

**West Los Angeles College
Educational Master Plan 2008 – 2011
Implementation Assessment**

| Student Success | Objectives and Strategies | Primary Responsibility | Timeline to Completion | Self-Assessment Measures | Monitoring Oversight |
|---------------------------------|---|--------------------------------------|------------------------|--|------------------------|
| Strategies | Objective 1: Affirm institutional commitment to student learning. | | | | |
| 1a | By 2010 require all students to participate in comprehensive orientation and assessment before class registration. | Matriculation Student Activities | | The percentage of degree or transfer-seeking students who participate in comprehensive orientation and assessment. | VP of Student Services |
| Progress/Accomplishments | <ul style="list-style-type: none"> ▪ <i>Web based computerized orientation is available directly following the assessment test.</i> ▪ <i>Orientation is available on-line in English, Spanish and with captioning.</i> ▪ <i>PD 40 has 16 hours dedicated to college survival.</i> ▪ <i>ACT Orientation on-going.</i> ▪ <i>Welcome Week started in fall 2006.</i> ▪ <i>Program-specific orientation available in EOP&S, International Student, CAHSEE, Jump Start, DSP&S, the Child Development Center, Financial Aid and Athletics.</i> <p>Comment: The education code prohibits “requiring” all students to participate in orientation or assessment as a condition of registration. Perhaps we should think of ways to strongly encourage/incentive students to take these steps. SMC has good ideas about how to accomplish this. We should consider moving towards group orientation and counseling, assessment in high schools, and bussing high school students to West for group assessment.</p> | | | | |
| 1b | Adopt & publish recommended preparation advisories across the curriculum. | Curriculum Chair, Division Chairs | | <p>The percentage of general education instructors who publish Math/English advisories in their course outlines.</p> <p>Number of disciplines that have English, ESL or Math advisories</p> <p>Number of course outlines that have cross-discipline advisories</p> | Academic Senate |
| Progress/Accomplishments | <p><i>Language Arts division chair visited other divisions to discuss English skills as advisories or prerequisites for their courses.</i></p> <p><i>Academic Senate adopted a motion on 4/8/08- ”the Ed Policies Committee presented a noticed motion for vote: Moved that: "to affirm institutional commitment to student learning, the Senate encourages all faculty to include appropriate pre-requisites, co-requisites and advisories for courses when preparing the required course outlines”.</i></p> <p><i>Done and posted on Curriculum Committee website</i></p> <p><i>English, ESL and Math chairs or reps posted skill levels on the curriculum committee website for Math 105-115, English 20-28 and ESL 4-6. The chairs and reps did this so that gen. ed. course instructors could determine whether or not it is wise to</i></p> | | | | |

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| <i>establish a Math or English “advisory” when they update course outlines. Very few instructors have used the advisories.</i> | | | | | |
| 1c | Evaluate the effectiveness of all college courses and programs using student learning outcomes. | SLO Coordinator Division Chairs | | Results from Tech Survey 2008 might provide # of instructors who completed SLOs | |
| Progress/ Accomplish - ments | <p><i>We’ve posted and assessed SLOs for 60 courses and 12 Student Services programs.</i></p> <p><i>How many institutional, course and programs are on the SLO implementation matrix, including identification, assessment and follow-up actions taken?</i></p> | | | | |
| 1d | Provide students study skills support via tutoring, classes, and workshops. | Counseling Library | | | |
| Progress/ Accomplish - ments | <ul style="list-style-type: none"> ▪ <i>Counseling Division initiated group academic probation workshops in Spring 2008.</i> ▪ <i>Student Success Workshops offered year round; brochure produced by Transfer Center to publicize the Workshops.</i> ▪ <i>Learning Center and Writing Lab offer subject-matter tutoring and process skill training.</i> ▪ <i>Continued and expanded availability of robust tutoring staff</i> ▪ <i>Library and Learning Center offer faculty orientations and faculty/student orientations</i> ▪ <i>Library and Learning Center staff visit classrooms</i> ▪ <i>Library and Learning Center staff are working the Counseling Chair to recruit/coordinate referrals to the Center</i> ▪ <i>PD40 devotes 16 hours of instruction to study skills</i> ▪ <i>Did a proposal to strengthen basic skills Reading</i> ▪ <i>Learning Communities, including Umoja, FACE, TRIO, offer study skills workshops</i> ▪ <i>Hired full time staff in the Learning Center: Case Worker hired in 2007-08 who works with CAHSEE, and two full time people in transitional education with English and Math backgrounds.</i> ▪ <i>Purchased new software, including Revolution Prep, PLATO, which is housed in the Learning Center.</i> ▪ <i>Purchased 60 new computers for the Learning Center</i> ▪ <i>Specialized learning skills classes available for DSP&S students.</i> | | | | |

