Program Descriptions

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INSTRUCTIONAL DIVISIONS

Allied Health

Purpose

The purpose of the Allied Health Division is to provide quality education and skill sets to a variety of students who desire to pursue careers in the health care field. Allied health faculty educate all students to uphold high ethical standards that prepare them for future employment. The division leads student to success by providing them with program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The division seeks continued growth in degree completion program offerings and student success outcomes.

Functions and Services

The Allied Health Division currently consists of 4 programs:

- Dental Hygiene (1 cohort per year); Degrees offered: A.S. Dental Hygiene and A.S. Liberal Arts, Health Professions and a state licensure from Dental Hygiene Committee of California/ Accredited by the American Dental Association.
- Medical Assisting (1 cohort per year): Certificate in MA Admin, MA Clinical, A.S Liberal Arts; Health Professions
- Certified Nursing Assistant (2 cohorts per year): State Certification through Department of Health and Human Services.
- Home Health Aide (2 cohorts her year): State Certification through Department of Health and Human Services.

The Allied Health Division invites licensed DH alums back to WLAC for continuing education courses in an effort to maintain licensure.

Allied Health Hosting of Senator Bass: presenting Covered California.

Dental Hygiene Students attend internships at five Veteran's Affairs Facilities to provide dental treatment to qualified Veterans. They also attend two non-profit organizations: Kid's Dental Clinic and MEND (Meeting Everyone's Need with Dignity) Dental Clinic, as we well as three UCLA facilities: UCLA School of Dentistry, AEGD, and UCLA/Venice Dental Clinic. They also attend local schools and organizations to provide dental education and screenings to and provide information on local low-cost clinics. They provide treatment to children, adolescents, adults, medically compromised and underserved populations.

Medical Assisting Students attend eight different San Miguel Clinica sites as well as a few other sites, providing services to the community.

The Certified Nursing Assistants provide care in Nursing homes, convalescent homes and skilled nursing facilities, providing care to the elderly, and physically and mentally disabled patients in the community.

Goals

Create Allied Health Career Opportunities

Develop and offer additional in-demand educational healthcare programs to provide career growth opportunities for students.

Increase access to career and technical education in allied health

According to the WLAC student survey, there is a high interest in health science programs. Therefore, there is a need to offer more health profession programs in the college.

To better prepare students to enter a competitive workforce

Prepare students in using state of the art technologies and equipment so that they are prepared to meet current workforce demands.

To establish transfer opportunities for Allied Health Programs

Work with articulation officers to develop agreements for allied health programs to transfer to bachelor completion programs.

Applied Technology

Purpose

Aviation:

To meet the aerospace industry's demand for well-trained, certificated aircraft mechanics, the college offers an Aviation Maintenance Technician (A&P) Associate Degree, an Airframe Maintenance Technician Certificate, and an Aircraft Powerplant Technician Certificate. Upon qualifying by written, oral, and practical examinations, students are issued Federal Aviation Administration certificates by the agency.

Travel & Hospitality:

The Hospitality and Travel program at West prepares students to enter employment in the growing world of hotels, resorts, private clubs, convention centers, meeting centers, cruise ships, entertainment venues and other commercial settings.

The Travel program prepares students for careers in most segments of the travel industry; touring, lodging, the airline industry, cruising, destination promotion, event planning, airport operations and travel agencies.

Goals

Increase number of transfer Aviation students

Increase number of transfer Aviation students.

Develop articulation agreements with CSU Long Beach and Cal State LA (fine tune)

Maintain FAA reporting standards.

Full time faculty must maintain FAA reports, student documents, provide guidance to FAA certification, maintain program standards consistent with FAR 147, facilitate certification exams.

Viability study of the Applied Technology Division.

Evaluate the Travel and Hospitality trends in enrollment, retention and success rate. Align the Aviation, Travel and Hospitality with an organizational structure that provides representation of the division in shared governance.

Behavioral & Social Sciences (CTE)

Purpose

The Child Development Program has a three-fold purpose. The first purpose of the program is designed as an academic program for students to transfer to a four year institution to acquire a B.A. degree. The second purpose of the program is also a vocational program that prepares students to enter the workforce as teachers in the Early Childhood profession. The third purpose of the program is to provide access to professional development coursework that allows the student to obtain, renew, and advance on the teaching permit matrix that is required by the State Commission on Teacher Credentialing.

Family & Consumer Studies: The purpose is to educate students on how to be a healthy and wise consumer. Nutrition is a transfer course to the UC:CSU and fulfills a requirement for the child development and nursing programs. The only class in FCS is the nutrition class.

Public Safety

West Los Angeles College Public Safety Program offers students an Associate in Science Degree in two major areas of study: Administration of Justice and Fire Technology. Both programs are located in the College's Social and Behavioral Science Division. West Los Angeles Public Safety program is designed to prepare individuals for careers in law enforcement, courts, corrections, and fire services.

The Administration of Justice and Corrections Program is essential for those students who are interested in the fields of Law Enforcement and Corrections. The Administration of Justice (AJ) is primarily geared towards law enforcement careers in such fields as deputy sheriff, police officer, security officer at the local level or State and Federal levels. The Correction program is essential to students who are seeking careers as becoming detention officers, probation officers, parole agents, or correctional officers.

The purpose of the Fire program is to provide the students with the knowledge, skills and attitudes that will assist them in being successful in promoting from within the fire service as well as assistance for those desiring employment in the fire service. The three areas of knowledge, skills and attitudes all have learning outcomes designed to meet the over-all institutional (college) as well as the college's district mission, goals and objectives. These student outcomes will be tested and refined to assure they meet not only the goals and objective of the college and district but also serve to assist the student in successfully meet their career goals and objectives as well.

These options in Public Safety will provide students with the specific and necessary education and training, and will prepare them for a successful career in the field of Administration of Justice, Corrections or Fire Tek. The Public Safety program is designed to provide relevant and engaging curriculum that students need to describe, analyze and explain.

Functions and Services

Our Child Development Program provides the pathway and access to the teacher permit process, tutoring, financial stipends, internship assignments, Practicum experiences, observation experiences, job

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placement, transfer guidance with institutions we have collaboration with, assessment for placement especially for English proficiency to secure student success, exposure to conferences, mentoring, professional growth advisement, live scan fingerprinting service for the student's teaching permit process, curriculum lab, and Advisory Committee that supports the program in implementing and participating in VTEA.

Auxiliary Programs:
California Student Aid Commission
California Mentor Teacher Program
Child Development Training Consortium
FCS:
It is a gateway for future dental hygiene students to gain points to enter the program. It is part of the child development AA and certificate program.

Public Safety
The Public Safety program offers Administration of Justice, Corrections, and Fire Technology.

The ETUDES online system has been integrated into the classroom courses to allow students access to course information and resources on the Etudes system. For their convenience and to facilitate their learning and understanding of the materials, mid-term and final examination are also made available.

Goals

Increase the number of Corrections Skills Certificate issued

Increase the number of Corrections Skills Certificate issued to 10 by the end of 2013.

Increase the number of students who complete the AA in child development

We currently have students who do complete, but our goal is to have more students finish their AA. This requires for us to have an additional child development faculty member

Increase the number of students who complete the TMC for Administration of Justice

Administration of Justice students now have the option at WLAC to complete their A.A. Degree and transfer to a four year school at the junior level by taking advantage of The Model Transfer Curriculum.

Behavioral & Social Sciences (GE)

Purpose

ANTHROPOLOGY

Anthropology department provides an educational program that allows students to obtain both an AA degree and to transfer to four-year colleges and universities. The courses in anthropology provide students with the fundamentals of the field, which not only is the springboard for continuing on in discipline but also will be a great benefit for any career that involves interactions with people. Students of anthropology gain an understanding of the similarities and differences among people throughout time and space, which will allow them to engage with other cultures with respect and understanding. All courses in anthropology focus on the analysis

of problems concerned with the human condition by differentiating fact from opinions, using evidence, and sound reasoning to specify multiple solutions and potential consequences.

ECONOMICS

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. Economics department prepares each student to participate effectively as an informed citizen in the affairs of our society by enhancing their ability. Economics Department also provides its students with knowledge of current economic thought and develops students' understanding of the role played by economic institutions in our society.

Goals

Create a new course: International Political Economy

Create a CSU, UC transferable course which will be interdisciplinary introduction to the fields of Global Studies and International Political Economy

Hire a replacement for retirement of Full Time Instructor in Political Science

Replace retirement of Rod Patterson and reduce load of Jack Rubensaal.

Increase number of psychology transfer students

As we are seeing the number of psychology students increase, we want to promote the increase in number of psychology student transfers.

Increase the number of students who transfer and major in Economics, Social Sciences

Very few transfer to competitive 4 year college and major in Economics, Social Sciences. Our goal is to increase the number to 20 in the first year.

Support Globalization initiative

One of the main components for the Globalization initiative at West is the development of a global area studies program. The components will consist of courses of study in four regional areas: Africa, Asian, Latin America and the Middle East. Within each of these four areas they will be a set of core courses primarily in the area of Social Studies and Behavioral Studies.

Support Instructional Services

Provide handouts, in class exercises, current news, etc. to the students

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Biological Sciences

Purpose

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.

Goals

ENHANCEMENT AND EXPANSION OF THE HUMAN ANATOMY CURRICULUM

Vocational students, such as those pursuing careers in the Allied Health sciences, and those students wishing to continue on in professional schools such as medical and dental school, would benefit from anatomical instruction using cadavers

EXPAND THE SCOPE OF THE BIOLOGICAL SCIENCES CURRICULUM - CURRICULUM DEVELOPMENT

Expansion of the Biology curriculum to include additional sections of Biology 6 and 7, in addition to the creation of advanced level Biology courses that will better prepare our students for a career in the Sciences. The Biology program currently offers Bio 6 and 7 on alternating semesters. More sections of these courses are required to meet the needs of our students requiring these courses, including pre-med, pre-dental, biology majors and the 'allied health' majors, such as Nursing and Dental Hygiene. In addition, the Division needs to expand its current curriculum so as to offer more advanced level Biology classes that reflect the current technological state of the Life Sciences. Today's labor market contains more STEM jobs that require highly skilled workers. Expansion of West's Biology curriculum will provide our community these workers via a more rigorous AA degree program or by better preparing our students for university transfer and their subsequent entry into the work-force.

