
WEST LOS ANGELES COLLEGE



PROGRAM REVIEW EXCERPTS

2 0 1 4 - 2 0 1 5

Contents

Academic Affairs Area	3
AH - Certified Nursing Assistant.....	3
AH - Dental Hygiene.....	6
AH - EMT/ Paramedic.....	14
AH -Medical Assisting	19
AT - Aviation Maintenance Technician	23
AT - Travel & Hospitality	29
Behavioral & Social Sciences (GE).....	39
B&SS - CTE (Other).....	51
B&SS - Public Safety.....	55
Business (Other).....	62
Business (Paralegal)	66
Computer Science.....	73
Dance, Health & Physical Education.....	86
Humanities & Fine Arts (CTE)	93
Humanities & Fine Arts (GE)	101
Language Arts	108
Library	117
Mathematics	128
Science - Biological Sciences.....	138
Science - Earth Sciences	147
Science - Physical Sciences	151
Career & Technical Education	158
Contract Education	163
Distance Learning	167
General Education & Transfer Studies	172
REST (Retention, Ed Services & TRiO).....	174
Sponsored Programs.....	179
Office of Research and Planning.....	183
Office of Teaching & Learning	187
Administrative Services Area	190
Business Office.....	190
Enterprise Services	192
Information Technology	196
Personnel	200
Plant Facilities	202
Office of the Vice President, Administrative Services	204
POPP.....	205
Puente.....	209
Marketing / Public Relations.....	213
Student Services Area	217
Admissions and Records	217
ASO.....	221
Athletics	225
Child Development Center	229
Counseling	235
DSP&S	242
EOP&S / CARE	245
Financial Aid.....	248
International Student Center.....	253
School Relations and Outreach	257
Student Success & Support Programs	261
Transfer Center / TAP	266
Learning Skills.....	272

Library

01. Department Purpose

Purpose

The Division of Library & Learning Resources consists of four departments/disciplines, the Library, Learning Center, Instructional Media and Education, it addresses the interests and needs of a wide spectrum of students. From the student seeking tutorial assistance to the basic learner in English and in math skills to the serious researcher with the objective of critically identifying and synthesizing information and knowledge content, the Division's goal is to provide an environment that actively supports all academic pursuits.

Consistent with the College's larger mission for student success, the three-fold mission of the Division of Library & Learning Resources is (1) to provide access to appropriate educational content and resources in a variety of formats, (2) to advance information competency across the curriculum, and (3) to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values.

The Library's mission is accomplished through achieving the following objectives:

- ◆ Identify, acquire, organize, preserve, and provide access to pertinent recorded knowledge to support pedagogical, study, and creative activities.
- ◆ Recruit, hire, and retain, quality faculty and staff committed to delivering excellent services in response to the rapidly changing needs of the diverse user community.
- ◆ Offer formal and informal instruction to promote information competency.
- ◆ Provide an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
- ◆ Apply appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.
- ◆ Communicate library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.
- ◆ Create a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.
- ◆ Continue to improve the library's effectiveness through systematic, ongoing outcome assessment.

Purpose Alignment

The library is in complete and positive alignment with the college mission statement, such as it is.

The West Los Angeles College mission statement reads: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Library aligns with the college mission in the following ways:

- Student Learning: Library orientations, reference desk interviews, workshops, and formal information literacy classes teach students how to conduct effective and efficient research to achieve academic goals.
- ◆ Knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning◆: The library provides vocational and career resources, college and university profiles.
- Learning communities and student success: The library works with learning communities in providing online and on-campus resources.
- Diversified Modes of Instructional Delivery: The library offers online 24/7 reference service and remote access to online databases.
- Evening and weekend access: The library provides full service and access to facilities and resources during non-peak class hours during evenings and weekends, including reference, circulation, and instructional media services.
- In addition the Library collaborates with other divisions and instructors to providing specialized services HLRC Tutorial Services and technology access aligns with the Mission of West Los Angeles College to provide a transformative educational experience. Through free services, with enrollment at West, students obtain student assistance, managed by certificated faculty, to study coursework aimed at a foundational level and collegiate level, for the purpose of certificate, A. A. degree, or transfer academic objectives or for life-long learning. Technology access and skill-assistance provide the technology knowledge and know-how to navigate through courses, online, hybrid, email, internet searches, web-based student services, and web-based skills required to do personal business in a digital environment.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements

(blank)

Improvements in Program

- Updated calendar for SLO assessment of all Library Science and Education courses
- Divisional meetings to discuss results and development of course SLOs Sustainable Instructional Resources:
- Increased membership in the library advisory group consisting o

Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response

Course SLOs 2012 Accreditation

WLAC Recommendation #3 Student Learning Outcomes

Response

1. Updated all active Library Science Course SLOs and improved quantitative assessment of said SLOs.
2. Scheduled assessment of all Library Science courses taught Fall and Spring 2013 semesters
3. Divisional meetings to discuss results and development of course SLOs
4. Develop Library Division Program SLOs 2012 Accreditation WLAC Recommendation
5. Completed SLO Assessment calendar for the Library and Learning Resources Division

Recommendation #6 Library Collection Development and Security ""The college should develop a consistent, sustainable and sufficient funding stream to develop quantity, quality, depth and currency in Library resources and services""

Response

1. Formed a library advisory group consisting of faculty and students to assess curricular needs
2. Tabulate usage statistics, ECD curriculum resource requirements, Title V and ACRL minimum standards, Reference Desk subject shortage and missing title logs, faculty and student surveys to assess needs and support with data the justifications for administration request for funding
3. Assess and continue goal and resource request in Program Review
4. Developed contingency plan in case of budget reduction
5. Explore additional funding streams to augment 10100 budget: grant, foundation, friends of the library":
10100 budget has maintained \$50,000
Library showed history of grant funding and other sources for 5 years
2012-2013 received Lottery funds \$195,000
2013-2014 Lottery \$208,276 planned to spend in Library resource budget.
2014-2015 allocated \$234,000 from Lottery funds

The Accreditation Committee recommended the development of Student Learning Outcomes (SLOs) by all Divisions and Departments. Tutorial (SLOs) are in development. SLOs are an important planning tool and will be implemented in this service area.

[PR Recommendations Response](#)

Library Program review recommendations are also reflected in the WASC accreditation recommendations (see question 3.b.)

Based on Program Review, recommendations were made to a) increase the number of student tutors, b) upgrade student workstations, and c) hire Learning Center faculty. a) The number of student tutors hired increased in Spring 2014 with 50 tutor hires and coverage of additional subjects.