| Objective 1 | Recommendations |
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| | <ul style="list-style-type: none"> ▪ 1a. Modify goal from ‘require’ to ‘strongly encourage’ students to participate in orientation and assessment. |

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| | <ul style="list-style-type: none"> ▪ 1a. Develop the measurements for achievement of this objective. ▪ 1b. Although the specific Strategy has been accomplished, implementation of the practice of recommending advisories has not occurred. ▪ 1c. Continue to assess SLOs for courses, programs and institution-wide. | |
| | ASSESSMENT OF PROGRESS | |
| | <ul style="list-style-type: none"> ▪ | |

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| Basic Skills | Objectives and Strategies | Primary Responsibility | Timeline to Completion | Self-Assessment Measures | Monitoring Oversight |
|---------------------------------|--|------------------------|------------------------|---|----------------------|
| Strategies | Objective 2: Implement a comprehensive, integrated written plan for an effective basic skills program to meet the needs of all West students by Fall 2010. | | | | |
| 2a | By 2008 institute educationally-sound class sizes in all basic skills classes. | Academic Affairs | | <p><i>* All basic skills classes will be properly identified and coded.</i></p> <p><i>* Class sizes for identified basic skills classes will be significantly lower than the institutional average for all classes, to provide individualized support particularly critical for basic-skills student success.</i></p> | Academic Affairs |
| Progress/Accomplishments | <p><i>This has not been done in English.</i></p> <p><i>There has not been administrative support.</i></p> <p><i>President met with the Basic Skills Committee to recharge the college; he challenged the college to produce better student results, especially in the English and Math sequences</i></p> <p><i>What is the definition of 'educationally sound'?</i></p> <p><i>Should this question be referred to a group for follow up, such as the Basic Skills Committee or the EPSC?</i></p> <p><i>Should this be re-framed to 'smaller'?</i></p> <p><i>Comment: A comprehensive basic skills plan was written by the Basic Skills Committee. Need to document the degree of progress in implementing the Basic Skills Plan.</i></p> | | | | |
| 2b | Re-label basic skills as pre-collegiate. | Basic Skills Committee | | | Academic Senate |
| Progress/Accomplishments | <p><i>Not done</i></p> <p><i>Other anti-stigma terminology should be explored. Foundations, transitional education.</i></p> <p><i>Throughout the state, for official reporting/monitoring/etc., "Basic Skills" is the standard terminology. Other terminology could perhaps be used, however, when dialoguing with students.</i></p> <p><i>The Student Success Committee discussed and decided to change the terminology from 'tutoring' to 'academic coaching'</i></p> | | | | |