EXPAND THE SCOPE OF THE SCIENCE DIVISION

Creation of a new, two-year Laboratory Technician's program designed to train students in the concepts and techniques underlying today's Science laboratories. Students graduating from this program would receive an AA degree that would prepare them for obtaining jobs in today's growing STEM labor market. Students would receive advanced instruction in the concepts of molecular biology, cell biology, genetics, immunology, microbiology and biotechnology. In addition, the students would also receive, in a lab setting, hands-on instruction on the many techniques used everyday in modern life science labs. The roadmap created for this program would also contain many of the pre-requisites students will need to transfer to the UC or CSU systems as Life Science majors, thus intersecting well with our existing roadmaps. Students would also be able to transfer into this program from other roadmaps if the program becomes of interest to them.

STRENGTHEN THE BIOLOGICAL SCIENCES PROGRAM THROUGH ADDITION OF NEW

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FACULTY

Hiring of a new full-time Biology instructors to facilitate the expansion of the Biological Sciences curriculum.

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Business

Purpose

To provide access to a learning environment for our students in the area of Business Administration, Accounting, Finance, Marketing, Real Estate, Law, Paralegal and Management so they will be equipped to continue their education through transfer or obtain employment in the Business and legal environments.

The Business Division offers the AA/AS degree, Certificate of Achievement, and skill certificates. We also offer a transfer program. We offer an ABA approved paralegal studies program which is considered one of the best available. The following disciplines are part of the Business Division: Business Administration, Accounting, Management, Marketing, Paralegal, Finance, Entrepreneurship, Finance, Law and Real Estate.

Goals

Strengthen Division Governance

Eliminate gridlock and stalemates in the decision making process in order to improve student learning and retention as well as hire sufficient faculty to meet the various demands of managing the division.

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Computer Science

Purpose
The Computer Science and Application division has four primary goals.
- The first is to prepare students majoring in computer science information technology for transfer to four-year universities.
- Second, deliver Information Technology oriented vocational training and prepare students for technology careers.
- Third, support paralegal and office technology students learning word processing and office automation technology.
- Fourth, offer computer literacy courses for students to fulfill general education requirement.

These goals are supported by the division by offering degrees, certifications, and certificates.

The Computer Science and Application 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.

Function service list
The division offers instruction to students who intend to obtain an associate's degree, transfer to a 4-year university, gain industry certification, or update their technical skill set to compete or function more effectively in the workplace.

The Computer Science and application division has four primary functions. The first is to prepare students majoring in Computer Science for transfer to four-year universities. Second, deliver career Information Technology oriented vocational training. Third, support paralegal and office technology students learning word processing and office automation technology. Fourth, offer computer literacy course for students to fulfill general education requirement. These goals are supported by the division offering of degrees, certification and certificates.

Our programs include degree and certificates in the following tracks: Computer Science, Business Applications & Database Management, Computer Network and Security Management, Web Development & Administration, Legal Secretary.

Goals

Improve student success at course and program level

Increase student success at course and program level, increase course completion rate, improve class retention rate and increase number of students earning college certificates.

Update Computer Network and Security Management Curriculum

Incorporate virtualization technologies into CISCO, Microsoft, Network Security and Web Database programs.

Update Computer Science and TMC curriculum

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To align with CSU Bachelor of Science in Computer Science for transfer degree and to prepare students for a career in computer related occupations.

Update web and database curriculum

Update course outlines in the Web Support and Database Management program to better align with current IT industry needs.

Dance, Health & Physical Education

Purpose
The Dance department seeks 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 while creating a unified artistic dance performance for the community.

The Physical Education department develops 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 of exercises.

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

The Dance, Health and Physical Education division at West Los Angeles College is committed to providing an exciting and stimulating educational experience for all of our students. The division supports and encourages all students to reach their educational goal be it a certificate, Associate degree or life-long learning experience.

Functions and Services
The Dance program produces a very well attended student dance concert every Fall and Spring semester under the direction of adjunct instructor Janet Roston.

The Health classes, required for the AA degree, are in the process of relocating to the new General Classroom building.

The Physical Education department supports the Athletic teams and offers an Associates degree with a Physical Education or Athletic emphasis. One unit of an activity class is required for the AA degree.

Goals

Establish a Dance transfer plan at WLAC.
> *Hire a full time dance instructor to help develop a Dance transfer program. We need a qualified instructor to expand the course offerings needed to create a TMC in Dance.*

Provide a safe and up to date fitness laboratory for the students.
> *Fitness equipment in the Weight room (PECN 14) and Fitness Laboratory (PEC 104) need to be checked for maintenance annually. Cables on the weight machines need to be checked for cracked covers and attachment viability. Cardio machines need to be cleaned, runners waxed and electronics checked for safe functionality. Padded seats, arm and leg rests of the weight equipment needs to be checked and recovered as needed.*

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Provide adequate facility for student dance concerts.

The existing lighting equipment in the Fine Arts Theatre is non-operational. It is less expensive to purchase new energy efficient LED lighting than to repair the existing equipment. Additional lights are needed to make the performers on stage visible. Dance students are required to perform as part of their SLO assessment.

Provide consistent instruction in the Health classes.

75% of Health courses are taught by Adjunct instructors. Courses lack consistency in depth and rigor.

Provide safe access to and from the pool.

Students change for the Aqua Aerobics classes in the PEC N & S locker rooms and then walk to the pool for class. The hallways in PECN & S are covered with linoleum. When the students return from class they are wet and drip onto the hall floor which then becomes very slick. The slip and fall risk is very high.

Earth Sciences

Purpose

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, Earth Science, and Oceanography, under its umbrella. In particular, Geology is a subject area in the Earth Science discipline that allows students to explore and learn about our planet's history and the changes it undergoes continuously.

Functions and Services

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

Goals

Improve Student Learning Outcomes for the Earth Sciences

The Division's Earth Science Programs (Geology, Earth Science, Environmental Science, Oceanography, and Geography) have been expanded by hiring a full-time Earth Science instructor and through the introduction of new courses and the procurement of new laboratory materials -- laboratory and field equipment, minerals,rocks, fossils and maps. Through the Bond funds Numerous, the preparatory rooms and stockrooms have compiled a heavy dose of equipment devices for laboratory courses as well as for in-class demonstrations. There is also the need to
manage and setup West's Seismic recording Station.

Humanities & Fine Arts (CTE)

Purpose
Film/TV Production
The purpose of the Film/TV Production Program is to prepare students for a career in Motion Picture, Television and Stagecraft. The 2-year, 27 unit Certificate of Achievement is recognized by the Motion Picture and Television industry producers and unions as the only accredited craft-based certificate. Upon completion of all courses the students will be eligible to take the written, oral and practical examinations by the Hollywood Cinema Production Resources ¿Hollywood CPR¿ certification team. Successful graduates are eligible for placement on the coveted AMPTP/IATSE roster which allows them to work on union productions.

The program provides industry-driven Motion Picture and Television Craft training with Digital Applications to underserved residents in Los Angeles, California to prepare them to attain highly coveted and well-paying Entertainment Industry jobs, by providing them with the latest technological skills needed to get and maintain their employment in this highly lucrative -- with some of the highest paid and best benefits in all of California and the nation -- but competitive industry. This project not only brings a traditionally disenfranchised underemployed population into the middle class, but it will simultaneously preserve the current workers' place in the workforce.

This unique partnership brings together for the first time in the entertainment business history:
- College accredited classes designed by industry professionals exclusively taught at West Los Angeles College;
- Hollywood CPR Entertainment Industry Artists, Technicians and Crafts Certificate the nation's only Alliance of Motion Picture and Television Producers (AMPTP) and International Alliance of Theatrical Stage Employees (IATSE) sanctioned certificate.

Functions and Services
Film/TV Production
The functions and services of the Film/TV Production program are to educate, train and place underrepresented minorities, veterans, and incumbent workers in high paying, high demand jobs in the ever growing Entertainment Industry.

Film/TV Production Craft faculty educate all students with high ethical standards that prepare them for future employment. Faculty help students succeed by providing them with current industry standard curriculum and technology, internship opportunities, program advisors, tutoring, referrals to student supportive services, remediation opportunities and early identification of below standard progress.

Goals

Develop an advanced Multi Media Program
Hire faculty in the discipline multi media.

Develop Sound Stage Instructional Lab

Film/TV Production Crafts students need a sound stage. We will work with the Facilities Committee and Academic Affairs on the development of safe and appropriate instructional space for the students.

Hire Full Time Faculty

Hire one full time faculty in Film/TV Production Crafts to meet the needs of the students completing their Certificate of Achievement.

Hire Full Time Multi-media Faculty

The new position of Multi-media Instructor would be an integral part of aligning Multi-media with Film/TV Production. In the rationale presented in this program review it is clear that this industry is exploding with career opportunities. The Humanities and Fine Arts Division is seeking alignment between these disciplines to improve the educational and employment opportunities for our students.

Humanities & Fine Arts (GE)

Purpose

The many departments that comprise the HFA Division are engaged in teaching varying types of communication that are as diverse as the departments themselves. The Humanities/Fine Arts Division's purpose is to provide students with a comprehensive academic education containing practical and modern as well as traditional, historical views of human cultures. Significant accomplishments throughout time are high-lighted in teaching our courses, illustrating progress in our fields in order to encourage students to complete concrete projects, written, visual and aural. Each of the departments in this Division is striving to fit students for transfer programs/degrees and/or to meet humanities requirements for other division's humanities requirements for their transfer and/or degrees.
Our departments include:

1. Art
    a. Art History - For transfer programs/degrees and meeting humanities requirements.
    b. Studio / Digital Art - For transfer programs/degrees/certificates and meeting humanities requirements.
    c. Ceramics
2. Broadcasting - Supports Music, Recording, and animation programs including proposed certificates and degrees.
3. Cinema - Supports programs and planned/proposed certificates and degrees for the commercial film industry.

