistry the male population has increased by 6% during the period 2009-2013. The Female population has decreased a little, but it is still significantly high compared to the male population(63%:38%)</p> <p>There is a 5% decline in the african American population while there is a significant increase (14%) in the Hispanic population in chemistry.</p> <p>The white student population in chemistry is essentially unchanged at 34%</p>
Academic Affairs Area	Science - Physical Sciences	05. Students and Student Success	Equity Gaps	<p>The Division's successful course completion rate which is 65% is slightly more than that of the college's overall which is about 63%. The availability of tutors in HLRC and volunteer tutors of chemistry and biology in the science division must have helped to keep the success rate high.</p>
Academic Affairs Area	Science - Physical Sciences	05. Students and Student Success	Success Comparisons	<p>College average successful course completion rates have held at around 63%. Physics successful course completion rates are at about 68%. These values are likely higher than college averages because of the rigorous nature of the subject matter and amount of high level classes physics students are required to take. Astronomy rates are at par with college averages at about 64%. These students represent the general population as the astronomy class is a no prerequisite (usually elective or general science for non-scientist) class</p> <p>The average retention for the college fluctuated between 81% and 85% While the retention in chemistry is between 73% and 80%. However, the average the success rate is 62%. which is the same as the college wide success rate.</p> <p>The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the chemistry courses.</p>
Academic Affairs Area	Science - Physical Sciences	05. Students and Student Success	Success Trends	<p>While retention rates for chemistry remained steady, ~74%&#8208;80%, the success rates fluctuate from ~ 51% in 2008 to 68%. The 68% for Fall 2009 came about because besides the chemistry tutoring services provided by HLRC, for that semester there was an in-house tutoring service for the students for extended hours. Developing; in-house tutors may prove to be the tool needed to narrow the gap between retention and success. Retention rates remained steady, ~82%, and the success rates were comparable at ~77%. This is primarily due to the fact students who take physics are probably more college&#8208;ready than a typical West student. It is likely that the physics students have had to take college level mathematics courses as requisites prior to enrolling in physics.</p> <p>Retention in chemistry is 74% while the success rate is 62%. This is comparable to the college wide success rate. The retention and the success rates could be improved by placing a mechanism to enroll students who are prepared and ready for the challenges they will be facing in the courses.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	06. Staffing Trends	Staffing Trends	<p>Chemistry has two full ;time tenured faculty. For regular faculty it should be 2.13 annually. Since Fall 2009 it should be 1.4 FTEF, since the Chair, a chemistry faculty,. is on a 0.6 FTEF release time.the ratio of adjunct to regular needs to be adjusted in the coming years. There is sufficient allocation of FTEF to manage the chemistry program adequately as it stands now. However, if expansion into ACT and Wee-end College occurs, additional allocation of 0.4 FTEF would be needed. Currently there are 7 adjunct chemistry instructors. The ratio of current part time to full time instructors is 7:1.4 which is 83.4 % part time and 16.6 full time instructors. This is much higher than required 75% to 25% respectively</p> <p>For physics and astronomy program growth, adjunct faculty (in conjunction with increase in class allotment and full time laboratory technician) need to be brought in to teach additional sections. All physics and astronomy classes have been taught by a single full-time instructor (who also serves as the physics and astronomy lab tech) for the last four years. Physics and astronomy does not currently support adjunct instructors.</p>
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	COR Update: Missing CORs	All of the courses offered by the Division have been updated.
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	COR Update: Out-of-Date CORs	There are no out-of-date CORs
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	Course Outline	Through monthly divisional meetings, classroom visits, examination of course syllabus handed to students and through primate meeting with the Chair. Additionally, instructors of different sections of the same course meet together to discuss their syllabus.
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	Course sequence	<p>As physics is still in the process of rebuilding, it is natural for some growing pains and challenges to present themselves. Physics is finally offering all courses required for the AA major, however with only one instructor, and no lab tech, the program is limited in the amount of sections that can be offered each semester. The non majors level courses have held steady at near capacity (though this semester the course is holding over capacity), and the majors level courses are now at capacity. There is concern among the student who attempt to graduate and/or transfer with all required courses in both areas as only one course of each level is offered each semester. Therefore in order to proceed through the sequence in a timely manner, students must enter at the beginning of the sequence (two semesters for non-majors and three semesters for majors) or are forced to wait a number of semesters (in the case of majors) to begin again. This often forces students trying to take a physics class (in addition to their other required academically rigorous courses) to overload themselves at times because of the limited availability and times of course offerings. Courses within the physics program cannot be taken out of sequence.</p> <p>***[do we have a plan to remedy this?] (MA10/13) Students who are prepared and start at chem 101 level can finish all four courses (Chem. 101, 102, 211, and 212) in four semesters. To start at the chem. 101 level students need to have completed their Math prerequisites and income cases introductory chemistry course like chem. 60. These courses are offered every semester and students can start the sequence in fall or spring semester.</p>
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Astronomy now offers a hybrid course for those students who are unable to attend the on campus section because of scheduling or capacity. At this time No chemistry course is offered on line. There is discussion about which course would be a better candidate to offer in a hybrid format</p> <p>Astronomy also offers a fully online section (typically in winter and summer sessions).</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	09. Curriculum	Program Relevance, Appropriateness & Cur	<p>Physics now offers all courses for the AA degree in Physics. Astronomy is in the process of offering a laboratory class for non majors that will transfer with the lecture class in astronomy to fulfill the science class with laboratory requirement for transfer. The chemistry courses are articulated with UC/CSU and other four year universities and classes are taught to keep those high standards. ----current (latest editions) textbooks are used. Laboratory work is supported with state-of-the art lab equipment. In some cases students are assigned to read current articles.</p> <p>To complete the science series in junior college, student need to take Biochemistry. There is enough demand and the decision is in a position to include it in its course offerings. The demand for this course is high among students who are planning to go into the medical field and other biological sciences. at present after completing the chemistry series we are offering, students go to other colleges to take biochemistry</p> <p>Plans for offering an astronomy laboratory course are still in progress. Allotment for a one unit class, as well the addition of four more telescopes, are required for this to happen. In addition, it is recommended that each class, physics 037 and 038 and 039, be offered once per year instead of once every three semesters (as they must be taken in order and have prerequisites in advanced mathematics) in order to serve the needs of the physics and engineering major in offering courses in a timely manner. It is also recommended to update and populate types and numbers of relevant curricular equipment to keep our students competitive with their four year counterparts upon transfer.</p>
Academic Affairs Area	Science - Physical Sciences	10. Student Learning Outcomes	SLO Assessment & Resource Request	<p>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.</p> <p>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.</p> <p>There is the need for Biochem lab supplies and basic equipment ??..</p>
Academic Affairs Area	Science - Physical Sciences	10. Student Learning Outcomes	SLO Assessment - Course	All faculty include SLOs in their syllabus of the course. Samples of SLO assessing questions from the exams/tests are taken and the students' responses are analyzed by the faculty to get ideas about out comes. The SLO report of the faculty includes what improvements need to be done to better SLO.
