Allied Health Division

Module 1. Department Purpose

Describe the purpose of the Division Department Program

The purpose of the Allied Health Division is to provide quality education and skills to a variety of students who desire to pursue careers in health care. Allied health faculty educate all students with high ethical standards that prepare them for future employment. The division leads students to success by offering a program curriculum roadmap, externship opportunities, and tutoring. The division seeks for continuation of growth in allied health programs.

Describe how the stated purpose aligns with the college mission statement

The purpose of the Allied Health Division matches with the college mission statement in every aspect. The allied health division works corroboratively to enhance programs, provide supportive services and to create an environment conducive to learning. The programs offer certificates and/or AS degrees which are required by the state licensing agency. The programs high ethical standards guides students toward engagement in a new career; it is a gateway to success.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The enrollment and FTES has continued to grow for the last five years in all programs in the Allied Health Division.

- The total division enrollment increased by 480 (60% increase) when compared from fall 2005 to the fall 2009.
- The total division FTES increased by 39 (95% increase) when compared from fall 2005 to the fall 2009.

Both the enrollment and FTES are growing in all of the allied health disciplines (Allied Health, Dental Hygiene, Nursing and Pharmacy Tech).

These trends indicate that the allied health division is in demand and will continue to be in demand for future years. The division needs to prepare for the future increase of the FTES and the enrollment by securing space, equipment, supplies, and operational staff, and faculty.

Describe the trend in section counts and average class size

The section counts decreased from 58 to 43 from Fall 2008 to Fall 2009. This is due to the college budget cuts, and the allied health division reducing some non-required courses for certificates or degrees. However, the average class size has increased from 18.2 to 29.6 from Fall 2008 to Fall 2009. This occurred by combining modularized sections and inducting the new Pharmacy Technician program in Fall 2009.
MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

The student demographic of the Allied Health Division has been consistent for the last five years; approximately 70% female and 30% male students. The age distribution is approximately 5% under 19 years old, 25% of 20 to 24 years old, 50% of 25 to 34 years old and 20% of 35 years old and over. The ethnic group distribution has slightly changed over five years. There is an approximate 10% increase in the enrollment for African American and Hispanic group. Approximately 15% decrease in White group.

The demographic representation is balanced.

Describe the trends in Success Rates and Retention Rates

Over the last five years, the retention rate is consistently at the average of 98%. The success rate is consistently at an average of 93%. The division is very successful and will continue to strive to maintain the success rate and retention rate.

Describe the trends in degrees and certificates awarded if relevant

The total number of certificate and degrees awarded in 2009-2010 was 61. It was 24 in 2007-2008. It is a 250% increase for the Allied Health Division. This occurred due to the offering of new programs such as Pharmacy Technician, Pharmacy Clerk and Geriatric Care Technician certificates. The Allied Health Division also contributed to the Liberal Arts and Science Degree in Health professions. There were 12 students awarded this degree in 2009-2010 academic year.

This implies that the Allied Health Division is successful. Both Geriatric Care Technician and Pharmacy Clerk certificate programs has ceased during 2009-2010 due to the budget cuts. When the budget allows, the Allied Health Division can resume and offer more certificate programs such as the Advanced Pharmacy Technician Program.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

The total number of FTEF for the Allied Health Division is 45.6. Hourly faculty serves 44.17 FTEF and Full Time serves 1.44 FTEF; 97% of FTES is served by hourly faculty and only 3% is served by Full Time faculty. This is a significant issue in the Allied Health Division. The Dental Hygiene Program accreditation standard requires the majority of faculty to be full time faculty. The ratio of full time and part time faculty is not meeting the accreditation standards. In order to pursue accreditation for the pharmacy technician program, it requires a full time program director for the program.

Are staffing levels adequate to fulfill the purpose

No. We only have one full time Dental Hygiene department secretary to serve the whole Allied Health Division. There are three part-time student program assistants to support other disciplines. In order to open the Dental Clinic for Dental Hygiene Services, the clinic requires to have one laboratory technician who prepares the clinic for supplies and equipment maintenance.

MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES
List the functions and services provided by the Division
- Providing current allied health education and training
- Assisting with externship and state board licensing procedures.

Describe the technological advances that have been implemented
- The new Math/Science Building offers the division new classroom technological equipment in classroom.

MODULE 6. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys
The Allied Health Division conducts exit surveys for the Dental Hygiene and Pharmacy Technician students. Most students feel well prepared or prepared for the profession that they chose. A few suggestions and comments are to increase more technology use in the programs.

Discuss the implications of the survey results for the program
The student survey indicates that the Dental Hygiene and Pharmacy Technician programs are successful. The Allied Health Division should continue to conduct exit surveys and include other disciplines such as CNA and HISS for student input. The survey for staff and faculty can be considered to be conducted in the future.

MODULE 7. CURRICULUM

Are required courses scheduled in appropriate sequence
Yes, all the required courses are scheduled in appropriate sequence for students to graduate on time. Since all of the programs are cohort based, the curriculum is well structured and organized. However, when a student fails a class, some courses are not offered until the following year, then the student needs to wait to re-take the course. This can be improved when the budget condition improves and then we can potentially offer the same courses every semester.

What outreach online and hybrid classes has your department offered
Very few classes are offered as online or hybrid courses through the Allied Health Division. Many Allied Health courses require hands on instruction and it will be difficult to offer online and hybrid courses. More online/hybrid courses are being considered for the future courses.

How does the department determine that classes are taught consistently with the official course outline of record
The course outline update was shared and reviewed by faculty members prior to preparing for their course syllabus.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the courses and programs of the Division
Dental Hygiene program assesses the SLOs in each course using rubrics. The exist survey is conducted every year for each graduate to assess the program SLOs. Pharmacy Technician and Certified Nursing Programs have not established SLOs. Each program is planning to develop SLOs. Standardized rubrics and assessment tools are planned to be used in their courses.
Which key courses and associated outcomes have been assessed in the previous two years

Dental Hygiene 101 and DH 151.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make

Dental Hygiene SLO assessments have been successful and all graduates are achieving the program SLOs. Their final assessments are be evaluated through e-Folios. Faculty have also been encouraged to develop rubrics for projects.

Pharmacy Technician and the Certified Nursing Program are developing SLOs and will look into assessment tools. The faculty are aware of the situation and they all need to be involved in planning, assessing and evaluating the program SLOs.

Will these planned changes necessitate a Resource Request

Yes, both the Pharmacy Technician and Certified Nursing Program require a full time faculty to be able to conduct SLO assessments and evaluations in their programs.

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

The Allied Health Division conducts Division meeting the week before the start of Fall semester and the week before the start of Spring semester. The division offered a teaching methodology workshop to all Allied Health Faculty members in Summer 2009 and Winter 2010.

Connections with schools institutions

Allied Health Division established affiliations with many institutions within our community. Dental Hygiene Program is affiliated with UCLA School of Dentistry, Veterans Hospitals, Cedars Sinai Hospital, MEND, Kids' Dental clinic. Pharmacy Technician program is affiliated with CVS, Walgreen's, Skilled Nursing Pharmacy. Certified Nursing Assistant program is affiliated with Country Villa Cheviot Garden, Mary Crest, Culver West and Kaiser Hospitals.

We also offer a contract education through UCLA Emergency Medical Technician/Paramedic Program.

List the 2 most significant professional development activities engaged in by each regular full time member
Allied Health Division

Dental Hygiene Full time faculty members and a few adjunct faculty members have attended California Dental Hygiene Educators’ Association Meeting in January 2008 in Long Beach and in January 2009 in San Jose.

Most Dental Hygiene Faculty members attend California Dental Hygienists' Association meeting in May in Anaheim every year.

Majority of full and part time faculty members have attended workshop by Heather Davis for teaching methodology for allied health courses in August 2009 & January 2010.

The list of workshop attended by faculty members are available in Allied Health Division Chair’s office.

Are there areas of unmet professional development needs among faculty in this program

Majority of faculty members are keeping up their professional development. New faculty members need to be trained in teaching methodology and understanding of SLO development and assessment. These faculty members need more flexible course offerings on campus and more funding needed for internal workshop offerings.

### MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES

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If Disagree was answered to any of the above please explain

Information technology service needs to be improved. The server down more than 24 hours during regular semester is not acceptable. Repair, service and training through Information Technology should be faster and effective.

Library materials are not sufficient to support Allied Health programs since the disciplines require access to specific periodicals and materials. We wish to have more funding to support library materials and instruction materials for Allied Health Disciplines.

For the Allied Health Division, more attention to the details of cleanliness is necessary. We observe overflow of trash cans and running out of papers in bathroom a few hours of the day. This can be improved.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The Allied Health programs are well marketed through the college catalog, class schedule and college website. The Division Chair has access to update the website directory to keep the information current. The Division Chair also works with Westside Extension to promote Pharmacy Technician, IHSS, and CPR courses.

### MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity

West Los Angeles College

Our Mission: West fosters a diverse learning community dedicated to student success.
Yes. Dental Hygiene students establish a Dental Hygiene Club every year. They are involved in Club Rush and the campus Health Fair. They participate in ASO club meetings.

Pharmacy Technician Faculty members are planning to start a Pharmacy Technician Club. There is an idea of establishing an allied health student organization.

**List any awards honors scholarships or other notable accomplishments of students in the program**

Dental Hygiene students receive multiple honors, awards and scholarships every year. Here are the some examples of many:

- VTEA/CTE Scholarship Award
- NCRER Scholarship Award for Community Service
- Latinos for Dental Careers Scholarship Award
- CDA Foundation Scholarship Award
- CDA Allied Health Scholarship Award
- ASO Divisional Scholarship Award
- CDHEA Scholarship Award
- Don Leiffer Scholarship Award
- ADHA Scholarship Award
- CDHA Table Clinic Award Winner (First place in 2009)
- CDHA Table Clinic Award Winner (First place in 2009, Second Place in 2008)

**Module 13. Environmental Scan**

**What are the emerging trends in technology that affect the program**

New software to keep track of patients health records, and to generate prescription labels. Many data are digitized and computers and software training are necessity in every discipline.

**What are the emerging trends in the labor market**

The labor market is decreasing due to the unstable economy. It has had a negative impact on students' employment status.

**What are the emerging trends in the community**

Jobs are available in urban cities, far from students' residential areas. Many community service opportunities are available through health care related grants.

**Module 14. Continuous Quality Improvement**

**Describe the improvements in program practice you have implemented as a result of program review**

Curriculum updates and course content changes have occurred both in Dental Hygiene and Pharmacy Technician courses. The requests to hire more staff and faculty were submitted to Academic Affairs. A remediation policy has been established and implemented as a tool to guide students towards successfully completing a program.

**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**

Student retention rate has improved. The remediation policy was able to identify students who were at risk of failing.
Has the Discipline Program Service applied for any grants in the last 2 years  
Yes

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs  
Yes

Review labor market demand

Dental Hygienist: According to ADD's Job Outlook, in California, a total of 18,500 jobs were employed as Dental Hygienist in 2008. The annual job openings is 860 in California and 148 in Los Angeles County from 2008 to 2018.

Pharmacy Technician: According to ADD's Job Outlook, in California, the total of 27,800 were employed as Pharmacy Technician in 2008. The annual job opening is 1490 in California and 342 in Los Angeles County from 2008 to 2018.

Certified Nursing Assistant: According to ADD's Job Outlook, in California, the total of 108,100 were employed as CNA in 2008. The annual job opening is 3,360 in California and 1,198 in Los Angeles County from 2008 to 2018.

Home Health Aid: According to ADD's Job Outlook, in California, the total of 54,399 were employed as HHA in 2008. The annual job opening is 2,910 in California and 685 in Los Angeles County from 2008 to 2018.

Emergency Medical Technicians and Paramedics: According to ADD's Job Outlook, in California, the total of 14,300 were employed as EMT/Paramedics in 2008. The annual job opening is 730 in California and 135 in Los Angeles County.

Advisory board membership

Dental Hygiene:
Dr. Paulo Camargo, Periodontist, UCLA School of Dentistry
Lillian Cheng, D.D.S., Clinic Director, Venice UCLA Clinic
Alison Corwin, R.D.H., Graduate, Class of 2008
Liliana Craciun, R.D.H., Graduate, Class of 2006
Gary Green, D.D.S, Periodontist/ UCLA Faculty
Erica Johnson, R.D.H., Graduate, Class of 2006
Frances Leonard, Vice Chair, WLAC English Division
Phyllis Martina, R.D.H., M.B.A., Hu-Frieday, Schools and Institution Representative
Ronaldo Mito D.D.S., F.D.S R.C.S.Ed, Associate Dean of Clinical Science
Christopher Nucho, R.D.H., B.S., Graduate, Class of 2009
Steve Okamoto, D.D.S., Prosthodontist
Sandro T. Tomita, D.D.S., General Dentist

Pharmacy Technician:
Rebecca Martinez, CVS Pharmacy Program Development
Prince Nnah, Pharmacist, Rite Aid Supervisor
Issac Eshak, Pharmacy Manager, Rite Aid

Certified Nursing Assistants/HAA:
None (Needs to establish)
What have been the major outcomes of your advisory board meetings

Dental Hygiene: The major outcomes is revising program Goals and SLOs based on current trend and professional advice from the advisory board members. New equipment needs were suggested by the advisory board members. Fund raising suggestions were made for the new clinic. The program's plan of action is to continue to receive support from the advisory board members and the community to start dental hygiene services in new clinic.

Pharmacy Technician: The major outcomes was the organizing the first advisory board meeting and the ability to address issues in the newly established pharmacy technician program. The advisory board members suggested that the program educate students to be ready for the real work environment. The program's plan of action is to educate and train students to provide a real life retail pharmacy setting.

Describe the employment and completion success of its students

The Dental Hygiene students are very successful. The average of the program completion rate is approximately 95%. All graduates are employed as a dental hygienist within a year.

The CNA students are very successful. The average program completion rate is approximately 95%. A survey needs to be conducted to assess the hiring rate for CNA.

The first class from the Pharmacy Technician program was graduated in June 2010. The total of 26 students completed the program. 20 students obtained a Pharmacy Technician License. The graduate survey will be conducted 6 months after graduation.

Program accreditation

Yes

What is the accreditation status of each program in the division

The Dental Hygiene program is fully accredited. The site visit is scheduled on December 2&3, 2010. The self study report was submitted on September 26, 2010.

Pharmacy Technician program is looking into applying for accreditation.

Indicate recommendations of the most recent accreditation evaluation
The last accreditation site visit was conducted in May 2003. The recommendations were:

Recommendation 1: It is recommended that faculty to student ratios in DH 103 – Radiology Laboratory, allow for individualized instruction and evaluation of the process as well as the end result and allow students to progress at an individual pace. (DH Standard 3-6)

Response: Currently DH 103 Radiology Laboratory is conducted under 1 faculty to 5 student ratio. There are 30 students in the course. They are divided into 3 groups and two laboratory instructors are assigned for each group.

Recommendation 2: The visiting committee noted the laboratory provides two model trimmers for student use; however, splatter shields were not present on the equipment. It is the belief of the visiting committee that this situation could pose a safety risk to faculty and students who use the model trimmers. Therefore, it is suggested that the program consider installing splatter shields on the model trimmers to help ensure user safety.

Response: All model trimmers are equipped with the splatter shields and the instructor and the students are required to use them during the procedures.

The most recent accreditation self-study report was completed on September 26, 2010. The site visit will be conducted on December 2-3, 2010.

Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division

All Dental Hygiene students passed the national board exam on their first attempt in 2010.
The average of the class score was well above the average of the national average. 26 out of 28 students passed the state board exam on their first attempt.

All Certified Nursing Assistant students passed the state certification practical exam on their first attempt in 2010.

Twenty out of twenty-six students who completed the Pharmacy Technician program were licensed as a pharmacy technician in 2010.

Provide a brief analysis of employer satisfaction with program graduates

The employer satisfaction survey was only conducted for Dental Hygiene graduates from 2003-2008 in Fall 2010. The majority of employers are very satisfied with our graduates.
100% felt WLAC Hygienists well prepared or prepared regarding professionalism.
97 - 100% felt well prepared or prepared regarding health promotion and disease prevention.
80 - 89% felt hygienists were well prepared or prepared regarding patient care.
MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

The purpose of Behavioral Social Science Division, which consists of four components: Administration of Justice, Behavioral Sciences, Child Development and Social Sciences, is to provide students with a variety of programs designed for student success in either a transfer component or preparation for employment or a career in several different delivery systems, day campus, evening campus, weekend college, accelerated programs, and distance learning. The division offers both academic programs and career and technical education within its fourteen disciplines, including A.A. Degrees, Certificates of Completion, Skills Certificates, transfer and international course offerings. The division has day and evening programs and non-traditional offerings of weekends, distance learning, hybrid and partnerships with industry.

Describe how the stated purpose aligns with the college mission statement

The general mission statement of the college is to provide a transformative educational experience, that is, to improve lives through quality instruction and supportive services. BHSS Division provides the latest, up-to-date instruction through the richness of the faculty, both full-time and part-time, to assist students achieve their student education and life goals.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Over the past two semesters enrollment within the college initially increased with new students to West. Within Behavioral and Social Sciences WSCH/FTE has increased in all Divisional Disciplines. The problem is we are over cap and each classroom has reached capacity and the online classes continue into the third and fourth week with students seeking a chance to add a class. The division has many single full-time faculty disciplines so the student contact for assessment and working with Student Educational Plans (SEP) is lacking and we have to rely more and more on our counselors until we can hire full-time faculty. Although the adjunct instructor brings a wealth of fresh knowledge, they are not available for department meetings and often their office hours are not sufficient to meet student needs.

Describe the trend in section counts and average class size
Part of the growth experienced by the division, and in particular Administration of Justice, was the public safety partnership with the County of Los Angeles Department of Probation. Starting in 2000 and ending in June 2008, Probation sent approximately 500 students per semester who enrolled in 10 to 12 units of Administration of Justice courses, with a 95% completion, which helped with our percent of student completion. When Probation left the division experienced a sudden drop in enrollment. Also, within some disciplines of the division, a noticeable increase in Sophomore level courses and sections has occurred (i.e. History, Political Science, Psychology and Anthropology). Several departments are offering more sections in response to increasing enrollment demands, both on campus and online.

**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

*Based on the demographic trends in enrollment what are the implications for your Division*

The data provided by our researcher starting with Fall 2005 through Fall 2009 suggests that our female population dropped from a level of 66% to 63% while the male population varied from 34% to 37%. Similarly, the age group of 19 and under varied from 19% of our total enrollment to 20% over the same time period, with no change in ages 20-24, remaining constant at 36%, and ages 25-34 dropping slightly from 27% to 25%, and 35 and over from 19% to 18%. Our ethnicity has remained constant as well. The African American population began at 49% and has dropped by 4% to 45% overall, with Asian Pacific Islander dropping from 8% to 6%, and the White enrollment with a 1% increase over the starting 10% while the Hispanic population had a 3% increase to 35%. We do not see these numbers as a significant change.

*Describe the trends in Success Rates and Retention Rates*

Retention rates for the JumpStart programs remain the highest, at 97%, but this is largely due to the fact the those students are captive and have no freedom to just get up and walk out of a class like the college students. Classroom based retention rates and online remain at a constant of 85%, with Weekend College at 90%. We believe this is due to the fact that most weekend college students are adults seeking career preparation and as a result are more serious in their education plan.

*Describe the trends in degrees and certificates awarded if relevant*

The number of degrees and certificates are under reported for our division. For example, Admissions and Records tells us that they simply do not have the staff to process the number of certificates the division issues in Administration of Justice, thus, those certificates are awarded by the division and are not reported on the student transcript. The student is fine with this because it is the certificate they need for qualification to either take an civil service exam or to show completion of a course that has been approved/certified as employment satisfaction of the entry academy training. During the Probation period, 1999 to 2006, the division issued approximately 1,000 certificates each calendar year with an additional 50 certificates for fingerprint classification. We continue to issue the fingerprint certificates.

**MODULE 4. STAFFING TRENDS**

*Describe the trends in FTEF*
The division started Fall 2005 with 36.23 FTEF and dropped slightly in 2009 to 34.54, mainly as a result in retirements not being replaced and cuts in part-time instructors. At present the hourly FTEF is 19.81 compared to 14.73 part-time to full-time. The student suffers because the part-time instructor does not serve on committee's or provide sufficient campus time for all of the advisement that should take place within each discipline.

**Are staffing levels adequate to fulfill the purpose**

No. Our division was the only division on campus to receive two administrative transfers of demoted deans into academic areas that displaced the FPIP hiring process and at the same time displaced seasoned adjunct instructors. We have from 125 to 86 sections taught by adjuncts and this is a serious impact on our instructional ability to deliver a quality program. The number ranges due to cuts in course offerings.

