West Los Angeles College
Program Review: 2014-2015
Program SLO Assessment and Evaluation

Academic Affairs Area

AH - Certified Nursing Assistant

SLO Program Assessment & Changes

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

AH - Dental Hygiene

SLO Program Assessment & Changes

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

AH - EMT/ Paramedic

SLO Program Assessment & Changes

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

AH -Medical Assisting

SLO Program Assessment & Changes

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

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

AT - Aviation Maintenance Technician

SLO Program Assessment & Changes

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

AT - Travel & Hospitality

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.

B&SS - CTE (Other)

SLO Program Assessment & Changes

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

B&SS - Public Safety

SLO Program Assessment & Changes

All of the items below ere considered, yet no changes were implemented:

a. course SLO assessment;

b. analysis of course sequencing;

c. indirect assessment indicators such as state exams or employer surveys;

d. student success data such as retention, success rates, degrees/certificates awarded

what changes to the program are planned or being implemented?

Behavioral & Social Sciences (GE)

SLO Program Assessment & Changes

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

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

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

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

Business (Other)

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.

Business (Paralegal)

SLO Program Assessment & Changes

We have noted that paralegal enrollment is high (approximately 600 students); however, our graduation rate remains very low (at about 20-25 students per year). This is due to the lack of completion of the math requirement for the AA/AS degree. We are in the process of developing a program that will address this problem.

Additionally, while our course sequencing is perfectly aligned, course offerings do not allow for the student to complete the program in a timely manner. Courses have been adjusted when adjunct faculty are not available. A full-time hire will eliminate this inconsistency. Adjustments are being made to scheduling and course offerings to guarantee successful completion.

Computer Science

SLO Program Assessment & Changes

The following is a planned change to the Web and Database Certificate.

Separate the Business Application and Database Management to two different certificate programs.

Put 933, 953 and 988 be the required courses in the Database Management certificate program.

PHP course(CS 958) and CS942 can be selective courses to add to this program too.

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

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

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

For Legal secretary program - meet with advisory board members to assess needs of legal community to ensure up-to-date methods are used and skills sets are relevant.

Dance, Health & Physical Education

SLO Program Assessment & Changes

No changes are being planned or implemented at this time.

Humanities & Fine Arts (CTE)

SLO Program Assessment & Changes

Based the following assessment methods:
a. course SLO assessment;
b. analysis of course sequencing;
c. indirect assessment indicators - employer surveys;
d. student success data such as retention, success rates, degrees/certificates awarded

Film/TV Production is rewriting its 2-year, 27-unit Certificate of Achievement to become two 1-year certificates. This is a direct result of student feedback on course sequencing and student success rates -- this will help them complete their certificate sooner. We are also splitting the 6-unit classes into 3-unit UC/CSU transfer lecture and 3 CTE labs in response to student needs.

Humanities & Fine Arts (GE)

SLO Program Assessment & Changes

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

Language Arts

SLO Program Assessment & Changes

As a result of the mentioned assessment methods, currently, there are multiple workgroups tackling the concerns we face in student success and retention rates. We have an English 21 workgroup that is working on improving how basic skill student advance through the English course sequence with an accelerated model. There is the FELI workgroup working on different intervention strategies for the classroom. Reading Apprenticeship is also providing interventions to enhance student success. ESL is working on improving appropriate student placement for 1.5 generation students and ELL's.

ESL faculty have made an urgent request for a change to the Spring 2015 schedule. We have proposed eliminating ESL 4A and restoring the online section of ESL 8. This request was made due to the consistently low level of enrollment in ESL 4A in recent years and the increase in the number of students at the higher levels. The low persistence rate of ESL 4A students and the high persistence rate of higher level ESL classes supports this change.

Library

SLO Program Assessment & Changes

Information Competency instruction and outreach needed. Students using the Internet for research without evaluating the source Based on student success data of success rates of program and college wide and degrees/certificates awarded college wide. We will need to increase offerings of non-classroom instruction of Information Competency workshops and orientations provided by the Library to improve college wide and program student success. Develop a plan for compliance with minimum standards (Title V, Section 58724) for resources for community college students as well as allocations based on FTES. Of particular urgency is the need to develop a method will be provided the resources to meet, at least, minimum standards for faculty librarians and support staff.