Academic Affairs Area	Science - Physical Sciences	10. Student Learning Outcomes	SLO Faculty Dialogue	During divisional meetings faculty discuss SLO results and exchange/share their ideas/experience with each other
Academic Affairs Area	Science - Physical Sciences	10. Student Learning Outcomes	SLO Program Assessment & Changes	<p>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.</p> <p>Offering a biochemistry course as part of the chemistry series is being planned. This will increase retention and student success.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	11. Departmental Engagement	Community Connections	<p>The astronomy program has reached out to Kevin LeGore, the president and founder of Focus Astronomy. Focus is a community astronomy outreach group, we are based out of Agoura Hills. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club</p> <p>The astronomy club is now PHASE (Physics, Astronomy, and Engineering) club. The club will continue community outreach events such as star parties and is in preparations for its first volunteer project through Think Together is a non-profit organization, "...whose mission is to create opportunities for all kids to discover their passions and reach their full potential. Since its inception in 1994, THINK (Teaching, Helping, Inspiring and Nurturing Kids) Together has been committed to improving academic outcomes for children and youth living in under-resourced communities. "</p> <p>STEM students have also been invited to participate in tutoring for the Upward Bound program.</p>
Academic Affairs Area	Science - Physical Sciences	11. Departmental Engagement	Interdepartmental Collaboration	<p>"Science Division runs efficient interdepartmental programs: we meet regularly on matters academic (course scheduling, course prerequisites, curriculum development, etc) and administrative (supply budget, student classroom conduct policy etc.) The laboratory technicians from chemistry and the biological sciences work in unison to run the science laboratories, relieving science faculty members of the routine chores that detract from academic responsibilities. A full time laboratory tech for physics and astronomy is being requested to serve in the same manner for the physics program</p> <p>When we start offering biochemistry class, in collaborations between Chemistry and biology departments , science and dental hygiene divisions. This may lead to the creation of a biotech program.</p>
Academic Affairs Area	Science - Physical Sciences	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	<p>Every year deserving students are recognized for their excellence in science and have been awarded scholarships: 1.JPL annually recognizes our outstanding physical science students have been recognized and awarded JPLUS scholarships (stipend) 2. The college got a Grant from the NSF to award 20 scholarships for academically talented science students</p> <p>In addition to the JPL and JPLUS internships and awards some of the physical science students won scholarships that were awarded by WLAC scholarship foundations</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	Science - Physical Sciences	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	<p>Professor Bell helped to create and advises the West Los Angeles College Star Fire astronomy club. The club was chartered in the fall of 2010 and has since met for monthly meetings, held workshops for its members (learning to use a star chart, telescopes, etc.), and hosted three campus/community star parties. Field trips in the works include a visit to the Science center to see the space shuttle Endeavor [10/13/13] and a trip to the Griffith Observatory [fall 2013]. In addition to providing a fun environment for those interested in astronomy and developments in astronomy, the club provides a sense of community among science and non-science students alike. It also serves the roll of interesting students in the physics and astronomy programs offered at West. A Chemistry Club has been formed and meets regularly and plans activities. Dr. Bahta is the club advisor.</p> <p>The astronomy program has reached out to Kevin LeGore, the president and founder of Focus Astronomy. Focus is a community astronomy outreach group, we are based out of Agoura Hills. They provide free astronomy programs for the public, schools and other educational groups. Our goal is to bring astronomy to the masses and bring new people to this amazing hobby and science. The WLAC astronomy program is in the process of requesting telescopes to be able to hold its own community star parties, support the future astronomy laboratory class, and support the S-STEM directed study courses in astronomy. Lessons, research, and ideas are currently being shared between WLAC and the outreach group. Future public speakers are being planned to come speak to the WLAC Star Fire astronomy club</p> <p>The astronomy club is now PHASE (Physics, Astronomy, and Engineering) club. The club will continue community outreach events such as star parties and is in preparations for its first volunteer project through Think Together is a non-profit organization, "...whose mission is to create opportunities for all kids to discover their passions and reach their full potential. Since its inception in 1994, THINK (Teaching, Helping, Inspiring and Nurturing Kids) Together has been committed to improving academic outcomes for children and youth living in under-resourced communities. "</p>
Academic Affairs Area	Science - Physical Sciences	15. Environmental Scan	Curriculum Impact	<p>Will have to meet up with Mesfin and Elizabeth on the one-hand and Mesfin and Pat on the other, to make plans for biochemistry and biotechnology based programs. Just in the planning stage at the moment.</p> <p>MA: this will include the addition of biochem in our science series and developing labs appropriatest for the course and biotech, in collaboration with biology</p> <p>E.B. I don't have any recommendations to the curriculum at this time (unless you count being able to offer a few more up-to-date laboratory experiments with the few, more advanced items that have been coming in). The only changes are in offering the classes that we have listed in the ECD system (and in a timely manner so that students can graduate and/or transfer sooner). I cannot recommend the addition of any classes at this time until we begin pulling in additional instructional help.</p>
Academic Affairs Area	Science - Physical Sciences	15. Environmental Scan	Technology Trends	<p>Chemistry and physics classrooms meet modern standards of lighting, ventilation, and comfort. They should have adequate provisions for using: computers, CD&#8208;ROM, laser disk, document cameras and internet access and other equipment as needed.</p> <p>To give students the opportunity to do more exercises and assigned homework problems related to lecture materials, the college (library or IT) can buy licenses and install the software so that students can access them at their convenience online</p> <p>Chemistry and physics and astronomy extensively use instruments in the laboratories. These instruments need upgrading and servicing periodically.</p> <p>As the laboratories and the programs grow there is also the need to acquire new and advanced laboratory equipment.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Counseling	04. Enrollment Trends	Enrollment Trends	<p>2014-15</p> <p>Personal Development Enrollment Trends: Enrollment Trends for Personal Development has a direct correlation with the Trends of the campus. In the Fall 2009 semester, the enrollment average was 213 students, the enrollment declined to 117 students during the Fall 2013 term with a reduction in sections. Online course offerings appear to have the same trend of declining enrollment, the enrollment records reflect 239 students enrolled for the Fall 2009 semester compared to 143 students enrolled in the Fall 2013. Despite the Enrollment Trends for the campus Puente student enrollment for Personal Development is continuous and steady.</p> <p>Personal Development FTES: Personal Development courses, FTES do not appear to align with the overall college's FTES. The delay of the sections being approved and released did not allow for sufficient time for students to satisfy their personal SEP's and goals by registering for Personal Development courses. Therefore, Personal Development courses are not an accurate depiction of FTES on campus. With the implementation of Senate Bill 1440 (AA-T/AS-T), which removed the requirement of a Health and Kinesiology courses in order to earn an associates degree in the LACCD, This change will allow students an option to take Personal Development 20 and 40 to fulfill their transfer requirement for Area E: Lifelong Understanding and Development. This change will give students an opportunity to explore in depth, career options which will lead to more students declaring a major at the community college level as well as for transfer.</p> <p>Counseling Enrollment Trends: The Counseling Division, services ALL students at WLAC including new, continuing, and returning. Therefore, Enrollment trends and FTES can not be measure using traditional data provided by the college. Counseling data is measured through the Scheduling and Reporting System (SARS) based on the data obtained for 2013-14 academic year student counseling contacts have increased by 11%. Our Division's trends are based on the campus enrollment.</p> <p>Counseling FTES: Regardless of the units students are enrolled in, the Counseling Division provides opportunities for students to clarify their values, goals, to cultivate self confidence and develop self-direction.</p>
Student Services Area	Counseling	04. Enrollment Trends	Section Count Trends	<p>Section Count Trends Personal Development: The data indicates the section count Trends by Mode of Instructional Delivery by classroom and online delivery have both decreased. However, Hybrid and Puente have remained consistent over the last 5 years.</p> <p>The data indicates the average class size Trends by Mode of Instructional Delivery have increased through classroom, Hybrid and online. Puente has remained consistent. The data suggests ground classes for Personal Development are needed in order to adequately serve students seeking advisement for career, personal growth and college survival skills.</p> <p>Section Count Trends Counseling: The Counseling Division is a service area, therefore data can not be measured by sections.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Counseling	05. Students and Student Success	Degree/Cert. Trends	The Counseling Department continuously creates CSEP's and counsels students on Graduation Plan A and Plan B's, general education requirements and reviews West Los Angeles' major requirements for associates degrees and certificates. In addition, we educate students about IGETC/CSU certification requirements as well as major requirement for transfer purposes. The completion of Liberal Arts: Behavioral & Social Science degrees has nearly tripled from 2009-10 to 2012-13 due to students seeking transfer who will automatically meet that Liberal Arts degree requirements once they complete their general education courses by following the IGETC or CSU certifications.
Student Services Area	Counseling	05. Students and Student Success	Demographic Trends	<p>Counseling:</p> <p>Counseling's data collector, SARS, does not separate students by age, gender or ethnic groups. With the implementation of the new Student Information System (SIS, Fall 2016), data will reflect appropriate demographic trends.</p> <p>Personal Development:</p> <p>Gender distribution:</p> <p>Based on the enrollment trends for the last 5 years, 38.6% students have enrolled in Personal Development courses. The current counseling faculty consist of 30% males. Additionally, the representation of the female student body is proportionate to the campus Counseling faculty.</p> <p>Age group distribution:</p> <p>Based on the enrollment trends for the last 5 years, the 25-34 year old students have remained the second largest group returning to school. With state (employment) reductions, students are returning to school for (alternate) career options and retraining. As Veterans return home from military service there will be an apparent increase in college enrollment, requiring more individualized services . The International Student population has increased as a result of additional outreach services and directed counseling services.</p> <p>Ethnic group distribution:</p> <p>Based on the enrollment trends for the last 5 years, the Hispanic/Latino and White population has increased 7%, respectively. The African American/Black student enrollment has declined 3% over the past 3 years, changing the majority of the student population on the campus.</p>
Student Services Area	Counseling	05. Students and Student Success	Equity Gaps	A higher equity gap exist in the student populations of Veteran's, AB540, International and Online primarily due to the restricted staffing schedules; there is not a dedicated faculty members to serve these specific groups.
Student Services Area	Counseling	05. Students and Student Success	Success Comparisons	The division attributes the successful student completion of each course to the individual relationships of faculty/Counselors in the class. Counselors are engaged in communication to ensure that each student understands and has completed a Student Educational Plan which anchors and sets the path for student success.