Efforts in Fall 2014 are promising with tutors hired for Organic Chemistry, Statistics, Accounting and Calculus, for example. Additional funding through supervision of TRIO and Calworks tutors in the HLRC provided additional tutorial staff. PBI, Basic Skills and Program 100 have remained stable resources for tutorial hiring. b) As stated, funding for technology access (student workstations) remained flat and technology funding does not appear on the radar. Low value technology items, like electronic tablets, may be within the purview of tutorial funding, or even low-tech items like portable whiteboards, have been very effective in engaging tutors and tutees collaboratively. As the HLRC Tutorial Services programs grows in both number of tutors and students serviced, as the statistics show, a designated coordinator or director of HLRC Tutorial Services may be warranted to provide leadership, administration and oversight.

Instructional Media Center has been more active in requesting and acquiring funds to meet the A/V maintenance and upgrade needs of the campus through the prioritization process (PIE) and Technology Committee.

Library faculty and staff work as a unit to address the needs of the library and promote student success. Their work is ongoing, working to meet needs and support faculty and students. (Eric Ichon validated along with Kathy Walton.) 12/16/14

04. Enrollment Trends[Enrollment Trends](#)

The College FTES was reduced from 3,510 in Fall 2009 to 3,349 in Fall 2013. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online.

Library Science Courses

Enrollment increased from 103 to 140 between Fall 2009 to 2013. 36% increase in enrollment
FTES increased from 4 to 6

Library Division Instructional Programs

Orientations

Circulation

Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number starting with 888, accept enrollment in the tutoring section, and log out at the end of the tutoring session. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face-to-face tutoring and to monitor enrollment for technology access (use of Internet computers).

Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of student enrollments and hours of services provided recorded the need and the provision for them.

Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013 final subject tutor enrollment reached at week 8 of Fall 2013.

In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data.

For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non-credit, positive attendance hours.

Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.

Validated by Eric Ichon and Kathy Walton

12/16/14

Section Count Trends

Library Science Courses Section count decreased from 5 to 4 after Fall 2009

Average class size increased from 20.6 to 35.0 from Fall 2009 to 2013, 18% average class increase over 4 years. 70% total increase in class size.

Library Division Instructional Programs

Orientations conducted increased an average of 30% between 2007-2012

The sections are determined by tutorial function. There is one section for HLRC campus, general subject, face-to-face tutoring, on campus Writing Lab tutoring, online versions of each general subject and writing lab, and a section for use of Internet computers. Additional tutorial services may promote the creation of additional sections, for example Supplemental Instruction (SI) or embedded tutoring (in the classroom)..

05. Students and Student Success

Degree/Cert. Trends

College wide on 12% completed certificates or degrees in 2011-2012

This indicates that the focus of Library services could remain even in supported degree and certificate programs

The Program does not offer Degrees or Certificates in Library Science and Education disciplines

All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013 Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university.

Our end-of-semester tutorial surveys document our support of students who have these designated academic goals.

The latest Spring 2013 student survey to the question: What item best describes your academic goals at West?

Complete certificate or A.A. degree 32%

Transfer to university 61%

Personal Development 4%

Undecided 3%

Demographic Trends

Age Group Distribution showed increase in 35 and over age group in Fall 2013

Increase in Male population

Distribution among all demographic groups trending toward more even distribution

Tutoring

The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.

Equity Gaps

The equity gap in successful course completion in Education is about average compared to the college. The equity gap in Library Science is one of the lowest in the college, however it had one of the lowest course completion rates in Fall 2013. The equity gap for Library Science spiked to 49 in Fall 2011 but then went to below average gap of 21 in Fall 2012.

Validated by Eric Ichon and Kathy Walton

12/16/14

Success Comparisons

College wide average course completion rate 62%
 Library Science average course completion rate 50%
 Fall 2012 48%, enrollment 122
 Fall 2013 36%, enrollment 139

Success rate inversely proportional to class size and total enrollment.

Detect basic skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours

Discuss SLO assessment results with Library Science course faculty.

HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolled in college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are helped most by tutorial services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses.

Recommendation to consider a hybrid pilot course to improve success rates.

Validated by Eric Ichon and Kathy Walton

12/16/14

Success Trends

Retention Rates stayed about the same average 85%
 Success Rate dropped 5% may be due to increased class size

The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011.

The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011.

The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011.

The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011.

Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in the 70-75% range.

For Library Services:

From the Library Faculty satisfaction survey.

95% of the faculty that used the Library services were satisfied overall with the online services.

65% rated the print and media resources from Good to Excellent.

96% rated the library orientations from Good to Excellent.

The print and media resources could use improvement according the Faculty Satisfaction survey

Tutoring

Institutional Research will provide much needed statistics on the effectiveness of tutoring on student success and retention. Selection of students enrolled and actively receiving subject tutoring, would generate a success profile of our tutoring programs.

Historically, the student demand for tutoring is most great for the foundational/developmental, pre-collegiate math courses - math 105, 112, 115, 125, and for Statistics, a college level math course often required for university transfer. There is also great demand for the sciences, biology, chemistry and physics, anatomy and physiology. Extensive Writing Lab tutorial records track individual student progress by course and section.

The end of the semester student survey from Spring 2013 showed that 57% selected  My academic performance in class improved as a result of tutoring.  Over 75% indicated  I benefitted a lot from the tutoring program. 

06. Staffing Trends

Staffing Trends

Data section 6 does not include information on non-classroom Library faculty

The Library service non-classroom FTEF was reduced from 3.67 to 2.67 in 2008 due to 2 retirements and 1 hire. .33 FTEF is the for Library Chair administrator. Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians. Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is

4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.

"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards") ----- see ACRL Standards for Libraries in Higher Education <https://wmail.wlac.edu/exchweb/bin/redir.asp?URL=http://www.ala.org/acrl/standards/standardslibraries> Use and Value of Institutional Peer Comparisons Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness. Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.

Librarian non-classroom

1 Librarian is planning to retire in June 2015

In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians

Currently we have 4 full time tenure track librarian, 3.5 FTEF librarians, .5 Chair, 1.0 FTEF adjunct librarians

Library Tech

Fall 2008 5.5 library technicians

Fall 2012 4.0 library technicians, we are still short 1.5 FTE library technicians

Instruction Media Center - We have had 1 specialist and 1 technician Instructional Media Specialist retired in 1999 Currently only have an Instructional Media Technician since the Specialist's retirement

Instructional Assistant ♦ IT

3 instructional assistants to support LIRL, LIRC, open technology labs, foreign language lab, over 200 computers, 4 printer stations, 6 library catalog stations, 4 photocopiers 1 Microcomputer Specialist library position had been displaced to IT. The displacement was only supposed to be a temporary 50/50 shared position with IT, but now it is completely displaced. This position should be replaced with an additional Instructional Assistant ♦ IT to adequately support the large number of students and computers in the LIRL.