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### Module 5. Effectiveness: Functions and Services

**List the functions and services provided by the Division**

Behavioral Social Science division is both an academic division and a division consisting of career and technical or vocational education programs. We have a liberal arts program, transfer program, global and international studies program, and offer a variety of skill certificates. In addition, we sponsor two campus clubs, Criminal Justice Club and the Psychology Club, and have an off campus partnership with the Los Angeles Unified School District/Los Angeles PD Police Department with a two-cohorts, each with 50 students, taking 15 units per semester is an A.A. Degree/Transfer program. Classes are held at the Los Angeles Police Academy under the supervision of all three partners.

**Describe the technological advances that have been implemented**

We are still waiting for technology to reach us.

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### Module 6. Effectiveness: Survey Results

**Describe the results of relevant surveys**

See below.

**Discuss the implications of the survey results for the program**

It is interesting to note that 65% of the students who responded to the WLAC survey identified that law, public safety, corrections or security was important to them, yet 81% reported that language difficulties are not a problem. the reason we question this is when we ask our law enforcement agencies about the pass rate for the entry level exams, more than 50% do not pass the simple 5 paragraph essay portion of the exam. On campus, when we review the writing ability of our students, or have an opportunity to see their assessment for English, we get a different view than what the students are saying. Perhaps they do not know this? In any case we have English 101 as a first semester course advisory for Social Science students.

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### Module 7. Curriculum

**Are required courses scheduled in appropriate sequence**
The division recently completed a mapping and sequencing of our different disciplines. At first it was difficult to get the instructors to go along with this because they saw that as somehow limiting student access to classes, much like prerequisites. Once we did this we were able to reduce duplicate course offerings and streamline our programs. We have provided this information to our counselors and provide this in the college catalogue so students will be cautious in selecting their classes.

**What outreach online and hybrid classes has your department offered**

As previously mentioned, our outreach program at the LAPD Academy, known as Police Orientation and Preparation Program (POPP) offers 10 courses each semester in a sequencing system leading toward an A.A. Degree in Administration of Justice. Missing is English and Math since those classes have to be taken on campus due to the sequencing to qualify for English 101 and Math 125, Algebra. Our division took the lead in offering courses in an online delivery mode, participation in ACT and Weekend College, and we are the main ingredient for the Global Studies program. Outreach can be improved through the assistance of Admissions and Records in off site registration, providing assistance with assessment, and financial aids in processing fee waivers. Not everyone is onboard with online classes and there are those among our administration and faculty who are not in support of international studies.

**How does the department determine that classes are taught consistently with the official course outline of record**

The division has an aggressive faculty evaluation process where the instructor syllabus is compared with the college course outline. In addition, adjunct instructors are invited, but most do not attend, the monthly division meeting whereby comments are course updates are discussed and reviewed. As the largest division on campus we have been fortunate with one of our members serving as president of the senate, a vice president, and several senators and we have a very articulate representative in Norma Barragan to the curriculum committee.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the courses and programs of the Division**

Each department will review which course is up for assessment. All of the disciplines now have full-time instructors, some with three, who can take individual responsibility to review SLO’s and apply the appropriate assessment.

**Which key courses and associated outcomes have been assessed in the previous two years**

On the grid for Spring are the following courses: AJ 3, AJ 5, Anthro 101, Econ 1, History 41/42, Political Science 1, Psych 1. In Fall 09 AJ 4, AJ 67, Econ 2, Anthro 102, History 11 and 12, Political Science 7, and Psych 64 were assessed. In Spring 09 A.J. 1, 2 were completed.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

SLO and assessment are an ongoing process. We have to continually determine if our original SLO's were identified correctly and if our assessments are an accurate reflection of the completion of the course.

**Will these planned changes necessitate a Resource Request**
Hire more full-time faculty in AJ, Child Development, Political Science and Psychology. In some cases to cover retirements and in others to reduce the number of adjunct staff to allow for full-time instructor contributions. We also need a division secretary and support staff.

**Module 9. Departmental Engagement**

*What interdepartmental collaboration has your Division Department Program been involved in during the past six years*

The POPP program has collaboration with the following disciplines internal to Behavioral Social Science: Economics, Political Science, Psychology and Sociology. Outside the division collaborations include: Health and PE, Computer Science, Biology, and Fine Arts/Humanities. In addition, Administration of Justice collaborated with Language Arts to update the course outline of A.J. 14, Police Report Writing, and to include sufficient language skills to co-list the course as English 130.

*Connections with schools institutions*

Again the POPP program is an academic partnership with the Los Angeles Unified School District, Los Angeles Police Department and the Los Angeles Community College District, with WLAC taking the lead. Our division has a large offering of JumpStart classes in local high schools and the division has partnered with Harbor College on certain grants.

**Module 10. Professional Development**

*List the 2 most significant professional development activities engaged in by each regular full time member*

All faculty members participated in the SLO workshops and the division was a strong participant in the college retreat. Several instructors contributed to the Global Studies program, including Administration of Justice, Economics and Political Science. Our division has been active in campus activities with Rod Patterson as Senate President, Buck Stapleton as Senate Vice-president, Jack Ruebensaal as AFT Chapter chair followed by adjunct member Olga Shewfelt as AFT Chapter chair, several senators, and Buck Stapleton as grievance rep. Our division has members who have a strong interest in the International/Global studies program. Many of our members have attended training programs offered through the Department of Homeland Security and as a result update or wrote new course outlines.

*Are there areas of unmet professional development needs among faculty in this program*

Our faculty are constantly striving to maintain and improve their existing skills. They belong to private and government organizations and as a result bring vital and updated information back to share with their colleagues.

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

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If Disagree was answered to any of the above please explain

The former college president took a pass on hiring new custodians to replace those who left or were off injured. We have seen some improvement with new hires. The attitudes, however, has greatly improved with the hiring of a new plant facilities manager and a new supervisor. The staff works very hard to maintain our facilities and they respond promptly to our requests. They need more people!!!!

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

Major impact. We are very disappointed with the covers of the class schedules and believe they do not adequately reflect our programs, spirit, or even our mission. I have made several requests to put back the instructor contact information into the schedule which for reasons of saving pages was taken out. There are other non-essential things that could be removed. The schedule is our first marketing piece and it should be the absolute best it can be. I would rate it C- right now.

MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity

Yes, we sponsor two clubs:
Criminal Justice Club, which has seminars, field trips, guest speakers, scholarship opportunities, career days, internships and student advisement. The Anthropology Club is more internal to Anthro majors.

List any awards honors scholarships or other notable accomplishments of students in the program

Each semester for the past four years we have had at least 5 students receive scholarships from the Los Angeles Police Department. Also, we have placed 49 students with the Transportation Security Administration, we have placed more than 50 students with Los Angeles County Probation Department, one with Culver City as a community service officer, and 6 have gained employment with the Los Angeles Police Department. One Political Science student gained admission to Harvard.

MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program

E-books online, e-folios, ipods and smart classrooms.

What are the emerging trends in the labor market

Law Enforcement executives tell us that English Language, both written and oral communication, remain as critical skills. In addition, students need to learn how to conduct interviews and prepare a resume or obtain letters of reference and recommendation.

What are the emerging trends in the community

We are most closely related to jobs in law enforcement. Health, fitness, and the ability to read and write at least at the grade level of high school senior is required for most entry level jobs. Even police officers, fire fighters and other who perform mostly skilled labor need to be able to complete an application, take a sample written exam, and communicate in an oral interview.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT
Describe the improvements in program practice you have implemented as a result of program review
   Program review gave us an opportunity to see what we have done and prepare for the future such as program and course development and faculty hires.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice
   We have not done this.

**MODULE 15. GRANTS**

Has the Discipline Program Service applied for any grants in the last 2 years
   No

**MODULE 16. VOCATIONAL PROGRAMS**

Does this Division offer any vocational programs
   Yes

Advisory board membership
What have been the major outcomes of your advisory board meetings
The committee recommended:
1. Hiring of a full-time faculty in Fire Technology. Done
2. Hiring of a department secretary. Done and then transferred when Probation left.
3. Mapping and Sequencing of AJ courses. Done
4. Partnership with LAPD/LAUSD/LACCD. Done
6. Upgrading technology. Not done

Describe the employment and completion success of its students

We have only been able to do this when students notify us that:
1) they have been hired by a government or private security agency and how our program helped them
2) they have withdraw from college and told us the reasons they can no longer attend
3) they have transferred to a four-year university and tell us how our program helped or in what ways they could be improved upon

Program accreditation

Yes

What is the accreditation status of each program in the division

1. A.J. 321, PC 832 course, has been certified by the POST commission. Certification is renewed on an annual basis. Current through 12/31/10.
2. AJ 260 and AJ 261, Corrections courses, STC certification expired and since Probation is no longer a partner those certifications were not renewed after June, 2009.

Indicate recommendations of the most recent accreditation evaluation

There have been three visits. In each case the POST Commission did not find any errors. When STC conducted an accreditation/certification visit they recommended that the names, address and personal contact information be kept in a safe location and anyone handling said items sign a confidentiality statement. This was done. No comments were offered with respect to delivery methods, content of materials, or text and proctor processes.

Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division

We do not have that information.

Provide a brief analysis of employer satisfaction with program graduates

We do not have that information. Students were hired, they are still employed, so one would assume all is well.

MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager

Charles "Buck" Stapleton, Professor-chair
Behavioral Social Sciences Division
October 28, 2010
MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

The Computer Science and Information Technology (CSIT) division has three primary goals. The first is to prepare students majoring in computer science for transfer to four-year universities. Second, deliver career IT oriented vocational training. Third, support paralegal and office technology students learning word processing and office automation technology. These goals are supported by the division offering of degrees, certifications, and certificates.

Describe how the stated purpose aligns with the college mission statement

There is an exact one-to-one correlation between the CSIT division primary goals and the college’s mission statement. The CSIT division uses advanced technology and industry skilled instructors to prepare students for transfer and technology careers. The division also helps students build basic computer skills and update existing skills through continued learning.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Our total enrollment and FTES increased by over 30% in year 2009/10. Much of this growth can be attributed to our new degree program, Computer Network and Security Management and expansion of the Cisco Networking Academy Program. We expect steady growth with our new vocational degree, Web Support and Database Administration and five new state-approved low-unit certificates which have been in place since the end of Fall 2009.

Describe the trend in section counts and average class size

Budget restraints have forced section counts to be cut and average class size has increased by 30%. Section counts will not increase, but we expect average class size average class size to grow steadily. Growth can mainly be attributed to new degrees and certificates put in place at the end of Fall 2009 and incorporated in the new 2010-2012 Catalog.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

West Los Angeles College Our Mission: West fosters a diverse learning community dedicated to student success. Page 20 of 121
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 modernize their skills for the job market. Another large group of students are retraining. These students are older (age 35 and older), mature, and motivated. Both groups are focused on getting knowledge and skills in order to quickly rejoin the labor force or improve their attractiveness to employers and less likely to pursue associates degrees or transfer status.

**Describe the trends in Success Rates and Retention Rates**

In order to reach more distant students and students whose schedules preclude them from coming to campus, we have moved some evening classes to be online. The retention rate is 80% but the success rate is only 58%. Computer science courses are among the toughest college courses; students must be motivated and committed in order to succeed. As industry is increasingly demanding certification and degree, courses must be rigorous to prepare students for exams.

**Describe the trends in degrees and certificates awarded if relevant**

The number of degrees and certificates awarded will be growing as new vocational degrees and certificates in place. 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 modernize their skills for the job market. These students are focused on getting knowledge and skills in order to quickly rejoin the labor force or improve their attractiveness to employers and less likely to pursue associates degrees or transfer status.

**Module 4. Staffing Trends**

**Describe the trends in FTEF**

FTEF is growing, the challenge of a vocational program is that our curriculum must catch up with the industry, our facility and instruction must stay current with the IT industry, we have hired quite a few instructors from the industry, to bring the real world experiences to the class, and to prepare students for employment and job success following graduation.

**Are staffing levels adequate to fulfill the purpose**

The ratio of full time instructors versus part time instructors is 4:5, we have submitted FPIP proposals in Spring 2010 requesting to hire two full time faculty members.

**Module 5. Effectiveness: Functions and Services**

**List the functions and services provided by the Division**

The division offers instruction to students who intend to attain an associates degree, transfer to a 4-year university, gain industry certification, or obtain technical knowledge, best practices, and career skills needed to better compete in the workplace. Our programs include: computer science, programming, business applications & database management, computer network and security management, web design & administration, information system management, and database design. We constantly update our courses and equipment to reflect changes in technology.

**Describe the technological advances that have been implemented**
Once the decision was made to complement our occupational program with an online curriculum, we established a partnership with a company who had over 10 years experiences in developing State-of-the Art Computer based training software. The software incorporated video lecture, multi-media concept demonstration, realistic lab simulations, and industry certification practice exam.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

Describe the results of relevant surveys

Student Surveys are conducted approximately every two years at the colleges in the Los Angeles Community College District. The last survey was conducted Fall 2009. Over 2,000 West Los Angeles College students were polled. The following survey results were of interest to the department: (1) Science, technology, engineer and mathematics was a field of high interest. (2) Use of a computer to do homework, use of Internet to access information for a class or to register for classes, was very high. (3) 22% of students polled sought job skills (4) over 25% were recently unemployed.

Discuss the implications of the survey results for the program

VTEA (Vocational and Technical Education Act) is conducted every year; student survey revealed student goals to: obtain new job skills, advance in a current position or obtain a better job. The department’s current objectives and course offerings are on track to support student needs. New certificate programs offer current technologies with high job prospects. Online and hybrid courses enable working students flexibility with scheduling. Computer literacy courses meet demand for core computer and Internet skills.

**MODULE 7. CURRICULUM**

Are required courses scheduled in appropriate sequence

Degree and vocational programs are structured, such that any student can complete their coursework within two-years. Students pursuing two-year degrees can commit their coursework within two years. Vocational programs are structured for one-year and two-year tracks. Most courses are offered every semester. Some courses are offered every other semester. Courses are also rotated to assure a student never waits more than one semester for a required course. When budget permits course are offered during the summer semester to assist acceleration, offered electives, and curriculum diversity. Our course structure permits students to start most programs year around.

What outreach online and hybrid classes has your department offered

Since a significant percentage of students participating in our program are working adults, our program courses are offered evening, weekend hybrid and on-line to accommodate students with varied schedule. There are about 50% of the classes that the division offers is on-line or hybrid. The on-line delivery approach has been verified and substantiated by enrolment trends, the class sizes are increased by 30%+, these numbers are considered impressive for specialized high-tech training.

How does the department determine that classes are taught consistently with the official course outline of record
Since a significant percentage of students participating in our program are working adults, our program courses are offered evening, weekend hybrid and on-line to accommodate students with varied schedule. There are about 50% of the classes that the division offers is on-line or hybrid. The on-line delivery approach has been verified and substantiated by enrolment trends, the class sizes are increased by 30%+, these numbers are considered impressive for specialized high-tech training.

### MODULE 8. STUDENT LEARNING OUTCOMES

**What are the assessment plans for the courses and programs of the Division**

- CS901-All instructors
- CS965-Anna Chiang
- CS902-Ashok Patil
- CS972-Marcus Butler

**Which key courses and associated outcomes have been assessed in the previous two years**

1) Use Word Processor.  
2) Create business documents, including memos, letters, and reports.  
3) Create impressive graphics.  
4) Model business systems with spreadsheets.  
5) Make an effective presentation.  
6) Utilize the Internet resources  
7) Acquire skills related to buying computer hardware and other digital products

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

The division plan to make the following changes:

1) All the textbook assignments will be standardized and consistence within all sections.  
2) All lab assignments be standardized and consistence within all sections, plus all the lab assignments will be accompanied by video demonstrations. All assignments will be accompanied by aditional practice exercise.  
3) All exams, quizzes, and tests will be standardized and consistence within all sections.  
4) All exams, quizzes, and tests will standardized using ETUDES and /or MyItLab.

**Will these planned changes necessitate a Resource Request**

Yes, more computers in CE101 lab and tutoring services for students to work on homework after class.

### MODULE 9. DEPARTMENTAL ENGAGEMENT

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

Yes, the division has incorporated with Paralegal program (in Business division) to propose a certificate of achievement "Legal Secretary Certificate", it was approved at the end of year 2009 by the State Chancellor.

**Connections with schools institutions**
The division has established connections with the following organizations as Academic Alliance members:
- Microsoft
- CISCO Networking
- Oracle Database
- Virtual Computing - VMWare
- Information Storage Management - EMC
- Computer Technology Industry Association CompTIA A+, Network+, Security+, Linux+

**MODULE 10. PROFESSIONAL DEVELOPMENT**

List the 2 most significant professional development activities engaged in by each regular full time member

- **Anna Chiang**
  1) Virtual Computing VMWare workshop
  2) EMC Information Storage Management workshop
  3) 2010 Vocational Education Leadership Institute March 2010.
- **Marcus Butler**
  1) Implemented NetLAB technology – permits remote access to lab hardware (120 hours)
  2) Installed VMware technology to support the Cisco Networking lab (48 hours)
  3) Planned and designing virtual labs for the Microsoft certification courses (61 hours)
  4) Co-chair the Technology Committee to develop Technology Master Plan (72 hours)
- **Clyde Titus**
  CAOT advisory committee at District level.
- **Ken Taira**
  1) FTLA in spring 2010
  2) EMC instructor training on Information Storage Management.

**ISSUES:** In order to support the emerging streams of new technology advances at the vocational level, Computer Science instructors are being called upon to meet these demands with an unfair burden. This group of instructors has to commit dozens of hours (person time) to learn new technology, devote an excessive amount of time to support and prepare computer labs, and deal with changing curriculum on a semester basis.

**Are there areas of unmet professional development needs among faculty in this program**

The computer industry is evolving at an unprecedented rate. This constantly changing environment requires instructors to commit to frequent training. This burden is unique to this industry. Neither the college nor the district provides any adequate mechanism that allowed technology instructors to stay current. Essentially, instructors have to commit their own resources and time to maintain relevancy and deliver current technology. This is a significant problem.

**MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES**
[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

**Media services** 3

**Library materials and services** 3

**Library resources integrated into curriculum** 3

**Custodial services** 2

*If Disagree was answered to any of the above please explain*

The computer classrooms and laboratories are supposed to be clean at all the time, the custodial services sometimes do not meet the needs.

**What impact do you feel the college catalog class schedule and college website have on marketing your program or service**

The college catalog, class schedule, and web site are the primary marketing platforms for the CSIT division. The division's own departmental web site is a secondary resources for students seeking additional program information. In addition, the division has developed program and informational brochures. Collectively, all marketing efforts have been effective in reaching potential students. We do seek creative ways to create a more targeted effort.

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**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Division Department Program sponsor a student club or activity**

1) To encourage students to become industry certified, the division sponsors "CompTIA" certification exam discount voucher and exam fee reimbursement. Students who are ready for taking CompTIA certification exam will get a discount voucher, once passing the exam, the division will reimburse the exam fee. There are a number of students passing the exam and got the fee reimbursed in year 2010.

2) The division chair, Anna Chiang, offers "one on one"-course advice and career path consultation- to students on weekly basis, any student can walk in her office and seek advice. there are 50+ students have received this benefit.

3) The division has required all on-line instructors to offer "first time on-line students orientation" week before and the first week of semester. This orientation has significantly improved the students retention and success rate.

**List any awards honors scholarships or other notable accomplishments of students in the program**

- CompTA A+ certified -20 students
- CompTIA Network + certified -15 students
- CCNT-Cisco Certified Entry Networking technician - 8 students
- CISCO CCNA certified -10 students
- CISCO CCNP certified - 2 student
- CompTIA Security+ certified -15 students
- Microsoft Certified- 12 students
- Certified Information System Security Professional- 1 student

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**MODULE 13. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology that affect the program**
There are four emerging technologies that will change the way people and industry will use technology. They are; Virtualization, Cloud computing, Web 2.0, and Wireless/mobile. While all four have ties to the Internet; each uses or depend on the Internet in profoundly different ways. Today’s industry professionals will have to change and adapt to the paradigm shift occurring now. We have courses addressing all four.

**What are the emerging trends in the labor market**

Employers and major corporations are embracing technology as a way to reduce cost and improve efficiency. While this trend is not new; corporations have accelerated this effort over the last three years. This is primary due to two new emerging technologies; cloud computing and virtualization. Both technologies will facilitate lower energy cost and payroll reductions, as well. There will be an enormous demand for individuals skilled in both technologies. Our curriculum will continue to adopt in order to help prepare students for this industry shift.

**What are the emerging trends in the community**

Recent increases in unemployment within our community have driven up the demand for relevant job skills. Many students understand that technology-based skills may present real second-career opportunities. Our program(s) has been impacted both a positive and negative manner. Enrollment has increased, but demands on our resources are over-extended. Students are requesting more tutoring and more lab hours.