Functions and Services

- Provide instruction for the various AA and transfer programs for the disciplines in HFA.
- Provide instruction for the remaining college disciplines required to complete their AA degrees and transfer status. (All students are required to take Humanities courses to complete any and all degrees)
- Provide skill certificates to specific areas of technological and practical application for future and continuing employment.
- Provide entertainment and music for college events, such as graduation.

Goals

Bring full time/ adjunt faculty % into state perscibed ratios.

Increase full time faculty to aid in diciminate SLO, ECD updates, ECD developement , Program developement, tasks program development and maintenance.

Delelope new areas in commercial arts, indepentent businesses.

Purchase a hand operated printing press and drying racks and silk screen equipment for printmaking courses to support commercial printing busenesses.

Develop Sound Stage Instructional Lab

Film/TV Production Crafts students need a sound stage. We will work with the Facilities Committee and Academic Affairs on the development of safe and appropriate instructional space for the students.

HFA. upgrade equipment.

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Bring all digital equipment up to current education IT standards to facilitate a smooth linear presentation of course required information. Digital equipment should be upgraded on a three year rotating basis. To be utilized by Foreign Languages, Fine Arts, Music,
Humanities, Cinema, and philosophy and the rest.

Hire foriegn language instructor repacing retired Ben Pena..

Hire Spanish language instructor that can also teach Arabic, Korean or Chinese.

Language Arts

Purpose
The purpose of English, ESL and Communication Studies is to enable students to become effective communicators. English and ESL guide students to evolve into proficient readers and writers. Communication Studies teaches students how to become confident and credible speakers in dyads, small groups, and in front of large audiences. All three disciplines focus on critical thinking, and all content is anchored in class texts with in-depth research required in most courses.
Note: The division no longer offers Jewish Studies.

Functions and Services
The primary responsibility of the Language Arts Division is to offer high-quality instruction to students enrolled in English, Communication Studies, and ESL courses at West. In addition, the Writing Lab is under our division's purview. Also, our instructors sit on a variety of campus committees and participate in countless extracurricular activities and initiatives, including learning communities like Umoja and Puente, the annual student poster showcase, the Semester Kickoff, African-American History Month and Womens History Month activities, West's online literary magazine, the Literacy Project and the Reading Apprenticeship FIG.

Goals

Complete the SLO assessment cycle
Create SLOs, assess, interpret changes and make changes for all Language Arts courses taught within the past 2 years.

Increase Rates of Student Success
More students will successfully complete English, E.S.L. and speech classes every year.

Increase students who successfully complete the English sequence
Increase the number of students who successfully complete the English sequence from English 21 through English 101.

Library

Purpose

The purpose of the Library is to provide and maintain facilities, resources, technologies, programs, and instruction that support and advance information competency, research, and study among primarily WLAC¿s students and secondarily faculty, staff, and community.

An integral part of the West Los Angeles College Library's mission statement is to support actively academic interests and pursuits at West Los Angeles College (http://www.wlac.edu/libweb/info/mission.html). The Library's mission is accomplished through achieving the following objectives:

- Identifying, acquiring, organizing, preserving, and providing access to pertinent recorded knowledge to support pedagogical, learning, and creative activities.
- Recruiting, hiring, and retaining qualified faculty and staff committed to delivering excellent services in response to the changing needs of a diverse user community.
- Offering formal and informal instruction to promote information competency.
- Providing an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
- Applying appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.
- Communicating library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.
- Creating a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.
- Continuing to improve the library's effectiveness through systematic, ongoing outcome assessment.
- Providing a robust tutoring program that utilizes multiple pedagogical strategies.
- Providing support and maintenance for audio visual equipment and resources.
- Providing technical support for instructional media and training to faculty in the production and use of instructional media and equipment.

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

The Instructional Media Center provides support and maintenance for audio visual equipment and resources. It also provides technical support for instructional media and training to faculty in the production and use of instructional media and equipment.

HLRC Tutorial Services has been the flagship of programs at West to provide free, student academic support. Since the technology-shift in education in the late 90¿s, these services expanded to provide student access to computer technology vital to success in the academic realm and in developing the technology knowledge and skills mandated by our digital society. Currently, 35 student tutors hired in Fall 2013 are providing academic coaching for over 25 subjects and instilling student confidence to succeed personally and academically. The emergence of subject-specific, tutor-led study groups and the implementation of Supplemental

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Instruction (SI) tutors for courses targeted as ¿traditionally difficult¿, reveal a new dynamic in the tutoring/coaching process aimed at engaging students as collaborators, not only receivers.

The English department's Writing Lab is partnered with the HLRC Tutorial Services program. Housed in the HLRC 1st floor office space, the Writing Lab tutoring program receive students from all academic courses requiring writing assignments and provide one-on-one support for them as well as for personal statements, scholarship essays, and a variety of student writing needs. HLRC Tutorial funding, when available, is often extended to hire Writing Lab tutoring staff.

HLRC Tutorial Services, located on the 1st floor of the HLRC, provide some 80+ student computer workstations to access web-based academic and student services such as web-based Plato learning system (PLE) used by Learning Skills students,

Functions and Services

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 Learning Skills curriculum.

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5. Information hub for general information about college library, college map, health services, student services, academic affairs and other student inquiries.

Goals

Improve Access to Library Services for Students, Faculty, Staff and Community

support EMP goal 5 Ensure highest levels of educational quality within West's diversified modes of instructional delivery.
EMP goal 5b Make online student services available to all students.

Improve access through enhancing collection of books, periodical, online databases, audio visual materials. Also improve access through improve students ability to access information through Information Competency instruction.

Increase accessibility to tutoring services and academic instructional technologies

Increase college wide transfer, degree and certificate completion

Increase the number of students that transfer and/or complete a degree or certificate from WLAC through improving Information Competency skills of all students and provide adequate access to instructional and information resources.

EMP goal 2 Support students in preparing for transfer
EMP goal 3 Build on West's success in Career Technical Education (CTE) to improve the whole college.
EMP goal 4 Improve # students advancing into transfer preparation & Career Technology Education programs by supporting the
college's Foundation Skills Program.

Mathematics

Purpose

To prepare students in math so they can transfer to four year colleges.

To prepare students in math to earn an AA degree.

To assist students in developing quantitative literacy skills necessary for work and daily life.

The mathematics department recently hired two out of the three full time mathematics instructors that we requested last year. After we finish hiring the third new instructor this year, we would have raised the quality of mathematics instruction on three fronts: foundation skills, non-STEM, and STEM. WEST mathematics success and retention rates across the board will rise. More students will move more quickly through the Algebra sequence, be successful at the transfer level mathematics courses, and ultimately WEST will see an increase in TRANSFER by both non-STEM AND STEM students. This will be the mathematics ""Mission Statement"" from 2013 onwards.

Functions and Services

The math department offers a complete sequence of classes needed with options in foundation skills math to meet students' needs. For example, PreAlgebra is offered as a 3-unitMath 112 class, or a more rigorous 5-unit Math 110 class. Besides the traditional Math 115 - Math 125 Algebra, students have Math 117/118 - Math 127/128 options - slower, but generally more successful. Starting last Spring 2013 semester, students can take Math123ABC, a 3-semester, 4-unit each option. The math department anticipates great student success with this option.

We offer extensive office hours to assist students, and full-time faculty often provide extra assistance to their students in the form of extra study sessions. The Math Chair personally holds Denny's Study sessions on the Friday before an important exam. Some faculty offer special study sessions on weekends. The math faculty believes in Student Success.

Our new FT hire Manushak Movsisyan offers sessions in the library and opens her office hours (in the library) to all math students who need help.

The math department appreciates the funding awarded to the Learning Center for a math lab during last year's Program Review.

The math department has recently created the AA-T in Math for students interested in transferring with a math based AA degree.

The math department coordinates with Learning Skills to offer computer programs to supplement class work.

The math department pioneered a rental program using used/previous edition texts at a cost to students of about $7 per semester; the program is now run by the Bookstore.

Goals

Develop Math Web Site

8/1/2014

Improve WLAC Math Website.

Explore online Homework options

MAA - webwork?

Improve Communication between Counseling and Transfer and the Math Dept

Improve Dialog between Math and the Learning Center

Increase faculty involvement in SLO assessment and Faculty Governance Process (2013)

The Math Division has long been out of compliance with State 75-25 rules, even at the high point when we had ten full-time faculty members. Since then two retirements, plus another scheduled for June 2013, have worsened this situation. We need to move toward compliance with the state requirement in order to provide for more extensive

Math participation in shared governance and SLO assessment processes.

Increase student success in non-STEM level math classes (such as STATISTICS 2013).

By improving student success rates in our non-STEM transfer level math courses, more WEST students will be eligible to transfer (also sooner).

Increase student success in STEM-level math classes (2013)

There is a recent trend of increasing enrollment in the STEM-sequence math courses (241, 260, 261, 262, 263, 265, 270). We anticipate further growth due to increasing emphasis on STEM majors and, in particular, with the development of the Physics-Astronomy program. We need to restore sections of the most advanced classes so that they can be offered every semester, both day and evening. We need to hire additional full-time instructors so that we can guarantee the continuity and quality of the program

More fully utilize MSA building

Existing classrooms in MSA could be used more effectively. Slightly smaller classes (20-30 students) could be regularly scheduled in these smaller rooms. However, adjacent small rooms can also be reconstructed into a larger classroom/LAB area.

This conversion could be in the form of a large LAB area where instructors can meet a large number of students at once during an "office" visit for group review sessions. Currently, I am using MSA 105 as a "study hall" after my math 227 class get out at 12:30. Many students stay in MSA 105 past 3:30.

This conversion could also be in the form of a Statistics computer LAB, with workstations, where we could either hold a STAT class, STAT LAB, or both.

Physical Sciences

Purpose

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, the course offerings in the physical sciences (Astronomy, Chemistry, and Physics) permit students to fulfill requirements to enter engineering programs as well as other professional schools such as pharmacy, dental, and medical schools. In particular, the physical sciences are about learning the rules of the physical world -- a melding of physics, chemistry, earth sciences and astronomy from which students learn to view nature more perceptively.

