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 road map, 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.

MODULE 9. DEPARTMENTAL ENGAGEMENT

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.

MODULE 10. PROFESSIONAL DEVELOPMENT

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

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

Media services 1
Library materials and services 2
Library resources integrated into curricula 2
Custodial services 2

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
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)
- CDA 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.

**MODULE 15. GRANTS**
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.

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 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, Astronomy attempts to expand the physics of the everyday world to understand and study the Universe.

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

Astronomy1 is the only course offered in this subject area and every Fall enrollment has been stable (about 75), except in Fall 2009 when there was only one section. Similarly, the FTES allocation was steady at ~8 when it dropped to 4 in Fall 2009.

Describe the trend in section counts and average class size

Section count was 2 for every Fall from 2005 to 2008 and dropped to 1 in Fall 2009, consistent with the crisis that hit California Colleges. Ave class size remained ~the same every Fall.

MODULE 3. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

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

Unlike demographics of the college's student population, the gender distribution for Astronomy is about even. Like in other disciplines 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 fluctuated, ~77%-94%, the success rates remained at ~51%. 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

Astronomy has no degree program
**MODULE 4. STAFFING TRENDS**

**Describe the trends in FTEF**

FTEF allocation has been stable at 0.4, but dropped to 0.2 (for 2009) consistent with the budget crisis that hit the college. Astronomy 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**

Astronomy along with its sister discipline, physics, do not have any classified supporting staff. With the expansion of course offerings already in progress for both disciplines in regular classroom based courses, as well in the development of hybrid and online classes, 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**

Astronomy 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. Astronomy has a large classroom designated for its use and for future astronomy laboratory. The lecture/laboratory classroom is also supported by a smart board-projection system with CD-ROM, laser disc, document camera and internet access.

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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 astronomy/physics and other science programs and develop fulfilling careers in the physical sciences. Some others will enroll in astronomy for their GE requirement for an AA degree and yet others will enroll in astronomy 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 will do their best to inspire and motivate all students; motivate them toward careers in their chosen field.

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**MODULE 7. CURRICULUM**

**Are required courses scheduled in appropriate sequence**
The course offering in Astronomy along with physics courses areas 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**
To-date, none; however the Division plans to develop a hybrid as well as completely on line Astronomy curriculum.

**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**
Course outline is being updated and Institutional as well as course SLO's are being developed and will be assessed.

**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**
Astronomy 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, Astronomy and physics 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 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]

- Media services: 4
- Library materials and services: 3
- Library resources integrated into curriculum: 3
- Custodial services: 3

**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 Astronomy and Physics disciplines 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

Astronomy 1 can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. The Astronomy, in collaboration with physics 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 Astronomy and physics curricula and develop AA and certificate programs to train vocational oriented students to enter the workforce, 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 Astronomy and physics 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.

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 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, courses in the Biological Sciences prepare students to fulfill a GE requirement in natural science, life science or biological science (IGETCE); to enter allied health programs -- nursing, dental hygiene; to transfer to a 4-year college as a biology major; and for entering into professional schools -- medical, dental, pharmaceutical, and physician assistant.

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

Over the period 2005 - 2009, Fall semester enrollments were stable in Physiology 1, Biology courses (3A, 3B, 6) and Microbiology 20, but increased for Anatomy 1. Similarly, the FTES followed the same pattern as enrollment.

Describe the trend in section counts and average class size

The trend in section count, remained constant every Fall. Average class sizes also were stable through Fall 2008; but increased for Fall 2009.

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 remained steady, ~74%-80%, the success rates were about 15% lower than the retention rate. 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

Over the period 2005 to Fall 2009, there were 81 AA degree awarded in General Biology. 2006 and 2007 had the highest graduates (22 each year). There were only seven graduates in the Fall of 2008. The course offerings of the Biological Sciences discipline that includes five subject areas (Anatomy, Biology, Microbiology, and Physiology) also serve multiple programs: prepare students to fulfill a GE requirement in natural science or biological science (IGETCE); prepare students for admission into allied health programs --dental hygiene, nursing-- and other professional schools --medical, dental, pharmacy, or PA.