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| | <i>Refer question of terminology to the Basic Skills Committee.</i> | | | | |
| | <i>Question the effectiveness of changing terminology</i> | | | | |
| 2c | Establish learning communities and recruit students during registration. | Basic Skills Committee | | <i>* Successful launch of small-scale FACE program in Summer '09.</i> | VP Stu. Serv. VP Acad. Aff. |
| <i>Progress/Accomplish - ments</i> | <i>Learning communities have been established Umoja and Puente began in Fall 2008. FACE will be launched in Fall 2009. Publicity and recruitment are also in place for both programs. Spring 2009, recruitment for FACE program initiated at the feeder HS.</i> | | | | |

| Objective 2 | Recommendations | |
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| | <ul style="list-style-type: none"> ▪ The 'Strategies' do not appear to address the over-all 'Objective' ▪ Since a basic skills plan was written, now the college needs to document the degree of progress in implementing the plan. ▪ 2a. This strategy involves some definitional issues; perhaps it should be referred to a group for follow up, such as the Basic Skills Committee, the EPSC, or the Academic Senate. ▪ 2b. Because the effectiveness of changing terminology was questioned, refer the issue to the Basic Skills Committee for resolution. | |
| | ASSESSMENT OF PROGRESS | |
| | <ul style="list-style-type: none"> ▪ | |

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| Build Vocational Education | Objectives and Strategies | Primary Responsibility | Timeline to Completion | Self-Assessment Measures | Monitoring Oversight |
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| Strategies | Objective 3: Build on WLAC's success in Vocational Education to improve the whole college. | | | | |
| 3a | Strengthen relevant and effective vocational programs. | Voc Ed Dean, Vocational Div. Chairs | Ongoing | * Successful course completion rates * Degree and certificate completion * Enrollment increase in general, and among new students, specifically * % passing certification exams (real estate, dental hygiene, CNA, Pharm Tech, Computer tech?) | VP Academic Affairs |
| Progress/ Accomplish- ments | <p><i>Review of vocational areas' program reviews validations has to be the first step so as to determine each programs' strengths and needs. Are all voc ed programs successful?</i></p> <p><i>Facilities were improved for the Paralegal program so that the ABA requirements are now fully met. – leads to increased student contact in the office, provides a gathering/meeting place; more professional contact with students Facilities were improved for the Dental Hygiene program to support orientation and other services for students.</i></p> <p><i>The Aviation Tech program was strengthened by eliminating the day program and consolidating the evening program.</i></p> | | | | |
| 3b | Provide pre-collegiate support for vocational programs. | Voc Ed Dean, Basic Skills/Tutoring Chair, Faculty | Ongoing | | VP Academic Affairs VP Student Services |
| Progress/ Accomplish- ments | <p><i>Operational budgets must have the appropriate allocations to support this objective Unclear what the implication of this strategy is – is pre-collegiate support for voc ed different from pre-collegiate support for non-voc ed? In the intro class of most voc ed programs, the pre-collegiate needs of students are addressed, for example, vocabulary Why was this included as a strategy – was a need for this expressed?</i></p> | | | | |
| 3c | Assign trained counselors to | Counseling | | Job placement rates and | VP Student |

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| | vocational education programs. | | | numbers # taking licensing exams # passing licensing exams | Services |
| Progress/ Accomplish- ments | <ul style="list-style-type: none"> ▪ FPIP approved a full-time Counselor position with specialization in Career Development for 09/10. ▪ PD 20- Scope of Career Planning approved for UC/CSU transferability. <p><i>Professional development training in the appropriate vocational area for counselors, and collaboration and coordination between counselors and vocational faculty will be needed</i></p> <p><i>At least one Chair met with Counseling at their regular department meeting to explain the vocational program to counselors so they could advise students appropriately.</i></p> <p><i>Faculty advisement and program orientations supplement information provided by counselors.</i></p> | | | | |
| 3d | Develop new vocational education program offerings in growth areas the college is well equipped to serve. | Voc Ed Dean, Vocational chairs and faculty | Ongoing | # of new programs started | |
| Progress/ Accomplish- ments | <p><i>The College will need to conduct needs assessment and focus groups with students to determine what are some areas of interest for students. Additionally, vocational advisory committees must meet to help direct this effort.</i></p> <p><i>Needs for new programs should emerge from the program review process, which includes reflection on labor market demand and the needs of the community. Additionally, vocational advisory committees will have much valuable input to provide.</i></p> <p><i>New programs since 2008:</i></p> <ul style="list-style-type: none"> • Pharmacy Tech program • Certified Nursing Assistant • Hollywood CPR – crafts and trades in film and television • Hospitality Certificate <p><i>Programs under development:</i></p> <ul style="list-style-type: none"> • Renewable energy technology • LAX site: conference facility management | | | | |