Library student tutors: 110 hrs/ week

Library Science classroom faculty

Fall 2008 0.50 FTEF classroom faculty

Fall 2012 0.37 FTEF classroom faculty

Education discipline FTEF changed from .27 to .47 from Fall 2008 to Fall 2011 and went back down to .27 in Fall 2012

Staffing of tutorial services relies on funding resources designated for tutoring. HLRC Tutorial services has been supported by the state supplied Basic Skills monies, the Library's Program 100 line item for tutoring, and more recently the (PBI) or Predominantly Black Institutions grant for restricted math and English tutoring only. Future staffing is necessary as both Winter and Summer sessions have been slated f

07. Functions and Services

[Function service list](#)

Library program

Bibliographic Instruction

Information Competency and Documentation style classes and workshops

Instructional Research Lab open to entire college student population Provide access to educational and productivity software: example Microsoft Office, Adobe Creative Suite, QuickBooks Accounting, MatLab, Rosetta Stone and other language instruction software, MyITLab, PLATO, Microsoft Visual Studio, Aldrich Spectral Viewer

Instructional Research Classroom

Instructional Media Center - audio visual media materials, equipment and technology

Collection Development ♦ Acquisitions, Library advisory group

Technical and Access Services ♦ Cataloging, Processing

Circulation and Periodicals

Systems Administration ♦ Web, Instructional Research Databases

Tutoring

Education discipline

Library Science discipline

The functions and services provided by HLRC Tutorial Services embrace an institutional commitment to student learning by providing support for foundational skills (pre-collegiate course content), certificate and degree programs, vocational programs, and transfer to the university. This support includes:

1. Subject tutoring on campus, 6 days a week in math, language arts, writing, foreign languages, sciences, social sciences, humanities and fine arts.
2. Online tutoring (using West Los Angeles College tutors and Etudes online course delivery system) available 24/7 in math, language arts, writing, foreign languages and other subject areas as online tutors are available.
3. Technology access to student Internet workstations 6 days a week.
4. Technology skills support to access web-based college services (email, financial aid, counseling), Etudes online course delivery system, web-searching, document processing, and the Plato PLE learning software.
5. Basic Skills curriculum
6. Information hub for general information about college  library, college map, health services, student services, academic affairs and other student inquiries.

Validated by Eric Ichon and Kathy Walton

12/16/14

Technological Advances

Libguides, customizable research guides, that can meet specific needs of each discipline and course

24/7 online library reference chat Implemented Discovery Service search engine

Upgraded reservation of Mac stations and specialized PCs

Increased number library catalog stations

Added 2 network document scanners to computer lab

Photocopier now available on 1st floor of HLRC

Rosetta Stone language instruction technology

Upgraded operating systems, productivity software, multimedia production software

Portable computer projectors

Improved Library website, social media integration and feedback

Web-based systems have replaced the LAN (local area network) delivery of course content and supplemental tutorials.

Etudes, Plato PLE, foreign language publisher-based supersites,

Rosetta Stone, and Mathematica, are examples of state-of-the-art educational technology systems used by students and implemented by HLRC Tutorial Services.

Graphic pens and Boogie Boards (digital writing board) were purchased to experiment with the use of digital writing devices.

The Library  (3) Instructional Assistant Info Techs and the Instructional Media Assistant are in the pre-planning discussion stage to acquire funding for use of student multimedia to enhance learning and for student demonstration of course knowledge.

Wi-fi access is provided in the entire HLRC building.

Wi-fi enabled devices and mobile technologies may provide a direction in creating innovative methodologies to support 21st century teaching and learning practices.

08. Survey Results

Survey Results

These are some of the highlighted responses to the questions

 What are the 2 or 3 things about West that you would like to see changed or improved?  (pg. 10 Campus Climate Survey 2013)

Resources/Supplies/Technology for Classrooms/Library/Labs

 stand-alone computer lab with longer hours

 have a full time computer lab with tutors

 more materials for students in the library

Only 48% responded positively to  The library collection is sufficient in terms of quantity of resources. 

Only 49% responded positively to  The library collection is sufficient in terms of quality of resources.  (pg. 15 Campus Climate Survey 2013)

2012 District wide Student Survey 70.2 % utilize the Library multiple times per semester, which makes it the highest utilized service out 21 services district wide by a margin of at least 20% from the runner up, the bookstore at 49.6%.

40.6% of the student utilizes the computer lab multiple times per semester, at West, the library is the main computer lab as well.

The libraries and computer labs have the highest satisfaction ratings out of all the services as well at 63.6% and 58.1% respectively.

These results still leave some room for improvement however in light of the recurring requests for longer hours and increased library and computer resources.

Question 71 c, d, i of the 2012 District wide Student Survey provides insight into the need for more Information Competency instruction by

Librarians. 91% have  Used the Internet to do research for an assignment  however only 47% have used the Library website and 59% have used a computer on campus. There was a 6% increase in Library website users compared to the 2009 District wide Student Survey.

The main comments from previous Library Student and Faculty Surveys 2009, 2011, 2012:

 increased hours of library and computer lab  more materials in all disciplines  increased instruction in Information Competency (how to evaluate and cite sources, do research)

 more support for Audio Visual technology and media material

A Learning Resources and Tutorial Services Satisfaction Survey (link to Survey Monkey) is emailed to every

Learning Resources Center and HLRC Tutorial Services enrolled student at the end of each semester. The purpose of the survey is to get direct feedback from students on the relevancy and adequacy of Basic Skills and Tutorial Services. It is also a tool to receive recommendations and suggestions regarding these areas. Focusing on the questions relating to tutoring only, the students are very satisfied with the quality of tutoring services. The tutor demonstrated adequate knowledge, explained the subject matter well, was patient, listened, helpful, encouraged student to do better in the class, were all qualities recognized by tutees.

75% of respondents indicated they had benefited from the tutoring program.

Recommendations included more tables and chairs for individual or group study, clear signage of tutors and subjects tutored, ability to reserve study rooms with or without a subject tutor.

Other recommendations included math and reading/writing lab hours by tutors in the GC and MSA buildings instead of the HLRC and extended hours of operation in evenings and weekends.