Student Services Area	Counseling	05. Students and Student Success	Success Trends	The overall retention rate for the discipline has been steady in the 80th percentile. Since Fall 2009, success rates have been 62% with a 1 percent increase in Fall 2011 and 2012. WLAC counselor to student ratio of 1:1,448 (based on 10,860 students for Fall 2012) is a major factor in student success and retention. There is a need to provide each student with the adequate resources and support to complete their academic goals. Especially, with Senate Bill 1456, that requires each student to attend orientation, complete assessment and create a student educational plan, it is vital that the Counseling Department increase its resources by hiring more faculty.

Area	Program	Module	Question Title	Answer
Student Services Area	Counseling	06. Staffing Trends	Staffing Trends	<p>Counseling: The Counseling Divisions Staffing Trends are as follows: 6.2 General Funded Counselors 4.3 Specially Funded Counselors 3.5 General Fund Released Counselor</p> <p>Implications: Without sufficient staff and faculty in the Counseling Division, we will be unable to meet mandates for of the Student Equity Plan and Senate Bill 1456.</p> <p>Examples include and are not limited to the following:</p> <p>The Comprehensive first year experience programs (Summer Bridge and Pathway Completion Roadmaps) will not be thorough or accessible to students, due to the limitations of Counselor availability, According to the Basic Skills Completion section of the Equity Master Plan; limited opportunities for Counselors to create cohorts with Learning Skills classes creating support services so that students can decide their educational goals, develop study habits, and learn about college resources and the academic support needed to pass the courses in the basic skills sequence. in order to advance to college level courses. Furthermore, the lack of staff will limit the division to meet the Educational Master Plan 2014-2020 objectives noted as developing a career/job placement center and enhancing career counseling for undecided students.</p> <p>Personal Development: The Personal Development staffing consist of adjunct faculty.</p> <p>Implications: By not hiring a full time faculty member for the Personal Development Discipline advocacy or further development for the discipline will be challenging. The restriction of a full time faculty member limits student retention, access, and degree completion rates for students. The lack of full time faculty leaves our first year and undecided students at a disadvantage due to lack of guidance and advocacy.</p>
Student Services Area	Counseling	09. Curriculum	COR Update: Missing CORs	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	09. Curriculum	COR Update: Out-of-Date CORs	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	09. Curriculum	Course Outline	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	09. Curriculum	Course sequence	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	09. Curriculum	Outreach, Online & Hybrid Classes	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	09. Curriculum	Program Relevance, Appropriateness & Cur	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	10. Student Learning Outcomes	SLO Assessment & Resource Request	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	10. Student Learning Outcomes	SLO Assessment - Course Outcomes	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	10. Student Learning Outcomes	SLO Faculty Dialogue	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	10. Student Learning Outcomes	SLO Program Assessment & Changes	Updated information and data will be forwarded prior to final Program Review approval.

Area	Program	Module	Question Title	Answer
Student Services Area	Counseling	11. Departmental Engagement	Community Connections	<p>The Counseling Division collaborated with Fineshriber Family Foundation (FFF) to develop the criteria for a Dream Act Scholarship (for undocumented students).</p> <p>The Counseling Department participates with in service opportunities fro the Jenesse Center, Inc., which provides critical crisis assistance for students enrolled at WLAC;</p> <p>Joined forces with ACCENTURE to provide a district wide resume and interview workshop for all LACCD students.</p> <p>Continues to partner with African American Male Education and Network Development (A2MEND), this regionally based organization provides direct mentorship through both an Administrator to Faculty strand and Faculty/Staff to Student strand. The overarching goal of this establishment is to increase the success rates of African American males (at all levels) within the California Community College system (CCCs).</p> <p>The department is working closely with our district's African American Outreach Initiative (AAOI), to establish and recommence articulation agreements with Historically Black Colleges and Universities (HBCUs).</p> <p>Volunteered in American Cancer Society Relay for Life which consists of a 24 hour Walk/run relay on campus.</p> <p>Many counseling faculty members continue to volunteer as mentors for West Los Angeles Community College and Los Angeles Pierce College Puente Program.</p> <p>Participate in California State University Dominguez Hills annual Latinas Juntas Conference.</p> <p>Collaborates with the Los Angeles County Department of Mental Health to create an active resource/referral binder</p> <p>AmVETS, a network of National Service Officers that assist Veteran in obtaining compensation claims.</p> <p>The Athletics department continues to establish a partnership with LAUSD to disseminate information regarding the NCAA and NAIA eligibility requirements. Additional relationships have been created with the Los Angeles Urban League and Crenshaw High School athletic program and the National Football League (NFL) High School development program.</p> <p>The Transfer Center continues to invite local university representatives, chaperoned university visits, attend UC/CSU conferences and conduct workshops.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Counseling	11. Departmental Engagement	Interdepartmental Collaboration	<p>The Counseling Department works closely with the academic and service areas on campus to get up to date information on academic programs and services. During each Counseling meeting Department Chairs and Representative are invited to discuss pertinent information about their programs and dialogue about further collaborated with the Counseling Department. The Counseling Department meeting monthly with the SSC to receive updates on updates and changes to programs that will directly affect our students. The division will continue to work with Admissions & Records to develop a streamline process for student petitions which include Graduation Process, Course Line Out/Course Repeat, Academic Renewal, Dismissal and Transcript Evaluations, implementation of Degree Works, one stop shop for Veterans students, International Students advising and other student related documents.</p> <p>Counselors serve on various committee's throughout the college, which provide further collaboration for college programs and changes.</p> <p>The division will continue to invite Disciplines to weekly counseling meetings to present updates on course offerings, changes to curriculum or implementations that affect the changes to Vocational AA degrees, transfer AA-T's or Certificates</p> <p>Counselors facilitates transfer workshops, work with Disciplines to offer resume workshops tailored to major/career and examine career pathways for the student to arrive at a desired goal</p> <p>The division collaborates with the Transfer Center to host College/University Fair twice a year, each counselor assist during the transfer application period by receiving students who need a Counselor to review their application prior to submission.</p> <p>Athletics counseling continues to collaborate with all academic disciplines to change the culture among the student-athlete population on campus to enhance student retention and academic success</p> <p>As well Counselors continue to support and volunteer for campus events, such as: High School Senior Day, Kick Off, Welcome Week, and graduation activities; maintain close collaboration with Articulation Office, Library and the International Students Office.</p> <p>Counselors have participated in West's Five-Day Experiential Learning Institute (FELI) which addresses the best practices for student success.</p>
Student Services Area	Counseling	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	N/A
Student Services Area	Counseling	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	
Student Services Area	Counseling	15. Environmental Scan	Curriculum Impact	Updated information and data will be forwarded prior to final Program Review approval.
Student Services Area	Counseling	15. Environmental Scan	Technology Trends	<p>The counseling division is involved in the development of our districts new Student Information System (SIS), we are actively participating in the review of 300 or more business process, work flow maps during the Academic Advising/Degree Audit Fit Gap Analysis Sessions. The intent of Fit/Gap Analysis is to provide a comparison of the functionality required between the newly delivered PeopleSoft Business Processes and the existing DEC Business Processes. The analysis validates the 'fits' or identifies the 'gaps' that must be resolved before the new SIS goes live in Fall 2016. Faculty from the Counseling Division has been instrumental in development the Student Information System (SIS) which is set to launch Fall 2016.</p> <p>We have incorporated a Share Drive for access between the offices (EOPS, DSPS, etc). The implementation of text messaging students for Counseling events such as Workshops and College Representative visits.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	EOP&S / CARE	04. Enrollment Trends	Enrollment Trends	In prior years, the EOP/CARE Program was allowed to grow based on the allocation from the Chancellor's Office. Recently, the program funding was restored and now the EOPS/CARE Program can experience a moderate growth.
Student Services Area	EOP&S / CARE	05. Students and Student Success	Degree/ Cert. Trends	The program acknowledges the need to increase the number of degrees and certificates awarded.
Student Services Area	EOP&S / CARE	05. Students and Student Success	Demographic Trends	Based on the enrollment demographics trends from Chancellor's Office data mart we see an incline in Latino students and a decline of African American students. Our goal is to increase and retain all eligible students.
Student Services Area	EOP&S / CARE	05. Students and Student Success	Success Trends	The program is exiting far too many students for non compliance from the EOPS/CARE program on a semester basis. Our goal is to increase the overall program retention by implementing student follow-up process, special activities, and additional counseling availability. EOPS/CARE program will continue to engaged in a brainstorming mode to develop methods to invigorate the program.
Student Services Area	EOP&S / CARE	06. Staffing Trends	Staffing Trends	The program recognizes its significant role to the college on the number of FTEF it contributes to the college. At the present time, the number of staff is not adequate to the number of students we are serving.