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| Objective 3 | Recommendations | |
| | <ul style="list-style-type: none"> ▪ Paralegal program should pilot a student outcomes survey of students who have completed the program to identify those who took and passed the licensing exam, and those who have paralegal jobs. | |

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| | <ul style="list-style-type: none"> ▪ Based on the pilot, other voc ed programs should do similar surveys. ▪ Expand the strategies to include activities that would improve non-voc ed programs and services so that successful strategies can serve as a model for non-voc ed areas. ▪ The Basic Skills committee should work with the Voc Ed dean to identify and develop the basic skills resources needed within voc ed programs | |
| | ASSESSMENT OF PROGRESS | |
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| Instructional Delivery | Objectives and Strategies | Primary Responsibility | Timeline to Completion | Self-Assessment Measures | Monitoring Oversight |
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| Strategies | Objective 4: Build upon and support WLAC's diversified modes of instructional delivery. | | | | |
| 4a | Institute a variety of learning communities, including Freshman Experience, and interest-driven groups (e.g., health careers, environmental sustainability). | Basic skills committee, Student Services | | <ul style="list-style-type: none"> • Successful course completion rates for learning community members • # of students in learning communities | |
| <i>Progress/Accomplishments</i> | <ul style="list-style-type: none"> ▪ PUENTE grant awarded in 2008/09. ▪ Freshman Experience & Learning Communities (FACE program) are scheduled to be launched in Summer 2009 (Pilot program: 2009-10). The program will be a one-year block classes in English, Math and Environmental Science integrated with Learning Skills. ▪ Umoja started Fall 2008 | | | | |
| 4b | Make available to all students online counseling, library and financial aid services. | Counseling Library Financial Aid | | <ul style="list-style-type: none"> • # of students who use online support services • response time | VP, Stu. Serv. VP, Acad. Aff. |
| <i>Progress/Accomplishments</i> | <ul style="list-style-type: none"> ▪ In Fall 2007, Counseling Division piloted online counseling services 10 hours per week. In spring 2009, service was expanded to include live chats. ▪ Online Tutoring was piloted in summer 2008. Online tutoring supports English, math, statistics, economics, philosophy, sociology, psychology, and Spanish. Online tutoring in Spring 2009 had 85 participants, who logged 160 hours. ▪ Degree Audit system implemented in spring 2009. ▪ Online FA services already available. ▪ Online FAQ site. ▪ On-line <u>counseling service</u> is currently limited to students enrolled to on-line courses; Procedure: students ask their questions by email and get a response within 24-48 hrs. ▪ <u>Library services</u> available to students. Services include: Online search for book and video catalog of Library and District resources; periodical & database search. ▪ Eligible students can apply for <u>financial aid services</u> online; all required forms available on the Financial Aid Services website since march 2008 ▪ eChat hours for international students | | | | |
| 4c | Institute mechanisms to ensure the quality of online and hybrid courses. | Curriculum Comm. & Division Chairs | | <ul style="list-style-type: none"> • % of instructors who use 'academic | Curriculum Comm. Academic Deans |