Fall 2013 WLAC Library Student Satisfaction Survey (Responses)

67% Use the Library more the 3 times a week

"What 3 days are you most likely to use the Library?"

Monday 69%

Tuesday 72%

Wednesday 74%

Thursday 50%

Friday 19%

Saturday 19%

One particular suggestion which is a popular request at both public and academic libraries is a request for general research and computer skills classes not associated with a particular class. "It would be nice if the library offered weekly or monthly seminars or researching and general computer skills not associated with a class."

Recommendation to consider an information competency pre-assessment with results directing students to one or more workshops as appropriate.

Validated by Eric Ichon and Kathy Walton

12/16/14

12/16/14

Survey Results Implications

The printed books and media scored low on both the Faculty and Student satisfaction surveys, but has improved since the previous years. The Library needs to continue the maintain and update the currency of the printed collection.

The faculty and students were highly satisfied with the Online resources available from the Library.

The survey results justify the need to increase staffing, Librarian, Instructional Assistant  IT, Library Technicians, Learning Center and Tutoring Director to support longer hours and demand for more quantity and quality of library and learning resources and services.

We support the recommended increase in staffing, both certificated and classified.

Validated by Eric Ichon and Kathy Walton

12/16/14

09. Curriculum

COR Update: Missing CORs

All active courses in Library Science (4) and Education (2) have current CORs. Course outline for Library Science 88 is being developed for potential reactivation and offering to complement the Paralegal Certificate Program.

Course outline is being developed for for SLA/1T Supervised Learning Assistance.

Education 6, a tutor training course, will be revised and offered to new and returning tutors and will be developed in Etudes along with in person training and tutor manual.

Recommendation to consider revising program level outcomes (PLOs) to better address current education offerings.

Validated by Eric Ichon and Kathy Walton

12/16/14

COR Update: Out-of-Date CORs

Library Science 88 COR is being updated.

Validated by Eric Ichon and Kathy Walton

12/16/14

Course Outline

Annual evaluation of faculty and assessment of course SLOs

Course sequence

Yes, the Library Science courses are offered every semester and can be taken in any sequence to fulfill Plan A and B graduation requirements.

Library: each class in the program is stand alone and do not need be taken in a given sequence

There are two Education courses offered at this time, they do not need to be taken in given sequence

Supervised Learning Assistance is open entry and exit.

Curriculum Impact

Plan developing programs and resources to convince disipline faculty to adopt Information Competency as an Institutional Learning Outcome.

Reactivating Library Science 88 to complement the Paralegal Certificate Program.

Aligning current information literacy competency Library Science courses to enhance the proposed Dental Hygiene bachelor's degree program.

Validated by Eric Ichon and Kathy Walton

12/16/14

Degree/ Certificate Changes

(blank)

Validated by Eric Ichon and Kathy Walton

12/16/14

Outreach, Online & Hybrid Classes

For outreach, we offer individualized Library and Information Competency instruction to students and instructors in every discipline.

Our Instruction Librarian has implemented several outreach programs, visited various division meetings, and is involved in Curriculum and the Student Success committee.

Our adjunct librarians have created displays to highlight resources that relevant or Professional Development and of general interest to students.

All Library Science and Education courses are currently offered online. All active courses in the division have a COR addendum for DE

As previously recommended consider a hybrid course pilot to improve success rates.

Validated by Eric Ichon and Kathy Walton

12/16/14

Program Relevance, Appropriateness & Cur

Annual student and faculty surveys

Age of the print collection

Scope and quality of the online databases

Professional review journals that analyze relevancy of resources

Validated by Eric Ichon and Kathy Walton

12/16/14

10. Student Learning Outcomes

SLO Assessment - Course

Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator.

Faculty attended SLO workshop, division meetings discussing SLOs, and were actively involved in the updated and developing of SLOs for the courses they were responsible for teaching. The SLO for each of the course syllabi have been updated.

Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS101 was recently assessed. We plan on assessing LS 102, LS 103, and LS 104 based on the results of the student success in the projects to meet SLOs.

[SLO Assessment & Resource Request](#)

Learning and Tutoring Center director or faculty lead required

Enhancement and implementing of curriculum resources, necessitate the replacement of the missing Collection Development Librarian and Cataloging and Resource Access Librarian. An User Experience Librarian to analyze and design improvement to overall integration of how resources are made available to students and faculty will greatly improve outcomes because of the rapidly changing nature of technology and student demographics.

Validated by Eric Ichon and Kathy Walton

12/16/14

[SLO Faculty Dialogue](#)

Faculty dialogue regarding assessment results and improvement plans have been conducted and documented in division meetings, via email conversations and collaboration between Library Science and Learning Center faculty.

Validated by Eric Ichon and Kathy Walton

12/16/14

[SLO Program Assessment & Changes](#)

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

Recommendation to consider online information competency tutorials.

Validated by Eric Ichon and Kathy Walton

12/16/14

11. Departmental Engagement

[Community Connections](#)

The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community. The Division has established connections with organizations and business in the community through the Paralegal Advisory Group, consultation with other university libraries in the community on best practices

The Learning Center and Tutorial Services has looked at improving signage on the building facing the General Classrooms to inform students of available resources. West's publications and publicity efforts to the community supply information about West's programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/or supporting our college.

[Interdepartmental Collaboration](#)

Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreign Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources.

We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum. We have increased the membership of the Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum. The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements. The faculty in the division are also involved in Academic Senate, Curriculum, SLO and Student Success committees.

HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs.

12. Professional Development

[Committee & Prof Dev Activities](#)

(blank)

[Professional Development Unmet Needs](#)

The ability to attend professional development activities is limited due to the level of funding and staffing. Not enough funding to support attendance ALA and CLA professional conferences. However, faculty have still attended professional conferences this year with their own funds. Discussions and communication with colleges in the local area have taken place on best practices in delivering Tutorial Services and student technology and tracking of progress.

13. Instructional Support: Services and Activities

Catalog, Schedule, Website Impact

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

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

The college schedule provides a listing of Supervised Learning Assistance (SLA/1T) sections with a brief description of the type of assistance provided. At various times, the college website publishes an ad saying **Do you want to increase your GPA?** The marked increase in students served has been through moderate publicity but primarily through word-of-mouth by satisfied students. The goal to reach all students at all levels to reach higher and go further in their academic studies will require a more formalized plan to publicize Tutorial Services and to make them accessible to the college population.