Functions and Services

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 Physics courses and programs serve multiple other programs, chief among them:(1) Students transferring as Biology, Chemistry, Engineering, Geology majors;(2) AA degree in Chemistry and Physics.

Goals

Broaden the scope of chemisty programs

> *The Departments course offerings equip students with the knowledge and skill they need to undestand and succeed in a variet of careers within the chemical sciences as well as professional schools--pharmacy, dental and medical schools*

Improve Student Learning Outcomes and increasing Transfers majors in Physics/Engeneering programs

> *Astronomy,and Physics/Engineering instructional assistant (Laboratory Technician) would significantly facilitate the instruction of laboratory courses in these disciplines. A Lab Tech woud:*
> *- prepare and assemble materials and equiment used in Astronomy, and Physics/engineering experimets and demonstrations;*
> *- instruct students individually in the proper and safe use and operation pf a variet of equipment and tools;*
> *- isse and receive materials and equipment for student use in laboratory and classroom assignment;*
> *-keep records and effects the return of supplies and equipment loand to students;*
> *- maintain inventory records of supplies, material and equipment and prepare requisitions as needed.*

ADMINISTRATIVE PROGRAMS AND SERVICES

ACADEMIC AFFAIRS

Career & Technical Education

Purpose

The purpose of the Curriculum Department is to support West's mission by ensuring that courses and programs are in compliance state guidelines.

CTE programs provide West students the opportunity to meet their educational and career goals.

Function service list

- New Programs and courses
- Implementation of State regulations as it relates to Curriculum
- Coordination with faculty for curriculum development and course updates
- Training of ECD system for faculty and other members of the college
- Articulation of courses, programs with 4 year institutions development and maintenance of articulation agreements
- Compliance with UC and CSU reporting

Goals

Create a "curriculum resource center" for the college.

The curriculum unit will provide faculty and staff the necessary curriculum information to succeed with curriculum goals.

Improve efficiency of Articulation with 4 year institutions

Need to access course information to compare to West's course outlines and programs.

Capacity to submit courses to other institutions for articulation purposes.

Improve operations for the film production program

The program needs to prepare the laboratories for instruction, including supplies and equipment.

Maintain ABA approval for Paralegal Program

A full time classified staff member must be hired to comply with the ABA recommendation.

Professional development for articulation officer, tmc coordinator and curriculum chair

All faculty members must be up to date with new curriculum standards. Curriculum Unit must provide training for the articulation officer, TMC coordinator and the curriculum chair.

Streamline articulation Process

Articulate course to course and programs at 4 year institutions, and improve TMC process

Contract Education

Purpose

Westside Extension offers a wide variety of short-term community services classes and contract training classes for the community, business and industry. The program offers lifelong learning opportunities, and serves all ages, from young toddlers to seniors. Westside Extension is self-supporting, and operates much like a college within a college, developing classes, processing student registrations, hiring instructors, publishing class schedules and running classes. Extension's contract education program oversees fee-based training programs for individuals and companies.

Westside Extension functions as a college within the college. Extension develops and runs classes, processes student registrations, selects and hires instructors, produces and publishes class schedules, manages marketing, publishes a website, coordinates classroom instruction, and resolves student issues.

The contract education component works similarly, working with companies, schools and organizations to offer classes. The need to register students varies by program, but there is a lot of follow through that is necessary to make sure classes run properly, students get registered and succeed and revenues are collected.

Goals

Develop 1-2 workforce training programs for Extension community services program

Development of workforce training programs will increase our ability to train members of the community in valuable workplace skills. These multi-week trainings comprise Extension certificate programs and are often the most profitable programs we offer. By developing or expanding our workforce training programs, Westside Extension will remain "fresh" in the community and hopefully greatly increase revenues.

Hire full-time ESL instructor for the West Language Academy

The West Language Academy needs a full-time English as a Second Language (ESL) instructor. This person would teach in the intensive English language program, develop program content and curriculum, coordinate program activities, process F-1 visas, advise and assist students with their transition into credit classes and help market the program. As the program is now in year four and has become established, a full-time person would add the stability the program requires to succeed and grow.

Increase revenues from Contract Education

Increase the revenues generated from contract education activities.

Stabilize staffing in Westside Extension office

The Westside Extension office has been short-staffed for about four years. It is important to hire a community services assistant who can handle many daily operational issues and work on development of new offerings and training programs. Additionally, it would very beneficial to hire a part-time aide position to help with clerical and operational issues. A fully staffed Extension office would work more efficiently and be able to increase program revenues.

Upgrade computer lab in CE 226

Due to the increased offerings of credit computer classes and needs by other programs such as H1-B, computer lab space is at a premium on weeknights and Saturdays. Westside Extension has had to scramble to find usable computer lab space for its program offerings. Meanwhile, CE 226 is vastly underutilized because the computers in that room are old and in great disrepair. Upgrading the computers in CE 226 would benefit Westside Extension and a host of other divisions and programs on campus.

8/1/2014

Distance Learning

Purpose
The mission of the Distance Learning Program is to support students enrolled in the College's online, hybrid and web-enhanced classes and their instructors. Our goal is to create an online pedagogical environment which maximizes opportunities for student success by providing technical support to both students and faculty and by facilitating access to online student support services.

Functions and Services
The Distance Learning Program:
- Develops and maintains the College's Online and Hybrid Classes website, the Online International Student Portal and the Online Help Desk
- Sets up and provides access to course sites for online, hybrid and web enhanced classes
- Provides technical support for the College's LMS and assists instructors with multimedia and web development
- Supports training opportunities related to distance learning and other innovative instructional technologies

Goals

Engage in outreach, professional development and other activities that support student success

Distance Learning Center staff will participate in outreach activities to support student success.

Engage in professional development activities in order to maintain leadership role in DE

DE Classified Staff should attend the Etudes Summit and at least 5 online webinars or workshops each year to stay up to date with Etudes and the latest online technology for instructors.

The DL Dean should attend 3-4 conferences per year to keep up to date on distance learning issues as well as Etudes Board Meetings as the representative for the District.

The Quality Matters initiative should be expanded each year for the next 4 years.

Engage in shared governance to facilitate interoffice, campus and District communication

Distance Learning classified staff members serve on the Workforce Environment and Technology Committees. The Dean serves on the Enrollment Management Committee, the District DE Committee., DE Stakeholders' Group and the Technology Planning & Policy Committee. The Dean also co-chairs the WLAC Distance Education Committee and serves as a resource to the Technology Committee. He is the LACCD representative on the Etudes BOD.

Both participate in outreach activities including the Semester Kick Off days, the Universal Studios College Fair and with our university and community partners.

Enhance instructional technology including multimedia development

Provide instructors with access to the staff and resources needed to increase multimedia in West's online/hybrid and web-enhanced classes

Improve West's student transfer rates

Develop university partnerships to increase student transfer rates

Support the expansion of West's International Student Program

Work with other Departments and external institutions on marketing, partnership and program development to improve and expand our International Student Program.

General Education & Transfer Studies

Purpose
The General Education and Transfer Studies area of the Office of Academic Affairs is responsible for all instructional and educational activities related to Behavioral and Social Sciences, Humanities and Fine Arts, Language Arts, Mathematics, and Science.

The office is given the task for ensuring curricular program compliance with the standards and policies of the California State Department of Education, the Board of Trustees of the Los Angeles Community College District and WASC accrediting agency. Activities of the office focus on curriculum development and improvement, the creation of new programs, the appointment/reappointment of faculty and faculty development. In addition, the office supports the Student Success Committee (dean is co-chair) and ACT.

Functions and Services
Class scheduling for academic divisions and ACT, catalog info for academic divisions, instructor assignments, maintaining integrity of the seniority and priority lists, compliance, and troubleshooting with divisional chairs, faculty, and students. In addition, represent the area on campus committees.

Goals

Institutionalize the AtD Implementation Plan

Institutionalize the Achieving the Dream Implementation Proposal. As co-chair of the student success committee work to achieve the goals of the AtD proposal.

West L.A. College is in the third year of AtD. There are several measurements currently in place and there is a lot of momentum. AtD is a three-year project and ends this academic year. We don¿t want to lose the momentum of AtD because the Student Success Committee (which monitors the AtD) is an active Academic Senate committee. The membership of the committee is broad and includes a mix of teaching and non-teaching faculty from many areas of the campus; student services personnel, and student leader representatives.

Research and Planning

Purpose

The purpose of the Office of Research and Planning is to provide support to promote institutional effectiveness and student learning. This purpose is addressed through a variety of means, including:

- Provision of data and information that informs decision-making
- Support for integrated planning processes
- Assessment of the effectiveness of major college plans and processes
- Guidance in implementing change that results from the assessment and evaluation

The Office of Research and Planning has support responsibility for enrollment management, program review, and the Planning and Institutional Effectiveness Committee. The office also supports SLO assessment data management and reporting, survey design and analysis, data for grants applications, FTES projections, production of the college fact book, matriculation research, and other information needs.

Functions and Services

Research: Schedule preparation reports, enrollment management reports, FTES projections, support for grant applications, surveys (Student Survey and Campus Climate Survey in particular), IPEDS, monitor positive attendance and awards reporting, create and maintain office web site, maintain college fact book, ad hoc information requests.

Planning: Chair the PIE Committee, assess the implementation of the Educational Master Plan, create planning diagrams, create shared governance/planning handbook, create program review handbook. Related to the Educational Master Plan: develop practical approach for how to update the plan, co-chair the Educational Master Plan Workgroup.

Goals

Support data-driven decision making

> *This broad-based goal supports decision making college-wide, including enrollment management, program review and student success efforts such as AtD and SB1456.*
> *The types of data and information that need to be enhanced include regularly publishing the college fact book online, developing and providing data to the AtD Data Team, making available to staff college-wide data definitions and ways to interpret data, expand the reports available from the program review data, support SLO assessment data collection, storage and retrieval, present and discuss with the college community the indicators of progress in reaching college goals, among others.*

Support Educational Master Plan development and monitoring

> *The Educational Master Plan (EMP) is central to establishing and guiding the direction of the college, to evaluating progress in reaching college goals, and to adjusting efforts to more effectively support student success and learning. The Office supports the development, implementation and evaluation of the EMP and its goals and strategies.*

Support SLO assessment data collection, storage and analysis

8/1/2014

This goal is a major expansion of the office effort to support data-driven decision making in general. It involves developing an extensive new data system, as well as managing the data system once it is in place, possibly inputting data, creating reports, and presenting reports to relevant groups on campus.
This goal involves a collaborative effort between the Office of Research and Planning and the Office of Teaching and Learning.