MODULE 4. STAFFING TRENDS

Describe the trends in FTEF

Except for a decrease of FTEF for Biology in the Fall of 2009, every Fall FTEF remained stable for every subject area in the discipline. The decrease of FTEF in the Fall of 2009 was due to the college wide reduction in course offerings. There were fewer sections of Biology 3A and 3B offerings during that semester than previous Fall semesters.

Are staffing levels adequate to fulfill the purpose

Yes, the staffing levels are adequate. The Biological Sciences discipline has two classified staff, a full-time lab tech (1.0 FTEF) and a part time (0.60 FTEF) lab tech.

MODULE 5. EFFECTIVENESS: FUNCTIONS AND SERVICES

List the functions and services provided by the Division

The Biological Sciences course offerings and programs serve multiple other programs: (1) Satisfy the natural science or biological science in general education requirements for an AA degree and for entry into dental hygiene and nursing programs (2) Satisfy requirements for AA degrees in biology and chemistry; (3) Transfer preparation for UCLA Life Science major.

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 Biological sciences discipline has six laboratory classrooms --Anatomy, Non-Majors Biology, Majors-Biology, Field Biology, Microbiology and Physiology laboratories--. Each 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 chemistry programs and develop fulfilling careers in the chemical sciences. Some others will enroll in chemistry courses for their GE requirement for an AA degree and yet others will enroll in chemistry 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

Biological Science course offerings are aligned with all other disciplines in the division and 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

The college catalog lists 5 different Biological Sciences courses and each has a laboratory component. To-date, they are all taught in classrooms. However, Biology 3A, shall be offered as a hybrid in Spring 2011, and efforts are now underway to develop hybrids for other biology disciplines.

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

All courses: Biology 3A, 3B, 6, 7, Anatomy 1, Physiology 1 and Microbiology have updated course outlines. Institutional and course SLOs for each course has been developed and approved.

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

Biology, Microbiology, and Anatomy.

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

1. Encourage formation of instructor facilitated study group.
2. Encourage students to utilize the online tutoring of ‘mastering chemistry’ that is an optional package that comes with the text.
3. Recruit upper division or graduates to tutor students, and preferably having the tutors attend classes with the students, whenever possible.
4. Provide more drill problems.
5. Make lecture notes accessible on line
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

The Biological Sciences Program includes courses (Anatomy 1, Biology 3A, 3B, 6, and 7, Physiology 1, and Microbiology 20) that are prerequisites for various programs such as nursing, dental hygiene, respiratory therapy, physical therapy, physicians assistant, dental, pharmacy, and medical schools and it is one of the most successful programs in the 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.

**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.

Thomas Haley:
Attends departmental (Biological) and special seminars at CSUN regularly with daughters who have Masters Degrees in Biology. Periodically, attends Physical Science seminars. Represents The Division in the Academic Senate and is on a District Committee --Gold Creek Committee. Gold Creek is an Ecological Reserve comprised of 240 acres of natural, undisturbed land. At an elevation ranging from 2080 to 2,640 feet above sea level, it includes a natural stream and varied examples of typical Southern California plant and animal life. Two archaeological sites, a geological fault, and the year-around running stream are also among its more unique features.

Tony Recht:
Attended SLO workshop, Mohave Ground Squirrel (Biological) surveys, Observation and Study of the Bald Eagle and Island Fox recovery programs at Catalina Island, Literature Review for Physiology and Environmental Science, text Review for Physiology, Environmental Science, and Natural History, complete renovation of lecture and laboratory for Biology 10 (Natural History) and ECD training session for Biology 10.

Steven Fink: did not submit

Phyllis Morrison: did not submit

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.
Other unmet needs: lack of assessment and prerequisites for students for courses; lack of adequate ECD software.

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                     | 3 |
| Library resources integrated into curriculum       | 3 |
| Custodial services                                  | 3 |

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 has written (and continues to do so) numerous letters of recommendations as the road to a career in the sciences passes through science programs. West's gifted 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 Laboratories/classrooms of the Biological sciences 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**

Biological Sciences based programs are central to all other science programs as every facet of life is biologic. Many of our students are preparing clinical programs such as nursing, respiratory therapy, physical therapy, and other professional programs—medical, dental, pharmacy. As the demand for nurses, dental hygienists, dentists, pharmacy-technicians, doctors increase, it is evident that the Biological Sciences discipline would have to develop more innovative programs to train and attract students.