Mathematics

SLO Program Assessment & Changes

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

Math 105 committee has met to review and discuss results of SLO assessment. Expand this committee to include Math 110/112. To facilitate participation of adjuncts and ongoing communication, it would be helpful to have funds to compensate adjuncts and coordinator on hourly basis for this work.

Historical data show higher success rates in Math 110 (5-unit pre-algebra) than in Math 112 (3-unit pre-algebra). For spring 2015, some 112 sections have been replaced with 110 sections. More research could investigate possible confounding variables such as student characteristics and/or instructors. Additional resources from Program 100 would make it possible to offer more 110 sections.

Accelerated 105-112. Schedule a pilot project of an 8-week Math 105 followed by an 8-week Math 112 with the same instructor, same time slot. Consider using the version of PLATO used at CSUN (which is different from the one currently used in Learning Skills). Movsisyan to teach pilot sections, planned for Fall 2015. She will need access to computer-lab classroom, such as CE 226 for 4-day time slot. Class size limited by stations in computer lab. These sections should be funded ¿above¿ the regular Division allocation since this is an experiment.

We are in the process of replacing the 4-semester, 20-unit Math 117-118-127-128 with the 3-semester, 12-unit Math 123ABC.   Most daytime sections have been switched to a 3 day/week schedule with 4th day set aside for office hours in the classroom. Two meetings were held in Spring 2014 with full-time and adjunct instructors to discuss possible enhancements of this new sequence. Another meeting is planned (through Tech Fair) for Fall 2014. Dropbox account and folder have been established to begin to create an indexed, easily usable file of worksheets and activities organized topically.

SI tutors have been assigned to selected sections. We would like to Implement a systematic program to provide SI tutors for every section of Math 123 in which the instructor feels it would be useful.   SI tutors should be in class every day as well as meeting with students outside of class. Math faculty to participate in screening and training the tutors.

To facilitate participation of adjuncts and ongoing communication, it would be helpful to have funds to compensate adjuncts and coordinator on hourly basis for this work.

Funds for extensive SI tutoring program (perhaps also for Math 115 and 125)   This is an equity issue in that SI tutors have been shown to increase success rates among under-represented minorities.

Science - Biological Sciences
SLO Program Assessment & Changes

Conversations amongst division members are ongoing.

One discussion involves the expansion of our curriculum through the acquisition of a cadaver to supplement the Anatomy curriculum. Many students have expressed a desire to see a dissected cadaver in laboratory so as to make what they are learning more relevant to their career directions (e.g. nursing, medicine). We believe that this addition to our Anatomy curriculum will have a direct impact on the retention of anatomy students within the course each semester and will also directly impact their success within the course.

Another discussion is the creation of a Science Division Learning Resource Center (LRC) that would be set up within the MSA building and made available to all Science Division students. This LRC would be open in the evenings and limited hours on the weekend and would contain a variety of educational materials to supplement the labs and courses taken by our students in the traditional classroom setting. We believe that this LRC would have a direct impact on student success rates by giving them access to materials they encounter in laboratory outside of class hours. This LRC would also have an impact on the success rates of other Divisions, such as the Allied Health Division, in that it would also be made available to their students.

In discussing the course sequencing for both the Biology and Chemistry AA degrees, the faculty believe that a Biochemistry course should be included in both course sequences. Numerous LACCD colleges offer Biochemistry as part of their Chemistry course sequence. This course is populated by students interested in not only careers as chemists or biologists, but is taken by students wishing to apply to professional programs, such as medicine and dentistry.

Science - Earth Sciences

SLO Program Assessment & Changes

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

Science - Physical Sciences

SLO Program Assessment & Changes

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

Offering a biochemistry course as part of the chemistry series is being planned. This will increase retention and student success.