REST (Retention, Ed Services & TRiO)

Purpose

Campus & Community educational programs CalWorks, TRIO, Manifest Your Destiny, Young Black Scholars, Team Heal and other educational partners share common goals aligned with the mission of college, "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 lifelong learning." Participants served are students from diverse backgrounds who are low income, potential first generation college students, students with defined needs, students served through collaborations, middle and high school students who are on a college bound or career trajectory and students who are first generation enrolled students at West. Service goals and objectives are measured and reported through required mid-year and annual performance reports required by state and federal funding sources in addition to college accountability and other assessments conducted by partner programs. These programs serve West students, students at partner middle and high schools and participants from the community throughout the county of Los Angeles. Thus we are entrenched in life-long learning.

Functions and Services

Allowable services include tutoring, supplemental instruction, program advisement, financial literacy, post-secondary and transfer information, college and career choices, work-study, cultural and enrichment activities, college tours and other services based on individual and academic needs. These services include referrals, workshops, Saturday and summer academies and group sessions.

Goals

8/1/2014

Sponsored Programs

Purpose

The office of resource development connects the college, faculty, and staff with outside resources that enable program improvement and new program development to enrich the array of programs, services, and facilities available to students, faculty, staff, businesses, and the community by seeking funding and partnerships with government agencies, foundations, corporations, unions, K12 systems, other colleges and universities, and community organizations.

Functions and Services

1. work with college faculty/administration/staff to identify and define concepts and ideas for potential funding
2. research funding sources and funding opportunities at the state and federal levels and from foundations
3. understand and plan for the different implementation and reporting requirements of different funding sources

Goals

increase non program 10100 funding by 25%

As of January 1, 2013, the college is operating a portfolio of $27,500,000 in grant funding. SP/RD is proposing to increase this to $34,375,000.

Teaching & Learning

Purpose

The Office of Teaching & Learning provides support for teaching and improving student learning through providing leadership on campus-wide outcomes assessment processes; supporting strategies for student success; developing and directing faculty development programs; researching and implementing new tools, technology, and resources for instruction; and engaging in grant development that meets college goals while matching requirements of funding agencies.

Functions and Services

The office provides leadership on the campus-wide outcomes assessment process, supports strategies for student success (such as the Student Success Committee and Achieving the Dream), plans and delivers professional development workshops through the Tech Fair and West Connect, works with faculty regarding equipment needs and recommends instructional technology tools, develops grant proposals to meet college needs, and provides leadership on the implementation of the college's Title V HSI grants. We have worked with the Distance Learning Office on the development of the Digital Design Studio, Tech Fair planning, iTunes U, and Quality Matters training.

Goals

Develop and direct systematic faculty/staff development programs

To support the Foundation Skills Comprehensive Plan goal to increase collaboration among faculty, The Office of Teaching and Learning will develop and direct systematic faculty/staff development programs.

Develop and implement grants

The Office of Teaching and Learning will implement Title V grants, ensure compliance with federal regulations, and engage in grant development that meets college goals while matching requirements of funding agencies.

Improve technology resources

To advance the Educational Master Plan goal of ensuring the highest level of educational quality within West's diversified modes of instructional delivery, the Office of Teaching and Learning will improve technology resources available to the campus.

Provide support and leadership for campus-wide SLO development and assessment

To support the Educational Master Plan goal of affirming institutional commitment to student learning, the Office of Teaching and Learning will provide support and leadership for campus-wide student learning outcomes development and assessment.

Support SLO assessment data collection-joint goal with ORP

This goal is a major expansion of the office effort to support data-driven decision making in general. It involves developing an extensive new data system, as well as managing the data system once it is in place, possibly inputting data, creating reports, and presenting reports to relevant groups on campus.

Support student success initiatives

8/1/2014

To advance the Foundation Skills Comprehensive Plan strategy to transform the college structure, the Office of Teaching and Learning will engage in student success initiatives by providing support and leadership for West's Achieving the Dream project.

Vice President, Academic Affairs

Purpose

The primary purpose of Academic Affairs is to support the teaching and learning of the college. Secondary purposes include: providing research and planning, resource development, staff development support, distance education support, community services and contract education support,

Functions and Services

- Office of Instruction
  - Support Divisions
  - Scheduling and sequencing, rooms, office, equipment and supplies, assignments
- Research and Planning
  - Dashboard and FTEF/FTES planning and Enrollment Management Planning
  - Program Review
  - Educational Master planning
- Accreditation 2015 and 2016
- SLO Coordination instructional and college wide
- Curriculum Development and Catalogue, Certificates and Degrees

  Goals

8/1/2014

ADMINISTRATIVE SERVICES

Business Office

Purpose

The Business Office maintains fiscal integrity in all aspects of college financial transactions including, but not limited to, daily collections, budgets, student refund disbursements, revolving fund reimbursements, accounts payable, ASO accounting, College Custodial Fund accounting, conference attendance, mileage reimbursement, student travel reimbursements.

Functions and Services

Services to students include: collection of fees and other amounts due; reconciliation of on and off-line collections to student accounts; sale of parking permits; collection of fees for transcripts, verifications of attendance, and duplicate diplomas; third-party billing and collection of student fees; administration of student book advance program; preparation and processing of refunds; researching and re-ordering Higher One debit cards; distribution of scholarship checks; bookkeeping services for the Associated Student Organization and student clubs.

Services for faculty and staff include: payment of vendor invoices; payment of revolving fund reimbursement requests; processing of conference requests and travel claims; processing of mileage claims; processing of student travel advances; reconciliation and documentation of the College's monthly Cal-Card charges; bookkeeping services in connection with College Custodial Accounts; preparing and processing journal vouchers, budget transfers and salary distribution adjustments.

Goals

Implement Management's Corrective Action Plans for Cash Control

Implement 19 corrective action plans resulting from findings associated with the Internal Audit of Cash Control, report date 1/31/13

Improve communication between staff persons in the business office

Practice sufficient, respectful communication between business office staff to achieve efficient operations and supportive relationships

Send e-mail reminder for student fees due.

Send out at least one e-mail reminder per semester to students who owe fees.

Submit student bad debts due to returned checks to COTOP

Participate in the Chancellor's Office Tax Offset Program (COTOP) to the extent of submitting a file of all dishonored checks accumulated by WLAC from 1983 to Spring 2012.

Enterprise Services

Purpose

Enterprise Services is involved with a number of entrepreneurial activities on campus. Enterprise Services operates West's Bookstore and Paws 4 Snacks & Stuff convenience store. The College Enterprise Manager (CEM) coordinates with contract vendors who operate Café West and provide vending service to the campus, and is responsible for West's Event Coordination Office which issues permits for third party use of facilities. The CEM also provides administrative oversight of Staff Services.

Enterprise Services is a support service. Enterprise Services is directly involved in the educational mission of the college through retail operations which provide textbooks and required supplies to students. Enterprise Services supports the educational mission of the college by working in partnership with West's contract vendors and the community through Event Coordination to generate income to support 10100 activities.

The Bookstore's innovative Instructional Materials Rental Initiative rental program contributed meaningfully to West's mission to provide quality instruction and supportive services.

Functions and Services

- Operate the West L A College Bookstore to provide required textbooks and supplies to the campus community.
- Operate the Paws 4 Snacks & Stuff convenience store to provide required supplies and convenience food items to the campus community.
- Operate the Event Coordination office to coordinate third party use of campus facilities.
- Oversee contract vendors (Cafe West and vending machines).
- Operate Staff Services (Reprographics & Mail Room)

Goals

Improve communication with the campus community: a common goal for all enterprise service units.

> *Improve communication with the campus community utilizing all currently available resources and strategies. Undertake a comprehensive review of communications of enterprise services units. Review new resources and strategies to improve communication and implement new strategies to improve communication when possible. Develop a survey question or questions to provide quantitative and qualitative data on the efficacy of communication of enterprise services units. Enhance/Improve communications through the 2016 program review cycle.*

8/1/2014

Information Technology

Purpose

IT department plans, designs, implements, and coordinates a variety of information technologies to meet the needs of the college. The department is responsible for daily operations of computer usage at the campus. It also maintains and oversees telecommunication systems and performs systems modifications as needed.

The Information Systems Department is also responsible for the Administrative Information System and web portal, college email systems, college-owned computer hardware, Wireless network, software installation and licensing, the telephone system and the major backup system. Additionally, the department provides Support Desk functions for these systems.

In pursuit of this mission, Info Tech:
- provides electronic access to information
- provides a robust, reliable, and secure information technology infrastructure to the College community
- supports the use of information technology to enable academic innovation in teaching and learning
- promotes and develops partnerships to empower campus-wide use of technology
- promotes a high level of employee dedication to provide professional customer service and satisfaction

Functions and Services

The Information Technology Department serves as the first point of contact faculty, and staff for all computing needs. The Information Technology manager works closely with Technology Committee, the faculty chair and staff managers of the college to provide services and support to accomplish the college goal.

The role of the Information Technology Department is to implement policies and procedures to ensure safe, secure, and efficient data retrieval. Information Technology provides support for lab computers, distance learning computers, email, enterprise servers, faculty and staff computers, software and hardware operation, and other technological needs. The Information Technology manager is involved with District-wide Technology Council and College Technology Committee to ensure best business practices, fulfill the recommendation and monitor leading-edge technology development.