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

Expand the Biological Sciences discipline curriculum and develop AA and certificate programs to train vocational oriented students to enter the workforce, 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. Each subject area of the Biological Sciences discipline—Anatomy, Majors Biology, Microbiology and Physiology, has a laboratory that is fitted with new state-of-the-art instrumentation and accessories that provide enriching and safe environment for learning.

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 22, 2010
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, chemistry course offerings permit students to fulfill requirements to enter professional schools such as pharmacy, dental and medical schools.

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.

Describe the trends in Enrollment and FTES

The data reflects the total enrollment in six different chemistry courses -- chemistry 51, 60, 101, 102, 211, and 212. The total enrollment essentially remained unchanged: at 227 (in 2005) and 210 (in 2009). The FTES, with the exception for 2005 (at 74) has remained about the same (at ~ 64).

Describe the trend in section counts and average class size

There has been a declining trend in section count, from 13 in Fall 2005 to 7 in Fall 2009. Average class size as given by data from section 3 [ranging from 14 to 24] is inconsistent with data provided by Academic Affairs: 21.3, 21.8, 31.9 and 27.8. The standard, based on prudent safety considerations and practice as recommended in the American Chemical Society publication (Safety in Academic Chemistry laboratories), is no more than 25 students in a laboratory at one time, except for organic laboratory where 20 students is the maximum. Averaging the Academic Affairs data over four years, average class size is 25.7. This is in agreement with the prudent recommendation advocated by ACS.

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 remained steady, ~74%-80%, the success rates fluctuated from ~ 51%-68%. The 68% for Fall 2009 came about because besides the chemistry tutoring services provided by HLRC, for that semester there was an in-house tutoring service for the students for extended hours. Developing in-house tutors may prove to be the tool needed to narrow the gap between retention and success.

Describe the trends in degrees and certificates awarded if relevant

From Fall 2005 to Fall 2009, the department has graduated only one AA degree. However, course offerings in chemistry serve multiple programs. Chemistry 51 and chemistry 60 satisfy the natural science general education requirement for the associate degree and the physical science IGETC requirement. Chemistry 101, 102, 211, and 212 are requirements for AA degree in biology and for transfer preparation. Current chemistry programs could be expanded to develop various American Chemical Society approved programs, such as Chemistry Laboratory Technician AA program and skill Certificates.

Module 4. Staffing Trends

Describe the trends in FTEF

The data in section seven is inaccurate. Chemistry has two full-time tenured faculty. For regular faculty it should be 2.13 annually. For Fall 2009 it should be 1.4 FTEF, since the Chair, a chemistry faculty, is on a 0.6 FTEF release time. There is sufficient allocation of FTEF to manage the chemistry program adequately as it stands now. However, if expansion into ACT and Week-end College occurs, additional allocation of 0.4 FTEF would be needed.

Are staffing levels adequate to fulfill the purpose

Chemistry has two classified staff, a full-time lab tech (1.0 FTEF) and a part time (0.50 FTEF) lab tech. With the expanded course offerings for ACT programing and Weekend College, a request for additional lab tech support of 0.20 FETF will be made.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

Chemistry courses and programs serve multiple other programs: (1) Chemistry 51, and 60 satisfy the natural science general education requirements for an AA degree and for entry into dental hygiene and nursing programs (2) Chemistry 101, 102, 211, and 212 satisfy for AA degrees in biology and chemistry; (3) Transfer preparation for UCLA Life Science major; (4) Transfer preparation for UCLA chemistry major and (5) Transfer preparation for UCLA for engineering major

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 chemistry discipline has two inorganic and to organic laboratories. Each lab has essential equipment, such as top-load and electronic balances, volumetric glassware, pH meters, etc. The organic laboratories have specialized equipment, such as precision oven, rotator evaporation, etc. These Labs are also supported by a host of modern chemical instrumentation, such as Spec-20, GCs, FTIR, 60 MHz FT-NMR, and AA. Each 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 chemistry programs and develop fulfilling careers in the chemical sciences. Some others will enroll in chemistry courses for their GE requirement for an AA degree and yet others will enroll in chemistry 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**

Chemistry course offerings are aligned with biological and 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 chemistry class offered: chemistry 51, 60, 101, 102, 211, and 212 has a laboratory component. To-date, they are all taught in classrooms. However, efforts are now underway to develop hybrids for chemistry 51 and 60.