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| | | | | integrity' devices, i.e. Turn-it-In or mixing order of test questions <ul style="list-style-type: none"> • # of faculty who have taken Etudes training • # of faculty who have attended Tech Fair workshops • # of Tech Fair workshops | |
| Progress/ Accomplish- ments | <i>Surveys of online students: State chancellor's office survey of quality of online class, Distance Ed coordinator sent evaluation survey to distance ed students (check with Eric) District Survey of faculty to evaluate teaching in online classes with 40 vs. 80 students. Stipend provided for 'teacher leaders' so that more experienced online instructors can train newer faculty. Faculty who are interested in teaching international students online meet enhanced requirements for review of their web sites and making them better, incorporating best practices, with the help of Eric Ichon.</i> | | | | |
| 4d | Expand ETUDESng training for faculty and staff. | LRC Chair & DL Coor. | | | VP, Acad. Aff. |
| Progress/ Accomplish- ments | <i>West developed and offered a hybrid ETUDES-NG Instructor Certification Course which was first offered in Fall 2007. It was offered again in Winter 2008 and then converted to EDUCATION 210 and offered for credit in Spring, Summer and Fall 2008.</i> <i>"Online Pedagogy – How to Teach Online" was also offered in Summer and Fall 2008 and will be offered for credit in 2009.</i> <i>In addition to the ETUDES-NG Certification course, the following workshops were offered, and over 100 instructors participated:</i> <ul style="list-style-type: none"> ▪ Introduction to Hybrid Courses – Fall 2007, Spring & Summer 2008 ▪ Introduction to Online Teaching & Learning – Fall 2007 & Spring 2008 ▪ Introduction to ETUDES NG – Fall 2007 ▪ Online Syllabi & Web-Enhanced Courses – Fall 2007 ▪ Introduction to Podcasting – Spring 2008 & Summer 2008 | | | | |
| 4e | Provide support services for evening and week-end students. | | | * # of expanded office hours | VP, Stu. Serv. |
| Progress/ Accomplish- ments | <ul style="list-style-type: none"> ▪ All student services office hold evening hours 1 to 4 evenings per week. ▪ Weekend hours available during peak registration time. | | | | |

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| | <p>The campus provides ACT, a two-yr., open-entry, transfer and A.A. degree program. The course offerings accommodate online as well as evenings. Distance Learning Program is online and most do not require any campus visits. These classes feature the same content and offer the same transferability as on-campus classes. In addition, there is the “Weekend College” which offers various courses on Friday – Sunday that are transferable to the UC/CSU. These courses are a combination of 16-week (full semester) and short-term offerings.</p> <p>How does ‘evening’ qualify as a ‘diversified instructional delivery mode’?</p> | | | | |
| 4f | <p>Provide the infrastructure (e.g., servers, WiFi, IT personnel) for technologies in and out of the classroom (e.g., eportfolios, podcasting, multi-media).</p> | | | | VP, Admin. Serv. |
| Progress/ Accomplish- ments | <ul style="list-style-type: none"> ▪ West has wireless internet access (wi-fi) throughout the campus. ▪ A digital media manager is housed in the Admissions Office so information can be managed, scheduled, and published around campus for students, faculty, and staff. Additional digital media managers will be displayed around campus for increased visibility and access to information. ▪ ePortfolios will be piloted in Fall 2009 in English and Paralegal courses. The Learning Center will also be providing support for faculty and students developing ePortfolios. ▪ Tech Fair – Fall 2008 had 13 workshops with 39 faculty and staff in attendance. Tech Fair – Spring 2009 had 69 workshops with 70 faculty and staff in attendance. Workshop topics included Using Technology to Teach a Multi-Modal Pedagogy, Introduction to Web 2.0 Technologies, Tasks, Tests, and Surveys on ETUDES-NG, ePortfolios, Online Pedagogy, Putting Your Syllabi Online, Quick Tips for Meeting Accessibility for Disabled Students, Searching the Library Online Databases, Podcast Creation, Social Networking for an Academic End, Recording Lectures for Online Sharing, and Blogging to Release the Writer in Your Students. ▪ West is in the process of establishing an Apple iTunesU account for faculty, staff, and student podcasts. | | | | |