**Module 14. Continuous Quality Improvement**

*Describe the improvements in program practice you have implemented as a result of program review*

An online discussion board is being established to provide our faculty with often disparate schedules to communicate and collaborate on issues they are having within a course section, brainstorm on new ideas.

To encourage students to become industry certified, the division has set up a scholarship (donated by faculty member) to award students who have passed industry certification after completing the training.

*Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice*

1) "One-on-one course advice and career consultation" offered by the division has dramatically improved students' achievement in obtaining degree and certificate.

2) Establishment of "CSIT scholarship award" has significantly increase the number of students who have passed certification exam and become industry certified.

3) Requiring the instructors to offer "office and lab hour" to help students in the computer lab has improved the students retention rate and course success rate.

**Module 15. Grants**

*Has the Discipline Program Service applied for any grants in the last 2 years*

No

**Module 16. Vocational Programs**

*Does this Division offer any vocational programs*

Yes
Review labor market demand

According to EMSI (Economic Modeling Specialist Inc., the scope of this report covers Los Angeles County), the following five occupations are expected to add over 3,100 new jobs by 2014, with another 9,000 current positions requiring replacement. The average employment growth rate over the 7-year 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.

1) Computer Network System and Telecommunications
2) Computer and Information Science
3) Computer and Support Services
4) System Administration
5) Computer Application

Advisory board membership

Mary Dolan-SAP support, LACCD
Kabwy Chanda-Network Engineer-Southwest College
Steve Gonsoski-Programmer Analyst-LACCD
Michael Satmper-IT director, Pepperdine univ.
Linda Wallace-E learning specialist, Pepperdine univ.
Larry Wong-senior Linux engineer, Aerospace corp.
Kent Taira-e-commerce consultant
Manish Patel-Web database programmer, City of L.A.
Patricia Morris-legal secretary
Mimi Wong: legal secretary
Marcus Butler: faculty-CISCO and Microsoft networking, WLAC
Clyde Titus: Office application, WLAC
Anna Chiang: operating system, A+, Network+, Security+, WLAC

What have been the major outcomes of your advisory board meetings

1) Approaches discussed to help students successfully complete the courses and training toward the certificate and degree programs.
2) Approaches discussed to help and insure that our graduates will be employable.
3) Identify the IT trends and technology areas are emerging, which we have revised the course outline to offer virtual and cloud computing.
4) Identify the skills that are the most difficult to find in potential employees.
5) Determine our division is going in the right directions in the areas of curriculum development and course offerings.
6) Redesign and rewrite the division web site which we have accomplished in Fall 2010.
7) Develop SAP and Apple certification which we will be working on in year 2011.

Describe the employment and completion success of its students
It has been very difficult to track or reach students after program completion to track employment success. The CSIT division is supporting the implementation of @student.laccd.edu email addresses to foster a lifelong communication link. Currently, our most viable measurements are degree and certification completions plus industry certification exam passing. Since the establishment of our Computer Network and Security degree option student completion has improved. Certifications completion relevant to networking and security are increasing, as well. We believe that the new metrics in place will provide better measurements within the next four academic semesters.

**Program accreditation**

No

**What is the accreditation status of each program in the division**

Not Applicable

**Indicate recommendations of the most recent accreditation evaluation**

Not Applicable

**Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division**

CompTIA, Microsoft and CISCO training program have assisted numerous students to successfully completed the following industry certification exam.

- CompTIA A+, Network+, Security+ and Linux+
- Microsoft Certified System Engineer, System Administrator
- CISCO Certified Network Associate
- CISCO Certified Network Professional
- CISCO Certified Network Technician

**Provide a brief analysis of employer satisfaction with program graduates**

Quoted from City of Los Angeles, Department of Transportation:

The WLAC CSIT internship program is a tremendous asset to the City of Los Angeles. Many of the students that have participated in this program have benefited in many ways. For example, some have gone on to find work in the field, others have promoted into the IT departments at their current jobs. I think that having this internship program benefits the students and makes WLAC more competitive when students are choosing a college.

Again I would like to emphasize my gratitude for this program, due to the fact that the City now has very limited resources in acquiring talented IT employees.

**Module 17. Part 1 and Part 2 Completion**

**Division Chair Program Manager**

Anna Chiang-Oct 22, 2010
MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

Economics department provides educational programs that lead to transferring to four-year colleges and universities, as well as career programs that lead to Associate Degrees in Economics.

More specifically, the purpose of the department is to develop basic analytical skills which contribute toward the understanding of US and other economic systems, which serve as a valuable foundation for advanced studies in the fields of economics, business and law, and which are necessary for making sound decisions in business or government careers.

Describe how the stated purpose aligns with the college mission statement

The college implements its mission through:

1. Transfer Education to provide general education and major preparation for those who plan to continue their studies at a four-year college of universities.

2. Economic Development to develop educational partnerships with business, industry, labor and government in order to offer programs for the working adult or those preparing for work, recognizing that the nature of work grows increasingly international in content and global in scope.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Economics department is experiencing a growth. As of Fall 2009, there are 646 students enrolled which represents 54% increase since Fall 2005. The growth between 2008 and 2009 was 22%. The BSS division has a robust growth as well. Overall, we can expect an upward enrollment trend for the future. However, economics discipline may experience over crowded on campus classes until a new building is completed.

Describe the trend in section counts and average class size

The trend in section counts has been stable. We have offered 15-16 sections per semester since Fall 2005. A substantial change in the decomposition of delivery method. ACT and Online classes were increased, Weekend College classes were decreased. Classroom Based classes showed a downward trend due to cuts in the evening classes. Considering the ideal average class size is approximately 35 students, we have average class size around 30 in economics courses. In online sections, we had as many as 70 or 80 students. Some online instructors were approved to teach overloaded classes.
**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

**Based on the demographic trends in enrollment what are the implications for your Division**

Student demographics are gradually changing. Hispanic and White student populations are on the rise. In terms of age distribution, students over 25 are on the rise. This may be explained by the recent economic downturn or relatively high unemployment and those who are coming back to school. There was no significant change in the gender distribution.

**Describe the trends in Success Rates and Retention Rates**

The trend in retention rate did not change. The average between 2005 and 2009 was approximately 84% which is 1% below the BSS average. The ACT classes offer the best retention rate with 93%. One of the implications for the econ department is to apply the ACT instructors approach to the classroom based classes which have relatively low retention rate.

Success Rates Data suggests the Economics department has an upward trend. The average rate was 61% in the past five years. The ACT classes had the highest success rate with 85% and the online classes with the lowest, 60%. 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.

**Describe the trends in degrees and certificates awarded if relevant**

The demand for college level training and college degree’s 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 majoring in economics.

**MODULE 4. STAFFING TRENDS**

**Describe the trends in FTEF**

The FTEF by regular/hourly was 3.2 as of Fall 2009.

**Are staffing levels adequate to fulfill the purpose**

The current staffing level which is one full time and nine part timers is adequate to fulfill the purpose if the department.

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**List the functions and services provided by the Division**

1. Offer intro level economics courses which are transferable to UC, CSU.
2. Organize monthly seminars and invite speakers to campus to discuss the recent economic, social, ad political issues.

**Describe the technological advances that have been implemented**

1. More effective communication among students and instructors using Mass E-mail at the district web site.
2. Use ETUDES-NG as a supplement to classroom based classes.
3. Maintain updated/revised the webpage for the Econ Club.
Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys

The 2009 student surveys suggest that 70% of the students want to transfer and one of the most demanded major is business and finance. More business/finance and other social science related major interest means more demand for economics since intro econ is required for business major.

Discuss the implications of the survey results for the program

In general, many of our students are single parents that have to work as well as go to college.

Considering students academic background, our students are in need of improvement in the areas of basic skills, particularly in reading, writing, problem solving and critical thinking.

Module 7. Curriculum

Are required courses scheduled in appropriate sequence

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.

What outreach online and hybrid classes has your department offered

Econ 1, Econ 2, Econ 1 (LAPD Academy), Econ 11 classes have been offered in hybrid, online, and on campus.

How does the department determine that classes are taught consistently with the official course outline of record

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.

Module 8. Student Learning Outcomes

What are the assessment plans for the courses and programs of the Division

Assessment of student learning outcomes in the field of microeconomics and macroeconomics. Includes a state of the economy essay for macroeconomics and an industry and/or firm specific essay.

Which key courses and associated outcomes have been assessed in the previous two years

Working with the SLO coordinator, Econ 1(Principles of Microeconomics) and Econ 2 (Principles of Macroeconomics) have been assessed and the results have been published on the SLO project.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make
A vast majority of the students had a basic understanding of the question being asked and the material needed to answer the question. They were able to accurately, if not thoroughly, address all aspects of the question being asked. Students were particularly good at defining and explaining the issues/events. They were able to cite and explain the theories and models of elasticity presented in the text and in the classroom. Some students had trouble using quantitative concepts and terms to critically analyze the issues/events.

We plan to review more intermediate algebra at the beginning of the semester or encourage students to visit math tutor more often.

**Will these planned changes necessitate a Resource Request**

No.

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**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

Seminars organized by the Economics Club attract not only Economics students but also Political Science, History, Sociology.

**Connections with schools institutions**

The following speakers came to the campus:
- Prof. Devine (Loyola Marymount University)
- G. Zimmmerman (The Federal Reserve)
- J. Barth (The Milken Institute)
- J. Nguyent (USC)

Prof. Keskinel gave an economics seminar on the recent economics issues at the local chapter of B’nai B’rit in Santa Monica.

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**MODULE 10. PROFESSIONAL DEVELOPMENT**

**List the 2 most significant professional development activities engaged in by each regular full time member**

1. Initiating a new course, Economics of Globalization. A significance step to be a leading campus on the field globalization and international economics.
2. Chair, The Political Economy Data Project at the Claremont Colleges.

**Are there areas of unmet professional development needs among faculty in this program**

Almost all faculty received the etudes-ng training. Only two faculty left without etudes-ng training. We plan to provide them incentives to complete the training so that they can use etudes-ng as a supplement to their classroom based classes even they don't teach online.

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**MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

- **Media services**: 4
- **Library materials and services**: 4
- **Library resources integrated into curriculum**: 4
- **Custodial services**: 3
**What impact do you feel the college catalog class schedule and college website have on marketing your program or service**

We may need extra promoting on the new course which will be introduced in Spring 2011. It will be offered online to see how strong the enrollment will be. We plan to offer Econ 10: US Economic History in Fall 2011. During the Spring and Fall 2010 semesters, new courses were mentioned in class and created an email list from seminar attendees.

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**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Division Department Program sponsor a student club or activity**

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 ad the individuals relationship to the broader market system. Also, the club tries to help students understand what econ major can do.

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**MODULE 13. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology that affect the program**

The emerging trends in technology is to use a basic computer programs such as MS Word and MS Excel. That's why some questions in the problem sets ask students to use a spread sheet application. And, in class exercise shows students how to use the basic computer applications.

The second trend is increasing use of the internet, we offer many internet based assignments which are mandatory for online classes.

**What are the emerging trends in the labor market**
This is from the Bureau of Labor Statistics "The demand for workers who have knowledge of economics is projected to grow faster, but these workers will commonly find employment in fields outside of economics, such as business, finance, or insurance. Job prospects for economists will be best for those with graduate degrees in economics.

Employment change. Employment of economists is expected to grow 6 percent from 2008 to 2018, which is slower than the average for all occupations. Demand for economic analysis should grow, but the increase in the number of economist jobs will be tempered as firms hire workers for niche areas with specialized titles. Many workers with economic backgrounds will work in related fields with more specific job titles, such as financial analyst, market analyst, public policy consultant, researcher or research assistant, purchasing manager, or a variety of positions in business and the insurance industry. Overall employment growth also will be slowed because of the relatively high number of economists—about 53 percent—employed in declining government sectors.

Employment growth should be fastest in private industry, especially in management, scientific, and technical consulting services. Rising demand for economic analysis in virtually every industry should stem from the growing complexity of the global economy, the effects of competition on businesses, and increased reliance on quantitative methods for analyzing and forecasting business, sales, and other economic trends. Some corporations choose to hire economic consultants to fill these needs, rather than keeping an economist on staff. This practice should result in more economists being employed in consulting services.

What are the emerging trends in the community

We expect international business will be more important in the near future. Introducing more international economics/business courses may capture the attention and the interest.

The economy in the Culver City may benefit from international business. The city located few miles from LAX which is a major hub in international business.

**Module 14. Continuous Quality Improvement**

Describe the improvements in program practice you have implemented as a result of program review

1. Mentioning the Honors Transfer Program at the beginning of the semester.
2. Mentioning the Tutoring Schedule at the beginning of the semester.
3. Introducing the International Economics component of the program - Econ 11
4. Using Etudes-NG as a supplement to classroom based classes
5. Promoting the Economics Club and its activities

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

1. Comparing the test results students who have visited tutors and those who have not
2. See how many econ major in the past five years

**Module 15. Grants**
Has the Discipline Program Service applied for any grants in the last 2 years
No

**MODULE 16. VOCATIONAL PROGRAMS**

*Does this Division offer any vocational programs*  No

**Program accreditation**
Off

**MODULE 17. PART 1 AND PART 2 COMPLETION**
Program Review Part 1:
Reflection and Assessment
Fall 2010

Fire Technology Program

**MODULE 1. DEPARTMENT PURPOSE**

Describe the purpose of the Division Department Program

The purpose of the Fire Program here at West is to provide the students with the knowledge, skills and attitudes that will assist them in being successful in the field of fire protection. The 3 areas of Knowledge, Skills and Attitudes all have expected outcomes which match the over-all institutional (college) as well as college District's mission, goals and objectives.

Describe how the stated purpose aligns with the college mission statement

The enrollment in the fire technology students work in fire station which requires a 24 hours of work duty on a rotating basis so each week the student will work a different day of the week. This schedule prohibits students from participating in the educational experience on campus as the class room schedules are programmed with the same day schedule each week.

West has solved this program by offering on-campus courses as well as on line courses which allows students a choice of classroom experience.

**MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS**

Describe the trends in Enrollment and FTES

As part of the Administration of Justice program the fire program provided some elective course for the Administration of justice program resulting in excepted but not high enrollment in the classes. We averaged an enrollment of 27 for the years of 2000 to 2008. In December 2009, the fire program was officially approved and a full time director has been hired as of September 2010. We believe course enrollments will increase significantly during the next 3 to 5 years.

Describe the trend in section counts and average class size

The trend has been slowly increases in enrollment. The Budget reductions and closing of some classes has impacted the program somewhat. We believe the newly approved stand-alone program and new full faculty will result in rapid increases in classroom enrollments.

**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

Based on the demographic trends in enrollment what are the implications for your Division

The Demographics of the college are interesting as the college has approximately 62 % female students and only 38 % male. In the past, the fire technology program has been overwhelming male dominated. This looks like an opportunity for the fire program to increase its female participation.
Describe the trends in Success Rates and Retention Rates

The administration of Justice program has on the average of 8 students per year graduating. While this number does not reflect those taking classes and then obtaining employment, it is promising. I believe the fire program will be able to match 8 or more students graduating per year, in the next 3 years.

Describe the trends in degrees and certificates awarded if relevant

We also provide a fire certificate which can be used to improve skills for those working in the fire service; but not desiring to obtain a degree. Effort will be directed to see if we can improve the number of fire certificates awarded.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

Currently, we we a ratio of 27 students per instructor. We expect this to increase as we advertise the program.

Are staffing levels adequate to fulfill the purpose

Yes, we were approved a full time fire technology position as of 10/9/10. The position is responsible for completing all course outlines and updating them as well as developing and assessing course SO's and assuring that the SLO's integrate into both the College and Districts mission, goals and objectives for our students.

MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES

List the functions and services provided by the Division

The Division offers a wide variety of classes and areas of instruction, i.e., History, sociology, child development are a few examples, while the Public safety department offers Administration of Justice, Corrections and Fire Technology.

Describe the technological advances that have been implemented

The Department of public safety now has “new” class rooms with the latest in technologies to allow the instructor to offer a wide variety of multi-media presentation. We have Internet services available to the students and faculty on almost all locations on the campus as well.

MODULE 6. EFFECTIVENESS: SURVEY RESULTS

MODULE 7. CURRICULUM
**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the courses and programs of the Division**

Five courses per semester will be assessed over the next 2 years. Course outlines will all be updated and any changes required by the assessment data will be made.

**Which key courses and associated outcomes have been assessed in the previous two years**

None at this time as the program is new. We however are offering the following courses Fall 2010 and they will all be assessed with the assessment tool. At the end of the fall semester, any changes in the course outline needed as identified by the assessment tool will be made.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

None at this time.

**Will these planned changes necessitate a Resource Request**

No.

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

During the past six years the fire program as been part of the administration of Justice program.

**Connections with schools institutions**

We have spoken with 6 major fire departments and Sony corporation to determine if additional courses or other training is need by our community.

We will be offering State Fire Marshal certification course starting Fall 2011.

**MODULE 10. PROFESSIONAL DEVELOPMENT**

**List the 2 most significant professional development activities engaged in by each regular full time member**

1) Membership in The National Fire Academy to develop standardized core fire classes for the entire Unites States. This work is done. We started in 2000 and completed the work in 2009. We are currently working to standardize the 4 year degree as well as the Master's degree.

2) Active membership in the California Fire Directors association. We meet quarterly to discuss current activities in the 39 community colleges in California that offer fire programs.

**Are there areas of unmet professional development needs among faculty in this program**

No. these activities and visitations to the local fire department keep the fire faculty current and up to date in the latest technologies and procedures of the fire service.
MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

Media services 1
Library materials and services 1
Library resources integrated into curriculum 1
Custodial services 1

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The class and schedule and catalogue are both well done with a plethora of information for the students.

MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity

Yes, we have a Criminal Justice club that is very active, we plan the become part of this club.

List any awards honors scholarships or other notable accomplishments of students in the program

None at this time

MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program

We have incorporated all the new technologies offered by ETUDES-NG for our online classes. the Fire Faculty has over 150 hours of special training in Etudes.

What are the emerging trends in the labor market

At this point, the downturn in the economy has seriously impacted the hiring of fire fighters. In addition, due to the uncertainty of the economy, many fire fighters have put their retirement plans on hold at this time.

The good news for the program is that as soon as the economy improves public agencies will start hiring and many who are at retirement age will retire. At this time, I expect, based on the data available that over 1000 jobs will come available in the southern part of the state.

What are the emerging trends in the community

The community is requiring more information regarding safety. The Fire Program will be offering classes for the community during the spring 2011 semester.

The CERT Training planned and will start during March 2011 and will consist of 40 hours of training for the community, students and faculty.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review
At this time, we are working on updating all course outlines and selecting newer text books for each of the 17 fire classes approved at this time.

**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**

We have just implemented the assessment tool for the fire program (as of Fall 2010) once the results have been tabulated course changes, if needed will be implemented.

**MODULE 15. GRANTS**

**Has the Discipline Program Service applied for any grants in the last 2 years**

No

**MODULE 16. VOCATIONAL PROGRAMS**

**Does this Division offer any vocational programs**

Yes

**Review labor market demand**

Up until the recent downturn in the economy, there were approximately 250 fire protection jobs available on an annual basis. At this time, no agencies are hiring. We predict that once the economic downturn has changed over 1000 fire fighters jobs will be immediately available with 250 per year after the first hiring period.

**What have been the major outcomes of your advisory board meetings**

The development of current course offering, as well as recommendations to development Hazardous materials classes as well as Wild land classes. The committee has recommended reviewing the Antelope Valley college and the Rio Hondo college wildland certificate programs.

Discussions regarding the possible combination of a Public safety department which would be separate from the Behavioral Science division.

**Describe the employment and completion success of its students**

At this time we have only evidence of the hiring of 3 students from the fire program. Data regarding the successful hiring of our students will be kept on a regular basis as the program now has a full time faculty member to collect and develop the data.

**Program accreditation**

No

**What is the accreditation status of each program in the division**

Since the fire technology program has been approved as a separate program, it has not been subjected to the accreditation process; Nevertheless, we are updating all courses, Students learning outcomes and conducting student assessments as the classes are offered.

**Indicate recommendations of the most recent accreditation evaluation**

None at this time. See explanation above Module 16 question # 8.
Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division

None at this time. However, we will be holding students to a 75% rate of pass with the SLO assessment tool.

Provide a brief analysis of employer satisfaction with program graduates

No information is available at this time. We do have members of our advisory board who keep us informed of new or of any changes in the hiring requirements.
MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities.

Describe how the stated purpose aligns with the college mission statement

In alignment with the College's vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science-based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

There are only two courses in this subject area—Geography 1 and geography 15 every Fall enrollment has been satisfactory. From about 150 in 2005, and 2006, enrollment went up to ~205 in 2007 and 2008, before it went back to 150 in Fall 2009. The FTES allocation followed the same pattern. This is in line with college cutting classes due to the budget problems.