**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

All chemistry courses: 51, 60, 101, 102, 211, and 212 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

Each course in chemistry has been assessed within the past two years.

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

1. Encourage formation of instructor facilitated study group.
2. Encourage students to utilize the online tutoring of 'mastering chemistry' that is an optional package that comes with the text.
3. Recruit upper division or graduates to tutor students, and preferably having the tutors attend classes with the students, whenever possible.
4. Provide more drill problems.
5. Make lecture notes accessible on line

Will these planned changes necessitate a Resource Request

No.

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

Chemistry 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.

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 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.

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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.

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

Quite a few of West's former chemistry 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 chemistry programs. West's gifted chemistry students were recipients of JPLUS (Jet propulsion Laboratory Undergraduate Scholarship), until the program was discontinued (lack of funding).

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What are the emerging trends in the labor market

Chemistry and chemistry 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, FTIR, GC, AA, polarimeter just to mention a few. All four chemistry laboratories have been fitted with efficient and sophisticated fume hoods that provide safe environment 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
Module 17. Part 1 and Part 2 Completion

Division Chair Program Manager

Abraha Bahta  Oct 22, 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*

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West Los Angeles College  

Our Mission: West fosters a diverse learning community dedicated to student success.
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.

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.

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

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]

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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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<th>MODULE 12. PROGRAMS, CLUBS, ORGANIZATIONS AND SPECIAL ACTIVITIES FOR STUDENTS</th>
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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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<th>MODULE 13. ENVIRONMENTAL SCAN</th>
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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 specialiest, 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

**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

The Dance Department seek to foster a deeper understanding and appreciation of movement as a form of artistic expression. With the growth of movement vocabulary students are encouraged to express themselves in new ways. Students develop the strength, agility and fitness level required to properly execute a variety of dance techniques. By teaching choreographic techniques the Dance program encourages the use of movement vocabulary as a way to broaden personal artistic expression. With regular dance concerts students learn to work as a team, creating a unified artistic dance performance for the community.

Describe how the stated purpose aligns with the college mission statement

The Dance program cultivates a deeper understanding of the arts. The program gives the students the knowledge and skills needed to transfer, while also encouraging life-long learning in, and the support of the arts.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Classroom based enrollment grew by 23%. FTES grew by 18%.
Jumpstart classes were cut due to budget problems. Jumpstart enrollment dropped by 45%. FTES dropped by 38%. Currently, no dance (studies or technique) classes are offered in the Jumpstart program.
Due to continued demand for classroom based dance studies and technique classes additional sections will be offered when the budget permits.

Describe the trend in section counts and average class size

Classroom based section counts decreased by 30% while class size grew by 70% to 35 students.
Jumpstart section counts decreased by 50% while class size grew by 29% to 18 students.

Recommend adding classroom based sections.

Module 3. Effectiveness: Students and Student Success

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

The program currently shows the greatest growth in male students, the 25-34 year age range and in the hispanic/latino student population. Program will survey students to see if there is any interest in new course offerings.
Describe the trends in Success Rates and Retention Rates
AA degree, with a Dance emphasis, is available. However, few students go on to a 4 year dance program.

Describe the trends in degrees and certificates awarded if relevant
For the AA degree with a Dance emphasis plan to grow we need to have a full time instructor, better facilities and more course offerings.

Module 4. Staffing Trends

Describe the trends in FTEF
There is no full time dance instructor. Without a full time Dance instructor to oversee the growth and development of the Dance program the end results will always be spotty.

Are staffing levels adequate to fulfill the purpose
No, without a full time Dance instructor to oversee the growth and development of the Dance program the end results will always be spotty.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division
Dance program produces a very well attended student dance concert every Fall and Spring semester under the direction of adjunct instructor Janet Roston.

Describe the technological advances that have been implemented
None.