Student Services Area	EOP&S / CARE	10. Student Learning Outcomes	SLO/ SAO Dialogue	The department continuously evaluates improvements based of student feedback.
Student Services Area	EOP&S / CARE	10. Student Learning Outcomes	SLO/ SAO Program Assessment	In progress of collecting data
Student Services Area	EOP&S / CARE	11. Departmental Engagement	Community Connections (AU)	The Advisory Board has been a channel to reach the college, the greater community, and organizations that assist student were were in foster care or TAY population.
Student Services Area	EOP&S / CARE	11. Departmental Engagement	Interoffice Collaboration (AU)	The EOPS/CARE Program collaborates with the various offices and programs at the college such as the DSPS Program, Trio, Financial Aid, Admissions, Counseling.
Student Services Area	EOP&S / CARE	15. Environmental Scan	Technology Trends	No emerging trends
Student Services Area	Learning Skills	04. Enrollment Trends	Enrollment Trends	<p>The trends in enrollment and FTES in learning skills courses indicate a clear direction for the future instructional pedagogy. Enrollment in LSK classes had a steady increase from Fall 2009 with 692 students to Fall of 2012 with 1,052 students. This represents an increase of 52%. However in from Fall 2012 to fall 2013 there was a decrease of 52%. The decrease in enrollment was due to the limitation on the number of LSK courses that students could take for credit. Since then the limitation has vacated. There was a tremendous increase in FTES from Fall 2009 with 19 FTES to 53 FTES in fall of 2012. However the number of FTES dropped to 28 with limitations on the number of learning skills courses students could concurrently enroll. This was also due to strict monitoring of students progress with more check points during the semester which included excluded students who were not making any progress with course content.</p> <p>To increase enrollment, LSK faculty will continuously customize the curriculum to better suit the needs of WLAC students. With increased dialogue between math and English faculty, curricula modifications can be used to provide more effective self paced instruction to promote student success in foundational skills courses. Also, developing additional curricula is a further goal for the division.</p>
Student Services Area	Learning Skills	04. Enrollment Trends	Section Count Trends	Since fall of 2009 the section counts remain the same with slight variation. In the fall of 2009 there were 20 sections and in fall 2013 there were 21 sections. In the Spring of 2014, low enrolled sections were archived as well as sections with the to code LRNSK were archived. In the Fall of 2014 there are 9 active sections of LSK courses. The average class size has decreased from 39.9 to 33 students. This represents 17.2% decrease in average class size. This was due to strict monitoring of students progress with more check points during the semester and lower class caps also the attempt to provide more faculty directed instruction more effectively. In the fall 2014 the class sizes were increased and can be attributed to the increasing need for students to have foundational skills level classes to help them strengthen their level of understanding in academic classes as well as students who need a refresher course to help them adequately prepare for the assessment test. Weekly email communications are sent to students to ensure that they are progressing through the curricula content with at least 5% completion of the lesson modules.

Area	Program	Module	Question Title	Answer
Student Services Area	Learning Skills	05. Students and Student Success	Degree/Cert. Trends	While Learning Skills Department does not offer degrees or certificates, it does provide supplementary instruction in support of student success and progress toward certificate and degree completion. Trends in awarded degrees and certificates factor into curricula planning and development as learning skills faculty continue to work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational skills support modules specific to course content, aligned in order of presentation and weighted to evaluation in course SLOs. As academic departments revise course curriculum, the learning skills department will revise scaffolding.
Student Services Area	Learning Skills	05. Students and Student Success	Demographic Trends	Demographic trends are holding steady in terms of ethnic distribution , gender distribution and age group distribution. While the percentage of African American had a 7 % decreased from Fall 2009 to Fall 2013, in addition, the percentage of Hispanic students taking learning skills course increased from 23% to 31%. From Fall 2009 the percentage of female students decreased from 62 % o 56 % while the percentage of male students increased from 38% to 44 %. In the Fall of 2013, 60% of the learning skills students were female and 40% male. Age distributions are showing a shift toward increased enrollment of students aged 35 and older. This may be related to economic factors which have led many adults to return to school for re-training or upgrading skills in the face of sluggish job markets, or may reflect larger demographic trends of retirees returning to college as "lifelong learners." Students under the age of 24 represented 54% of the learning skills enrollment in 2009, 52 % in 2010 and 2011 and 51% in 2012 and 59 % 2013, while students aged 25 - 34 comprised 21% of learning skills population in 2009, 19% in 2010, and 17% in 2011 and 18 % 2012. One implication of this trend is the lack of preparedness for pre-collegiate courses and that their is a the need to better prepared students with foundational skills necessary to succeed in academic course work. As older students who may be unfamiliar with current computer technology begin enrolling in web-enhanced and online classes, significant support is need to introduce basic keyboarding concepts and software features. Adding success workshop offerings will help to familiarize students all ages with foundational computer assisted instructional skills.
Student Services Area	Learning Skills	05. Students and Student Success	Equity Gaps	In the fall of 2009 the successful course completion rate was 42% which was considerably less than that of the college overage rate of 62%. Over the next 4 years the varied with a increase of 10% in fall of 2012. In the fall of 2013 the successful LSK course completion rate was 49% compared to that of the collage overall rate of 62%. However, in comparing the equity gap in successful LSK course completion was considerable lower than that of the college overall gap in fall of 2009 (8) and fall 2013 (16). In the fall 2011 and 2012 the LSK course completion equity gap was 34 and 30 respectively. During those years the college overall equity gap in success course completion was 22.3 and 23.1 respectively. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre-collegiate Math and English courses or are students who are returning to back to school to obtain certificates or to gain a refresher course in math and/or language arts.
Student Services Area	Learning Skills	05. Students and Student Success	Success Comparisons	The college overall successful completion rates have remained consistent at 62% from fall 2009 to fall 2013. The success completion rates for Learning Skills course have consistently remained lower then the overall campus successful completion rates. In the fall of 2009 with 42% 47% in fall 2010, 42 % in fall 2011, 52 % in fall 2012 and 49% in fall 2013. Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Bi- weekly emails to all enrolled students reminding them of the progress goals and upcoming dates helped many students stay on task and make regular consistent progress toward content mastery of 70 % or higher. Beginning in the in the Spring of 2014, the instructional delivery mode will remain the same for LSK 2A, 2B, 3C, 10A and 10B with increase faculty and student engagement. LSK 5 and 50 will be paired English 21/28 classes respectively. With increase faculty -student engagement, it is the intention of LSK faculty to increase the success rates in learning skills course as well as in pre-collegiate course campus wide. The LSK faculty will also collaborate with English and Math faculty to increase our awareness to concepts that students tend to struggle with.

Area	Program	Module	Question Title	Answer
Student Services Area	Learning Skills	05. Students and Student Success	Success Trends	Trends in retention and success rates vary from semester to semester. The retention rate has decreased from 92% to 75 % from fall 2009 to fall 2013. Success rates increased 5% from fall 2009 to fall 2010. From fall 2010 to 2011 there was an equal decrease. From 2011 to fall 2012 there was a 10% increase; with a decrease of 3% from fall 2012 to fall 2013. Factors impacting retention and success rates in 2010-13 include the continued shift from seat-based credit to mastery-based credit, significantly tighter supervision of weekly student progress, and administrative exclusions of non-progressing students at four-, eight- and twelve-week markers. Enrolled students were provided with course syllabi identifying course-level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. Bi-weekly emails to all enrolled students reminding them of progress goals and upcoming exclusion dates helped many students to stay on task and make regular, consistent progress toward content mastery of 70% or higher. Our goal is to encourage students to use foundational-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.
Student Services Area	Learning Skills	06. Staffing Trends	Staffing Trends	In the fall of 2013, the mathematics learning skills faculty was hired. This individual is responsible to implementing effective foundational mathematics curricula to increase basic math competencies to a diverse population of students. In the fall of 2014 the language arts faculty resigned . This individual was responsible to implementing effective foundational language arts curricula to increase basic English competencies. There is a need to hire a second full-time faculty member with an emphasis in Language Arts .The importance of foundation-skills support cannot be overestimated. Having two full-time tenure track learning skill faculty made it possible to address the needs of WLAC foundational skills population. In addition to having two full-time LSK faculty , hiring hourly LSK instructors would allow for the expansion of the LSK course offerings as well as growth of the division.
Student Services Area	Learning Skills	09. Curriculum	COR Update: Missing CORs	By the fall 2014 all of the course outline of record were updated with the exception of LSK 15a. The LSK courses that were archived were the courses with low enrollment and did not meet the needs of our current student population. The COR for LSK 15A will be updated before the end of the current semester with the assessment of LSK SLO's.