Validated by Eric Ichon and Kathy Walton

12/16/14

Service Eval Disagree

---Media---

A motorized transportation cart is absolutely needed for the Instructional Media Center to support the delivery of A/V equipment and materials throughout the campus. The equipment and materials are heavy and bulky. The lack of a cart is detr

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities

Accomplishments of Students

Library Science scholarship, Library Tutor scholarship, Library Service Scholarship ASO officer, Honor Transfer Program Most of our subject tutors transfer to the universities like UCLA, UC Berkeley and Irvine and Santa Barbara, and Cal Poly San Luis Obispo with majors like engineering, mathematics, neuroscience, psychology, nursing and other majors. Recently, one math tutor transferred to UCLA and was selected as an NIH (National Institutes of Health) Intern for the neurosciences.

Club Sponsorship

Yes, International Student Success Center. Weekly study groups, workshops and cultural programs. Also some faculty individually are advisors for students clubs, such as the VCA Student Club and Arts Club.

There is no club associated with Tutorial Services. We do, however, often seek out potential tutors from the Math Club, Economics Club, and other clubs that may have membership with content knowledge to support subject tutoring. TRIO SSS has been an special program supporting HLRC Tutorial Services in that regard.

15. Environmental Scan

Technology Trends

Plan on implementing Guide on the Side, which was developed by University of Arizona, to produce step by step, hands on tutorials for research, requires a Linux server to operate.

Smart boards in study rooms have proven to be effective at other universities and colleges, new and improved group study methods have developed from student initiative in using the technology to enhance small group learning.

Move to the Kentico content management system increases flexibility to improve the Library and Learning Resources website and will most likely improve user experience.

Recommendation to identify tutorial topics, perhaps based on the Library's previous workshop series.

Validated by Eric Ichon and Kathy Walton

12/16/14

16. Facilities

Facilities Challenges

---Library---

1. motorized cart for delivery of Instructional Media equipment to classrooms and events.
2. still need a large room for library orientations to accommodate large class sizes, up to 50 students.
3. need more secure location to store portab

Recommend scheduling routine inspections with Plant Facilities to address maintenance and repair issues.

Validated by Eric Ichon and Kathy Walton

12/16/14

[Facility Long Term Goals](#)

---Library and Instructional Media---

1. hire an Instructional Assistant Info Tech to assist in the open lab (LIRL)
2. hire 1.5 FTE Library Techs to assist in the evenings and weekends
3. hire an Instructional Media Specialist
4. replace equipment in s

[Facility Short Term Goals](#)

---Library

1. Install more security cameras ♦ also, inspect angle of current cameras ♦ reference desk area does not show who the librarian is assisting
2. Electronic entry access and Secure location to store portable equipment (laptops and tablets)
3. V

19. CTE Programs

[Advisory Board Meetings](#)

(blank)

[Advisory Board Membership](#)

(blank)

[Advisory Board Outcomes](#)

(blank)

[Assess CTE Student Learning Outcomes](#)

(blank)

[CTE Accreditation Recommendations](#)

(blank)

[CTE Program Accreditation](#)

(blank)

[CTE Programs Offered](#)

(blank)

[Employer Satisfaction Survey](#)

(blank)

[Labor Market Demand](#)

(blank)

[Licensure Exam Performance](#)

(blank)

20. Completion

[Manager approval](#)

Ken Lin

Library and Learning Resource Division Chair

initial submission November 11, 2014

edited November 17, 2014

[Participant List](#)

(blank)

Learning Skills

01. Department Purpose

Purpose

The Learning Skills Department offers resources to support student success, including computer-assisted foundational skills instruction and faculty-directed math instruction. The learning skills curricula approach to supporting student success includes scaffolded learning at pre-collegiate and collegiate levels, emphasizing development of lifelong learning skills and maintenance of literacy in both mathematics and language arts. Learning skills faculty provide individualized academic skills advisement to assist students in selecting and completing appropriate support course work before and during enrollment in degree applicable math and language arts classes.

Purpose Alignment

Through a comprehensive student success-focused approach, the Learning Skills department aligns with the mission of West Los Angeles College to provide a transformative educational experience. The learning skills faculty emphasize skill-building for lifelong learning as students develop the foundations of academic literacy in preparation for certificate or degree completion and/or transfer to a four-year institution. Faculty provide individualized advisement and personally engage with students throughout this educational process to support academic excellence and achievement. Learning skills faculty also maintains discipline-specific ancillary resources to support student success from admission to matriculation.

02. Effectiveness Assessment & Continuous Process Improvement

Assessment of Improvements

na

Improvements in Program

Beginning in Spring of 2014, Learning skills faculty elected to eliminate low enrolled / low success rate learning skills courses in an effort to redesign the learning skills curriculum to more specifically address the needs of WLAC students in need of foundational skills remediation. The following LSK courses were eliminated: LSK 73 - Online Grammar Lab, LSK 74 - Chemistry, LSK 75 - Political Science. While we will still offer CAI format for LSK 2A- Grammar Fundamentals, 2B-Verbs, 3C- Vocabulary Development, 10A- Math Fundamentals 1 and 10B- Math Fundamentals 2 this semester with more one on one faculty engagement, LSK 5 will be paired with ESL courses and LSK 50 will be paired with students enrolled in English 21 and 28. It is our intention to address the needs of students with various learning styles. Success data will be collected to validate the effectiveness of Learning Skills course instructional delivery.

Resource Allocation Evaluation

(blank)

03. Response to Prior Recommendations

Accred Recommend Response

RECOMMENDATION 1: MEASURABLE GOAL SETTING

The Learning Skills Faculty completed Goal 2 of the Technology Master Plan (2009-2016):

Develop and implement technology solutions to support foundational skills initiatives.

Progress, areas for improvement, and specific assessment timelines were identified for each of the following Strategies:

- 2.1 Develop and implement technological solutions to manage foundational-skills class sizes;
- 2.2 Determine and implement technology-based solutions to establish and support learning communities;
- 2.3 Devise technology-based solutions to recruit and increase student enrollment during the registration period;
- 2.4 Support development of skills and concepts in foundational mathematics and English through computer-assisted instruction.

RECOMMENDATION 3: STUDENT LEARNING OUTCOMES

The Learning Skills faculty assessed all Course SLO Assessments for all Learning Skills courses in the Spring/Fall 14 semesters. These course-level Student Learning Outcomes are clearly related to course content and include authentic assessment of student achievement as part of ongoing and systematic curriculum review by Learning Skills faculty. Course outlines and syllabi were updated with course-level SLO information.