Module 6. Effectiveness: Survey Results

Describe the results of relevant surveys
Faculty needs better studio space and funds for performance expenses.

Discuss the implications of the survey results for the program
Program needs full time faculty, dance studios with sprung wood floors and funds for performance expenses.

Module 7. Curriculum

Are required courses scheduled in appropriate sequence
The Dance program needs to offer more sections. Graduation is possible, but difficult with the current schedule offerings. The program will offer additional courses when the budget improves.

What outreach online and hybrid classes has your department offered
Jumpstart classes had moderate success but lower enrollment than on campus offerings. With budget cutbacks only larger demand courses were kept. Dance sections are not taught as hybrid or online courses.

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
Dance program SLO's and assessment plan is not finalized.

Which key courses and associated outcomes have been assessed in the previous two years
Dance program SLO's and assessment plan is not finalized.

Based on SLO assessments what changes have the faculty and staff made or do they plan to make
Dance program SLO’s and assessment plan is not finalized. Hire a full time Dance faculty member to help focus, assess and grow the program.

Will these planned changes necessitate a Resource Request
Hire a full time Dance faculty member. Faculty would like LCD screen and DVD player in the dance studio. Faculty would like funds to host workshops with visiting artists.

MODULE 9. DEPARTMENTAL ENGAGEMENT

What interdepartmental collaboration has your Division Department Program been involved in during the past six years
The program has worked with the Music department several times in the student dance productions. The program will be collaborating with MPTP in future productions.

Connections with schools institutions
Jumpstart classes offered at Venice High School, Animo Venice and Culver City High School. Classes discontinued with budget cutbacks.

MODULE 10. PROFESSIONAL DEVELOPMENT

List the 2 most significant professional development activities engaged in by each regular full time member
No full time faculty. Adjunct faculty member Janet Roston has produced and directed two theatrical productions and choreographed for commercials and several musical theatre productions.

Are there areas of unmet professional development needs among faculty in this program
Faculty would like LCD screen and DVD player in the dance studio. Faculty would like funds to host workshops with visiting artists.

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 3
Library resources integrated into curriculum 1
Custodial services 1
If Disagree was answered to any of the above please explain

3. The dance program requires students to observe and analyze live dance performances, not do research in the library.
4. The dance studios are frequently dirty. Plant facilities has left a mop for the instructors to use.

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

College web site posts information on the student dance concert in West Week. Pictures from student dance concerts are also posted on the school web site.

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

Does the Division Department Program sponsor a student club or activity

The student Dance Club is sponsored by Janet Roston. The Club helps raise funds for dance costumes and recruits students to help run the dance productions.

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

Unknown.

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

It is difficult to find work as a dancer.

What are the emerging trends in the community

Community appreciation and support is evident at all of the student dance performances. New students are always recruited for the upcoming semester.

MODULE 14. CONTINUOUS QUALITY IMPROVEMENT

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

None. We have had to cut some high demand classes due to the budget cutbacks.

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

Students continue to work hard on improving their dance skills in spite of the reduced course offerings.

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.
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. The Earth Science discipline has the following subject areas: Environmental Science, Geography, geology, and Oceanography, under its umbrella.

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

Earth Science 1 is the only course offered in the earth science subject area and every Fall enrollment has been stable as was the FTES.

Describe the trend in section counts and average class size

Section count for this discipline has been stable, as was the average class size, with the exception of Fall 2009 when it increased.

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

None.

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

Earth Science is a subject area within the Earth Science disciplines - Geology, Oceanography, 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 in the development of hybrid and online classes in these disciplines, 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

Earth Science 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.

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 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 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 Earth Science along with other subject areas in the discipline 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. The Division plans to develop a hybrid as well as completely on line Earth science 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**

Earth Science 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**
Earth 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.) 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, earth Science 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 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

[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 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

Earth science 1 can fulfill the Natural Science GE requirement as well as the IGETC physical science requirement. Earth science, 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 Earth science curriculum along with the other physical science disciplines to broaden the scope of course offerings so as to train and certificate those students who are less inclined to transfer with specific and tailored job skills they could take entering the workforce.

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
**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.

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. Zimmerrman (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.

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.

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 curricul 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.