Describe the trend in section counts and average class size

Section count ranged from 5 to 8 until Fall 2009 when it dropped to 4. Average class size was satisfactory (~23) for 2005-2008 and went up to 34.3 in 2009, during the crisis year, reflecting the reduction of sections.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

Unlike the demographics of the college's student population, where females outnumber males, in this subject area the female% is only slightly higher; and in Fall 2009, there were more male students. The age distribution for 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Describe the trends in Success Rates and Retention Rates

While retention rates were in the range of ~79%-91%, the success rates, while respectable were lower, ~ 64%-83%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.
Describe the trends in degrees and certificates awarded if relevant

None

Module 4. Staffing Trends

Describe the trends in FTEF

FTEF allocation for geography has been stable between 1 and 1.6 when it dropped to 0.8 during Fall 2009 in line with what was happening on campus - reductions.

Are staffing levels adequate to fulfill the purpose

Geography is a subject area within the Earth Science disciplines - earth Science, Geology, Environmental Science and Oceanography - that does not have any classified supporting staff. With the expansion of course offerings already in progress in regular and ACT program, as well in the development of hybrid and online classes in the subject areas in the earth science discipline, a request for lab tech support of 0.60 FETF would be forwarded.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

Together Geography 1 and Geography 15 satisfy the IGETC laboratory science requirement and geography 1 satisfies the physical science IGETC and the natural science general education requirement for an AA degree.

Describe the technological advances that have been implemented

During this Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The Earth Sciences that include: Geology, Earth Science, Oceanography, Geography and Environmental Science are currently only housed in two Laboratory classrooms. Each lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera and internet access. Efforts will be made to increase the lab spaces allocated for the Earth Science disciplines, with the ultimate goal of having a classroom/laboratory primarily dedicated to the subject area of geography.

Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys

The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees. Such surveys are relevant for earth science disciplines, as part of the college Family. Of course some of these students would have interests in science, and therefore would get opportunities to participate in geography and other science programs and develop fulfilling careers in the physical sciences. Some others will enroll in geography courses for their GE requirement for an AA degree and yet others will enroll in other earth science classes for their physical science IGETC requirement.

Discuss the implications of the survey results for the program
The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges' function is primarily to prepare them to make the leap. The chemistry program at West will do its best to inspire and motivate all students; motivate them toward careers in their chosen field.

**MODULE 7. CURRICULUM**

**Are required courses scheduled in appropriate sequence**

The course offerings in the Earth Science discipline, geography inclusive, are aligned with other disciplines in the Division to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs and CSUs institutions with an AA in two years.

**What outreach online and hybrid classes has your department offered**

During the Fall semesters of 2005 through 2009 geography classes were taught in classrooms and hybrid format. The Division plans to develop completely on line courses in the future.

**How does the department determine that classes are taught consistently with the official course outline of record**

There is Divisional directive to do that. Adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. The syllabus must reflect what is on the course outline. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the courses and programs of the Division**

Course update is needed, along with developing SLOs. This will have to wait until a full-time geography instructor is hired.

**Which key courses and associated outcomes have been assessed in the previous two years**

None

**Will these planned changes necessitate a Resource Request**

No.

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**
Geography is one of 13 disciplines in the Science Division. The 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.) While the laboratory technicians from chemistry and the biological sciences work in unison to run Chemistry and the Biological science laboratories that relieve respective science faculty members of the routine chores that detract from academic responsibilities, Geography and the other subject areas in the Earth Science discipline have been operating without the help of laboratory technicians.

Connections with schools institutions

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

Module 10. Professional Development

List the 2 most significant professional development activities engaged in by each regular full time member

Abraha Bahta: Attended: (1) American Chemical Society National meetings (5-days) in 2008 (Boston) and in 2009 (Washington D.C.); (2) One day Workshop for Chairs, Dean, and VPs in 2009 and 2010 (Los Angeles). Wrote and shepherded for approval two course outlines: Physical Science 1 and Physical Science 14.

Are there areas of unmet professional development needs among faculty in this program

Yes. Allocate funds for: (1) Professional Society membership and to attend and participate in their conferences and workshops. (2) Enrolling in Short Courses sponsored by Professional Organizations. (3) Subscription of relevant Journals and Magazines

The Division initiate a mentoring program to foster academic growth on new tenure-track faculty.

Module 11. Instructional Support: Services and Activities

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

<table>
<thead>
<tr>
<th>Services</th>
<th>Rating</th>
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<tr>
<td>Media services</td>
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<tr>
<td>Library materials and services</td>
<td>3</td>
</tr>
<tr>
<td>Library resources integrated into curriculum</td>
<td>3</td>
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<tr>
<td>Custodial services</td>
<td>3</td>
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What impact do you feel the college catalog class schedule and college website have on marketing your program or service
The website of the Science Division is primitive. A committee has been tasked to upgrade and change that. The institutional personnel is receptive to the plan and the Division shall work with them to establish the face of science and promote its programs on the college website. It shall provide a valuable planning and learning tool for West students by: (1) publishing future offerings and road maps, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information.

**Module 12. Programs, Clubs, Organizations and Special Activities for Students**

*Does the Division Department Program sponsor a student club or activity*

Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish SSTEM programs.

*List any awards honors scholarships or other notable accomplishments of students in the program*

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The Science faculty have written (and continue to do so) numerous letters of recommendations as the road to a career in the sciences passes through the Divisions science programs. West's gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

**Module 13. Environmental Scan**

*What are the emerging trends in technology that affect the program*

The classrooms/ laboratories of the Earth Science disciplines -- earth science, geology, oceanography, environmental science and geography-- meet modern standard of lighting, ventilation, and comfort. They have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

*What are the emerging trends in the labor market*

Geography courses can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. geography, along with the other physical science discipline subject areas would have to develop more innovative vocationally oriented programs that would help students to transition into the workforce.

*What are the emerging trends in the community*

Expand the geography and other physical science curricula and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community.

**Module 14. Continuous Quality Improvement**

*Describe the improvements in program practice you have implemented as a result of program review*
The Division is now housed in a modern Science building. The laboratories of the Earth Science disciplines—earth science, environmental science, geography, geology, and oceanography—have acquired new state-of-the-art instrumentation and accessories. The Division is expected to utilize these resources to develop innovative programs for West's students.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

The move just occurred and the new equipment are being slowly being assimilated into the programs. No adequate assessment can be performed at this time.

Has the Discipline Program Service applied for any grants in the last 2 years

Yes

Does this Division offer any vocational programs

No

Program accreditation

Off

Division Chair Program Manager

Abraha Bahta  Oct 22, 2010
Module 1. Department Purpose

Describe the purpose of the Division Department Program

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, Geology is a subject area in the Earth Science discipline that allows students to explore and learn about our planet's history and the changes it undergoes continuously.

Describe how the stated purpose aligns with the college mission statement

In alignment with the College's vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science-based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The data reflects the total enrollment in two Geology classes -- Geology 1, a lecture course, and Geology 6, a laboratory course. The average enrollment from 2005-2008 was 86, essentially remained unchanged, until fall 2009 when enrollment jumped to 108. Geology 1 is one of 18 courses that satisfies the natural science GE requirement for an AA degree and is one of 11 courses satisfies the IGETC physical science requirement. This is attributed to the hiring of a tenure-track earth science instructor. As our earth science programs expand, the trend in enrollment for geology classes will continue to rise. Additionally, together Geology 1 + Geology 6 satisfy the IGETC science laboratory requirement. The FTES remained ~the same (10), with a little increase in 2009 to 12.

Describe the trend in section counts and average class size

For Fall 2005, 2006, 2007 the section count remained at four and declined to three for 2008 and 2009. But despite the decline in section counts, the average class size increased during the two years when there were fewer sections. This is likely due to the hiring of a new earth science instructor.

Module 3. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Division

The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.
Describe the trends in Success Rates and Retention Rates

While retention rates were in the range of ~75%-88%, the success rates were lower, ~65%-75%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.

Describe the trends in degrees and certificates awarded if relevant

From Fall 2005 to Fall 2009, the Geology discipline had no AA degree graduates. However, course offerings in geology serve multiple programs. Geology 1 and 6 satisfy the natural science general education requirement for the associate degree and the physical science IGETC requirement. Current geology programs are expected to expand to include training programs for Laboratory Technicians with AA and skill Certificate.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

During each of the Fall semesters from 2005 to 2007, the FTEF was eight and then reduced to 6 for 2008 and 2009. Although there was a full-time earth sciences instructor in place during the Fall of 2009, the instructor was also assigned to teach other earth science classes --oceanography, earth science, and environmental science. As enrollment of geology classes are on the rise, the FTEF allocation for the discipline would have to be altered in coming semesters.

Are staffing levels adequate to fulfill the purpose

Geology and the other Earth Science classes do not have any classified supporting staff. With the expansion of course offerings already in progress in regular and ACT program, as well in the development of hybrid and online classes, a request for lab tech support of 0.60 FETF would be forwarded.

MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES

List the functions and services provided by the Division

Geology courses and programs serve multiple other programs: (1) Geology 1, and 6 satisfy the natural science general education requirements for an AA degree (2) Both classes satisfy for AA degrees in Geology; (3) Transfer preparation for UCLA (3) Transfer preparation for Dominguez Hills University.

Describe the technological advances that have been implemented

During this Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The Earth Sciences that include: Geology, Earth Science, Oceanography, Geography and Environmental Science are currently only housed in two Laboratory classrooms. Each lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera and internet access. Efforts will be made to increase the lab spaces allocated for the Earth Science disciplines.

MODULE 6. EFFECTIVENESS: SURVEY RESULTS

Describe the results of relevant surveys
The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees. Such surveys are relevant for chemistry department, as part of the college Family. Of course some of these students would have interests in science, and therefore would get opportunities to participate in geology and other science programs and develop fulfilling careers in the physical sciences. Some others will enroll in geology courses for their GE requirement for an AA degree and yet others will enroll in geology classes for their physical science IGETC requirement.

**Discuss the implications of the survey results for the program**

The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The science programs at West are designed to inspire and motivate all students; motivate them toward careers in their chosen field.

**Module 7. Curriculum**

**Are required courses scheduled in appropriate sequence**

Geology course offerings are aligned with other disciplines in the Division to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs and CSUs institutions with an AA in two years.

**What outreach online and hybrid classes has your department offered**

During the Fall semesters of 2005 through 2009 Geology classes were taught in classrooms. An enormously successful Geology 1 was offered in the Winter of 2010. Following that the Division has experimented by adding an eight-week hybrid section of Geology 1. In Spring 2011, Geology 1 section is being offered online. These new efforts are attracting new students the discipline as witnessed by huge turnouts and classes were at maximum capacities. Many had to be turned away.

**How does the department determine that classes are taught consistently with the official course outline of record**

There is Divisional directive to do that. The full time instructors and adjuncts of the discipline meet at the start of every semester to ascertain that the directive is to be carried out. Further, the adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. The syllabus must reflect what is on the course outline. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

**Module 8. Student Learning Outcomes**

**What are the assessment plans for the courses and programs of the Division**

Both Geology courses, 1 and 6, have updated course outlines. Program SLOs for each course has been developed and approved.

**Which key courses and associated outcomes have been assessed in the previous two years**

None
Based on SLO assessments what changes have the faculty and staff made or do they plan to make

None

Will these planned changes necessitate a Resource Request

No.

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

Geology is one of 13 disciplines in the Science Division. The 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.) While the laboratory technicians from chemistry and the biological sciences work in unison to run Chemistry and the Biological science laboratories that relieve respective science faculty members of the routine chores that detract from academic responsibilities, Geology and the other Earth Science disciplines have been operating without the help of laboratory technicians.

Connections with schools institutions

The Division is actively engaged to establish S-STEM programs. Five regular science faculty [an Earth Science instructor is among them] have submitted a grant proposal to NSF and are currently preparing to submit another one to the Department of education, perhaps a cooperative grant proposal in partnership with one or two area colleges and universities.

MODULE 10. PROFESSIONAL DEVELOPMENT

List the 2 most significant professional development activities engaged in by each regular full time member

Abraha Bahta:
Attended (1) American Chemical Society National meetings (5-days) in 2008 (Boston) and in 2009 (Washington D.C.); (2) One day Workshop for Chairs, Dean, and VPs in 2009 and 2010 (Los Angeles). Wrote and shepherded for approval two course outlines: Physical Science 1 and Physical Science 14.

Beraki Woldehaimanot:
Attended conferences: (1) NexTrendinLA- a Conference on Green Jobs in Energy Efficiency and Solar. (2) Don Prickel's Workshop on SLO Assessment, "Closing the Loop", and WASC (Western Association of Schools and College) Retreat on "Student Learning and Assessment, Level II.

Are there areas of unmet professional development needs among faculty in this program

Yes. Allocate funds for: (1) Professional Society membership and to attend and participate in their conferences and workshops. (2) Enrolling in Short Courses sponsored by Professional Organizations. (3) Subscription of relevant Journals and Magazines
The Division initiate a mentoring program to foster academic growth on new tenure-track faculty.

MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES
What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The website of the Science Division is primitive. A committee has been tasked to upgrade and change that. The institutional personnel is receptive to the plan and the Division shall work with them to establish the face of science and promote its programs on the college website. It shall provide a valuable planning and learning tool for West students by: (1) publishing future offerings and road maps, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information.

Module 12. Programs, Clubs, Organizations and Special Activities for Students

Does the Division Department Program sponsor a student club or activity

Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish SSTEM programs.

List any awards honors scholarships or other notable accomplishments of students in the program

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The Science faculty have written (and continue to do so) numerous letters of recommendations as the road to a career in the sciences passes through the Divisions science programs. West's gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

Module 13. Environmental Scan

What are the emerging trends in technology that affect the program

The classrooms/ laboratories of the Earth Science disciplines --geology, oceanography, environmental science and geography-- meet modern standard of lighting, ventilation, and comfort. They have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

What are the emerging trends in the labor market

Geology classes can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. The discipline would have to develop more innovative vocationally oriented programs that would help students to transition into the work force.
What are the emerging trends in the community

Expand the Geology curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review

The Division is now housed in a modern Science building. The laboratories of Geology, and the other Earth Science disciplines have acquired new state-of-the-art instrumentation and accessories.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

The move just occurred and the new equipment are slowly being assimilated into the programs. No adequate assessment can be performed at this time.

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years

Yes

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs

No

Program accreditation

Off
MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager  Abraha Bahta  Oct 17, 2010
Module 1. Department Purpose

Describe the purpose of the Division Department Program

After securing a work a day job the Humanities and Fine Arts provide the sustenance and purpose for remaining alive.

Describe how the stated purpose aligns with the college mission statement

In the mission state we speak of excellence and lofty achievements. The Arts are the crowning achievements of all civilizations.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES
Our key professors in each of our divisions departments are gaining reputation for excellent instruction and are attracting many more students than formally. Most of our classes have had more students applying than we have room to accommodate.

Art: Enrollment has tripled. We need more new classes and instructors to teach them. We need more technology as in hardware and software to introduce digital animation and introduce cross platforms including multi media, video editing, digital recording, voice over and music. We have successfully introduced a photography course and plan to increase the offerings

Cinema: Enrollment has tripled with the inclusion of various aspects of film production. We have been expanding into the film production trades as a means to provide students with the needed training for jobs to sustain their artistic endeavors. The activity in the cerebral area of cinema has blossomed into a powerful force of creativity.

Humanities: The course offerings has doubled. Consequently the enrollment has exponentially increased.

Foreign Languages: Besides the stables of Spanish and French we have successfully added Arabic, Chinese, Japanese, and American Sign Language. Enrollment is up. This will continue to grow.

Broadcasting: We have been forced to archive the entire Broadcasting department due to instructional equipment shortages and funding to pay instructors salaries.

Multimedia: The enrollment continues to grow as the world moves into the digital realm. We are planning to offer more commercially oriented interactive classes and accompanying certificates as this area explodes.

Music: The performance classes enrollment has nearly tripled. The recording arts class continually exceeds enrollment limits with students hungry for performance opportunities. Our expansion is limited by space, equipment and instructors.

Philosophy: Our course offerings have been curtailed due to the colleges economic crisis. This is a required course for an AA degree. More instructional funding is required to serve the needs of the students to offer additional classes.

Theater: Enrollment is at maximum capacity. We turn students away at the beginning of each semester. Cinema and theater enrollment is expected to continually flourish as our college is at the center of the LA basin entertainment industry. We should encourage this development with more courses and instructors.

**Describe the trend in section counts and average class size**

Section counts have gone down as we attempt to maintain a positive budget while the class size has reached capacity. The arts have been prevented from growing at the expense of traditional education. The Arts and Humanities are not after a larger slice of the pie by depriving other departments and divisions. We prefer a bigger pie for the campus as a whole.
The trend is increased enrollment for all demographics categories. Commercial Music and multimedia is off the charts. Music is blowing the doors off and fine arts leapfrogging past enrollment figures. Fine Art enrollment is white hot like the bright yellow sun. Philosophy is over enrolled because of curtailed funding to hire additional faculty. Ceramics is also impacted with more students than we can service because of curtailed funding to hire additional faculty and add additional sections. Art History consistently has more students than seats. Students have requested we expand the variation of specific historical relevant genre.

Cinema is attracted substantial attention with the introduction of the new CPR Program which successfully places in industry jobs. The above the line cinema course offerings have been severely curtailed rotating faculty and courses in order to assist students in completing the current certificate program. We have had to archive Broadcasting because we have no funding for equipment or the hiring of faculty. Theater has enough students to offer multiple additional sections for which we have no funding. Foreign has implemented new courses in Arabic, Chinese and American Sign Language. French, Spanish and Japanese continue to strong. The survey courses in Humanities are full as well as the more specialized areas of study.

Describe the trends in Success Rates and Retention Rates

With the increased enrollment in all the department of the HFA the indications are that the completion and retention rates will continue to rise in line with increased enrollment. The implication for the division is that success and retention rates will continue to increase mirroring enrollment.

Describe the trends in degrees and certificates awarded if relevant

With the increased enrollment in all the department of the HFA the indications are that the degrees and certificates will continue to rise in line with increased enrollment. The implication for the division is that degrees and certificates rates will continue to increase mirroring enrollment. Specifically there has been increases in AA applications in music and fine art and an increase in certificate applications in the area of computer graphics, film production and cinema.

Module 4. Staffing Trends

Describe the trends in FTEF

The FTEF trends are up along with enrollment.

Are staffing levels adequate to fulfill the purpose

No, staffing levels are sub par. Every area of our division could benefit with additional staffing. The addition courses would be full. We need additional staff because all of our programs are growing exponentially due to student demand.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

Education in our function. As a service beyond education in our role of nurturing the soul of humans the jazz band will perform for requested events. We also enlighten beings with rotating exhibitions in the HFA Art Gallery.

Describe the technological advances that have been implemented

As you may have noticed we have entered the digital era. Computers, audio and visual software and networking systems have been implemented on basic level.
**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

*Describe the results of relevant surveys*

The only relevant surveys encountered are VETEA Student Surveys.

*Discuss the implications of the survey results for the program*

They support funding sources for the specific programs allowing for the upgrades of equipment and software.

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**MODULE 7. CURRICULUM**

*Are required courses scheduled in appropriate sequence*

The courses had been scheduled to support the appropriate program sequences. Due to budget cuts we have curtailed faculty and courses which have lengthened program sequences for students.

*What outreach online and hybrid classes has your department offered*

All of our classes have been offered though Jump start, Online or hybrid classes. The ability to enroll more students is the benefit. I'm good with them the way they are. Keep the standards high. Online should slow down so faculty can answer students in depth.

*How does the department determine that classes are taught consistently with the official course outline of record*

That is one of our problems. We would require close circuit observation stations.

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**MODULE 8. STUDENT LEARNING OUTCOMES**

*What are the assessment plans for the courses and programs of the Division*

In addition to SLO's. We have have casual informative interactive dialog with the students. The office door is always open for students to discuss anything they wish.

*Which key courses and associated outcomes have been assessed in the previous two years*

The music has been completed and art and humanities are in progress.

*Based on SLO assessments what changes have the faculty and staff made or do they plan to make*

We are working around the recalcitrant faculty to move the division into the second decade of the twenty first century. All of the syllabi must have current SLO's listed- institutional, divisional, departmental and individual.

*Will these planned changes necessitate a Resource Request*

Any new funding is welcome to implement these goals.