Some of the functions of the Information Technology staff include:
- Responding to student, faculty, and staff computer issues;
- Creating and maintain email addresses;
- Maintain and control Email gateway;
- Monitoring and maintaining the most efficient network infrastructure possible;
- Working with District, the Academic Affairs, Administrative Services and Student Services division with many development projects such as Dynamic Web schedule, Nemo Kiosk , Document Scanner; Website, Course Syllabi ADX cms, Nettrack, Student Info System, Financial Aid Application, etc.;
- Academic advising;

- Maintains more than 30 Servers, 1900 computers and 200 printers in all campus locations including all related networking, communications, and threat monitoring to insure safe access to local network storage and internet connectivity.;
- Manages software updates, including all operating system updates, support software updates, anti-virus updates, Administrative Information System updates, and instructional software;
- Complies with all software end user agreements by managing and maintaining current licensing; for all software used in every system at West LA College;
- Manages and maintains the VOIP phone system for West LA college;
- Provides "Info Tech support desk" services for employees who need assistance, with usernames/ID numbers and password resets for email and District accounts;
- New Technology equipment roll-out and implementation;
- Support various specific department application;
- College Security Camera;
- Support District-Wide Application such as DEC, Portal, Transcript Printing, Financial Aid
  - New coming District Student Information System.
  - Physical Security System. Emergency Notification System, etc.

Goals

Continue to Enhance Technology to Support WLAC processes for Learning, Teaching, and Research

Support VP of Academic Affairs with planning for lab, classroom upgrades and support faculty by installing need software in all academic affair environment.

Improve the integration of data systems so administrators and educators have the information they need to increase efficiency and improve student learning.

Ensure a stable and robust infrastructure availability of e-learning technology including, but not limited to technologically enhanced classrooms and instructional labs.

Provide comprehensive network and programming support, development efforts, training activities, and software access for use of teaching and learning technologies.

Improve and Support College Administrative Efficiency for Students, Faculty, and Staff.

Info Tech will complete the implementation of a new phone system by the end of year three of this plan. This will improve both the speed and accuracy of information dissemination to campus and community callers.

Continually update and enhance data, voice and video networking to support applications to the desktop by local network

Improve data retrieval from our administrative and instructional systems so administration may be better understand the relationship between decisions , allocation of resources, and student achievement.

Maintain and Improve Networking and Infrastructure to College

8/1/2014

Continue to provide appropriate centrally managed support for college applications and network.

Provide for enhanced and improved coverage of wireless communications within the network infrastructure by adding more access points and improving existing points.
Continue to improve effective management of virtual and distributed network file servers by developing a server upgrade/replacement cycle , upgrade storage and the consolidation of any remaining distributed servers.

Personnel

Purpose

The purpose of the Personnel and Payroll Office is to provide local support to the faculty, staff, administrators, and unclassified employees of West Los Angeles College in the areas of recruitment, hiring, assignment processing, payroll, benefits and advisement of LACCD human resources rules and practices.

Goals

Create a Human Resources Master Plan

Create a Human Resources Master Plan

Develop Service Area Outcomes (SAOs)

Create a second SAO and evaluate in Spring 2013.

Plant Facilities

Purpose

The Plant Facilities department provides students, faculty, and staff with a safe and clean campus and an effective educational environment. This mission is accomplished by maintaining a well-managed and efficient facility program through highly qualified maintenance personnel. The staff is continually updated with the latest techniques, equipment, supplies, and training.

Functions and Services

Maintenance of buildings and grounds on campus. This includes all electrical, mechanical, carpentry, paint, custodial, gardening, locksmith, and plumbing. As well as budgeting and purchase of supplies, equipment, building and maintenance contracting of outside vendor services, coordinating emergency response action on campus including fire drills, and responding to numerous last minute work orders daily.

Goals

Hire a maintenance planner

Hire a maintenance planner to manage space inventory, computerized maintenance management system, new building/equipment warrantees, asset management, update CAD/BIM building as-builds, plan room organizer, and Bentley navigator/project software trainer.

Hire an Automotive Mechanic

Fill the vacant Mechanic position helps reduce operating budget by not outsourcing work, reduces costly repairs to equipment by conducting regular maintenance. Allows other trades within the department to be more efficient due to less equipment down time.

Purchase new shuttle cart

To obtain an additional shuttle cart for disabled student transportation, increasing efficiency.

Vice President, Administrative Services

Purpose
The Office of Vice President oversees and is responsible for the performance of the Administrative Services functions for the college, including: Business Office/Fiscal Management, Enterprise (Bookstore/PAWs, Food Service, Staff Services), Information Technology, Personnel/Payroll, Plant Facilities, and Sheriff's services.

Functions and Services
1. Oversight of Administrative Services: Business Office/Fiscal, Enterprise, InfoTech, Personnel/Payroll, Plant Facilities, Sheriff.
2. Co-chair of Budget Committee and Facilities Committee.
3. Representation of Administrative Services on:
   a. President's Cabinet
   b. College Council and its standing committees: PIE, Technology, Accreditation Steering, Resource Development
   c. Work Environment Committee
4. Representation of District Administration Council on district-wide committees:
   a. District Technology Council
   b. Joint Labor/Management Benefits Committee.
5. Submittal of financial reports to District.
6. Performance of college CBO/CFO duties.

Goals

Within my authority, manage the college budget to a positive balance by the end of FY2014-15

> *This goal refers to the college's unrestricted general fund for FY2014/15. For revenues, it entails ensuring that the college receives its correct allocation from the district, contributing to strategies for capturing funded enrollment growth, helping develop non-apportionment revenue sources such as non-resident tuition, and generating as much dedicated revenue as possible. For expenditures, it means providing accurate and useful budget information to college governance bodies to enable them to balance spending priorities with available resources, and strategically using other funding sources to mitigate the burden on the college's unrestricted general fund.*

8/1/2014

COHORT PROGRAMS AND PRESIDENT'S OFFICE

Black Scholars

Purpose

At West Los Angeles College, approximately 44% of the 10,000+ student body African Americans who are predominately low-income, first generation college students. The LEARN project (Leading and Energizing African American Students through Research and Knowledge) is a four-year effort by the college to address significant success deficits for African American students:

1. African American students are not succeeding in K12 and college,
2. faculty are from a different generation and ethnic backgrounds than students,
3. English and Math are significant barriers for students, particularly African American males, and
4. students have only minimal knowledge of and experience with the wider world.

LEARN addresses both of the competitive preference priorities through innovative and coordinated actions designed to

1. increase the number and proportion of high-need student who persist in and complete college or other postsecondary education and
2. training and collect, analyze, and use high quality and timely data to improve postsecondary student outcomes relating to enrollment, persistence, and completing and leading to career success:
    a. research on how African American students learn and interact with the educational system,
    b. a faculty learning community built on this knowledge (1, above) to align instructional strategies with how African American students learn, with a special emphasis on increasing the success rate for African American males students,
    c. joining with the college's TRiO Upward Bound and Talent Search programs to engage middle and high school students through Discovery Days activities that connect in demand careers and education,
    d. leadership coaches for intrusive mentoring enabling student to develop personal and group leadership skills essential for college and life success,
    e. globalization activities designed to enable African American students to develop knowledge about, appreciation of, and ability to interact in careers and professions in an increasingly globalized world,
    f. faculty advisors to lead discovery activities such as career opportunities, transfer about specific disciplines, and
    g. establishing a LEARN Center where African American students can obtain assistance.

Goals

POPP

Purpose

Starting Fall 2009, West Los Angeles College (West) entered into a three-way collaborative between the Los Angeles Unified School District (LAUSD), Police Academy Magnet Schools Foundation (PAMS), Los

Angeles Police Department (LAPD), with West to recruit high school students into and enroll them in a unique concurrent enrollment program in Administration of Justice. The proposal originated through the efforts of Roberta Weintraub in a 1996 proposal she submitted to the Office of the Chief of Police of the Los Angeles Police Department and the Chancellor of the Los Angeles Community College District. It took more than 10 years for this proposal to become a program.

Known as the Police Orientation Preparation Program (POPP) launched in Fall 2009, POPP is designed to prepare and transition high school seniors and first year college students, through an AA degree program in Administration of Justice, into highly qualified candidates for recruitment into the Los Angeles Police Department and other local police departments and law enforcement agencies. The desired outcome is to develop a pool of home-grown and highly qualified students, many who are English Language Learners and at risk candidates whose character, educational experiences, and commitment to public service will positively impact the culture of policing and public safety. In other words, recruit local citizens to become police officers thus bringing the community to the police department and saving the City of Los Angeles recruiting funds.

Initially the program started with 36 students, consisting of high school seniors from the Monroe High School Police Magnet Program and West freshmen, taking 15 units of Administration of Justice courses. Students complete POPP with 60 units of college credit and are eligible for the AA degree. Included within these 60 units are two skills certificates specifically designed to provide them with marketable skills for entry level employment in the public safety and justice system. These are the PC 832 Laws of Arrest, Search and Seizure course, and the Security Guard course. In addition, students earn a certificate as they complete each of the four 15-unit semesters.

Graduates of POPP are considered as first-choices for city employment as community service officers, detention officers, security officers, fingerprint classifiers, school safety officers, custody assistants, evidence technicians, 911 dispatchers, code enforcement officers, traffic enforcement officer, and airport screener.

The Administration of Justice Department at West concentrated its efforts on POPP for several reasons: (1) there are six high school based law enforcement explorer/cadet programs with which logical academic and career pathways can be strengthened so that students who are accepted into POPP can seamlessly complete their high school diploma and simultaneously earn an Associate of Arts degree while both earning several skill certificates and having work experience along the way. (2) the proposed review of West/baccalaureate institution articulation agreements will have positive impact on the larger array of Administration of Justice courses, certificates, and degrees.

Today, Fall 2013, unfortunately POPP has become a high school program dominated by the LAUSD representative through recruiting, enrollment, and making recommendations to the student education plan without consultation with the WLAC faculty.

In Fall 2012 only two West students were admitted as new students into POPP and Fall 2013 not one West student was admitted. Reason, POPP, dominated by the LAUSD, concentrated its recruiting efforts on high school seniors, adopted a boot camp as a priority before the beginning of the Fall semester, so by the time West freshmen discovered the program it was too late for admission.

8/1/2014

It is recommended that the WLAC representative to POPP have active participation in the planning and direction this program takes.

Goals

Increase the language skills of the new and entering students

Most of the students entering this program are either English Language Learners or have poor English skills. We wish to improve their writing and speaking ability.