Student Services Area	Learning Skills	09. Curriculum	COR Update: Out-of-Date CORs	LSK faculty worked with Curriculum Chair to clean up the course outlines or record. Courses that were no longer offered or traditionally low enrollment were archived. The outline for LSK 2a, 2B, 3C ,10A and 10B were updated by LSK faculty. This semester LSK faculty will be working with the academic departments to create revised curricula that will better meet the needs of WLAC students. As math and language arts departments revise their foundational skills curriculum, we will adjust to those changes so that we really are offering academic scaffolding paired with a specific course as a "safety net" for low placers or students with transitional skill levels.
Student Services Area	Learning Skills	09. Curriculum	Course Outline	Math and English LSK faculty evaluate alignment with official course outlines of record on an annual basis, a process that has been furthered by the drafting of course-level Student Learning Outcomes for inclusion in course outlines and the syllabi for all Learning Skills classes. Syllabi for all LSK courses are forwarded to Academic Affairs each semester, in addition to being posted online and provided in both hard copy and electronic form to enrolled students. Participation in faculty governance and both campus- and district-wide curriculum revision efforts is integral to the successful ongoing review of academic support courses and services.
Student Services Area	Learning Skills	09. Curriculum	Course sequence	Learning skills courses are non degree applicable. Since the LSK courses offer various refresher topics , they are not sequential in nature. Students can take any of the LSK offered during the semester. All LSK courses are open entry/open exit.
Student Services Area	Learning Skills	09. Curriculum	Outreach, Online & Hybrid Classes	In the Fall 2013 the LSK faculty offered twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 73 ,74 ,75 ,and 50 were offered in an online format, with plans for creating hybrid sections of each course in the 2013-14 academic year. LSK 15A is a hybrid course which uses both an Etudes shell and Plato-based resources to supplement weekly classroom instruction. All courses are available in both for-credit and non-credit formats, accessible from on- and off-campus sites by West students. In the spring 2014, LSK 4, 30 , 73, 74, 75 were cancelled due to traditionally low enrollment and low student success rates. More emphasis will be placed on increasing LSK faculty and student engagement to better address the needs of individual students. LSK faculty will collaborate with English and Math faculty to ensure that the concepts that students tend to struggle with can be addressed by LSK faculty.

Area	Program	Module	Question Title	Answer
Student Services Area	Learning Skills	09. Curriculum	Program Relevance, Appropriateness & Cur	The LSK curricula is intended to be a form of academic support to pre-collegiate courses. With collaboration with math and English faculty the curriculum can be linked specifically to required coursework in foundational math and English classes.
Student Services Area	Learning Skills	10. Student Learning Outcomes	SLO Assessment & Resource Request	A major request is for a computer lab with 30 computers be made available to meet face to face with students as well as annual renewal for PLATO subscription for students to work with CAI learning skills courses.
Student Services Area	Learning Skills	10. Student Learning Outcomes	SLO Assessment - Course	<p>LSK 2A-54 lab hours completed and progress toward 70% mastery Fall 2013</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;</p> <p>Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus</p> <p>LSK 2B -54 lab hours completed and progress toward 70% mastery Fall 2013</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;</p> <p>Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus</p> <p>LSK 3C- 54 lab hours completed and progress toward 70% mastery Fall 2013;</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;</p> <p>Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus</p> <p>LSK 4 -54 lab hours completed and progress toward 70% mastery fall 2013</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery</p> <p>Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted</p> <p>LSK 5 54 lab hours completed and progress toward 70% mastery Fall 2013</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;</p> <p>Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus</p> <p>LSK 10A -54 lab hours completed and progress toward 70% mastery Fall 2013;</p> <p>Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;</p>
Student Services Area	Learning Skills	10. Student Learning Outcomes	SLO Faculty Dialogue	<p>There has been some discussion with the Curriculum chair and the Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with the Math and English faculty to ensure that all LSK courses pedagogically effective to promote student success. By the end of the fall 2014, success data will be available and improvement plans can be developed and prepared for implementation in Spring 2015.</p>
Student Services Area	Learning Skills	10. Student Learning Outcomes	SLO Program Assessment & Changes	Re-evaluation of program-level SLOs is currently planned for Fall 2014, with a particular focus on aligning course-level SLOs with discipline specific SLO's. In addition to using the student success data, Learning Skills faculty will collaborate with the math and English departments to ensure that both the curricula are directly aligned to meet the needs of the students.

Area	Program	Module	Question Title	Answer
Student Services Area	Learning Skills	11. Departmental Engagement	Community Connections	With the realignment to student services and loss of 1 faculty member, community outreach has been limited to the ongoing connection with LAUSD to support the CATS program for developmentally challenged secondary students transitioning to college life. With additional staffing and a physical location designated for Learning Skills more skill-building activities and workshops can be held to promote community outreach and improve student success.
Student Services Area	Learning Skills	11. Departmental Engagement	Interdepartmental Collaboration	Faculty dialogue takes place regularly between LSK faculty and the math and English departments, given the course collaborations in current course offices. In particular, LSK faculty have been in constant dialogue with personnel in the SS & SP to promote academic support for student preparation for the assessment test. Detailed placement information enables LSK faculty to build individualize review plans for students with pre-collegiate skills deficiencies and/or those students who wish to re-assess for higher course placement following intensive skill-building work done with the LSK curriculum. Our collaborative goal is to move students more consistently and more quickly through the preparatory courses in math and language arts while building a solid foundation of necessary skills to support successful course completion of degree applicable course.
Student Services Area	Learning Skills	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	There are host of students who self-report that the learning skills course helped them gain the necessary understanding of course content to pass their math and/or English classes which leads them to reach graduation and/or certificate completion.
Student Services Area	Learning Skills	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	At this time the Learning Skills program does not sponsor a student club or activity.
Student Services Area	Learning Skills	15. Environmental Scan	Curriculum Impact	Each semester the learning skills faculty collaborate with the math and English faculty as well get feedback from students regarding the course content. With this feed back , curricula revisions can be made. In addition with the hiring of the hiring of a new full time language art faculty person, english LSK curriculum will fully be evaluated for its effectiveness and completion.
Student Services Area	Learning Skills	15. Environmental Scan	Technology Trends	The LSK courses are web - based courses which provides computer assisted instruction to meet the needs of our diverse population of students. The PLATO platform is constantly upgrading course content to keep up with technological changes in the field of CAI . The only short fall of this platform is for some students who are not tech savvy to navigate through the web based program. To help students better understand the system, PLATO workshops / modules are designed to give students an overview of the system and to show them the nuts and bolts of the system.