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| Objective 4 | Recommendations | |
| | <ul style="list-style-type: none"> ▪ Consider having less specific strategies | |
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| Supporting Objective | Objectives and Strategies | Primary Responsibility | Timeline to Completion | Self-Assessment Measures | Monitoring Oversight |
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| Strategies | Supporting Objective: Use appropriate data in planning and evaluating student success and college excellence. | | | | |
| a | Establish clear baselines of student achievement | Research Office | | | VP, Acad. Aff. President |
| <i>Progress/Accomplishments</i> | <i>ARCC data provides baseline information, is shared on campus, and posted on the web</i> | | | | |
| b | Use student achievement to measure institutional improvement | Research Office SLO Coordinator | | | VP, Acad. Aff. President |
| <i>Progress/Accomplishments</i> | <i>Student outcomes, including retention and completion rates, persistence rates, degree/certificate completion and transfer are used to evaluate institutional progress. These data are used during the program review process by divisions to evaluate division accomplishments. This information will also be included in the 'vital signs.'</i> | | | | |
| c | Report on success outcomes on a regular basis | Research Office SLO Coordinator | | | VP, Acad. Aff. |
| <i>Progress/Accomplishments</i> | <i>Reports are made to various college-wide groups, including Academic Senate, College Council, and Divisional Chairs.</i> | | | | |
| d | Incorporate information about changes in student outcomes into planning. | Research Office SLO Coordinator AA & SS divisions/ programs | | | VP, Acad. Aff. |
| <i>Progress/Accomplishments</i> | <i>Student outcome data is included in the program review process. Student outcome data are regularly presented and discussed at meetings of the Academic Senate and the Enrollment Management Committee</i> | | | | |
| e | Assess the "campus climate" as to its conduciveness to student success by annually evaluating: i. College image ii. Support services and resources iii. Outreach iv. Engagement (faculty, staff and administration commitment) | Research Office | | | VP, Acad. Aff. |

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| | to student success). | | | | |
| Progress/ Accomplish- ments | <ul style="list-style-type: none"> ▪ Student Survey conducted in Spring 2007 ▪ Campus climate survey conducted Spring 2009 ▪ Point of Contact Student satisfaction Survey collected in Fall 2008 in 12 student services departments. ▪ Professional satisfaction surveys also conducted in fall 2008, 45 student services faculty/staff responded to survey. | | | | |
| f | Clarify steps in process of program development and the chain of command in development process. | Academic Senate Curriculum Committee | | Decrease in number of non-viable, controversial, or incomplete new program applications submitted for review to Curriculum Committee | |
| Progress/ Accomplish- ments | <ul style="list-style-type: none"> • The Academic Senate is in the process of convening a college-wide body that will assist in the initial phase of program development by providing input and feedback regarding such issues as facilities use, library resources, and discipline matters. The purpose of the group is to offer insight and input during the conceptual stage in an effort to optimally inform the development of new instructional programs. The group will also provide guidance regarding consultation with division faculty, district discipline committees, etc. • The Curriculum Committee currently functions as the venue in which formal applications for proposed programs are presented to and reviewed by the college prior to submission to the district, regional consortium (CTE programs only), and state for approval. | | | | |
| g | Require a thorough facilities needs assessment for new programs. Use appropriate data in planning and evaluating student success and college excellence. Planning for student success includes using research data to guide resource allocation and institutional commitment. | Curriculum Committee, CTE Dean, Perkins managers (faculty), Curriculum Dean | | Increase in number of new program applications which include facilities needs assessment and research data appropriate for planning, | VP, Admin. Serv. VP, Acad. Aff. |

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| | | | | evaluation, and resource allocation. Increase in student success, particularly in terms of exam pass rates and job/internship placement. | |
| Progress/Accomplishments | <ul style="list-style-type: none"> • <i>The current state applications for new programs include items which assess facilities needs and other resources. Moreover, the body that the Academic Senate will convene to provide assistance during the initial phase of new program development (see above) will focus on the use of and need for facilities and other resources necessary for student success.</i> • <i>The current state applications for new vocational programs also require labor market data which is useful for informing resource allocation and planning for student success.</i> • <i>The college submits quarterly and final reports for Perkins (formerly VTEA); these reports include data on such indicators of student success as exam pass rates and job/internship placement.</i> | | | | |

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