RECOMMENDATION 4: STUDENT LEARNING AND SERVICE LEVEL OUTCOMES

Learning Skills faculty included both quantitative and qualitative evaluation methods for assessing student achievement of course-level student learning outcomes. Ongoing curriculum review and systemic program review processes use both qualitative and quantitative bases to evaluate whether the services provided by the Learning Resource Center are meeting identified student needs. The results of these measures are used to

improve the delivery of academic support services across the curriculum.

[PR Recommendations Response](#)

In the fall of 2013 the Learning Resource Center was reorganized and the Learning Skills department was assigned to the Student Services Division. The robust tutorial program was to remain with the Library and Learning Resources Division.

With the realignment, the Learning Skills department still remains without a physical space to provide an environment that will be conducive to support faculty directed instruction coupled with self paced computerized assisted learning.

The resource request for certificated personnel resulted in Fall 2013 hiring of a tenure track Learning Skills instructor with expertise in Mathematics. This faculty member is presently revising existing curriculum, as well as developing new curriculum to support foundational math learning through pedagogically sound web-enhanced courses. All math learning skills classes are offered in both credit-bearing and non-credit formats for student access. This faculty member is responsible for promoting LSK math courses to increase student's basic math competencies as well as collaboration with Math Faculty to increase the number of students who successfully complete pre-collegiate math courses and to provide students academic support when they transition to collegiate math courses.

Thirty online licenses were renewed for online PLATO access.

04. Enrollment Trends

[Enrollment Trends](#)

The trends in enrollment and FTES in learning skills courses indicate a clear direction for the future instructional pedagogy. Enrollment in LSK classes had a steady increase from Fall 2009 with 692 students to Fall of 2012 with 1,052 students. This represents an increase of 52 %. However in from Fall 2012 to fall 2013 there was a decrease of 52%. The decrease in enrollment was due to the limitation on the number of LSK courses that students could take for credit. Since then the limitation has vacated. There was a tremendous increase in FTES from Fall 2009 with 19 FTES to 53 FTES in fall of 2012. However the number of FTES dropped to 28 with limitations on the number of learning skills courses students could concurrently enroll. This was also due to strict monitoring of students progress with more check points during the semester which included excluded students who were not making any progress with course content.

To increase enrollment, LSK faculty will continuously customize the curriculum to better suit the needs of WLAC students. With increased dialogue between math and English faculty, curricula modifications can be used to provide more effective self paced instruction to promote student success in foundational skills courses. Also, developing additional curricula is a further goal for the division.

[Section Count Trends](#)

Since fall of 2009 the section counts remain the same with slight variation. In the fall of 2009 there were 20 sections and in fall 2013 there were 21 sections. In the Spring of 2014, low enrolled sections were archived as well as sections with the to code LRNSK were archived. In the Fall of 2014 there are 9 active sections of LSK courses. The average class size has decreased from 39.9 to 33 students. This represents 17.2% decrease in average class size. This was due to strict monitoring of students progress with more check points during the semester and lower class caps also the attempt to provide more faculty directed instruction more effectively. In the fall 2014 the class sizes were increased and can be attributed to the increasing need for students to have foundational skills level classes to help them strengthen their level of understanding in academic classes as well as students who need a refresher course to help them adequately prepare for the assessment test. Weekly email communications are sent to students to ensure that they are progressing through the curricula content with at least 5% completion of the lesson modules.

05. Students and Student Success

[Degree/Cert. Trends](#)

While Learning Skills Department does not offer degrees or certificates, it does provide supplementary instruction in support of student success and progress toward certificate and degree completion. Trends in awarded degrees and certificates factor into curricula planning and development as learning skills faculty continue to work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational skills support modules specific to course content, aligned in order of presentation and weighted to evaluation in course SLOs. As academic departments revise course curriculum, the learning skills department will revise scaffolding.

[Demographic Trends](#)

Demographic trends are holding steady in terms of ethnic distribution , gender distribution and age group distribution. While the percentage of African American had a 7 % decreased from Fall 2009 to Fall 2013, in addition, the percentage of Hispanic students taking learning skills course increased from 23% to 31%. From Fall 2009 the percentage of female students decreased from 62 % o 56 % while the percentage of male students increased from 38% to 44 %. In the Fall of 2013, 60% of the learning skills students were female and 40% male. Age distributions are showing a shift toward increased enrollment of students aged 35 and older. This may be related to economic factors which have led many adults to return to school for re-training or upgrading skills in the face of sluggish job markets, or may reflect larger demographic trends of retirees returning to college as "lifelong learners." Students under the age of 24 represented 54% of the learning skills enrollment in 2009, 52 % in 2010 and 2011 and 51% in 2012 and 59 % 2013, while students aged 25 - 34 comprised 21% of learning skills population in 2009, 19% in 2010, and 17% in 2011 and 18 % 2012. One implication of this trend is the lack of preparedness for pre-collegiate courses and that their is a the need to better prepared students with foundational skills necessary to succeed in academic course work. As older students who may be unfamiliar with current computer technology begin enrolling in web-enhanced and online classes, significant support is need to introduce basic keyboarding concepts and software features. Adding success workshop offerings will help to familiarize students all ages with foundational computer assisted instructional

Equity Gaps

In the fall of 2009 the successful course completion rate was 42% which was considerably less than that of the college overage rate of 62%. Over the next 4 years the varied with a increase of 10% in fall of 2012. In the fall of 2013 the successful LSK course completion rate was 49% compared to that of the collage overall rate of 62%. However, in comparing the equity gap in successful LSK course completion was considerable lower than that of the college overall gap in fall of 2009 (8) and fall 2013 (16). In the fall 2011 and 2012 the LSK course completion equity gap was 34 and 30 respectively. During those years the college overall equity gap in success course completion was 22.3 and 23.1 respectively. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre-collegiate Math and English courses or are students who are returning to back to school to obtain certificates or to gain a refresher course in math and/or language arts.

Success Comparisons

The college overall successful completion rates have remained consistent at 62% from fall 2009 to fall 2013. The success completion rates for Learning Skills course have consistently remained lower then the overall campus successful completion rates. In the fall of 2009 with 42% 47% in fall 2010, 42 % in fall 2011, 52 % in fall 2012 and 49% in fall 2013. Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Bi- weekly emails to all enrolled students reminding them of the progress goals and upcoming dates helped many students stay on task and make regular consistent progress toward content mastery of 70 % or higher. Beginning in the in the Spring of 2014, the instructional delivery mode will remain the same for LSK 2A, 2B, 3C, 10A and 10B with increase faculty and student engagement. LSK 5 and 50 will be paired English 21/28 classes respectively. With increase faculty -student engagement, it is the intention of LSK faculty to increase the success rates in learning skills course as well as in pre-collegiate course campus wide. The LSK faculty will also collaborate with English and Math faculty to increase our awareness to concepts that students tend to struggle with.