Student Services Area	Learning Skills	19. CTE Programs	Advisory Board Membership	NA
Student Services Area	Learning Skills	19. CTE Programs	Advisory Board Outcomes	NA
Student Services Area	Learning Skills	19. CTE Programs	Assess CTE Student Learning Outcomes	NA
Student Services Area	Learning Skills	19. CTE Programs	CTE Accreditation Recommendations	none
Student Services Area	Learning Skills	19. CTE Programs	Employer Satisfaction Survey	NA
Student Services Area	Learning Skills	19. CTE Programs	Labor Market Demand	NA
Student Services Area	Learning Skills	19. CTE Programs	Licensure Exam Performance	NA

Area	Program	Module	Question Title	Answer
Student Services Area	Student Success & Support Programs	04. Enrollment Trends	Enrollment Trends	<p>WLAC Program Review data Fall 2009-Fall 2013 indicates and increase in enrollment for Fall 2013 as compared to Fall 2012, but a decrease in enrollment as compared to Fall 2011 and Fall 2009 which shows a larger enrollment number. The enrollment trends are indicative of the slow recovery from the severe (2009) budget crises and cuts to Community College education. These cuts translated into fewer class offering and a decrease in services for students.</p> <p>The Student Success and Support program currently represents a move on the part of the State to recover services lost and the recognition of services needed to retain and support students who dropped out as a result of reduced class offering. The decrease in classes created problems that the Student Success and Support program is attempting to remedy through the core services: Orientation, Assessment, Student Educational Planning and Follow-up, but more classes are needed.</p> <p>Students are faced with too few classes to choose from.</p> <ol style="list-style-type: none"> 1. Admission: Students are forced to take courses at several colleges seeking admission to two to three colleges in a given semester. 2. Counseling: The traditional Student Educational Plans are no longer viable as classes become harder to find. 3. Counselors are faced with assisting students in looking creatively for ways to complete their academic programs. 4. Assessment: Students are taking multiple Assessment tests in an effort to meet pre-requisite demands at different colleges. 5. Follow-up: Too few Counselors to assist students who need more time, more direction, first- generation or underserved populations needing assistance. <p>Funding is now available through SS&SP to begin to assist students with much needed support services, but the balance that is needed will only be achieved with additional funding to offer the classes students need to complete their educational goals in the achievement of a Certificate, AA degree or transfer coursework.</p>
Student Services Area	Student Success & Support Programs	05. Students and Student Success	Degree/ Cert. Trends	<p>WLAC has the opportunity to substantially improve the number of students graduating with an Associate degree and or receiving a certificate. The SS&SP is hopeful that through the development and implementation of SB 1456 and several of the Student Success Act 2012 initiatives, graduation and certificate completion as well as transfer rates will increase. Some of the initiatives have already been implemented and are seen in academic and student service programs, such as the emphasis on new students and the need to provide SS&SP core services in orientation, assessment, student educational planning, and follow-up for At-risk students. The new SB 1456 requirements that every student identify an educational goal will lead to positive results as students are required to identify an educational goal and subsequently a pathway to completion. There are enhancements to courses through the use of Student Learning Outcomes, faculty Professional Development Flex Day, Kick-off activities, Reading Apprenticeship and FELI which encourage a new level of faculty and student connections. All of the new best practice concepts are being considered by the Student Success and Support program and other programs and services at WLAC when attempting to do our best to improve student outcomes.</p>
Student Services Area	Student Success & Support Programs	05. Students and Student Success	Demographic Trends	<p>Enrollment data indicates that the largest percentage of students at WEST are between 20 and 24 years, and are Hispanic/ Latino students 40% and African American students 35%. The vast majority of these students are from the community feeder high school that traditionally report low test scores in Math and English. The implications for SS&SP at this point indicate a need for enhanced services beginning with Pre- Assessment Preparation. Students need to understand the implications of assessment and placement into a math and English/ ESL sequence of courses in relation to their educational goal and begin preparation for the assessment test. The SS&SP plan speaks to the college offering pre-assessment academic summer boot camp at the high school level to provide academic instruction in English and Math assisting potential students in preparation for Assessment testing once they reach the college. Additionally, as these students assess and place into pre-requisite coursework, the SS&SP will support the Summer Bridge program purpose to further assist students who place into the basic skill courses transition into the Summer Bridge program where they will have the opportunity to build their skill sets in math and English or ESL. SS&SP Follow-up services will be provided to these students monitoring their academic progress in defining an educational goal and plan that clearly delineates their program of study toward successful completion of a certificate, AA degree, and or transfer.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Student Success & Support Programs	05. Students and Student Success	Success Trends	The Los Angeles Community College District Within Class Retention Fall 2012 report indicates that WEST has an 81 % retention rate in all classes. This number represents a decrease in retention since Fall 2011. Further, The Success Rates by Mode of Instructional Delivery report indicates a 63% success rate for the college overall indicating a slight improvement at 64.01% since Fall 2011 but not significant enough. SS&SP has systematically worked to improve core services given to students. With the implementation of SB1456 and increased funding, the expectation is that the State of California has placed the success of Community College students as a priority and therefore critical policy changes and overall improvement in the area of retention and student success will follow. SS&SP funding now allows for the restoration of services previously cut with an increase in funding to enhance core services: orientation, assessment, student educational planning and follow up.
Student Services Area	Student Success & Support Programs	06. Staffing Trends	Staffing Trends	The SS&SP program will not be successful without a Welcome Center to host our New and potential students. The Welcome Center will serve as the first "touch point" where new and potential students will establish a relationship with a WLAC counselor, Student Success & Support Representative and CGCA mentors to provide a bridge to the college. The center will serve as a gathering place for students to have access to pertinent academic and student services information, student events, activities and resources pertinent to student life. Expanded counseling services are also needed for students on probation, basic skill courses, needing career and transfer services and the mandated abbreviated and comprehensive student educational plans. The SS&SP program needs support staffing such as an Office Assistant, West ExpressWay Counselors, additional CGCA/C mentors and student workers to move forward in the direction of meeting student needs.
Student Services Area	Student Success & Support Programs	10. Student Learning Outcomes	SLO/ SAO Dialogue	Yes, there has been discussion and distribution of materials concerning SS&SP SLO's in the Student Services Council, the SEAC committee, College Council, Academic Senate, and the Student Success and Support Advisory Committee concerning Service Learning and Service Area Outcomes and need for improvements.

Area	Program	Module	Question Title	Answer
Student Services Area	Student Success & Support Programs	10. Student Learning Outcomes	SLO/ SAO Program Assessment	<p>The SS&SP surveys indicated that students had achieved a level of mastery in the following areas:</p> <p>Admissions: Student will understand how to navigate through process of enrollment/registration process: Information signs, Schedule of classes, Online Information</p> <p>Results: SS&SP survey indicates students have obtained a level of understanding the enrollment process through college resources.</p> <p>Assessment/Placement: Student will understand how to complete Assessment test and the implication of placement results: Written instructions, Proctor verbal Instructions, COMPASS Instructions (Web based), Completed Assessment Tests, West ExpressWay Pre-Assessment module and Assessment module and SS&SP webpage/Assessment.</p> <p>Results: SS&SP survey reveals students satisfaction and understanding of Assessment process.</p> <p>Counseling: Students will to complete an Electronic Abbreviated Student Educational with a West ExpressWay Counselor: Counselor provides online and printed Student Educational Plan.</p> <p>Results: SS&SP surveys reveal that 100% of students that completed the West Expressway received Abbreviated Student Educational Plans. This is an ongoing effort through SS&SP.</p> <p>Follow-up: Students demonstrate help-seeking behaviors by taking advantage of counseling probation appointments when they are contacted by the college.</p> <p>Results: SS&SP surveys indicate student satisfaction with probation workshops.</p> <p>Orientation: Student will able to understand and utilize On-line and in-person registration and how to challenge a pre-requisite</p> <p>Results: Students indicate an increase in understanding the registration and pre-requisite challenge process through the Orientation survey.</p> <p>Assessment: Student will be able to understand how to select and effectively plan their Math and English courses following Assessment; College Orientation, all Counseling articulation is available through West ExpressWay.</p>
Student Services Area	Student Success & Support Programs	11. Departmental Engagement	Community Connections (AU)	<p>SS&SP has been very involved in the ATD or Achieving the Dream initiative which involves spring and fall kick-off and summit events, community participation and interface. Additionally, SS&SP has worked extensively with the College Outreach and School Relations office in an effort to provide pre-enrollment and core services to high school seniors that visit the college along with High School Counselor and High School Principal visits to the college. SS&SP also works with off campus communities such as the POP and Paramedic Programs helping to provide Assessment and Orientation services to these populations. SS&SP plans to do more in this area in the coming year.</p>