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**MODULE 9. DEPARTMENTAL ENGAGEMENT**

*What interdepartmental collaboration has your Division Department Program been involved in during the past six years*

Connections with schools institutions

We received a grant from the Berkelee school of music in Mass. We have placed Interns at Sony Corp., The Actors Gang is presenting an event on campus, Rotating Professional art exhibitions, and commercial Gallery contacts. We allow the Culver City Orchestra to rehearse in our facilities. We have study abroad programs during the summer. We placed interns in the movie and entertainment industry.

List the 2 most significant professional development activities engaged in by each regular full time member

Joyce Sweeney- First FTLA class, Participant for the second time in the Oxford Round Table in Oxford England, President of Dominant club for Music,
Michael Arata- Multipal Solo art exhibitions, Finalist for a Public Art Commission.
May Dubois- Faculty Lias ion for Culver City Orchestra's Contest. Study abroad in France summer 2010.
Rick Mayock- Finishing his dissertation in Philosophy for his Phd, Plays music in a commercial venue.
Alice Taylor- Contributes art historical articles to various publications.
Josephina Culton- Teaches abroad in Mexico and Spain.
Norma Jacinto- Tans to a beautiful brown in Miami.
Carlos Ramos-Prevented contact for the past two years.
Janice White- Performed African music at UCLA, Play piano commercially.
Ken Garber- Retired.

Are there areas of unmet professional development needs among faculty in this program

Yes. Several need to be gathered into the digital fold.

Module 11. Instructional Support: Services and Activities

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<td>Custodial services</td>
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If Disagree was answered to any of the above please explain

1) We don't have up to date equipment and the service of the equipment is slow.

3) The library does not have the needed resources to provide to our division.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

So far the advertising for our division has had a positive impact. The more marketing resources applied to advertising our program will increase the positive outcome.

Module 12. Programs, Clubs, Organizations and Special Activities for Students

Does the Division Department Program sponsor a student club or activity
Yes,
Music- Performing Arts Club. They given concerts, held bake sales, sponsored events to raise funds for music department activities.
Art- Art Club. Hold monthly meeting and sponsor open studio art workshops.
Ceramics Club- They hold annual Christmas sale to fund guest speakers in the ceramic arts.

List any awards honors scholarships or other notable accomplishments of students in the program
2nd Prize in Music Composition contest, Taylor Bredberg and Hannah Bredberg, pictured in 2011 spring schedule of classes.
1st and 2nd place fine art awards in annual competitions.

MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program
Art, cinema ,music and humanities- Technology is always evolving and we need to constantly upgrade software to teach current and revellent material. Students refuse to take classes with out of date software.

What are the emerging trends in the labor market
To work in the arts industry one needs to current with many levels of technology to secure a job. Mangers demand multiple levels of technological skill bridging diverse fields.
They effect the program by requiring that we are constantly on the cutting edge of technology.

What are the emerging trends in the community
The emerging trends are to take classes to supplement and support worker skills in the arts and entertainment industry that dominates the local Culver City environment.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review
We have implemented the digital recording arts program. We have upgraded equipment and software. We have identified the areas that are insufficiefient in our offerings and we are continuing to fill in those gaps in an effort to inspire, encourage and lead our students to elevated opportunities.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice
By personal observation and applying student learning outcomes, commonly known as SLO's.

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years
Yes

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs
Yes
**Review labor market demand**

Wlac's Multimedia program trains students for careers in the worlds of broadcast video, Intranet and CD-ROMs, and the World Wide Web. Graduates are prepared for a cross section of careers in entertainment, education and business as producers, motion graphic designers, programmers, writers, interface designers, 3-D and special effects animators, sound editors, video-graphers and project managers. It is a three-year program leading to a Bachelor of Arts degree, emphasizes creativity, teamwork, and production.

Film and Electronics Arts is an innovative academic program which emphasizes both professional education and liberal arts, both media theory and practice. Focusing upon the integration of media and the arts in our information society, as well as upon the impact of technology on our culture and the media themselves. The curriculum is designed to assist the students in becoming more future-oriented while developing a sound foundation in the arts and the humanities.

**Advisory board membership**

We are in the process of forming advisory boards.

**What have been the major outcomes of your advisory board meetings**

We are in the process of forming advisory boards.

**Describe the employment and completion success of its students**

Students have applied to advanced schools and been accepted but have returned to WLAC to further their education due to lack of funding.

**Program accreditation**

No

**What is the accreditation status of each program in the division**

They are accredited through the AACJC

**Indicate recommendations of the most recent accreditation evaluation**

Currently we have not been required to outside special accreditation.

**Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division**

NA

**Provide a brief analysis of employer satisfaction with program graduates**

NA

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**MODULE 17. PART 1 AND PART 2 COMPLETION**

**Division Chair Program Manager**

Michael Arata, 11-1-10
Module 1. Department Purpose

Describe the purpose of the Division Department Program

The purpose of English, ESL and Speech is to enable students to become effective communicators.

English and ESL teach students how to correctly and precisely manipulate the language in writing. Speech guides students to evolve into confident and credible speakers in dyads and in front of large audiences. Jewish Studies educates students in the literature, culture and philosophy of Judaism and by offering a certificate enhances those who seek careers in Jewish education and related fields. All four disciplines focus on critical thinking, and all content is anchored in class texts, with in-depth research required in most courses.

Describe how the stated purpose aligns with the college mission statement

The Language Arts Division empowers students with the skills and knowledge they need to succeed in other courses, transfer, earn certificates and degrees, and advance in their chosen careers.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Enrollment for the Division grew from 2, 878 in Fall 2005 to 3,795 in Fall 2009.

FTES went form 343 in Fall 2005 to 430 in Fall 2009.

In this period, enrollment in English grew from 1,922 to 2,620 - FTES 220-291

Speech enrollment climbed from 659 to 890. Speech FTES went form 74-98.

ESL enrollment went from 268-234; FTES went from 45-39.

Jewish Studies enrollment went from 29-21, FTES from 4-2.

It should be noted that ESL students have been known for enrolling late. This trend has resulted in cancellations of ESL classes, which prevents the program from growing. In addition, under pressure from one faculty member, students could no longer be advised to take the ESL placement test and were left to choose only the English test. The result was lower numbers in ESL classes and students who should have been directed ESL classes finding their ways to basic skills English sections. Learning from this experience, the discipline realizes that one person should not have this much influence. Rather, a process should be followed.

The dramatic increase in English and Speech numbers can be credited to the expansion of the online programs in both disciplines.

Since the Jewish Studies program offers only one class a semester, enrollment and FTES trends are dependent on each particular semester. In Fall 2005, 29 students enrolled compared with 11 in Fall 2006, 21 in 2007, 31 in Fall 2008 and 21 in Fall 2009. also, courses rotate, so there might be more interest in a given course.
Describe the trend in section counts and average class size

The trends in section counts shows the result of campus classes being cut, while at the same time online classes on a growth trajectory. In Fall 2005, 107 classes including ACT section were offered ad compared to 77 offered in Fall 2009. The total number of sections slid from 130 to 121. Online sections climbed from 23 to 36.

More students squeezed into fewer sections. The average class size went from 18 to 26.

Module 3. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Division

Language Arts has seen the number of males increase from 37 percent in Fall 2005 to 41 percent in Fall 2009. Students in the 35 and over age group fell from 19 percent in this period to 16 percent. Other age groups remained consistent. The trends in ethnic distribution remained relatively unchanged, with the exception of African Americans going from 47 percent in '05 and '06 to 48 percent in '07 jumping to 51 percent in '08 and dropping back to 48 percent in '09.

Asian/Pacific Islanders fell from 10 percent in '05 to 8 percent by '09.
Many more females than males took English during the period. However, the percentage of males climbed 37 percent n '05 to 42 percent in '09.

Trends in age distribution and ethnic distribution have remained fairly consistent. among ESL students 19 and under dropped from 13 percent to six percent over the period, with those 35 and over climbing from 35 percent to 41 percent.

By Ethnic Group, the number of African Americans went from 14 percent in '05 to 20 percent in '09.
Whites went from 13 percent to 20 percent reflecting an increase in students from Eastern Europe.

The demographics in Speech are little changed. In Jewish Studies the 35 and older group, which had 34 percent of the '05 enrollment ad ended with 19 percent in '09 gave way to those in their 20s and early 30s. Jewish Studies appears to appeal to students from all ethnic groups.

Describe the trends in Success Rates and Retention Rates
Retention rates hovered around the low 80s, success rates in the high 50s. Classroom based classes retained slightly more students than online classes. This might be attributed to student perception that online classes are easier only to find out that they are equally if not more challenging.

ESL leads the Division in retention with figures that range from 89 percent in '05 to 94 percent in '09.

Success rates bounced between 77 and 80 percent. It is perceived that ESL students, many of whom pay higher tuition, are more motivated than the general student population.

English classes retained between 75 and 82 percent of students, with 53 to 57 percent achieving success.

Because English is fundamental to all college classes, it is crucial that these rates be improved. The discipline is looking at a variety of pedagogic tools to increase student success, including the “Write Your Story” project.

Speech retention was 86 percent in '05 and 85 percent in '09, with a couple of minor dips in '06 and '07.

Success rates ran in the high 50s low 60s. English and Speech both require research and significant preparation, which is often a shock to freshman who skid by in high school classes.

Jewish Studies had a retention rate of 97 percent in '05 when more older students were enrolled. In Fall '09 71 percent of the students were retained. The success rates also jumped around in part because of the different courses offered in the different semesters. In Fall 2005 it was 48 percent, 29 percent in '09.

Describe the trends in degrees and certificates awarded if relevant

The number of degrees and certificates awarded amount to a handful over the entire period.

Students majoring in English and Speech usually transfer without stopping off for an AA degree, which in the period covered in this review would have required additional courses that would have been unnecessary for transfer. Jewish Studies offers a certificate; however, most students take the classes out of interest.

Describe the trends in FTEF

Language Arts FTEF dipped form 31.45 in 2005 to 29.65 in Fall 2009, with the majority of classes taught by adjunct faculty. Students do better when they have relationships with faculty. The fewer faculty we have, the less time that can be spent with students.

Are staffing levels adequate to fulfill the purpose

Language Arts has inadequate staff. The chair of the Division, who is qualified to teach English and Speech, is teaching one Speech class. The last full-time Speech professor retired in June 2010.

Seven full time professors teach English, with one on full-time reassigned time to serve as accreditation chair, college council chair and vice chair of the Divisions. Another English professor is on a half retirement load. All other of the approximately 80 English classes are taught by adjunct faculty.
List the functions and services provided by the Division

The Language Arts Division is an academic division that fortifies students with knowledge and skills.

Describe the technological advances that have been implemented

The Language Arts Division has been a leader in developing and offering online and hybrid classes.

Several instructors have developed podcasts. Blogging is utilized as a teaching tool together with efolios and social networks.

Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys

See below.

Discuss the implications of the survey results for the program

Eighty-one percent of students in the LACCD reported that language difficulties are not a problem for them. We observe something very different, depending upon the implications of the question. They may need advisement regarding the rigor of academic English.

Our students need to learn how to communicate effectively in writing and speaking. The self-perception that there are no difficulties with language interferes with the students' commitment to develop the necessary skills.

Module 7. Curriculum

Are required courses scheduled in appropriate sequence

Required courses are offered in sequence.

The rationale for sequencing in ESL and English is skill level, which is determined by prerequisite courses and/or the placement exam.

Jewish Studies courses do not rely on sequence; they are topically staggered over a two-year period.

Speech, which fills the needs of students desiring transfer as well as those situated in their careers, is also topically based, with every course offered at least once a year and most offered in multiple sections every semester.

What outreach online and hybrid classes has your department offered
Language Arts has been a leader on campus and in the LACCD in offering a full
complement of online and hybrid classes in all four disciplines. Jewish Studies is
offered entirely online. All ESL classes are either online or hybrid. English courses
beginning with English 21 all have online sections, with 28, 101, 102 and 103 offered in
multiple sections.

With the exception of a few campus classes, the entire advanced literature
program is taught online. Our classes are available to students worldwide.
Non-performance Speech communication classes, Interpersonal Communication and
Small group Communication are offered online. Next Spring we will offer a hybrid
section of Speech 101, Oral Communication, in hybrid format through Weekend
College.

Only instructors who have taught on campus and are well known to the chair and
vice chair have been hired to teach online. The format has allowed us to keep
outstanding faculty, one in the state of Maine, one in Washington State and another in
England.

There has been speculation than online classes invite plagiarism; however, our
online faculty has been vigilant and skilled at spotting plagiaries, and we continue to
have discourse on the solutions to plagiarism online and in the classroom.

Outreach classes with the exception of those taught at one high school have
presented more challenges because of low enrollment and faulty management at most
high schools.

_How does the department determine that classes are taught consistently with the official
course outline of record_

The Division is committed to specific evaluations that include class visits,
including to online classes, and review of syllabi. New tenure-track and adjunct faculty
are closely mentored by the chair, the vice chair or the ESL coordinator. The Division
leadership is available to all faculty, and frequent consultation takes place.

**MODULE 8. STUDENT LEARNING OUTCOMES**

_What are the assessment plans for the courses and programs of the Division_

Each discipline will review which courses should be assessed in 2011.
In the meantime, West ESL faculty are taking the lead in reviewing ESL
programs throughout the LACCD.

Without a full time instructor in Speech, that discipline is hampered in moving
forward with assessment of SLOs. However, the chair has updated all Speech course
outline and included SLOs.

_Which key courses and associated outcomes have been assessed in the previous two years_

English 21, 28, 101 and 103
ESL 6A and ESL 8
and Speech 101 have all been assessed.

_Based on SLO assessments what changes have the faculty and staff made or do they plan to make_

More self-evaluation has been recommended in writing courses.
More work on eye contact and more work on conducting in-depth research has
been recommended in Speech.
More collaboration among LACCD faculty and regional faculty is occurring in
ESL via the Student Success initiative.
**Will these planned changes necessitate a Resource Request**

More full time faculty are needed.

---

**Module 9. Departmental Engagement**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

Cohorts have been established with Counseling to offer Personal development classes in combination with selected English and ESL classes. ESL has offered classes in conjunction with Art History and is in collaboration for pairing ESL 6B and History 4. There are also plans to pair ESL classes with Allied Health.

**Connections with schools institutions**

Our ESL coordinator has been active in meeting with ESL teachers at local high schools, and has established a collaborative with sister community colleges in the region as well as CSUs and UCs.

---

**Module 10. Professional Development**

**List the 2 most significant professional development activities engaged in by each regular full time member**

All but one full time faculty member have participated in SLO workshops.

All have attended Tech Fair activities.

One English professor attended the WASC regional SLO Assessment workshop in Hawaii.

Our full time online English professor regularly attends ETUDES conferences.

ESL faculty attend CATESOL (California RESOL). The ESL coordinator attends the Language and Literacy Convention.

**Are there areas of unmet professional development needs among faculty in this program**

This is a very progressive faculty and keeps up to date.

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**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

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<td>5</td>
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<tr>
<td>Custodial services</td>
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**If Disagree was answered to any of the above please explain**

Three weeks into the semester a white board in a classroom used by English faculty has not been properly cleaned. While the custodial staff did not create the problem, too much time has passed in its resolution.
What impact do you feel the college catalog class schedule and college website have on marketing your program or service

All of these play roles in marketing our classes, which with few exceptions fill to cap as soon as schedules are posted. ESL needs more flexibility with creative and flexible scheduling. More paired classes need to be created.

MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS

Does the Division Department Program sponsor a student club or activity

The Division sponsors two activities:
The Creative Writing Club
and
an online literary journal.
One of the Creative writing students wrote a poem dedicated to a Holocaust survivor, Eva Brown, who invited the student and professor to a reading of the poem at the Museum of Tolerance.

List any awards honors scholarships or other notable accomplishments of students in the program

Students in English and Speech have won scholarships.

A student who went through the ESL program before taking English 101 was the valedictorian a few years ago.

MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program

E-folios and e-books will impact the teaching of all courses.
Podcasts and ITUNES will enhance online and hybrid offerings.
The chair created one of the first original podcasts, complete with original script and music, for an English class.

What are the emerging trends in the labor market

Communications skills in both writing and speaking are becoming increasingly important.
Specialized Speech Communication classes such as Interpersonal Communication and Small Group Communication are valued in all fields. Because of our proximity to the LAX corridor, we should be offering language skills to the airport and hotel workers.

What are the emerging trends in the community

A global society demands communication skills.
International students need an expanding EFL program.
ESL needs or flexible scheduling, more short-term, intensive classes.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review

The last program review was not in-depth; therefore, it is difficult to answer this.
**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**

See above.

**MODULE 15. GRANTS**

**Has the Discipline Program Service applied for any grants in the last 2 years**

Yes

**MODULE 16. VOCATIONAL PROGRAMS**

**Does this Division offer any vocational programs**

No

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**Program accreditation**

Off

---

**MODULE 17. PART 1 AND PART 2 COMPLETION**

**Division Chair Program Manager**

Betty Jacobs - draft completed September 23, 2010
Describe the purpose of the Division Department Program

The purpose of the Library is to provide research instructions, facility and resources (in multiple format: printed, electronic, audio, visual) to support the information competency & needs of students, faculty and staff of WLAC.

The Learning Skills Department offers faculty directed, computer-assisted-instruction courses in the Learning Skills Lab. These Learning Skills courses are designed to empower students to master the foundational skills necessary to achieve learning outcomes in their college courses by re-introducing and reinforcing pre-collegiate skills in math and language arts and other selected disciplines. The department provides a comprehensive subject tutoring program to support student academic needs as well as a vital and engaged learning community of faculty, students, and student tutors.

The Education Department provides training in educational software technologies and techniques, and provides course for students in teaching, tutoring and learning strategies.

Describe how the stated purpose aligns with the college mission statement

Aligns with:

#2 (Student Learning) -- Library Orientation, workshops and classes to teach students how to research and use retrieved information for academic work, and document the resources.

#4 (Career Technical Education) -- Provide vocational resources

#5 (Foundation Skills Program) -- Work with the learning communities in providing online and on campus resources.

and # 6 (Diversified Modes of Instructional Delivery) -- Online 24/7 reference service, remote online databases.

Evening and weekend access. Provide instructional media service (teaching, creating), collection and equipment

The Learning Skills Department directly aligns with the college’s mission and goal #2 Student Learning, by teaching and applying study skills in all course disciplines, and goal #5 Foundation Skills, by establishing an effective and robust center for reading, writing, and math skill-building. The Learning Skills classes both complement and serve as an additional support resource for basic mathematics, pre-algebra, beginning and intermediate algebra, grammar, punctuation, spelling, reading, writing, political science and chemistry.
Describe the trends in Enrollment and FTES

Sections 1 and 2 for courses taught in the Division. Section 1 shows growth in both classroom based and online enrollment. Section 2 shows decline in classroom based FTEs and growth in online FTEs. LIRL and LC NetTrack shows a strong growth from Summer 2008 to Spring 2010 (1171 (Summer 2008), 3526 (Fall 2008), 715 (Winter 2009), 3332 (Spring 2009), 4094 (Fall 2009), and 4,819 (Spring 2010).

Enrollment almost doubled from 2007 to 2008. FTES showed a 30% increase. Department faculty hires (2) and subsequent marketing efforts in 2008 created a new awareness for the courses and services provided by the Learning Resources Center (LRC). There was a slight dip in enrollment but steady FTES numbers in 2009. 2010 data show a steady, high demand for learning skills courses. (LRC) staffing and instructional technology must be maintained and to meet the student demand. Tutoring enrollment increased by 150% due to increased awareness of services and successful student outcomes. Basic Skills funding of the tutoring program expanded services. Use of tutoring (enrollment) increased by 126 % in Fall 2009. Student demand necessitates full support of the tutoring program.

Describe the trend in section counts and average class size

Section shows drop in total section count of classroom based classes (from Fall 2005 to Fall 2009), small growth of online section for the same period. The average class size for both classroom based and online classes show significant growth from Fall 2005 to Fall 2009.

Due to a decrease in budgetary support, Fall 2009 showed a 67% reduction in course sections, 63 to 29, while enrollment remained about the same, indicating average class size doubled or increased by 45%. A distressing statistic also indicates that student success was negatively impacted by 27%. Tutoring sections are designated by type of tutoring services, i.e. online subject tutoring, campus tutoring. Average class size increased by 88% and is desirable as long as there is sufficient tutor support.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

Section 4 shows
(1) growth in enrollment numbers,
(2) ratio of female to male is about the same : 65% to 35%
(3) age distribution remains about even in the four categories: 25% each
(4) ethnic group distribution remains about the same: about 60% AfAm, 7%
Asian, 25% Hispanic, 5% White (similar ratio as the campus)

The Learning Center serves without bias. However, a significant increase in enrollment of students (19 years and younger) since Fall 2008 may indicate a need to enhance curriculum in developmental skills (math, reading and writing). A similar increase in enrollment of male students since Fall 2008 has been observed. Further study may show this statistic as a basis for increase in younger student enrollment. Tutoring needs of the (19 and younger) student may require an emphasis on Foundational Skills as stated above.
Describe the trends in Success Rates and Retention Rates

5% increase in retention from Fall 2008 to 2009, due to full time faculty presence in the Learning Center. 7% increase in retention for the Education department. Retention and success rates have been affected by the instability in full time Library and Learning Center staffing.