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

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.

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### 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

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### 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
**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. The discipline combines physical and biological sciences to study the environment and attempts at finding solutions to environmental problems.

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 two course offerings -- biological and physical. The ACT offering had good enrollment in 2005, through 2007 and then the trend changed classroom based. By 2009, there were 52.

The FTES allocation remained about 6 until 2009 when it rose to 10.

Describe the trend in section counts and average class size

Until Fall 2009, the section count remained at 2 and average class size is ~24

**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 remained steady, ~90%, the success rates fluctuated from ~ 55%-75%. This suggests that students performing below their own expectations opted to drop the class. Providing tutorial services may prove to be an effective strategy to improve success.

Describe the trends in degrees and certificates awarded if relevant

No degree offered.

**MODULE 4. STAFFING TRENDS**

West Los Angeles College Our Mission: West fosters a diverse learning community dedicated to student success.
Describe the trends in FTEF

No data is provided. However, the two classes that are offered constitute 0.4 FTEF.

Are staffing levels adequate to fulfill the purpose

No staff support is currently associated with this discipline. With the expanded course offerings and a plan to develop an Environmental science laboratory class, a request for a lab tech support in collaboration with Physics, Astronomy and the Earth Science disciplines will be made.

Module 5. Effectiveness: Functions and Services

List the functions and services provided by the Division

The physical and biological environmental science courses satisfy 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 environmental science laboratory/classroom. A request is underway for environmental science program to have a designated laboratory/classroom space. The lecture/laboratory classroom will also supported by a smart equipment.

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 science programs, such as the environmental science program and develop fulfilling careers in the physical sciences. Some others will enroll in environmental classes for their GE requirement for an AA degree and yet others will enroll in environmental science 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

Both courses are offered as GEs. Course offerings are aligned with pertinent courses and 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

None, currently.

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

Environmental science 1, and 2, have updated course outlines and each has written and validated institutional course SLOs.

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

Environmental 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.) While the laboratory technicians from chemistry and the biological sciences work in unison to run their disciplines' laboratories, thus relieving respective faculty members of the routine chores that detract from academic responsibilities, Environmental Science and the other Earth Science disciplines have been operating without the support 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.

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

![Image of table with ratings for media services, library materials and services, library resources integrated into curriculum, and custodial services]

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 Division's 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

Environmental Science classes can fulfill the GE 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 Environmental science curriculum and develop AA and certificate programs to train vocational oriented students to enter the work force, providing needed service in the environmental fields --green technology, energy efficiency, etc.

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, except that there is no designated environmental science laboratory/classroom. However, a request is underway for environmental science program to have a designated laboratory/classroom space.

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 15, 2010
Health

Program Review Part 1:
Reflection and Assessment
Fall 2010

Health

Module 1. Department Purpose

Describe the purpose of the Division Department Program

The Health department seek to foster a deeper understanding of the issues that particularly affect physical fitness, nutrition and health.

Describe how the stated purpose aligns with the college mission statement

The Health department gives the students the knowledge and skills needed to transfer, while also encouraging life-long healthy habits.

Module 2. Effectiveness: Enrollment Trends

Describe the trends in Enrollment and FTES

Data results are from Fall 2008 to Fall 2009:
ACT classes have been discontinued with the growth of online Health classes.
Classroom based: enrollment down 15%, FTES down 18%.
Online: enrollment up 41%, FTES up 37%.
Weekend college classes have been discontinued in favor of online classes.
Online class offerings will be increased as the budget allows.

Describe the trend in section counts and average class size

Data results are from Fall 2008 to Fall 2009:
Classroom based: section count decreased by 35%, enrollment increased by 20%
Online: section count decreased by 12%, enrollment increased by 68%.

Trend is for growth in online sections.

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 and success rates have dropped (average 8.5%).
Online retention rates have increased (average 5%).
The department is working to identify the instructional methods that are most effective in the classroom and online. Information will be shared with all faculty in an effort to streamline the department delivery method.

Describe the trends in degrees and certificates awarded if relevant

Health is a required course for CSU General Education Certification as well as Plan A & B.
**MODULE 4. STAFFING TRENDS**

*Describe the trends in FTEF*

There is only one full time faculty member in the department. Hourly FTEF is 1.8; as section counts increase we will need additional full time faculty.