Student Services Area	Student Success & Support Programs	11. Departmental Engagement	Interoffice Collaboration (AU)	<p>SS&SP is collaborating with several college committees and continues to provide SS&SP information to all college constituents to ensure alignment in goals and activities. There has been a concerted effort on the part of the SS&SP program to align its' plan with the other college plans such as the Educational Master Plan, the Equity plan, the Student Success ATD Plan and the Basic skills plan as a start in tis alignment effort. This effort will be expanded to work in concert with other college academic and administrative plans to create a college-wide consistency in all efforts aimed toward student success. The SS&SP program expanded its Advisory Committee in an effort to meet the needs of SB 1456 requirements. This committee serves to make recommendation for the implementation of services and programs that are responsive to the state mandates. SS&SP has worked collaboratively with academic programs, the Student Success / Achieving the Dream committee, Institutional Effectiveness, Technology Departments and Student Services departments in all phases of program development. The current Student Success and Support Advisory Committee has representation from all Student Service areas.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Student Success & Support Programs	15. Environmental Scan	Technology Trends	<p>The State Chancellor's office under SB1456 mandates is in the process of developing 3 initiatives that directly impact the SS&SP programs.</p> <p>¿ The Common Assessment Initiative:</p> <p>This initiative calls for the development and implementation of an computerized Assessment tool that is diagnostic and adaptive in design that will be used buy all colleges accepting SS&SP funding. WLAC has been selected to serve as one of the pilot colleges of the common assessment once it is launched in Fall 2015. The common Assessment will replace the current assessment tool (ACT/COMPASS) if approved by the college.</p> <p>¿ The Online Education Initiative:</p> <p>This initiative is developing alignment among the 113 Community College online courses to streamline student enrollment in courses from one college to the next.</p> <p>¿ The Student Educational Planning Initiative:</p> <p>WLAC is not participating in this initiative as WLAC is replacing the legacy DEC SIS system with a new SIS system (People -soft) which will provide a Student Educational Planning tool.</p>
Student Services Area	Transfer Center / TAP	04. Enrollment Trends	Enrollment Trends	<p>Since the last program review in fall 2013 the over all enrollment and FTES trends at WEST has increased with a significant increase in enrollment/FTES in the following - Online, ACT and Hybrid, in particular.</p> <p>There has been an increase in the transferable courses offered over the past year which has impacted the ability for students to complete the transfer process.</p> <p>The recently published transfer data from CSU for the fall 2014 shows an increase in transfer from 137 in fall 2013 to 169 for fall 2014. These results are likely a clear indication in the increase of transferable courses being offered over the past two years. There is no data currently available for the transfer trends from the UC for fall 2014 for WEST.</p> <p>The data from the state Chancellors office on In-State Private transfer shows a decrease from 2012 of 60 to 48 for 2013. In addition, the data shows that Out-of-State transfer rate has decrease from 87 in 2012 to 54 in 2013. This maybe a result in the restoration of budgets and increase of enrollment at the CSU and UC systems during the 2012-2013 academic year.</p>
Student Services Area	Transfer Center / TAP	05. Students and Student Success	Degree/ Cert. Trends	<p>According to the WLAC ACCJC Auunal Report 2014 Institution-set Standards for Student Achievenment Measures the number of Associate degrees awarded since 2010 have been inconsistent: 2010 - 342, 2011 - 325, 2012 - 392 and 2013 - 329. In addition, the number of certificates that have been awarded over the same time period has been inconsistent as well: 2010 - 110, 2011 - 172, 2012 - 133 and 2013 - 216. However the report does show that for unduplicated Awards for WEST there has been a consistent increase over the past four years: 2010 - 434, 2011 - 484, 2012 - 496 and 2013 - 512. The institution-set standard for WEST has been set at 445 for degrees and certificates combined with 330 for degrees and 116 certificates.</p> <p>The completion of a degree or certificate can result in the continued motivation for a student to pursue the necessary coursework for transfer. Now in it's fourth year, Associate Degree for Transfer (ADT) degrees (formerly AS-T and AA-T Degrees) will continue to provide more students with transfer opportunities to a CSU while completing a Associates degree at the Calif. Community College (CCC). An additional 6 ADT degrees will be available at WEST by the spring 2015 which represents a total of nine degree options for students desiring a AA degree with the preparation of transfer to CSU.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Transfer Center / TAP	05. Students and Student Success	Demographic Trends	<p>The gender distribution over the past four years remains consistent at 60% female and 40% male at WEST with a slight 2% rise in male enrollment over the past two years. This gender distribution reflects a national average for higher education. This continues to be a challenge for the number of transferring males to four year institutions particularly for the historically underrepresented groups.</p> <p>The age group distribution continues to remain consistent over the past four years here at WEST with an average of 45% of students 25 years old or older. This population often represents students with responsibilities that include full-time work, children or other family commitments that make it a challenge to complete their transfer goals. In addition, 4 year transfer options for these students are often limited to local/commuter institutions.</p> <p>There continues to be a shift in the ethnic group distribution at WEST over the past four years. Since Fall 2010 there has been a significant 7% drop in African American students population and a increase in the Hispanic/Latino student population by 9%. The White and Asian/Pacific Islander percentages have remained the fairly consistent. This change in ethnic distribution at WEST is reflected state-wide in the CSU & UC systems as well as across the country.</p>
Student Services Area	Transfer Center / TAP	05. Students and Student Success	Success Trends	<p>The overall student retention at WEST continues to drop - over the past three years from fall 2011 at 84% to fall 2013 at 81%. The following areas have the largest decrease for fall 2013: ACT 75% from 83% fall 2012, Puente 78% from 94% in fall 2012, and Black Scholars 81% from 85% fall 2012. All three of these programs are designed to support students who identify transferring as a goal. Maintaining consistent enrollment from term to term is a important signal to many four year institutions for transferring students. They too are concerned with retention and want to enroll students who have a successful history of reliable enrollment which is likely to continue at their institutions.</p> <p>The overall success rate for students here at WEST has show a 1% drop from 2012 at 63% to 62% in fall 2013. The following ares had the largest decrease for fall 2013: Puente 67% from 80% in 2012, ACT 55% from 61% in 2012 and Black Scholars 48% from 55% in 2012. With the passing of SB 1456 and title 5 regulations changes, student success and completion will now be at the center of Calif. Community Colleges (CCC) accountability WEST and the Student Support Services Program known as ExpressWays here at WEST have developed various strategies to assist students with educational planning to completed their transfer goals. A student ability to persist is critical when they have transfer goals. When a student is unsuccessful in their academic coursework this results in transfer delays and even withdrawal.</p>
Student Services Area	Transfer Center / TAP	06. Staffing Trends	Staffing Trends	<p>Over the past two years there has been an increase in the FTEFat WEST as follows 153+ in fall 2012 then 172+in fall 2013. This reflects the steady improvement of the state and local budget which has allows the college to meet it's FON obligations as well as the faculty needs for academic disciplines and programs across the campus.</p> <p>In general this increase in the FTEF is postivite which allows for an increase in the number of transferrable courses that can be offered to support students in completing their transfer goal. However with this increase of the FTEF additional transfer counseling services are required to support the increase in the numbers of students seeking transfer as a goal.</p> <p>There is a full-time counseling faculty member serving as the Transfer Center Director .6 and Honors Director .4 There is a 1.0 full-time classified staff member assigned to the Transfer Center but is shared with the counseling division area for serving students. Currently there is no counselor assigned to the Transfer Center. The Transfer Center works with the counseling faculty in the delivery of workshops, classroom presentations and other transfer events. The current staffing minimally meets the needs of the program with the TC Director coordinating events, participating in committee work and attending conferences. In addition, the classified staff member assigned to the Transfer Center coordinates the university/college representatives visits, answering calls, and assisting students. This often results in very limited or abbreviated transfer services being available for walk-in students.</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Transfer Center / TAP	10. Student Learning Outcomes	SLO/ SAO Dialogue	<p>The Dean of Student Services, Chair of Counseling, and the Transfer Center Director continue to meet on a regular basis to discuss the areas of concern arisen from all survey results. Discussions also take place in the Transfer Committee meeting on improvements that can be made to address assessment results.</p> <p>In addition, there are weekly counseling (which includes Transfer Center Services) division meetings where discussions take place regarding <u>needed improvements and implementation of services delivered</u></p>
Student Services Area	Transfer Center / TAP	10. Student Learning Outcomes	SLO/ SAO Program Assessment	SLO/SAO has not been conducted for the Transfer Center & Honors Program
Student Services Area	Transfer Center / TAP	11. Departmental Engagement	Community Connections (AU)	<p>The Transfer Center continues to welcome and encourage on campus visits by established feeder four year institutions as well as those where a new relationship has been developed which will result in greater choices and opportunities for all WEST students. Once a semester 4 year representatives are invited to attend a Transfer Advisory meeting where their input, feedback and collaboration is solicited to build on transfer options for WEST students.</p> <p>The Transfer Center Director continues to be a member of various committees and groups across the district, region and state which allows for new partnerships to be developed and strengthen the existing ones.</p> <p>The Transfer Honors Director and Honors Counselor are members of the Honors Transfer Council of California (HTCC) which is the body in which the Transfer Honors Program here at WEST holds membership. One or both of them attend monthly meetings for the HTCC. The Transfer Center Director currently serves on the state's SB 1440 Implementation and Oversight Committee. . Over the past two summers WEST has had 12 students to participate in the program. Two of the past participants have transferred - one to USC and the other to UC Irvine. The Transfer Center Director currently serves on the Historical Black College & Universities (HBCU) Grant Committee sponsored by the CCC Chancellors office to develop transfer agreements with specific HBCU institutions.</p> <p>The Transfer Committee (chaired by the TCD) continues to meet monthly which reports to Academic Senate to address discuss, implement, and evaluate the programs and services provided by the Transfer Center.</p> <p>All of these connections is in support of the College EMP 5.1</p>