8/1/2014

Puente

Purpose

The Puente Project is an academic preparation/Transfer readiness program that is cosponsored by the University of California Office of the President and the California Community College Chancellor's Office. The mission of the program is to increase the number of educationally disadvantaged students who enroll in four year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. The program assists students to progress from pre-transfer to transfer level English while incorporating Mexican American and other multicultural authors, experiences, and issues within the accelerated writing course sequence. The English courses are paired with two UC/CSU transfer level Personal Development courses which focus on college survival and career development respectively. Students also receive counseling that provides students with career and academic guidance until graduation/transfer. The Puente model includes a mentoring component.

Mentors from the professional community are recruited, trained, and matched with students in order to provide career advice and to share their own personal experiences of integrating culture and family with academic and professional success. Puente is open to all eligible students who are willing to commit to the program's requirements.

Functions and Services

The Puente Project provides educationally disadvantaged/underrepresented students who are eligible for Intermediate English 28 with writing instruction which explores a variety of cultural experiences, personal counseling, referrals to outside resources, career exploration, Student Educational Plan development, transfer counseling, transfer application assistance, leadership development, enrichment opportunities, the development and reinforcement of important college survival skills, tours to UC, CSU, and private universities, mentoring partnerships with the professional community, networking opportunities, and ongoing support.

Goals

Increase the number of university transfers

> *Provide for the necessary resources for timely transfer to institutions of higher learning.*

8/1/2014

Advertising and Public Relations

Purpose

The purpose of the Advertising & Public Relations Office is to provide information about the college, its programs and its events to the community, college students and employees, opinion leaders and policy makers. The office employs advertising, public relations, publications, web pages, social media, events, and presentations to communicate with the above mentioned audiences.

The office also plays a critical role in recruiting students and growing positive relationships with the community, branding and campus signage.

Functions and Services

The PR Office develops and/or coordinates printing of PUBLICATIONS including: catalog; class schedule; Welcome Week Magazine; college brochures; and program brochures and flyers.

We create and/or update text / graphics for numerous WEB PAGES throughout the West site including the home page and West Week and for West's Facebook.

We design, coordinate and/or assist with the coordination of EVENTS including Celebrating Excellence, Graduation, Kick-Off and various community events (e.g. Dialogue with Black LA, EarthFest LA, Ask 2 Know, Relay for Life, Hispanic Heritage Celebration, and Leadership Retreat).

We design and manage ADVERTISING campaigns and develop the corresponding graphics / text.

We design and produce MATERIALS THAT PROMOTE the college or programs including banners, shirts, posters, signs, flyers, presentations, etc.

We WRITE and disseminate press releases, articles, internal informational memos, and speeches.

We execute or contribute to SPECIAL PROJECTS such as: campus signage (identify needs / recommend locations / design / coordinate with contractors); emergency response procedures (revise / document / provide education); revision and enhancement of the www.WLAC.edu site for Kentico, the new content management software.

Goals

Enhance the WLAC.edu web site

Implement an enhanced look and navigation more consistent with current university web sites as well as other more sophisticated features such as password protecting select pages. Also, the new web site will allow individual faculty to have and manage their own WLAC web pages.

Improve Ability to Promote / Inform On Campus

While executing promotions and providing information online to the campus community is good, there is still the need to have large, eye-catching signs and flyers around the college on a regular basis. Being able to produce 11 x 17 size flyers in color more efficiently would be very helpful in achieving this communications goal.

Strengthen connections to community

Achieve more interaction and higher visibility with more community organizations and individuals to attract more students, more college-ready students, more friends and more resources.

STUDENT SERVICES

Admissions and Records

Purpose

The purpose of the office of admissions and records aligns with the mission of West Los Angeles College as a whole: to serve students and the community by providing quality support services. In particular, A&R remains dedicated to the principle and promise of open access to educational opportunities. To that end, A&R offers student support services that both protect privacy and encourage communication and development.

Functions and Services

1. Applications
2. Verifications
3. Transcripts
4. Information Changes
5. Dismissals
6. Petitions (graduation, residency, academic renewal, line outs, general, etc.)
7. Pre-requisite enforcement

Goals

Customer Service Goal

To answer 100% of phone and email inquiries arriving into admissions within 2 business days.

Full compliance with SB 1456

Full compliance with SB 1456 and financial aid regulations. SB 1456 requires that every (new) student have an orientation, assessment and SEP. To have a quality SEP, student should first submit all transcripts from all schools attended for evaluation. If counselors have to take on this task (as they currently do), the SEP appointments are spent on evaluation, not educational planning and counseling. If we were to hire an evaluator, we could begin to require submission of transcripts from all schools attended and could evaluate every incoming transcript. This would free up counselors to do more counseling work and would lead to greater compliance with SB 1456.

ASO

Purpose

The purpose of the ASO is to develop student leadership skills, We are students serving students in all aspects of campus life through leadership, awareness, opportunities representation, and civic involvement.

The purpose of Student Activities is to provide campus activities that are informational and celebrate student life.

Functions and Services

Associated Student Organization- student government; clubs; student representation at the campus, district, sate, and federal levels; student computer lab; printing, copying and faxing services for students; student and staff ID cards; discount tickets; free speech.

Student Activities- Welcome Week, Scholarship process and ceremony; Deans and President's honors recognition; Commencement; Campus diversity events.

Goals

ID Cards and Materials

The ASO (and the Library) print student ID pictures for the college. The cost of the blank ID cards, ribbon, and maintenance of machines however is paid through other sources on campus. This budget request is for the college to find a permanent funding source for the ID cards.

Increase ASO budget

Increase the ASO budget through negative check off, fundraising and raising awareness about ASO.

Increase services for online and evening students

Extend ASO services to online and evening students.

Increase student participation in ASO

Increase student participation in ASO

Reinstate the WLAC Newsletter

Reinstate the ASO WLAC newsletter.

Athletics

Purpose

The athletic department at West Los Angeles College is a member of the Western State Conference (WSC), the Southern California Football Association (SCFA), and the California Community College Athletic Association (CCCAA). We are governed by and adhere to the conference constitution bylaws and sports supplements, as well as the CCCAA Constitution.

Our mission is to enhance the educational experience of all of our student-athletes and provide equal competitive opportunities on the intercollegiate athletic teams for all students. We recognize and value the concept of diversity within our department and are totally committed to being in compliance with Federal Title IX mandates and gender equity. The West Los Angeles College athletic department is committed to providing the necessary support to assist all student-athletes in reaching their full potential academically, personally, and athletically. The athletic department's primary concern is for our student athletes to complete a certificate program as stated in our college catalog or earn an Associate Degree, and successfully transfer to a four year institution. Athletics at West is an extra-curricular activity that is part of the Student Services Division, and an integral component of on campus student life. We strive to make each student's athletic experience positive and a meaningful part of their overall collegiate experience.

Functions and Services

The functions and services provided by the athletic department consists of administrative oversight of ten competitive athletic programs which involves staffing, budgeting, transportation, eligibility certification, equipment and supply needs, scheduling future competition, hiring game officials, facility management, and more. The academic counseling involves assistance with matriculation, transcript evaluations, transfer information, career assessments, dissemination and review progress reports, academic monitoring in collaboration with our faculty, assistance in the development of an academic plan for performance improvement and student educational plans (SEP's), and any other duties assigned. The athletic training services involve the care and prevention of athletic injuries, collaboration and coordination with team doctors, arranging the physical examinations for student athletes, rehabilitation of athletic related injuries, the oversight of daily practice sessions and official athletic contests. The head athletic trainer also handles all insurance related matters with our student-athletes, the LACCD and our insurance providers. Our department secretary handles all clerical duties such as daily and monthly budget management, team travel arrangements, purchase orders, procurement of equipment and supplies, payment of officials, home game management, eligibility assistance with the Eligibility Clerk in the Admissions Office, and much more.

Goals

Enhance Learning Environment in the Physical Education Complex

Classrooms PECN 11 & PEC 113 each needs to be upgraded to smart classroom status. We should have the outdated tube televisions removed, and add LCD projectors in each classroom with supporting technology.

Improve Student Learning for the Men's and Women's Track & Field Program (Throws)

8/1/2014

The Men's and Women's Track program is comprised of approximately sixty-five student athletes. Currently, we have one head coach who oversees the entire running program. Additionally, we have one assistant who is responsible for sprint events, and one assistant who is responsible for the jumping events. We need an additional assistant coach who has the professional expertise to teach the throwing events, such as the javelin, shot put, hammer and discus.

Increase Transfer and Scholarship Opportunities

Create more transfer opportunities via athletic scholarship for our students.

Prevent and Treat Athletic Related Injuries

To provide sufficient sports medicine services to our students during practice sessions and game competition.

Upgrade Kinesiology and Athletic Facilities

To improve college facilities, enhance faculty teaching and student learning, we would like to recommend the college approve a plan to remodel the Physical Education/Athletic locker rooms, complete the baseball stadium renovation project, refinish the gymnasium floor, install a public address sound system in the gymnasium, enclose the C-1 building storage area on the south end, complete the installation of the football, soccer and track & field stadium public address sound system, and replace the deteriorated track & field pole vault and high jump landing pits. The Athletic Department is in desperate need of locker room space. Currently, we have the original multipurpose locker rooms located in the Physical Education Complex North and South. These locker rooms were originally designed for Dance, Health and Physical Education classes, and not for the competitive athletic programs.

8/1/2014

Child Development Center

Purpose

The purpose of the Child Development Center (CDC) is to provide exemplary child development services and to make higher education accessible to the students/parents of West Los Angeles College. In addition, to provide a model lab school for West's Child Development Students.

The Child Development Center has three primary functions:

1. To provide a quality Early Childhood Educational Program to children of West LA College students (first priority), faculty & staff (second priority) and the community (third priority).
2. To facilitate Child Development students¿ learning and professional development by providing an exceptional environment for hands-on implementation based on the concepts and techniques that are taught in the college practicum classes.
3. To provide parent education and support in order to enhance parents¿ knowledge of child growth & development, positive discipline/guidance approaches, community resources, etc.