Retention in Learning Skills courses remains high (80%). Open enrollment allows for course registration throughout the semester. Flexible delivery of curriculum (6 days a week – 50+ hours a week) gives students sufficient time to complete course requirements. Success rates dipped from 51% to 36% from Fall 2008 – Fall 2009, and mirrored a dip in full-time faculty staff (FTEF from 4.97 to 1.56). Clearly, faculty presence is necessary to effectively support student success. Tutoring availability early in the semester supports student retention, especially in the math and sciences.

Describe the trends in degrees and certificates awarded if relevant

not applicable

The department does not offer degrees or certificates, though the skills-based curriculum directly supports both student paths. Plans for a Foundational Skills certificate may be well warranted to document and acknowledge student attainment of pre-collegiate skills. Student testimonials indicate tutoring played a significant role in degree attainment and transfer to the university.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

Data Section 7 is missing FTEF data for Non-Classroom Library teaching staff

Learning Skills: FTEF declined in 2009 and fell further in 2010 to 1.56. 2010 FTEF holds at 1.0 unless emergency measures approve additional staffing. Previous reporting confirms the negative impact on student success with reduced staffing. Faculty supervision of tutoring is mandatory and requires a staffing allocation.

Are staffing levels adequate to fulfill the purpose
No. According Title 5 CCR § 58724, Faculty Librarian staffing FTE should be at least 5.0 according to the minimum standards established in the administrative code. Currently there are 2 full-time librarians, plus .67 FTE (or 20 hours in weekly hourly assignments).

In 1997, the library was staffed by five librarians, one for each of the following areas: Acquisitions, Audio-Visual/Distance Ed, Cataloging, Circulation/Periodicals, and Reference/Bibliographic Instruction. Over time, as the Distance Ed program became increasingly successful, the AV/Distance Ed librarian assumed an Instructor, SP assignment to devote his full time to growing and maintaining the program, with A-V duties devolving to one of the other librarians. As recently as 2008, the library had 4 full-time librarians, plus .4 FTE (12 hours) in weekly hourly assignments.

Staffing levels are not adequate to fulfill the purpose of the Learning Skills department. Reduced faculty staffing also decreases opportunities for student contact and engagement. Learning Skills Lab Instructional Assistants are regularly outsourced to (LIRL) Library Internet Research Lab, diminishing a student contact resource as well. Increased staff is necessary to fulfill Mission Statement goals to strengthen Foundational Skills and meet Student Learning Outcomes (SLOs). An expanding and effective tutor program requires administrative personnel such as a Learning Skills Director or co-directors.

**Module 5. Effectiveness: Functions and Services**

**List the functions and services provided by the Division**

- **Library- Functions:** support the basic curriculum and information competency needs of the entire WLAC community Services: orientation, reference, research computer lab (access to ebooks and databases, Microsoft Office suite, Etudes), instructional media center, study rooms, circulation, textbook and instructor reserves, 24/7 reference service, remote digital periodical and research database resources

- **Learning Skills**
  - a. Offer for credit Foundational Skills classes in language arts, mathematics and study skills
  - b. Offer non-credit Foundational skills instruction as (SLA) Supervised Learning Assistance
  - c. Oversee total operation, recruitment, training, supervision, budgeting of General Subject Tutoring Program.
  - d. Supervise various Learning Resource Center (LRC) services such as allocation of study rooms and teaching aids and materials.
  - e. Function as information resource for students visiting or utilizing the Learning Resource Center (LRC).
  - f. Provide instructional technology support and supervision of Foreign Language Lab.

**Describe the technological advances that have been implemented**
24/7 reference service, remote access to databases, online cataloging, Web 2.0 technology (social networking tools to enhance delivery of resources to where students actually congregate: Facebook, Twitter, LibraryThing: online book reviews), online calendar for streamlining scheduling of Orientation, Reference Desk, Library Instructional Resource Lab and Classroom (LIRL and LIRC), online submission of Reserve material, Orientation, Instructional Media requests, Smart Classroom training and presentation facility (HLRC 4E), Video Conference room, online Tutor schedule, Online Writing Lab, Online Tutoring

Learning Skills: Very few technological advances have been applied since 2009. The NetTrack software was implemented to automatically enroll students using on campus tutorial services and to track service hours. Online subject tutoring and the Online Writing Lab (OWL) continued to be well-received and show steady increase in usage. Plans to provide a Study Skills website is in the planning stages.

Reading Plus, a web-based, diagnostic and training software for silent reading, was used successfully used on a free, trial basis. However, funding could not be secured for licensed use. The Plato software program provides curriculum for all Learning Skills classes. Repeated requests for the updated Web-based version and efforts to reach the Technology Master Plan (TMP) goal of a Web-centric environment has been unsuccessful but will be requested as a Program Review Department Goal.

### MODULE 6. EFFECTIVENESS: SURVEY RESULTS

**Describe the results of relevant surveys**

The questions of the survey do not provide a comprehensive view of the Library and Learning Center. For example it should have been stated "Have you used the library" instead of "Have you used the library website?". The question "Have you tutored or taught other students" does reflect any information on how many students have been served.

The Library conducted a campus wide faculty survey in September 2010. 94% of the faculty who responded were satisfied with the quality of orientations conduct by the Library. The was also an indicated need to improve the print and electronic resources available in the library for specific disciplines namely the Health Sciences, Legal, Psychology and Child Development. Also the hours of operation of the Library seemed inadequate to a significant number of faculty.

The Learning Skills department has not used the Learning Skills Student Exit Survey in quite some time. However, student enrollment in Learning Skills courses show students re-enrolling in “repeatable” courses to successfully complete curriculum or to enroll in additional courses. A student survey of tutoring services has not been implemented. Free, electronic survey websites can be utilized to re-implement a Learning Skills Exit (end of semester) Survey as well as the Foreign Language Lab Exit Survey.

**Discuss the implications of the survey results for the program**
The results from campus and district implemented surveys do not provide any relevant information regarding our program.

There has been no formal survey results obtained. Instead, numerous student testimonials reassure us of the relevance and importance of the Learning Skills program, the goals, the curriculum, and the staff who make it all work. Videotaping of these testimonials may be used to encourage student use (LRC) services.

MODULE 7. CURRICULUM

Are required courses scheduled in appropriate sequence

Library: each class in the program is stand alone and do not need be taken in a given sequence. The budget available for the hours of operation, does hamper our ability to meet the curriculum needs of various programs on campus which meet after the Library's normal operating hours.

Learning Skills 50 is a .5 unit, co-requisite course for English 21. It is offered each semester English is scheduled. However, there is no online delivery of Learning Skills 50 to accommodate online sections of English 21. Web-based Plato would afford this option. All other Learning Skills courses require no sequence except for Learning Skills 10A – Math Fundamentals and Pre-Algebra and Learning Skills 10B – Beginning and Intermediate Algebra. Skills from 10A are necessary to succeed in 10B. Tutors are trained in tutoring skills and strategies. A formal class, Education 6, is planned as a tutor training course offering.

What outreach online and hybrid classes has your department offered

Library Science: Credit classes are completely online. This provides access to students with varying schedules. 24/7 reference services provide information competency instruction and support after normal operational hours.

Learning Skills: Recently, the department recently offered Plato software curriculum as a non-credit, tutoring service. This enabled students to use tutorials, drills, and mastery tests without the need to enroll in courses. The drawback is students may not complete assignments or make efforts to attend the lab. Hybrid classes is of interest, using Etudes NG communication tools to connect with students using Plato in the lab or online. Learning Skills 73, the sole online learning skills course, continues to be a popular class with healthy enrollment. Online subject tutoring and an Online Writing Lab has been in place since 2007.

How does the department determine that classes are taught consistently with the official course outline of record

Course syllabi include content from course outlines and list Plato software tutorials that fulfill the objectives and goals of the course. Division/Department meetings with the Chair routinely review the status and content of course outlines. Supervised Learning Assistance, SLA 1T, is the formal course outline used for tutoring services.

MODULE 8. STUDENT LEARNING OUTCOMES

What are the assessment plans for the courses and programs of the Division
The SLO for each of the course syllabi have been updated.

Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS 101 was recently assessed. We plan on assessing LS 102 and LS 103 based on the results of the student success in the projects to meet SLOs.

At the end of the semester, each student is evaluated on their performance in their Learning Skills course. The instructor of record is given a report generated from PLATO. From the report, they are able to view the number of hours that the student was on task, the number of modules mastered as well as the percentage of the mastery of the modules completed. They are given credit for the course if they have completed the hourly requirement as well as obtained 70% mastery with the completion of the modules. Students enrolled in the Non Credit General Subject Tutoring section are currently not assessed by the Learning Center but by their perspective instructors.

Which key courses and associated outcomes have been assessed in the previous two years

LS 101 was assessed last year.

Each semester, the instructor of record is given a report generated by Plato to assess the students' performance.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make

LS 101: Institutional SLOs and degree outcomes of the course were updated. The syllabus was updated and expanded to provide more information to the student regarding the course expectations and results.

With the hiring of additional full time faculty, the Learning Center will be able to provide an End of the Course assessment for each of the Learning Skills course. This assessment will provide the Learning Center Staff with data that will allow staff members to address the individual needs of the students, in addition to, making changes with the current curricula.

Will these planned changes necessitate a Resource Request

Yes, See Learning Skills Goal 1 part 2 (Update and Upgrade Instructional Technology)

Module 9. Departmental Engagement

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

The Library has collaborated extensively with the English and Paralegal Departments in selecting resources and providing research orientations.

Beginning in the spring of 2008, the newly hired full time staff collaborated with the English and Math departments to establish cohesiveness with the academic and learning skills course. This collaboration allows the Learning Center staff to closely align the curriculums to enhance student success.
Connections with schools institutions

We have collected information from campus wide faculty surveys to establish which resources need improvement or need to be added. Evaluations of library orientation are also done on a regular basis, asking faculty across several departments to evaluate the orientations the library provides.

MODULE 10. PROFESSIONAL DEVELOPMENT

List the 2 most significant professional development activities engaged in by each regular full time member

In the past 2 years, the Full time faculty has attended the Student Learning Outcomes workshop entitled “Learner Outcomes, Mapping and Assessment. Program SLO’s were aligned with Institutional SLO’s and individual course SLO were mapped in alignment. Several areas of assessment were identified including enrollment/retention in programs, successful navigation of content and coursework, and workforce preparedness, and each attended the webinars for the Plato updates.

The library faculty have attended the Etudes Users Summit. This was a ground breaking conference in terms of the innovations in educational technology that will be coming. Also the American Library Associations annual conference was attended.

Are there areas of unmet professional development needs among faculty in this program

No, as part of the full time faculty contractual agreement, the library and learning center staff has to complete the flex requirements. The library staff regularly attend professional conferences particular to their field such as the ALA annual conference and SIRSI users groups meetings.

MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

Media services 2
Library materials and services 2
Library resources integrated into curricul 5
Custodial services 2

If Disagree was answered to any of the above please explain

With the loss of TTIP funding, the library with it's current budget will not be able to maintain the online periodical and research databases required for most of the programs on campus.

Also the Instructional Media specialist position has not been replace since the retirement of the Specialist several years ago. The lack of sufficient staffing has hampered the divisions ability to provide adequate and up to date services. We are barely able to meet current needs only because of the 1 excellent media assistant which also currently on unpaid leave. According to Title 5 CCR § 58724, there should be 2.0 FTEF faculty for the Instruction Media Center and 6.0 staff support.

The Library and Learning Center is a high traffic area with approximately 1,400 or more students coming in and out daily. The custodial staff is not able to clean the floors adequately due to understaffing in their department. Also there scheduled times to vacuum conflicts with high occupancy times.
What impact do you feel the college catalog class schedule and college website have on marketing your program or service

I feel that the marketing efforts done by the catalog and website are sufficient to alert the student population of our services. With increased staffing, there will be increase with class orientations as well as additional tutors to address the needs of a growing student population.

Larger permanent signage on the exterior of the building to prominently display the Library and Learning Resources

Module 12. Programs, Clubs, Organizations and Special Activities for Students

Does the Division Department Program sponsor a student club or activity

The Library and Learning Center does not sponsor any clubs or activity particular to the program.

Although individual faculty do advise other student clubs and activities on campus such as Umoja and Value Creating Society.

List any awards honors scholarships or other notable accomplishments of students in the program

Students in the library program have elected to offices in the ASO and have been awarded AGS and various other scholarships

The Learning Center serves a very diverse population of students on various levels of the completion of degree course work. With student testimonials, the Learning Center has clearly played a role with the completion of certificate and degree programs.

Module 13. Environmental Scan

What are the emerging trends in technology that affect the program

Web based platforms have emerged as the technology of choice for instructional technology systems. Also the campus plans to replace the standard computer workstations with virtual systems. Our LAN based PLATO software will not operate in this new system.

What are the emerging trends in the labor market

More and more the labor market requires information competency skills and technological skills for online research. The program provides the skills necessary for students to survive in the every changing environment of the online world especially with the current prevalence in social networks in almost every aspect of business world.

The Plato Software provides English and Math fundamentals to returning as well as new incoming students. With the increase in enrollment in the campus, there are more students utilizing the Learning Center as a resource to their academic classes.

What are the emerging trends in the community

3. The Learning Center staff has worked with the CAHSEE Preparation and the TRIO Program for Student Excellence in attempts to bridge the local high schools with West Los Angeles College. Also with the birth of the WLAC Learning Communities, ie FACE and Umoja, the Learning Centers serves as a resource as well.
**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

*Describe the improvements in program practice you have implemented as a result of program review*

Through effective marketing and student awareness/success there has been a significant increase in services rendered through learning skills curriculum and tutoring. This is has been accomplished in spite of unfilled request for additional instructional technology and full time faculty.

*Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice*

With increased enrollment and student testimonies, the Learning Center staff is able to see the benefits of the services that we provide to the student population at West.

**MODULE 15. GRANTS**

*Has the Discipline Program Service applied for any grants in the last 2 years*

Yes

**MODULE 16. VOCATIONAL PROGRAMS**

*Does this Division offer any vocational programs*

No

*Program accreditation*

Off
Program Review Part 1:  
Reflection and Assessment  
Fall 2010

**Math**

**MODULE 1. DEPARTMENT PURPOSE**

*Describe the purpose of the Division Department Program*

To prepare students in math so they can transfer to four year colleges.  
To prepare students in math to earn an AA degree  
To teach students math for their daily life skills and needs.  

*Describe how the stated purpose aligns with the college mission statement*

the college mission states -"enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning." Our purpose is in total alignment with our college mission.

**MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS**

*Describe the trends in Enrollment and FTES*

Enrollments in math have increased rapidly from 2005 to 2009. In fall 2005 there were 1700 enrolled in math. By fall 2009 there were 2800 enrolled. This is a 65% INCREASE.  
Fall 2005 FTES were 293.  
Fall 2009 FTES were 450.  
This is a 54% INCREASE.  
The implications are that we need more classes and staff to teach this rapidly increasing population.

*Describe the trend in section counts and average class size*

The section count has increased from 66 sections in fall 2005 to 74 in fall 2009.  
The average class size has gone from 17.3 to 26.

**MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS**

*Based on the demographic trends in enrollment what are the implications for your Division*

Looking at gender, age, and ethnic groups distributions from fall 2005 to fall 2009, there are no statistically significant changes. Implications for the math department are to continue to serve and encourage all groups to meet their highest potentials.

*Describe the trends in Success Rates and Retention Rates*

Our retention rates have increased by 5% over the 4 year span. Our success rates have increased by 6% over this same time span. The implications are that what we are doing is working well. It will be a challenge to hold or better these numbers as our class sizes increase and staff decreases.

*Describe the trends in degrees and certificates awarded if relevant*
We awarded one math degree in 2008-2009. That is an upward trend, as none have been awarded for three years. However, the intermediate algebra requirement for graduation went into effect in 2009. Clearly there was a 20% decrease in the number of degrees earned. The decrease in AA degrees is very much affected by this math requirement. The math department, in preparation for this new requirement, created the two semester version of intermediate algebra in order to assist more students in fulfilling this tough requirement.

**MODULE 4. STAFFING TRENDS**

*Describe the trends in FTEF*

Since 2006, FTEF for hourly has been increasing at a faster rate than full time staff. The implications for our program is that we are far from the 75%/25% state goal. Currently over 55% of our classes are taught by adjuncts and less than 45% by regular staff. Two full time staff are retiring this year which will cause an even greater imbalance in the 75/25 ratio.

*Are staffing levels adequate to fulfill the purpose*

No. Our purpose is to get students prepared to transfer, to earn AA degrees, and to learn life skills for daily living. To succeed we need smaller classes, more sections of classes, and more staff to teach these classes.

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

*List the functions and services provided by the Division*

The math department offers all the classes needed for the success of every student. We offer extensive office hours to assist students. We opened a math tutor center that is staffed by volunteers to assist students. We offer computer programs to supplement class work. The math dept. also rents text books to students for $7 per semester. This service saves each student well over $100 each semester. Also, by having these books in students hands the first day of class, instructors are able to move forward at a good pace from day one. One instructor runs tutoring sessions Sunday afternoons - and they are well attended.

*Describe the technological advances that have been implemented*

Our classes now are mostly in our new math/science building and D village. All of these rooms have computer projection and are internet equipped. Teachers are using pod casting and smart classrooms in their presentations.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

*Describe the results of relevant surveys*

Our feedback from surveys and interviews has been all positive. The book rental program receives praises all semester long. The teacher evaluation surveys indicate most students are very happy with their math instructors.

*Discuss the implications of the survey results for the program*

If we were getting negative feedback, we would look for changes to improve. As of this point, most people are happy.
**Are required courses scheduled in appropriate sequence**

Yes. The sequence is based on a ladder model. One first needs to know arithmetic. Then they learn the algebras - pre-algebra, elementary algebra, intermediate algebra, and college algebra. Then they do trig, precalculus and calculus. If a student comes ready to enter calculus 1 (i.e. the appropriate high school background), they can finish their AA in two years. Assessment tests are given to all entering students in order to place them appropriately, i.e. at a level in which they can be successful.

**What outreach online and hybrid classes has your department offered**

Online we offer elementary algebra and intermediate algebra. Hybrid we offer college algebra and statistics. Benefits - they can work at home and learn at home. Problems - many need classroom hands on instruction. Many lack the discipline and background to learn via the computer.

**How does the department determine that classes are taught consistently with the official course outline of record**

For most of the classes that are below transfer level, we administer a department-wide final exam. If an instructor has not covered the entire course, the students let us know and the scores reflect it. Also since we are small and often substitute teach for each other, and tutor all students, we pretty much know what is going on in each class throughout the semester.

**Module 8. Student Learning Outcomes**

**What are the assessment plans for the courses and programs of the Division**

We examine the department final exams for each class. We match questions with individual student learning outcomes. We then measure success rate on each question to see how successful we were on that particular SLO.

**Which key courses and associated outcomes have been assessed in the previous two years**

Basic math, pre-algebra, elementary algebra, intermediate algebra, and math 118 and 128.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

The assessments of our SLO's are pretty much what we expected. We are making progress, but it is a long slow process. "Awareness" is the biggest change. We know where we want to go and work on it daily. We have opened a "math lab-tutor center" to help students daily.

**Will these planned changes necessitate a Resource Request**

Yes. We need staff to run the "math lab tutor center" that we are operating now with volunteers.

**Module 9. Departmental Engagement**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**
We have worked closely with the science department in preparation and planning to move into our new math/science complex. Most of the meetings we attend - senate, basic skills, work environment, technology committee, budget committee, building com., staff development, UMOJA, FACE, academic rank committee - are all interdepartmental collaborations.

**Connections with schools institutions**

Various department members have visited Pasadena City College, San Francisco City College, Orange Coast College, and the aerospace Jet Propulsion Laboratories.

**Module 10. Professional Development**

**List the 2 most significant professional development activities engaged in by each regular full time member**

**McMaster**  
1) All day workshop on evaluation of SLO's done by Don Prickel and Lloyd Thomas  
2) All day conference in LA on department chair duties etc.

**MacDonald**  
1) Assisting the PE dept by managing the clock for all football games  
2) Election worker  
3) Academic Rank committee

**Blustein**  
1) Faculty Teaching and Learning Academy -LACCD, spring 2009  
2) Annual conference, American Mathematical Association of Two-Year Colleges, Boston 2010

**Swaminathan**  
1) AMATYC Conference- Spring 2009  
2) Don Prickel SLO workshop 2009  
3) Design of Math Dept. Website

**Alwash**  
1) Published two research papers;  
   a) Polynomial Differential Equations with Small Coefficients  
      In: Discrete and Continuous Dynamical Systems, Vol 25, No. 4, (2009)  
      1129-1141  
   b) The Composition Conjecture for Abel Differential Equation.  
2) Reviewed and refereed many research articles.