Student Services Area	Transfer Center / TAP	11. Departmental Engagement	Interoffice Collaboration (AU)	<p>The Transfer Center/Honors Program continues to work hand-in-hand with counseling to deliver services and events which include: workshops, classroom presentations, transfer fairs, drop-in services, open-house events and transfer counseling.</p> <p>The Transfer Center/Honors Program works with SSS, EOPS, Puente and other groups to organize University visits, field trips and workshops.</p> <p>The Transfer Center continues to offer classroom presentations in the spring when time permits based on the Transfer Center Director (TCD) schedule.</p> <p>The Transfer Honors program has worked with ASO, College Foundation, College Marketing Department to support various events.</p> <p>All of these collaborations support the College EMP 4.1 & 4.2</p>

Area	Program	Module	Question Title	Answer
Student Services Area	Transfer Center / TAP	15. Environmental Scan	Technology Trends	<p>The following are some of the trends in technology for transfer:</p> <p>Next Generation ASSIST.org expected to roll out in 2015</p> <p>The C-ID site allows college faculty and students to research courses across the state</p> <p>UC TAP planner which emerged in 2013 allowing students at CCC to maintain academic record history</p> <p>Webinar, e-chat and various internet based university representative contact</p> <p>The Common Application is now generally used for all Private institutions across the country</p> <p>Associate Degree for Transfer (ADT) electronic verification for CCC</p>

Not Submitted 11/13/14

Academic Affairs Area	B&SS - CTE (Other)	04. Enrollment Trends	Enrollment Trends	<p>Child Development: Due to budget restraints we have decreased our child development offerings. Because of that our enrollment has decreased. At this time, the budget is not as tight as it was and we were able this fall to add 3 additional classes. However, we are still 5 classes down from fall 2009. We are attempting to add those classes back for Fall 2015.</p> <p>FCS: The nutrition class has remained stable.</p>
Academic Affairs Area	B&SS - CTE (Other)	04. Enrollment Trends	Section Count Trends	<p>Child Development: Section counts have gone down in the campus classrooms. Online has increased, but we need more campus classes. We are still behind what was offered in Fall 2009. The average class size in the campus classes has increased but online it has dropped a little.</p> <p>FCS: ACT added one class for Fall 2013. That will probably be the last semester the nutrition class will be offered in ACT. The hybrid class is no longer offered on Sundays. The enrollment declined when it was moved to during the week. Online enrollment remain stable.</p>
Academic Affairs Area	B&SS - CTE (Other)	05. Students and Student Success	Demographic Trends	<p>Child Development: Male enrollment has slightly increased and female enrollment has slightly declined. There was a slight increase in the age bracket 20-24 and a slight increase in 35 and over. The ethnic group distribution has remained stable.</p> <p>FCS: The only change in ethnic population is an increasing number of Hispanic/Latino students and a decrease in students answering unknown.</p>
Academic Affairs Area	B&SS - CTE (Other)	05. Students and Student Success	Equity Gaps	<p>Child Development: The equity gap is the same for child development as it is for the college</p> <p>FCS: The equity gap is the same for FCS as it is for the college.</p>
Academic Affairs Area	B&SS - CTE (Other)	05. Students and Student Success	Success Comparisons	<p>Child Development: The online classes and the classroom classes exceed the both the retention and success rates of the division.</p> <p>FCS: The retention rate for the division is 53% The online classes in FCS exceeds the discipline averages at 62%. The hybrid classes are quite low in retention at 29% and the campus classrooms are only a 47%. In the category of success rates only the online classes exceed the disciplines average.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	B&SS - CTE (Other)	05. Students and Student Success	Success Trends	<p>Child Development: Due to the budget restraints we had to decrease our child development offerings. This made it difficult for students to complete the program. We lost some students to Santa Monica and Southwest colleges that were able to increase their offerings. We certainly hope to increase our class offerings so that we can service our students better. At this point it is taking too long for our students to get through the program.</p> <p>FCS: Classes have reached maximum capacity and are closed weeks before school starts. especially the online classes. But not true of the hybrid class that was moved from Sundays to during the week. As the population of the school increases, so does the demand for the nutrition class increases.</p>
Academic Affairs Area	B&SS - CTE (Other)	06. Staffing Trends	Staffing Trends	<p>Child Development Department: In Child Development the FTEF has not changed over the past 10 years. We had a retirement in 2004 and in 2013. Now there are still only two full time instructors. We need ANOTHER full-time instructor and a instructional assistant. The students are not able to finish the program in a timely manner and transfer to other colleges within the district or to Santa Monica college. This causes getting less credit for certificates and the AA degree in Child Development. If we had the other faculty person and the instructional assistant our numbers would increase dramatically.</p> <p>There is a growing need for child development majors in the labor force.</p> <p>FCS: There is only one full-time faculty member in FCS and with only 5 sections of one class being offered, there is no need to increase staffing</p>
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	COR Update: Missing CORs	<p>Child Development: Most of the courses were updated last spring. The rest are in the process of being done or have been archived.</p> <p>FCS: FCS 21 was updated last semester.</p>
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	COR Update: Out-of-Date CORs	<p>Child Development: The 2 that are outdated are being worked on now.</p> <p>FCS: None at this time.</p>
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	Course Outline	<p>The Child Development Department: The Child Development Department has a syllabus format that is used by all instructors. This format has the course description, SLO's and course objectives as part of the format for each course taught. The syllabus template mirrors the official course outline. The syllabus is reviewed by the Department and frequent monitoring occurs.</p> <p>FCS: Being a one person department with only one class offering it is easy to be consistent.</p>
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	Course sequence	<p>Child Development::Yes, we follow the matrix and mapping to support the students in obtaining their teaching permit, certificate, or the AA in Child Development. Again if we had the additional third faculty member and instructional assistant the students could complete their goals sooner and the college would see a significant increase in the number of certificates and AA.</p> <p>FCS: Again there is only a nutrition (FCS 21) class offered. It is offered on campus, online, and in hybrid format.</p>
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	Outreach, Online & Hybrid Classes	<p>Child Development Department: We currently offer the following courses online: CD 1 CD 10 CD 11 CD 34 CD 38 CD 39 CD 48 CD 65. Fall 2013 we have added the following upper level specialization courses in hybrid format: CD 30 and CD 31 CD 44 and CD 45.</p> <p>FCS 21 is offered each semester online, on ground, and in hybrid form. I have been revising both the online and hybrid classes each semester to improve student's retention and performances. This class transfers to both the CSU:UC, so standards have to be kept high.</p>

Area	Program	Module	Question Title	Answer
Academic Affairs Area	B&SS - CTE (Other)	09. Curriculum	Program Relevance, Appropriateness & Cur	Child Development: Child development meets with a advisory committee to make sure that all courses are current within the child development field. In addition, there is a monthly district meeting with the other sister colleges to determine if changes or additions need to be met, FCS: Because there is only one class, nutrition, in FCS there is no advisory committee. Lots of nutrition publications are used to make sure that nutrition is up to date with current research.
Academic Affairs Area	B&SS - CTE (Other)	10. Student Learning Outcomes	SLO Assessment & Resource Request	Child Development: No
Academic Affairs Area	B&SS - CTE (Other)	10. Student Learning Outcomes	SLO Assessment - Course	Child Development: Is current with SLO's and we have accessed the ones that were required. FCS: On it.
Academic Affairs Area	B&SS - CTE (Other)	10. Student Learning Outcomes	SLO Faculty Dialogue	Child Development: Through group discussion.
Academic Affairs Area	B&SS - CTE (Other)	10. Student Learning Outcomes	SLO Program Assessment & Changes	Child Development: We are in the process of implementing them.
Academic Affairs Area	B&SS - CTE (Other)	11. Departmental Engagement	Community Connections	Child Development: We place between 30 and 40 CD 22 students each semester in different schools. We have a advisory meeting every semester to broaden our contacts within the community. FCS: Not applicable.
Academic Affairs Area	B&SS - CTE (Other)	14. Programs Clubs Orgs & Special Activities	Accomplishments of Students	Child Development: Consortium supplied stipends for student's books. Those who applied were thrilled to receive the money.
Academic Affairs Area	B&SS - CTE (Other)	14. Programs Clubs Orgs & Special Activities	Club Sponsorship	Child Development: We are pleased that we were able to start a child development club this semester. One of the full time faculty members is in charge of the club. Each time the club has met, the enrollment has increased. FCS: There is no FCS club because it only has one nutrition class. If the program is ever expanded, a club would be formed.
Academic Affairs Area	B&SS - CTE (Other)	15. Environmental Scan	Curriculum Impact	Child Development: Long term changes or additions can not occur until we add the third faculty member and instructional assistance FCS: None at this time.
Academic Affairs Area	B&SS - CTE (Other)	15. Environmental Scan	Technology Trends	Child Development: Technology has allowed us to do online classes that serve our student population that are unable o take on ground classes due to work schedules, caregiving difficulties, etc. We are able to do power points and access the internet for current articles. FCS: Use technology in both the online classes and the classroom.
Academic Affairs Area	B&SS - CTE (Other)	19. CTE Programs	Advisory Board Membership	Child Development: See attached.
Academic Affairs Area	B&SS - CTE (Other)	19. CTE Programs	Advisory Board Outcomes	Child Development: The advisory board meeting is very important. They have given us such insight into our program,.
Academic Affairs Area	B&SS - CTE (Other)	19. CTE Programs	Labor Market Demand	Child Development: There is increasing demand for Child Development graduates. Due to the changing family composition (single mothers, both parents working) the need for child care is going up. There also is a growing need for infant programs and special need programs. In order to meet this growing need, we need an additional full time faculty member. FCS: Doing fine.