Success Trends

Trends in retention and success rates vary from semester to semester. The retention rate has decreased from 92% to 75 % from fall 2009 to fall 2013. Success rates increased 5% from fall 2009 to fall 2010. From fall 2010 to 2011 there was an equal decrease. From 2011 to fall 2012 there was an 10% increase; with a decrease of 3% from fall 2012 to fall 2013. Factors impacting retention and success rates in 2010-13 include the continued shift from seat-based credit to mastery-based credit, significantly tighter supervision of weekly student progress, and administrative exclusions of non-progressing students at four-, eight- and twelve-week markers. Enrolled students were provided with course syllabi identifying course-level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. Bi-weekly emails to all enrolled students reminding them of progress goals and upcoming exclusion dates helped many students to stay on task and make regular, consistent progress toward content mastery of 70% or higher. Our goal is to encourage students to use foundational-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

06. Staffing Trends

Staffing Trends

In the fall of 2013, the mathematics learning skills faculty was hired. This individual is responsible to implementing effective foundational mathematics curricula to increase basic math competencies to a diverse population of students. In the fall of 2014 the language arts faculty resigned . This individual was responsible to implementing effective foundational language arts curricula to increase basic English competencies. There is a need to hire a second full-time faculty member with an emphasis in Language Arts .The importance of foundation-skills support cannot be overestimated. Having two full-time tenure track learning skill faculty made it possible to address the needs of WLAC foundational skills population. In addition to having two full-time LSK faculty , hiring hourly LSK instructors would allow for the expansion of the LSK course offerings as well as growth of the division.

07. Functions and Services

Function service list

The Learning Skills faculty provides comprehensive resources for building foundational skills and content knowledge across disciplines. Services provided by the faculty include:

1. foundation computer assisted learning skills courses to help students gain a better understanding of foundation math and English concepts,
2. intensive review courses in grammar, reading, vocabulary development, essay writing, and basic mathematics
3. paired -course development and academic support through scaffolded learning resources
- 4 LSK faculty are available on a walk-in and appointment basis for students seeking learning skills course advisement , tutoring referrals, or content-area academic support.

Technological Advances

The LSK courses are built into the web based platform and are available to students in both for credit and non-credit sections. Students have access to course content on campus as well as at home. The transition to expanded online use of PLATO resources has encouraged student use of academic support resources for placement test preparation as well as individualized review of concepts to help support their knowledge base in their academic courses. LSK faculty are committed to seek ways to link students with academic support resources using available technology. With revising the curriculum to an online format more students can be served successfully through expanded use of existing technology resources, as

well as strategic planning for technology expansion over the next several years.

08. Survey Results

Survey Results

With the realignment of the Learning Skills faculty to Student Services, no survey was distributed to students who were enrolled in LSK courses during the spring semester. With the revision of LSK curricula, LSK faculty plan to revise the Learning Skills Satisfaction Survey at the end of the fall 2014 semester. The results from the student survey as well as the input from faculty collaboration will be used to make curricula revisions to better meet the needs of our students.

Survey Results Implications

From previous point-of-services surveys, LSK faculty was able to continue to provide maximal academic support to WLAC students by increasing student engagement as well as providing students with increased knowledge of academic resources that students can access while out of class.

09. Curriculum

COR Update: Missing CORs

By the fall 2014 all of the course outline of record were updated with the exception of LSK 15a. The LSK courses that were archived were the courses with low enrollment and did not meet the needs of our current student population. The COR for LSK 15A will be updated before the end of the current semester with the assessment of LSK SLO's.

COR Update: Out-of-Date CORs

LSK faculty worked with Curriculum Chair to clean up the course outlines or record. Courses that were no longer offered or traditionally low enrollment were archived. The outline for LSK 2a, 2B, 3C, 10A and 10B were updated by LSK faculty. This semester LSK faculty will be working with the academic departments to create revised curricula that will better meet the needs of WLAC students. As math and language arts departments revise their foundational skills curriculum, we will adjust to those changes so that we really are offering academic scaffolding paired with a specific course as a "safety net" for low placers or students with transitional skill levels.

Course Outline

Math and English LSK faculty evaluate alignment with official course outlines of record on an annual basis, a process that has been furthered by the drafting of course-level Student Learning Outcomes for inclusion in course outlines and the syllabi for all Learning Skills classes. Syllabi for all LSK courses are forwarded to Academic Affairs each semester, in addition to being posted online and provided in both hard copy and electronic form to enrolled students. Participation in faculty governance and both campus- and district-wide curriculum revision efforts is integral to the successful ongoing review of academic support courses and services.

Course sequence

Learning skills courses are non degree applicable. Since the LSK courses offer various refresher topics, they are not sequential in nature. Students can take any of the LSK offered during the semester. All LSK courses are open entry/open exit.

Curriculum Impact

Each semester the learning skills faculty collaborate with the math and English faculty as well get feedback from students regarding the course content. With this feedback, curricula revisions can be made. In addition with the hiring of a new full time language art faculty person, english LSK curriculum will fully be evaluated for its effectiveness and completion.

Degree/ Certificate Changes

(blank)

Outreach, Online & Hybrid Classes

In the Fall 2013 the LSK faculty offered twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 73, 74, 75, and 50 were offered in an online format, with plans for creating hybrid sections of each course in the 2013-14 academic year. LSK 15A is a hybrid course which uses both an Etudes shell and Plato-based resources to supplement weekly classroom instruction. All courses are available in both for-credit and non-credit formats, accessible from on- and off-campus sites by West students. In the spring 2014, LSK 4, 30, 73, 74, 75 were cancelled due to traditionally low enrollment and low student success rates. More emphasis will be placed on increasing LSK faculty and student engagement to better address the needs of individual students. LSK faculty will collaborate with English and Math faculty to ensure that the concepts that students tend to struggle with can be addressed by LSK faculty.

Program Relevance, Appropriateness & Cur

The LSK curricula is intended to be a form of academic support to pre-collegiate courses. With collaboration with math and English faculty the curriculum can be linked specifically to required coursework in foundational math and English classes.

10. Student Learning Outcomes

SLO Assessment - Course

LSK 2A-54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 2B -54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 3C- 54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 4 -54 lab hours completed and progress toward 70% mastery fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery

Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted

LSK 5 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10A -54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 10B- 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 30- 54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Publicizing of change in basis for course credit, and course-level SLOs and syllabus drafted Course outline of record needed.