*Are staffing levels adequate to fulfill the purpose*

As section counts increase we will need additional full time faculty.

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

*List the functions and services provided by the Division*

Health is a required course for CSU General Education Certification as well as Plan A & B.

*Describe the technological advances that have been implemented*

The online delivery mode has allowed the department to reach a greater number and variety of students then in previous years. Powerpoint is a must for all classroom based instructors.

**MODULE 6. EFFECTIVENESS: SURVEY RESULTS**

*Describe the results of relevant surveys*

Faculty would like updated classrooms - white board and overhead projector. Students would like more sections - both online and classroom based.

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

When the budget improves additional sections will be offered.

**MODULE 7. CURRICULUM**

*Are required courses scheduled in appropriate sequence*

Yes, health courses are scheduled every semester. However, due to reductions in the number of sections offered, students are not always able to enroll the semester they would like. Health is a required course for CSU General Education Certification as well as Plan A & B. There is no major in Health.

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

Jumpstart students tend to have a lower success rate. The instructor opinion is that the results are aged based. Online and hybrid classes have been very successful.

*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*

There is one quiz that is given by every health instructor. Quiz results will be tallied to assess the success of the SLO’s. Fall 2010 is the first semester this is being done.
**Which key courses and associated outcomes have been assessed in the previous two years**

Health 11 is being assessed Fall 2010 for the first time.

**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

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**Module 9. Departmental Engagement**

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

Full time health instructor Melinda Smith always includes an activity component (PE) in her Health 11 and Health 7 classes.

**Connections with schools institutions**

Jumpstart classes offered in Health.

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**Module 10. Professional Development**

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

Melinda Smith attended the Learning Outcomes conference in Hawaii in 2009. She made a campus wide presentation of the materials presented at the conference.

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

No

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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**: 3
- **Library materials and services**: 4
- **Library resources integrated into curriculum**: 5
- **Custodial services**: 3

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

None

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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**

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

Unknown

**MODULE 13. ENVIRONMENTAL SCAN**

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

More health information available for use online. Not all of it is accurate.

*What are the emerging trends in the labor market*

N/A

*What are the emerging trends in the community*

Community health is a major concern for many students who have relatives without medical insurance and chronic health issues.

**MODULE 14. CONTINUOUS QUALITY IMPROVEMENT**

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

SLO’s and assessment plan are completed and have been implemented.

*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 is the first assessment.

**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
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 show 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 as 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 in ’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 and 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.

**Module 4. Staffing Trends**

**Describe the trends in FTEF**

Language Arts FTEF dipped from 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.

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

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**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.

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**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]

- **Media services**: 3
- **Library materials and services**: 3
- **Library resources integrated into curricul**: 5
- **Custodial services**: 2

**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.

---

**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.

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**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.

---

**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.

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**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.

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**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.

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**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

Program accreditation

Off

MODULE 17. PART 1 AND PART 2 COMPLETION

Division Chair Program Manager

Betty Jacobs - draft completed September 23, 2010
Module 1. Department Purpose

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.

Module 2. Effectiveness: Enrollment Trends
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 FTEF should be at least 5.0 according 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 faculy 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 other 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

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<th>Rating</th>
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<td>Media services</td>
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<tr>
<td>Library materials and services</td>
<td>2</td>
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<tr>
<td>Library resources integrated into curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Custodial services</td>
<td>2</td>
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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 an 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

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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**

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.

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**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
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 feed back 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 feed back, we would look for changes to improve. As of this point, most people are happy.

**Module 7. Curriculum**
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 class room 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 Passadena City College, San Francisco City College, Orange Coast College, and the aerospace Jet Propulsion Laboratories.

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**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 Passadena 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**

<table>
<thead>
<tr>
<th>Service</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Media services</td>
<td>3</td>
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<tr>
<td>Library materials and services</td>
<td>3</td>
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<tr>
<td>Library resources integrated into curriculm</td>
<td>3</td>
</tr>
<tr>
<td>Custodial services</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**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 podcasting 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 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 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.
Physical Education

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 curricula 3
Custodial services 1

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