**Bucher**  
1) All day workshop at district for leadership training/dept chair.

**Feiner**  
1) Wrote and had published "College Algebra," a step by step approach, Student's Solution Manual

Robertson and Feiner - The LACCD Developmental Mathematics Team was one element of a program for Faculty Collaborations for Course Transformations (FACCTS), to support implementation of effective instructional practices for the Basic Skills Initiative in Developmental Math courses. The team worked together to adapt and apply innovative teaching and learning methods that implement the BSI Instructional Practices.

**Harjuno**  
Took students to and visited Pasadena City College, San Francisco City College, Orange Coast College, aerospace Jet Propulsion Laboratories.

**Newell** - Yearly participation in meetings of the California Mathematical Community College Council
Are there areas of unmet professional development needs among faculty in this program

No

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

<table>
<thead>
<tr>
<th>Service</th>
<th>Score</th>
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<td>Media services</td>
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<td>Library resources integrated into curricul</td>
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<td>Custodial services</td>
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What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The class schedule and college website are well organized and easy to read and follow. We work with UMOJA and FACE and marketing personnel to promote these two programs.

**Module 12. Programs, Clubs, Organizations and Special Activities for Students**

**Does the Division Department Program sponsor a student club or activity**

Yes. Dr. Blustein is the advisor for the Social Justice Alliance Club. She also assists with the Associated Student Organization events.

Mr. Harjuno and Mr. Robertson are the advisors for the Alpha Gamma Sigma honor society for Cal. state community colleges. They are also the advisors for Phi Theta Kappa, a global student honor society. Mr. Harjuno is also the college advisor for the Jack Kent Cooke scholarship program.

**List any awards honors scholarships or other notable accomplishments of students in the program**

Approximately 25 to 30 scholarships are awarded each May to AGS, PTK, ASO, and math students. The math dept. itself also gives out several scholarships in May.

**Module 13. Environmental Scan**

**What are the emerging trends in technology that affect the program**

Green, green, green. The field of green technology is booming - and most of the jobs require an understanding of mathematics. Also computers are used in almost every profession. The logic processes required to use computers and related technology are all mathematically based.

**What are the emerging trends in the labor market**

Jobs in energy require a knowledge of mathematics. Also most jobs now involve computers which closely relates to math. With all the jobs now requiring more and more technology, it is imperative that students know mathematics.

**What are the emerging trends in the community**
Emerging trends in community are pretty much the same as the trends in the larger society. Everything requires more technology skills and especially math skills. Our program needs to educate students to do math, successfully run computers and technology, and to think logically.

### MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

**Describe the improvements in program practice you have implemented as a result of program review**

We have integrated technology into our classrooms and presentations. Teachers are using the internet, smart classrooms equipment, and pod casting on a daily basis.

**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**

This is very difficult to assess. We have surveys from the students that indicate they like all the new technical equipment and practices. To get an exact percentage improvement in student achievement and learning would be almost impossible. Even multivariable analysis could not sort well enough for all the variables involved in measuring improvement.

### MODULE 15. GRANTS

**Has the Discipline Program Service applied for any grants in the last 2 years**

Yes

### MODULE 16. VOCATIONAL PROGRAMS

**Does this Division offer any vocational programs**

No

**Program accreditation**

Off
MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager

Mary Jane McMaster - October 28, 2010
Program Review Part 1: Reflection and Assessment

Fall 2010

MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, Oceanography is the subject area in the Earth Science discipline that covers the scientific exploration of the world's oceans.

Describe how the stated purpose aligns with the college mission statement

In alignment with the College's vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science-based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

Oceanography 1 is the only course offered in this subject area and every Fall enrollment has been satisfactory. FTES was 17 for 2005 and 2006 and increased to 24 in 2007 and 2008; then it went back to 17 for fall 2009, when the college was cutting classes due to the budget problems.

Describe the trend in section counts and average class size

Section count for this discipline peaked to eight in Fall 2007; by Fall 2009 it was down to 4, consistent with the prevailing budget problems that the college faces. The average class size has been stable for 2005-2008, with the exception of Fall 2009 when it increased to 34.3.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

Unlike the demographics of the college's student population, where females outnumber males, in this subject area the female% is only slightly higher; and in fall 2009, there were more male students. The age distribution for 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Describe the trends in Success Rates and Retention Rates

While retention rates were in the range of ~79%-91%, the success rates, while respectable were lower, ~ 64%-83%. This suggests that students performing below their own expectations opted to drop the class. Providing tutoring services may prove to be an effective strategy to improve student success.
**Describe the trends in degrees and certificates awarded if relevant**

None

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**MODULE 4. STAFFING TRENDS**

**Describe the trends in FTEF**

FTEF allocation has been stable between 0.4 and 0.6. Earth Science 1 satisfies the Natural Science GE requirement for an AA degree. It also satisfies the physical science IGETC requirement.

**Are staffing levels adequate to fulfill the purpose**

Oceanography is a subject area within the Earth Science disciplines - Earth Science, Geology, Environmental Science, and Geography - that does not have any classified supporting staff. With the expansion of course offerings already in progress in regular and ACT program, as well as in the development of hybrid and online classes in the subject areas in the earth science discipline, a request for lab tech support of 0.60 FETF would be forwarded.

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**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**List the functions and services provided by the Division**

Oceanography 1 satisfies the natural science general education requirements for an AA degree and the physical science IGETC requirement.

**Describe the technological advances that have been implemented**

During this Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The Earth Sciences that include: Geology, Earth Science, Oceanography, Geography, and Environmental Science are currently only housed in two Laboratory classrooms. Each lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera, and internet access. Efforts will be made to increase the lab spaces allocated for the Earth Science disciplines, with the ultimate goal of having a classroom/laboratory primarily dedicated to the subject area of oceanography.

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**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**

The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees. Such surveys are relevant for earth science disciplines, as part of the college Family. Of course some of these students would have interests in science, and therefore would get opportunities to participate in oceanography and other science programs and develop fulfilling careers in the physical sciences. Some others will enroll in the oceanography course for their GE requirement for an AA degree and yet others will enroll in other earth science classes for their physical science IGETC requirement.

**Discuss the implications of the survey results for the program**
The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The chemistry program at West will do its best to inspire and motivate all students; motivate them toward careers in their chosen field.

**MODULE 7. CURRICULUM**

*Are required courses scheduled in appropriate sequence*

The course offerings in the Earth Science discipline, Oceanography inclusive, are aligned with other disciplines in the Division to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs and CSUs institutions with an AA in two years.

*What outreach online and hybrid classes has your department offered*

During the Fall semesters of 2005 through 2009 Oceanography classes were taught in classrooms. The Division plans to develop a hybrid as well as completely online Oceanography 1 course soon.

*How does the department determine that classes are taught consistently with the official course outline of record*

There is Divisional directive to do that. The full time instructors and adjuncts of the discipline meet at the start of every semester to ascertain that the directive is to be carried out. Further, the adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. The syllabus must reflect what is on the course outline. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

**MODULE 8. STUDENT LEARNING OUTCOMES**

*What are the assessment plans for the courses and programs of the Division*

Oceanography 1 has an updated course outline with all its Institutional and Course SLOs.

*Which key courses and associated outcomes have been assessed in the previous two years*

None

*Will these planned changes necessitate a Resource Request*

No.

**MODULE 9. DEPARTMENTAL ENGAGEMENT**

*What interdepartmental collaboration has your Division Department Program been involved in during the past six years*
Oceanography is one of 13 disciplines in the Science Division. The 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.) While the laboratory technicians from chemistry and the biological sciences work in unison to run Chemistry and the Biological science laboratories that relieve respective science faculty members of the routine chores that detract from academic responsibilities, Oceanography and the other subject areas in the Earth Science discipline have been operating without the help of laboratory technicians.

**Connections with schools institutions**

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

**Module 10. Professional Development**

**List the 2 most significant professional development activities engaged in by each regular full time member**

Abraha Bahta: Attended: (1) American Chemical Society National meetings (5-days) in 2008 (Boston) and in 2009 (Washington D.C.); (2) One day Workshop for Chairs, Dean, and VPs in 2009 and 2010 (Los Angeles). Wrote and shepherded for approval two course outlines: Physical Science 1 and Physical Science 14.

**Are there areas of unmet professional development needs among faculty in this program**

Yes. Allocate funds for: (1) Professional Society membership and to attend and participate in their conferences and workshops. (2) Enrolling in Short Courses sponsored by Professional Organizations. (3) Subscription of relevant Journals and Magazines

The Division initiate a mentoring program to foster academic growth on new tenure-track faculty.

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

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<td>Custodial services</td>
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**What impact do you feel the college catalog class schedule and college website have on marketing your program or service**
The website of the Science Division is primitive. A committee has been tasked to upgrade and change that. The institutional personnel is receptive to the plan and the Division shall work with them to establish the face of science and promote its programs on the college website. It shall provide a valuable planning and learning tool for West students by: (1) publishing future offerings and road maps, (2) allowing students 24-hour access to syllabi, problem sets, course-related internet sites and other program or class-pertinent information.

**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Division Department Program sponsor a student club or activity**

Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish SSTEM programs.

**List any awards honors scholarships or other notable accomplishments of students in the program**

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The Science faculty have written (and continue to do so) numerous letters of recommendations as the road to a career in the sciences passes through the Divisions science programs. West's gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

**MODULE 13. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology that affect the program**

The classrooms/ laboratories of the Earth Science disciplines -- earth science, geology, oceanography, environmental science and geography-- meet modern standard of lighting, ventilation, and comfort. They have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

**What are the emerging trends in the labor market**

Oceanography 1 can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. Oceanography, along with the other earth science discipline subject areas would have to develop more innovative vocationally oriented programs that would help students to transition into the workforce.

**What are the emerging trends in the community**

Expand the Oceanography curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community.

**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

**Describe the improvements in program practice you have implemented as a result of program review**
The Division is now housed in a modern Science building. The laboratories of the Earth Science disciplines—earth science, environmental science, geography, geology, and oceanography—have acquired new state-of-the-art instrumentation and accessories. The Division is expected to utilize these resources to develop innovative programs for West's students.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

The move just occurred and the new equipment are slowly being assimilated into the programs. No adequate assessment can be performed at this time.

Has the Discipline Program Service applied for any grants in the last 2 years

Yes

Does this Division offer any vocational programs

No

Program accreditation

Off

Division Chair Program Manager

Abraha Bahta  Oct 22, 2010
Module 1. Department Purpose

Describe the purpose of the Division Department Program

The Physical Education courses develop a deeper understanding and appreciation of all aspects of physical fitness. Students learn how to develop strength, agility, conditioning and the flexibility required to safely execute a variety exercises.

Describe how the stated purpose aligns with the college mission statement

Physical Education cultivates a deeper understanding of fitness. The department gives the students the knowledge and skills needed to transfer, while also encouraging life-long fitness habits.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Data results are from Fall 2008 to Fall 2009:
Classroom based: enrollment dropped 9.5%, FTES down 3%
Jumpstart: only one class offered in 2009, discontinued in 2010

Describe the trend in section counts and average class size

Data results are from Fall 2008 to Fall 2009:
Classroom based: section count down 15%, class size increased 35%

Module 3. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Division

No significant change in the demographics.

Describe the trends in Success Rates and Retention Rates

Classroom based retention rates have improved by 5%. Success rates improved by 2%
Department will continue working to improve retention and success rates.

Describe the trends in degrees and certificates awarded if relevant

Success rate has increased every year since Fall 2005. Department will continue working to improve the success rate.

Module 4. Staffing Trends

Describe the trends in FTEF

The department has 2.4 full time faculty and 4.5 hourly FTEF. The department needs more full time faculty.
Are staffing levels adequate to fulfill the purpose

Staffing levels are not adequate. More full time faculty need to be hired. Replacements for retirees were never hired.

**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

List the functions and services provided by the Division

Department supports the Athletic program and offers an AA degree in Physical Fitness.

Describe the technological advances that have been implemented

None

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

Describe the results of relevant surveys

The hiring of a full time athletic counselor has helped with student retention and success rates. Staff would like to replace broken and damaged equipment in the Fitness Center and Weight Room.

Discuss the implications of the survey results for the program

Continue to refer all students to counselors for guidance.

**MODULE 7. CURRICULUM**

Are required courses scheduled in appropriate sequence

Yes, however, due to reductions in the number of sections offered, students are not always able to enroll the semester they would like. PE is a required course for CSU General Education Certification as well as Plan A & B.

What outreach online and hybrid classes has your department offered

Jumpstart PE classes had limited success. When the budget increases we will try them again. Health 2 is a hybrid course that fulfills the Health and PE graduation requirement. The demand for Health 2 far exceeds the number of sections we can offer.

How does the department determine that classes are taught consistently with the official course outline of record

A copy of the official course outline is given to all instructors who are then evaluated (as scheduled by the union contract) with that outline in mind.

**MODULE 8. STUDENT LEARNING OUTCOMES**

What are the assessment plans for the courses and programs of the Division

Every instructor uses the five components of fitness as a method of assessing their course. All weight training sections are quizzed on the components of fitness. Results are tallied to determine department's success.

Which key courses and associated outcomes have been assessed in the previous two years

PE 230 and 690 are being done for the first time Fall 2010.
Based on SLO assessments what changes have the faculty and staff made or do they plan to make

TBD

Will these planned changes necessitate a Resource Request

TBD

**Module 9. Departmental Engagement**

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

PE has worked with the Health department to offer Health 2 which fulfills the Health and PE graduation requirement.

Connections with schools institutions

Jumpstart classes offered at Animo Venice.

**Module 10. Professional Development**

List the 2 most significant professional development activities engaged in by each regular full time member

Jane Witucki - attended 3 Aquatics workshops, 2 AFT conferences and 1 leadership conference.

Rob Hager - None

Colleen Matsuhara - 2 Kettlebell workshops

Marguet Miller - 1 Leadership conference

Are there areas of unmet professional development needs among faculty in this program

All FT faculty will be encouraged to attended workshops and conferences.

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

**Media services**

3

**Library materials and services**

3

**Library resources integrated into curriculum**

3

**Custodial services**

1

If Disagree was answered to any of the above please explain

Studies for Yoga (FA 104) and Body Conditioning/Dynamics (WPE A) are frequently dirty. Plant facilities has left a mop for the instructor to use in WPE A.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

Working to develop certificates in the fitness industry.

**Module 12. Programs, Clubs, Organizations and Special Activities for Students**

Does the Division Department Program sponsor a student club or activity

Cheerleaders have formed a club to raise money for transportation to away games.
MODULE 13. ENVIRONMENTAL SCAN

What are the emerging trends in technology that affect the program
None

What are the emerging trends in the labor market
The community is becoming more aware of how regular exercise contributes to fitness and improved health. With that awareness come a demand for additional instructors.

What are the emerging trends in the community
The community is becoming more aware of how regular exercise contributes to fitness and improved health. With that awareness come a demand for additional classes.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review
Consistent assessment in the department.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice
Fall 2010 assessment results will guide the department.

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years
No

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs
No
Program accreditation
Off

MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager Jane Witucki, Chairperson, 10/22/10
Program Review Part 1:
Reflection and Assessment
Fall 2010

MODULE 1. DEPARTMENT PURPOSE

Describe the purpose of the Division Department Program

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, Physical Science is about learning the rules of the physical world -- a melding of physics, chemistry, earth science, and astronomy from which students learn to view nature more perceptively.

Describe how the stated purpose aligns with the college mission statement

In alignment with the College’s vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science-based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

MODULE 2. EFFECTIVENESS: ENROLLMENT TRENDS

Describe the trends in Enrollment and FTES

This discipline's two course offerings, physical science 1 and physical science 14, just came into the protocol after their course outlines and SLOs have been approved. they are being offered in the Spring semester of 2011 for the first time.

Describe the trend in section counts and average class size

There is no data.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

Based on the demographic trends in enrollment what are the implications for your Division

The data primarily reflects the demographics of the college's student population: Females consistently at ~65% and 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Describe the trends in Success Rates and Retention Rates

There is no data.

Describe the trends in degrees and certificates awarded if relevant

There is no data

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

There is no data
**Are staffing levels adequate to fulfill the purpose**

Physical Science is just coming into the schedule of classes. There are no designated classified staff or a lab tech assigned to this discipline. With the expected expansion of course offerings, a request for additional lab tech support, in collaboration with Physics, Astronomy, and the Earth Science disciplines (geology, earth science, oceanography, environmental science and geography) will be submitted.

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**MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES**

**List the functions and services provided by the Division**

Physical Science courses, 1 and 14, satisfy the natural science general education requirements for an AA degree.

**Describe the technological advances that have been implemented**

During this Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. There is no designated physical science laboratory/classroom. However, the fully equipped physics and chemistry (two inorganic and two organic) laboratories will be able to host any physical science courses the division might undertake.

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**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**

The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees. Such surveys are relevant for any discipline in the Division, as part of the college Family. Of course some of these students would have interests in science, and therefore such courses would introduce students to the world of science and provide students opportunities to participate in science programs and develop fulfilling careers in the physical sciences. Some others will enroll in physical science courses for their GE and IGETC requirement.

**Discuss the implications of the survey results for the program**

The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The science programs at West are intended to inspire and motivate all students to do their best and be able to pursue fulfilling careers in their chosen field.

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**MODULE 7. CURRICULUM**

**Are required courses scheduled in appropriate sequence**

Physical science classes are offered as GE to fulfill a natural science requirement and will be aligned with the Division’s vision of course road mappings.

**What outreach online and hybrid classes has your department offered**

The physical science classes were just put in the protocol for the Spring 2011 schedule of classes. For the next few semesters they will be taught in classrooms. However, efforts are under consideration to develop hybrid courses.
**How does the department determine that classes are taught consistently with the official course outline of record**

There is Divisional directive to do that. The full time instructors and adjuncts of the discipline meet at the start of every semester to ascertain that the directive is to be carried out. Further, the adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. The syllabus must reflect what is on the course outline. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

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**Module 8. Student Learning Outcomes**

**What are the assessment plans for the courses and programs of the Division**

Both courses, physical science 1 and 14, have approved and updated course outlines. Course and Institutional SLOs for each course have been part of the approval process and are in place.

**Which key courses and associated outcomes have been assessed in the previous two years**

None

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

None

**Will these planned changes necessitate a Resource Request**

No.

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**Module 9. Departmental Engagement**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

Physical Science is one of 13 disciplines in the Science Division. The 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.

**Connections with schools institutions**

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

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**Module 10. Professional Development**

**List the 2 most significant professional development activities engaged in by each regular full time member**
Abraha Bahta: Attended: (1) American Chemical Society National meetings (5-days) in 2008 (Boston) and in 2009 (Washington D.C.); (2) One day Workshop for Chairs, Dean, and VPs in 2009 and 2010 (Los Angeles). Wrote and shepherded for approval two course outlines: Physical Science 1 and Physical Science 14.

Mesfin Alemayehu: Attend (1) Annual lecture Series at USC's Hydrocarbon Research Institute; (2) Seminars and Symposia frequently at USC's Chemistry Department.

Are there areas of unmet professional development needs among faculty in this program

Yes. Allocate some funds for professional conference attendance and participation.

**Module 11. Instructional Support: Services and Activities**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

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What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The website of the Science Division is primitive. A committee has been tasked to upgrade and change that. The institutional personnel is receptive to the plan and the division shall work with them to establish the face of science and promote our programs on the college website.

**Module 12. Programs, Clubs, Organizations and Special Activities for Students**

Does the Division Department Program sponsor a student club or activity

Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish S-STEM programs.

List any awards honors scholarships or other notable accomplishments of students in the program

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The Science faculty write (and continue to do so) numerous letters of recommendations annually, guiding their students on a road to a career in the sciences. Annually, West's gifted science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (lack of funding) two years ago.

**Module 13. Environmental Scan**

What are the emerging trends in technology that affect the program
Physical science classrooms meet modern standard of lighting, ventilation, and comfort. They should have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed. The laboratory component of physical science courses will be hosted by the physics and chemistry laboratories.

**What are the emerging trends in the labor market**

Physical science courses satisfy the natural science GE requirement for AA and as well as the IGETC requirement.

**What are the emerging trends in the community**

Fulfill degree and certificate requirements for students who want to join the work force with non-science vocational oriented training; thus, providing needed service to the community.

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**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

**Describe the improvements in program practice you have implemented as a result of program review**

The Division is now housed in a modern Science building. Physical Science can have access to four chemistry, one physics, and one astronomy laboratory classrooms.

**Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice**

The move just occurred and the new equipment are slowly being assimilated into the programs. No adequate assessment can be performed at this time.

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**MODULE 15. GRANTS**

**Has the Discipline Program Service applied for any grants in the last 2 years**

Yes

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**MODULE 16. VOCATIONAL PROGRAMS**

**Does this Division offer any vocational programs**

No

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**Program accreditation**

Off
MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager

Abraha Bahta  Oct 16, 2010
Module 1. Department Purpose

Describe the purpose of the Division Department Program

The Division's course offerings and programs equip students with the knowledge and skills they need to understand the world around them and prepare them for a variety of careers by earning certificates and degrees, or transferring to 4-year colleges and universities. In particular, physics course offerings permit students to fulfill requirements to enter engineering programs as well as other professional schools such as pharmacy, dental, and medical.

Describe how the stated purpose aligns with the college mission statement

In alignment with the College's vision and mission the Division strives to educate and prepare students to realize their dreams through the completion of a variety of science-based professional programs or pursuing and furthering their trainings and education at degree granting institutions.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

The data reflects by Fall 2007 only Physics 6 was being offered and the FTES was reduced from 12 to seven. The trend was that the physics program was closing out. Indeed, six physics courses are listed in the college catalog: Physics 6, Physics 7, Physics 12, Physics 37, Physics 38 and Physics 39. West offers an AA in physics and only Physics 37, 38, and 39 are part of that major. The other courses, Physics 6, 7, and 12 are requirements in other programs. The physics program is now in the process of rebuilding and a full time instructor is in place to accomplish that.

Describe the trend in section counts and average class size

There has been a declining trend in section count, from 3 in Fall 2005 to 1 in Fall 2009. Average class size has increased; although it is difficult to measure trend with one section.

Module 3. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Division

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: 20-34 year-old students constitute over 70%. This data has no apparent implication for the discipline.

Describe the trends in Success Rates and Retention Rates
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-ready than a typical West student. It is likely that the physics students have had to take college-level mathematics courses as pre-requisites prior to enrolling in physics.

Describe the trends in degrees and certificates awarded if relevant

No Degree or certificate were awarded. Although West's catalog states the college offers an AA degree in physics, by Fall 2007 only physics 6 (one out six) was on the schedule. However, when put in place the physics course offerings will serve multiple programs. Physics 6 and 7 are required for students preparing to transfer as biology majors at most of the region's CSU campuses, chemistry majors at CSUDH, and Geology majors at most of the Region's CSU campuses. Physics 12 is needed by students preparing to transfer to UCLA as psychology majors. Physics 37, 38, and 39 are required for students preparing to transfer to UCLA as engineering, physics and mathematics majors.

Module 4. Staffing Trends

Describe the trends in FTEF

The data recorded the decline of the physics program; by Fall 2007, it was reduced to 0.40 FTEF. The Division just hired a full-time Physics/Astronomy instructor; thus, an increase in the allocation of FTEF for the discipline is inevitable as the Division struggles to rebuild the physics program at West.

Are staffing levels adequate to fulfill the purpose

No, the staffing is not adequate. Physics and Astronomy do not have classified staff-- discipline specific lab tech to support the revamped physics and astronomy programs. The revamped physics/astronomy programs will include new and innovative course offerings by day, evening, weekend and through all modes of delivery -classroom based, online and hybrid. Request for a lab tech support for the two disciplines will be submitted.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

Physics courses and programs serve multiple other programs, chief among them: (1) Students transferring as Biology, Chemistry, Engineering, Geology majors; (2) AA degree in Chemistry and Physics.

Describe the technological advances that have been implemented

During this Fall semester of 2010, Science Division moved into a new modern building. It houses all of our laboratories, each equipped with the appropriate instruments and accessories. The Physics discipline has one classroom/laboratory. This lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera and internet access.

Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys
The data collected on the various surveys over the years, convey that ~70% of respondents say as students their mission is to transfer and 53.1% have expressed interest in getting AA degrees. Such surveys are relevant for chemistry department, as part of the college Family. Of course some of these students would have interests in science, and therefore would get opportunities to participate in physics programs and develop fulfilling careers in the physical sciences. Some others will enroll physics courses for their GE requirement for an AA degree and yet others will enroll in physics classes for their physical science IGETC requirement.

Discuss the implications of the survey results for the program

The large percentage of respondents expressing a desire to transfer to universities, because these students believe Community Colleges’ function is primarily to prepare them to make the leap. The Physics program at West will do its best to inspire and motivate all students; motivate them toward careers in their chosen field.

Module 7. Curriculum

Are required courses scheduled in appropriate sequence

All Division course offerings, in particular Physics are aligned with mathematics courses to facilitate for the college ready student to earn an AA degree or transfer within two years. The Division has published road-maps to transferring to various UCs and CSUs institutions with an AA in two years.

What outreach online and hybrid classes has your department offered

Every physics class offered: Physics 6, 7, 12, 37, 38, and 39 has a laboratory component. To-date, they are all taught in classrooms. However, efforts are now underway to develop hybrids for some of these classes.

How does the department determine that classes are taught consistently with the official course outline of record

There is Divisional directive to do that. The full time instructors and adjuncts of the discipline meet at the start of every semester to ascertain that the directive is to be carried out. Further, the adjuncts are given copies of the official course outline of record. All faculty are required to submit a copy of course syllabus by or before the second week of the semester. The syllabus must reflect what is on the course outline. The adjuncts are also asked to submit copies of their quizzes and exams. Performance evaluations on the instructors also dictate that they follow protocol.

Module 8. Student Learning Outcomes

What are the assessment plans for the courses and programs of the Division

The course outlines for Physics 6, 7, 37, 38, are being updated, along with their respective course and institutional SLOs. For Physics 12 and 39 work of writing the course outline will start in the Spring 2011.

Which key courses and associated outcomes have been assessed in the previous two years

None

Based on SLO assessments what changes have the faculty and staff made or do they plan to make

None
Will these planned changes necessitate a Resource Request

No.

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Division Department Program been involved in during the past six years

Physics is one of 13 disciplines in the Science Division. The 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.) while the laboratory technicians from chemistry and the biological sciences work in unison to run the science laboratories that relieve respective science faculty members of the routine chores that detract from academic responsibilities, physics and astronomy have been functioning without the help of a laboratory technician.

Connections with schools institutions

The Division is actively engaged to establish S-STEM programs. Five regular science faculty (a physics/astronomy instructor among them) have submitted a grant proposal to NSF and are currently preparing to submit another one to the Department of education, perhaps a cooperative grant proposal in partnership with one or two area colleges and universities.

MODULE 10. PROFESSIONAL DEVELOPMENT

List the 2 most significant professional development activities engaged in by each regular full time member

Abraha Bahta:
Attend: (1) American Chemical Society National meetings (5-days) in 2008 (Boston) and in 2009 (Washington D.C.); (2) One day Workshop for Chairs, Dean, and VPs in 2009 and 2010 (Los Angeles). Wrote and shepherded for approval two course outlines: Physical Science 1 and Physical Science 14.

Elizabeth Bell:
1. Enrolled in Etudes Training Program (36 hours)
2. Attended a workshop on SLOs.

Are there areas of unmet professional development needs among faculty in this program

Yes. Allocate funds for: (1). Professional Society memberships and to attend and participate in their conferences and workshops. (2) Enrolling in Short courses sponsored by Professional Organizations. (3). Subscription of relevant Journals and Magazines.

Also the Division establish a mentoring program to foster growth on new tenure-track faculty.

MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES
What impact do you feel the college catalog class schedule and college website have on marketing your program or service

The website of the Science Division is primitive. A committee has been tasked to upgrade and change that. The institutional personnel is receptive to the plan and the division shall work with them to establish the face of science and promote our programs on the college website.

Does the Division Department Program sponsor a student club or activity

Currently there are none. However, our S-STEM faculty have pledged to initiate and sponsor several science clubs in the coming semesters as we start to establish S-STEM programs.

List any awards honors scholarships or other notable accomplishments of students in the program

Quite a few of West's former science students are in medical, dental, and pharmacy schools. Some are in the work force as doctors, and pharmacists. The chemistry faculty has written (and continues to do so) numerous letters of recommendations as the road to a career in the sciences passes through the physical science programs. West's gifted physical science students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (due to lack of funding).

What are the emerging trends in technology that affect the program

Physics classrooms meet modern standard of lighting, ventilation, and comfort. They should have adequate provision for using: computers, CD-ROM, laser disc, document camera and internet access and other equipment as needed.

What are the emerging trends in the labor market

Physics and physics based programs are central to all other science programs as every facet of life is chemical. As the demand for nurses, dental hygienists, dentists, phatma-techs, MDs increase, it is evident the discipline would have to develop more innovative programs.

What are the emerging trends in the community

Expand the chemistry curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service to the community as nurses, dental hygienists and doctors and other health care related careers.
**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

Describe the improvements in program practice you have implemented as a result of program review

The Division is now housed in a modern Science building. Chemistry has acquired new state-of-the-art instrumentation: 60 MHz NMR, GC, AA, polarimeter just to mention. All four chemistry laboratories have been fitted with efficient and sophisticated fume hoods that provide safe environments for learning in the chemistry laboratories.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

The move just occurred and the new equipment are slowly being assimilated into the programs. No adequate assessment can be performed at this time.

**MODULE 15. GRANTS**

Has the Discipline Program Service applied for any grants in the last 2 years

Yes

**MODULE 16. VOCATIONAL PROGRAMS**

Does this Division offer any vocational programs

No

Program accreditation

Off
Division Chair Program Manager

Abraha Bahta  Oct 15, 2010
Module 1. Department Purpose

Describe the purpose of the Division Department Program

The purpose of the psychology department is to provide quality instruction and enrich the knowledge of all students in the field of psychology, whether they are psychology majors planning to transfer to a four-year institution, students looking for general education credit, students looking to complete a certificate or major in Alcohol/Drug Studies, or other students seeking to round out their education.

Describe how the stated purpose aligns with the college mission statement

The college mission statement specifically addresses enrichment, knowledge, and skills for our students to be successful in earning degrees, certificates, and in life. This corresponds to the purpose of the psychology department.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Overall, enrollment has increased or remained constant in 4 of 5 modes of instructional delivery: classroom, online, weekend college, and ACT. Jumpstart, the high school program, has declined in enrollment due to a severe drop in the number of classes offered, not due to lower enrollment per class. Weekend college has seen a slight drop, but that has also been accounted for by cuts in classes, not students per class. Classroom based classes remain virtually unchanged for the last several semesters, while online enrollment has almost doubled though the number of sections has not changed in several semesters.

Describe the trend in section counts and average class size

The number of classroom based sections has decreased over the last four semesters, due to budget cuts. This has also happened with Jumpstart sections and weekend college. Online sections remain the same. Given these reduced offerings, the number of students enrolled in each section has increased across all delivery methods over the last four semesters. Notably, in fall 2009, online enrollment doubled because administration allowed instructors to enroll double the number of students per class (from 40 to a max of 80 students), so the average class size more than doubled.

Module 3. Effectiveness: Students and Student Success

Based on the demographic trends in enrollment what are the implications for your Division
Psychology remains a predominately female discipline; over 2/3 enrolled students are female. However, more males took psychology classes last fall than the previous six semesters. We are still a discipline with a nice age distribution such that all age categories are represented in our classes. For instance, the 35 and over group has over 20% representation, likely due to the Alcohol/Drug Program, which is predominately older adults coming back to school to earn their certificate. Ethnic group representation has changed only slightly over the last several semesters with a slight increase in the number of white students, and a slight decrease in the number of Latino students.

Describe the trends in Success Rates and Retention Rates

Retention rates have increased across 4 out of 5 methods of instructional delivery, with substantial increases in online, Jumpstart, and weekend college. Only classroom delivery has slightly decreased in retention rates, but the change does not appear significant. Success rates have shown an increase across all methods of instructional delivery, almost doubling in Jumpstart and online classes. These numbers show that we should be offering more Jumpstart classes and continue to offer at least the same number, if not more classes, of online sections.

Describe the trends in degrees and certificates awarded if relevant

Over the last three years, psychology has more than doubled the number of graduates with AA degrees, and the Alcohol/Drug Program has more than tripled the number of graduates with either certificates or AA degrees from 2008. This indicates that both of the programs are on track and need to keep moving forward with new course offerings and continued online and classroom based classes.

Module 4. Staffing Trends

Describe the trends in FTEF

With the decrease in the number of sections offered each semester, psychology FTEF has decreased the last several semesters, returning to the number posted in fall 2006. Hourly instructors are teaching over double the number of sections as full-time faculty at this time, and this does need to change in the future with the addition of another full-time person part of the future plan.

Are staffing levels adequate to fulfill the purpose

Psychology needs to hire another full-time faculty member in the next year in order to curtail the high number of sections taught by hourly instructors. This needs to occur with the increase of sections increasing in the future as the budget allows.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

At last count, the psychology department offered over 30 sections per semester, thereby providing students with ample opportunity for degree and GE credits. Under the psychology umbrella, the Alcohol and Drug certificate is a starting point for students who plan on becoming A/D counselors and obtaining their license in the state of CA. The discipline chair also serves as the program director of the A/D program and provides many services to the students, such as class and career counseling and liaison for outside rehab centers.

Describe the technological advances that have been implemented
On two fronts, the psychology department has been slowly advancing technologically. First, many more classes are offered in the "smart" classrooms, even while waiting for the new classroom building completion. This has helped the students' learning process as it provides for variability in the presentation of material, which is likely to meet more students' learning needs. Second, more online courses are being offered now, and two more have been added for spring 2011, totaling 5 online classes and one hybrid class.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

**Describe the results of relevant surveys**

The most relevant information out of the student survey from fall 2009 is related to finances. First, more students were once employed and are now not employed, and if they do work, more have seen a decrease in their hours as compared to previous semesters. Second, more students describe one of the top reasons for having difficulties in school as financial. Also, 20% stated they were not getting into the classes they need to complete their education goals.

**Discuss the implications of the survey results for the program**

Financial issues means that we need to continue to offer as many courses and sections as possible to help the students continue forward in their degree plans so they can get better paying jobs upon leaving our institution. We should not be a hindrance to education but a facilitator.

**MODULE 7. CURRICULUM**

**Are required courses scheduled in appropriate sequence**

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.

**What outreach online and hybrid classes has your department offered**

Psychology currently offers Jumpstart, 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. One problem has been with Jumpstart classes; the high schools do not want to offer the same classes every semester or even every year, which presents an issue with consistency in staffing. 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.

**How does the department determine that classes are taught consistently with the official course outline of record**

The instructors are each given a copy of the course outline upon agreement to teach a specific course. Also, the discipline chair examines each class syllabus schedule to determine if the course outline topics are being followed by each instructor.

**MODULE 8. STUDENT LEARNING OUTCOMES**

**What are the assessment plans for the courses and programs of the Division**

We will continue to assess each course in psychology as we have done for the two courses listed below.
Psychology

**Which key courses and associated outcomes have been assessed in the previous two years**

Psychology 1, Introduction to Psychology, and Psychology 64, Introduction to Alcohol and Drugs, have both been assessed for Student Learning Outcomes in the last two years.

**Based on SLO assessments what changes have the faculty and staff made or do they plan to make**

Based on the assessments, faculty are changing some of the evaluation methods of the students in the courses; both of the changes are related to assessing the writing skills of the students.

**Will these planned changes necessitate a Resource Request**

No, planned changes do not necessitate a resource request.

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**MODULE 9. DEPARTMENTAL ENGAGEMENT**

**What interdepartmental collaboration has your Division Department Program been involved in during the past six years**

In preparing for the Student Learning Outcome changes three years ago, the discipline chairs from anthropology, psychology, and nutrition 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.

**Connections with schools institutions**

The discipline chair is continuously networking with outside agencies in a variety of ways. She visits drug rehab centers for the A/D program, attends a minimum of two conferences a year, serves as an advisory board member of a fellow college A/D program, and maintains an excellent relationship with other full-time psychology faculty at several other LACCD schools.

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**MODULE 10. PROFESSIONAL DEVELOPMENT**

**List the 2 most significant professional development activities engaged in by each regular full time member**

Carrie Canales, Ph.D. has attended two national conferences this year:

1) The National Institute of Drug Abuse annual conference in Albuquerque, New Mexico.

2) The American Psychological Association annual conference in San Diego, CA.

Jeff Lee

Attended two psychology colloquia at the University of Arizona

**Are there areas of unmet professional development needs among faculty in this program**

None

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**MODULE 11. INSTRUCTIONAL SUPPORT: SERVICES AND ACTIVITIES**

Our Mission: West fosters a diverse learning community dedicated to student success.
**Psychology**

[5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree]

| Media services | 2 |
| Library materials and services | 3 |
| Library resources integrated into curriculum | 3 |
| Custodial services | 3 |

If Disagree was answered to any of the above please explain

The media person who would deliver tools such as projectors, TVs, etc no longer works for West, and there is no one to replace him. Now, those of us that teach in bungalows have to trek to the library and transport our own media across campus and up and down stairs! This is not conducive to trying to bring new technological tools into the old classrooms.

What impact do you feel the college catalog class schedule and college website have on marketing your program or service

All three marketing tools could be better utilized to market the A/D program. I have worked with the marketing personnel in the past and continue to work with them to help me. I need help creating mailings/signage, etc. There are supposed to be "maps" of each of the three degrees under the psychology umbrella that will be posted in the schedule and course catalog.

**MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS**

**Does the Division Department Program sponsor a student club or activity**

none at this time

**List any awards honors scholarships or other notable accomplishments of students in the program**

Five scholarships were awarded to A/D students last semester.

**MODULE 13. ENVIRONMENTAL SCAN**

**What are the emerging trends in technology that affect the program**

Specifically, for the A/D program, many drug rehabs are moving towards electronic filing, and computer data collection. This affects the students because many of them have very limited computer skills. In order to beef up their skills without requiring additional computer classes, one mandated class is now in a hybrid format, thus creating the opportunity to increase computer literacy among the A/D students.

**What are the emerging trends in the labor market**

Jobs in psychology are affected by the economy in much the same way as the other disciplines. Less jobs available leads people to come back to school to pursue a degree or certificate. The A/D students are seemingly not having a problem finding a job as there is a high turnover rate in the field. Psychology majors are encouraged to continue in school and obtain the highest degree possible as it will be easier to get a job down the road as opposed to now, when grants and government funding sources are being cut in the counseling field.

**What are the emerging trends in the community**

Students are coming back to school to obtain more education in this poor job market. This is one reason for the steady increase in students over the last several years in psychology/alcohol & drug studies. This is very good for both programs.
MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

Describe the improvements in program practice you have implemented as a result of program review

We are now current with all faculty evaluations due to the last program review. Also, every faculty member places Student Learning Outcomes on their course syllabi that are in accordance with the course outlines.

Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice

We have assessed student achievement by examining the retention rate and student completion rates in psychology and the alcohol/drug program and have seen significant improvement over the last several semesters.

MODULE 15. GRANTS

Has the Discipline Program Service applied for any grants in the last 2 years

No

MODULE 16. VOCATIONAL PROGRAMS

Does this Division offer any vocational programs

Yes

Review labor market demand

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.

Advisory board membership

Alcohol & Drug Studies Advisory Board 2010

Carrie Canales, Program Director, WLAC Alcohol/Drug Studies
Buck Stapleton, WLAC Division Chair
Ara Aguiar, WLAC Academic Dean
Glenn White, WLAC adjunct professor
Bruce Reinauer, WLAC adjunct professor
Karen Guillmeno, Supervisor, Free N One Substance Abuse Treatment Center
Vivian Brett, Supervisor, Lighthouse Substance Abuse Treatment Center
Dick Wilson, Vice President, California Association of Alcohol and Drug Educators
Lori Said, Supervisor, Substance Abuse Treatment Center

What have been the major outcomes of your advisory board meetings

The major outcome from this year’s meeting was to implement more online classes to improve the computer skills of the students. This was accomplished by taking a regular 16 week class and making it into an 8 week hybrid course, which includes an online component.
**Describe the employment and completion success of its students**

Student graduation rate has more than doubled in the last two years, so this is clearly evidence for the success rates of psychology and A/D students.

**Program accreditation**

Yes

**What is the accreditation status of each program in the division**

In good standing

**Indicate recommendations of the most recent accreditation evaluation**

There were no recommendations from the last accreditation evaluation.

**Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division**

The A/D students must eventually take a written exam in order to obtain a license to be a substance abuse counselor in the state of CA. In the last two years, I have known of 5 students who took the exam and all five of them passed it on the first try.

**Provide a brief analysis of employer satisfaction with program graduates**

N/A

**MODULE 17. PART 1 AND PART 2 COMPLETION**