Curriculum revision anticipated for development of ESL-appropriate section.

LSK 50- 54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 15A Students apply strategies for decreasing text anxiety

Fall 2013 Student feedback and self-reported experiences applying strategies Quantitative data needed in addition to qualitative data

Course redesigned and course-level SLOs drafted and added to course outline of record Revised course syllabus provided to Academic Affairs and students, both enrolled and prospective

[SLO Assessment & Resource Request](#)

A major request is for a computer lab with 30 computers be made available to meet face to face with students as well as annual renewal for PLATO subscription for students to work with CAI learning skills courses.

[SLO Faculty Dialogue](#)

There has been some discussion with the Curriculum chair and the Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with the Math and English faculty to ensure that all LSK courses pedagogically effective to promote student success. By the end of the fall 2014, success data will be available and improvement plans can be developed and prepared for implementation in Spring 2015.

SLO Program Assessment & Changes

Re-evaluation of program-level SLOs is currently planned for Fall 2014, with a particular focus on aligning course-level SLOs with discipline specific SLO's. In addition to using the student success data, Learning Skills faculty will collaborate with the math and English departments to ensure that both the curricula are directly aligned to meet the needs of the students.

11. Departmental Engagement**Community Connections**

With the realignment to student services and loss of 1 faculty member, community outreach has been limited to the ongoing connection with LAUSD to support the CATS program for developmentally challenged secondary students transitioning to college life. With additional staffing and a physical location designated for Learning Skills more skill-building activities and workshops can be held to promote community outreach and improve student success.

Interdepartmental Collaboration

Faculty dialogue takes place regularly between LSK faculty and the math and English departments, given the course collaborations in current course offices. In particular, LSK faculty have been in constant dialogue with personnel in the SS & SP to promote academic support for student preparation for the assessment test. Detailed placement information enables LSK faculty to build individualize review plans for students with pre-collegiate deficiencies and/or those students who wish to re-assess for higher course placement following intensive skill-building work done with the LSK curriculum. Our collaborative goal is to move students more consistently and more quickly through the preparatory courses in math and language arts while building a solid foundation of necessary skills to support successful course completion of degree applicable course.

12. Professional Development**Committee & Prof Dev Activities**

(blank)

Professional Development Unmet Needs

Learning skills faculty are encourage to attend conferences and workshops as they relate to foundational skills student support. Within the past year the math LSK faculty have attended the Supplemental Instruction Coordinators conference, ACTLA conference, and the 2 Strengthening Student Success conference. Attendance at these events has allowed the math LSK faculty to remain current in new and innovative strategies to promote student success. In an effort for continued innovations in learning assistance and developmental education regular professional development activities should be regularly attended.

13. Instructional Support: Services and Activities**Catalog, Schedule, Website Impact**

Currently the class schedule is printing a year in advance so any last minute changes in the course offers are posted online. Also flyers to advertise course changes are posted on campus and made visible to all students. With the administrative changes associated with department re-alignment learning skills faculty will work with the marketing personnel to ensure that our services are known by all students and faculty.

Service Eval Disagree

With the realignment of the learning skills division to student services, learning skills faculty do not have a physical lab location to meet with students, therefore there is nothing for the custodial staff to maintain. In addition. the realignment has resulted in LSK faculty meeting with students in faculty offices instead of a computer lab environment.

Service Evaluation

(blank)

14. Programs Clubs Orgs & Special Activities**Accomplishments of Students**

There are host of students who self-report that the learning skills course helped them gain the necessary understanding of course content to pass their math and/or English classes which leads them to reach graduation and/or certificate completion.

Club Sponsorship

At this time the Learning Skills program does not sponsor a student club or activity.

15. Environmental Scan**Technology Trends**

The LSK courses are web - based courses which provides computer assisted instruction to meet the needs of our diverse population of students. The PLATO platform is constantly upgrading course content to keep up with technological changes in the field of CAI . The only short fall of this platform is for some students who are not tech savvy to navigate through the web based program. To help students better understand the system, PLATO workshops / modules are designed to give students an overview of the system and to show them the nuts and bolts of the system.

16. Facilities**Facilities Challenges**

Our current facilities challenge is that we do not have any facilities nor dedicated computers for students to work on course content and get faculty directed instruction. In the realignment of the Learning Skills department under Student Services, there was confusion over who bore responsibility for physical supervision of the previous learning skills lab and for the Basic Skills budget which funds learning skills activities and tutoring so the library staff is currently overseeing the first floor of the HLRC building while LSK faculty work from their offices in the CE building next door. This creates the problem of not have sufficient and dedicated space including computers readily available for students to complete the LSK courses. Currently the LSK faculty have to communicate with students via email or the message board in the PLATO system. In an effort to

promote student success, having a computer lab with at least 30 stations to support the 30 concurrent PLATO licenses would allow LSK faculty the environment to meet with students for academic advisement and to provide the academic support necessary to meet our goals and meet instructional needs.

[Facility Long Term Goals](#)

Long-term goals (2-6 years) include the following:

1. Implementation of LSK curriculum which will scaffold skill-building by pairing a learning skills class with every English course below 101 and every Math class below 125. As departments make changes to their curriculum, we will adjust LSK curriculum proportionately.
2. Establishment of math, science and reading labs in physical facilities, ideally within the GC (for reading) and MS (for math and science) so that academic support is available right where academic instruction takes place.
3. Develop and implement reading curriculum
4. FT instructional assistants to staff the math and reading labs
5. Addition of a third FT faculty member to the LSK department whose area of specialization is educational technology so that we can expand to a virtual campus with academic scaffolding available in a variety of technology-supported formats.
6. Establishment of an Advisory Council to ensure that all sides of student service are being met through our course offerings and delivery formats
7. Provide Supplemental instruction to every English course below English 101 and every math class below math 125.

[Facility Short Term Goals](#)

Short-term goals (within 1 year) for the Learning Skills department include:

1. Establishment of a cost center for the Learning Skills department
2. Identify a physical lab space dedicated for the LSK department, faculty and students to include sufficient number of computers
2. decision about who will be responsible for tutoring supervision
3. final determination of Basic Skills budget oversight and reportage
4. introduction of new curriculum based on revised Learning Skills objectives as part of Student Services division
5. implementation of enhanced tutoring delivery formats to be used in addition to face to face tutoring.

19. CTE Programs

[Advisory Board Meetings](#)

(blank)

[Advisory Board Membership](#)

na

[Advisory Board Outcomes](#)

na

[Assess CTE Student Learning Outcomes](#)

na