Functions and Services

Below are the primary functions & services provided by CDC:

- Provide quality early education services for children 2-5 years of age.
- Provide CD 22/23 practicum placement, supervision and training.
- Provide opportunity for students to complete individual and class observation assignments.
- Provide parent education training opportunities.
- Provide child/family & teaching staff consultation services through the collaboration with Saint John's Child and Family Study Center.
- Provide student/parents campus and community resources (i.e., WIC, Regional Center, local school districts, etc.).

Goals

Improve the security at the CDC.

> *To improve the security measures/systems in place at the Child Development Center to ensure the safety/protection of children, parents, students and faculty/staff.*

To further enhance the quality of services for children, families and Child Development students.

> *For the Child Development Center to be a high quality college laboratory setting that is closely linked to the Child Development Department's teachings/practices.*

8/1/2014

Counseling

Purpose

The purpose of the Counseling Department is to provide students with the fundamental tools and resources needed to meet their educational, career, and personal goals in a confidential and safe environment.

Functions and Services

The Counseling Department faculty are housed throughout various departments across campus: EOP&S/CARE, Disable Student Services (DSPS), Transfer Center and Athletics. The following services and functions are provided in each area: academic, career and personal counseling, one-on-one 30 minute appointments, 5 - 10 minute walk-in sessions and online counseling (via chat or email), transcript evaluations, degree audits, consortium agreements, prerequisite clearance, Student Educational Planning (SEP) and general education certifications verifications.

In addition, to the traditional counseling services, the Counseling Department also addresses the needs of specific student populations:

- General Counseling:
    - In addition to providing service to the general student population, the Counseling Department works diligently to stay abreast of new programs and updates that impact our undocumented students (AB540), International students, Veterans students and Financial Aid students. For example:
    - Veteran Retaining Assistant Program (VRAP) for Veterans,
    - California Dream Act for AB540 student
    - Deferred Action for Childhood Arrivals (DACA) and understanding the degree limitations for undocumented students
    - F-1 Visa holder rules and regulations SEVIS and OPT guidelines
    - Financial Aids new 600% awarding guidelines
    - Senate Bill 1456, which requires all students to complete Assessment, Orientation, and Student Education Plan
- Transfer Center:
  The Transfer Center houses West Los Angeles Honors Program, it provides computer lab access to literature and online programs relating to career and transfer, organizes transfer fairs, transfer counseling, workshops, and provide one-on-one advising with university representatives.

- EOP&S/CARE
  The EOP&S office offers the following services: Priority Registration, transfer assistance, counseling, book vouchers, tutoring, peer advising, workshops. The CARE program offers the following services: book vouchers, child care program, transportation grants, Counseling, single parent workshops and referrals to on/off campus resources.

- Disable Student Services
  The DSPS office assist with classroom accommodations, diagnostic assessments, registration assistance, proctored exams and additional support services.

8/1/2014

- Career
  The Career Center provides individual/group career counseling sessions and workshops which include navigating career assessments, such as Eureka, Career Café, and My Career Center.

- Athletics
  The academic counseling involves assistance with matriculation, transcript evaluations, transfer information, career assessments, dissemination and review of progress reports, academic monitoring in collaboration with our faculty, assistance in the development of an academic plan for performance improvement and student educational plans (SEP's). Additionally, athletic eligibility for each student athlete is reviewed and discussed as it relates to maintaining athletic eligibility at West Los Angeles College per the California Community College Athletic Association (CCCAA), and for transfer to National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA) member institutions.

Goals

Create an IGETC/CSU Certificate of Achievement

An IGETC/CSU Certificate of Achievement will allow the Counseling Department to capture the volume of transfer seeking students that don't specify a West LA major.

Improve counselor accessibility for distance learners

Provide continuous and accessible online based counseling for online students

Improve student success and services for Veteran students

Provide adequate support for the needs of Veteran Students

Increase accessibility to year round counseling services for student

Currently, the Counseling department is primarily composed of C basis counselors which hinder students from receiving full or comprehensive services during winter and fall semesters.

Increase articulation agreements

Increase availability of tools and resources needed for transfer planning and course equivalencies.

Increase student success and retention

In conjunction, with Senate Bill 1456 and Achieving the Dream, the Counseling Department understands that student success and retention are a top priority and vital to student academic success.

Provide career resources and support for students

Provide undecided (vocational/transfer) students with the adequate resources such career/personality assessments tests, in order for students to make an educational choice toward their degree/career.

8/1/2014

DSP&S

Purpose

The DSP&S Office provides for the provision of equal educational opportunity for students with disabilities access to educational and instructional programs. DSP&S provides academic adjustments and services for all verified students with disabilities. Services include sign language interpreting, captioning, priority registration, special counseling, alternate media and assistive technology, and test proctoring.

Functions and Services

Program Description: The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation.

Eligibility Criteria: The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services.

Services: Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

Goals

Hire Assistive Technology Specialist

In order to meet the demands of a growing population of students who require college material in alternate formats, the college will need to hire an assistive technology specialist

Hire FT DSPS Counselor Coordinator

In order for DSPS to keep up with the growing population of students, DSPS will need to hire a FT DSPS/Counselor Coordinator.

Hire FT Sign Language Interpreter

DSPS will need to provide enhanced support for students who are deaf and hard of hearing in order to keep up with the pace of students coming to campus.

8/1/2014

EOP&S / CARE

Purpose

The purpose of the program is to provide a variety of support services to economically and educationally disadvantaged students to support them to achieve their educational objectives and goals, including but not limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year universities.

Functions and Services

The EOPS Program provides students with priority registration, book voucher assistance, tutoring, counseling, educational workshops, letter of recommendations, supplies and cash grants.

Goals

To increase student retention

The program plans to inform students of the deadline dates in order for them to be educated about the program requirement due dates.

8/1/2014

Financial Aid

Purpose

The Financial Aid and Scholarships Office provides financial aid services to help students achieve their educational goals with a variety of federal and state financial support services to assist with educational, housing, transportation and personal related expenses.

Functions and Services

Financial Aid is monetary funding that is sourced by the federal, state and local governmental agencies to assist students with their direct and indirect educational expenses. The Financial Aid program awards aid for periods of enrollment year round in the form of grants and scholarships that do not have to be repaid. All types of loans must be repaid and the federal work study program is a self-help resource of funds which is earned through employment.

The Financial Aid Office assists students with the navigation process when applying for financial aid via the Free Federal Student Aid Application (FAFSA). Financial Aid recipients receive assistance with the setup of the financial aid disbursement debit card, assistance with application and completion inquiries for scholarships and other funding options.

The Financial Aid and Scholarships Office continues to experience significant growth each year in comparison from year to year.

Packaged Pell Grant Awards through September 30th of the award year

2010-2011	2011-2012	2012-2013	2013-2014
1,133	1,897	2,177	2,454

Goals

Increase certificate of achievement and transfer rates

Financial Aid delivery increases access and the goal completion rates for students. Financial Aid loan/financial literacy and Satisfactory Academic Planning workshops leads to student success.

Increase the number of degrees granted and awarded

Increase the number of degrees, certificates and transfer rates by streamlining and reducing financial aid processing turnaround time

8/1/2014

International Student Center

Purpose

To provide quality services in a welcoming, supportive environment to assist international applicants, new students, concurrently enrolled and continuing students to achieve their educational goals with positive student learning outcomes. To foster communication to develop relationships so that students will seek appropriate guidance and advisement to adjust to college and an unfamiliar culture, to utilize college services to improve SLOs, and to maintain visa status. To assess program services to meet student needs.

Functions and Services

The program services 160 students. Daily operations include services to applicants, new students, continuing students, and concurrently enrolled students by email, telephone, appointment, and walk in counseling. Services include advisement on U.S. government rules and regulations pertaining to F1 visas, matriculation, WLAC campus rules and policies, and referral to campus services. As the first point of contact, the program assists with adjustment to college life and cultural diversity, and with practical solutions to daily activities in an unfamiliar environment. Students with limited English ability and technological experience are given assistance and tools to become self-reliant. The goal is to increase SLOs by encouraging students to seek support from counseling, tutoring, study groups, social clubs, student and mental health, and other campus services.

Goals

Addendum to "increase ISP population goal"

The additional information won't fit within the constraints of this program review, so I've added it to the bottom of this "addendum goal"

Matriculation for international students to begin prior to semester start

Matriculation for international students to begin prior to semester start to include evaluation, assessment/placement tests and meeting with an academic counselor for a student educational plan.

Provide student services for expanding international student population

Continued services for expanding population require additional staff. This will enable both continued services and make possible continued growth.

Second Addendum

There is no room to fit the necessary information about the goal, so I'm adding a second addendum.

To increase the international student population by 100% (to 350) by fall of 2015

The goal for West's ISP is to continue our growth rate and expand to 350 international students (3800 units) by the fall of 2015. In fall of 2015, the program can be assessed for further potential growth or could remain stable at approximately 350 students. This growth would bring in an approximately one million dollars of additional revenue and generate hundreds of seats for domestic students.

If the outreach coordinator can bring in an additional 5 students per year (an extremely modest goal), the salary and benefits for the new position would be covered by the increased revenue.

Learning Resources

Purpose

The Center for Academic Support offers resources to support student success, including computer-assisted foundational skills instruction, and faculty-directed reading and math labs.

The Center's comprehensive 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. Center faculty provide individualized academic skills advisement to assist students in selecting and completing appropriate support coursework before and during enrollment in degree applicable math and language arts classes.

Functions and Services

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

- Foundational computer assisted learning skills courses to help students gain a better understanding of foundational math and English concepts
- intensive review courses in grammar, reading, spelling, vocabulary development, essay writing, and basic mathematics
- paired-course development and academic support through scaffolded learning resources available to students in and out of the Learning Resource Center.

In addition, Learning Skills faculty are available on a walk-in and appointment basis for students seeking learning-skills course advisement, tutoring referrals, or content-area academic support.

Goals

8/1/2014

School Relations and Outreach

Purpose

The Outreach School Relations Office (OSRO) serves as the "front door" to West Los Angeles College. Specifically, this office promotes WEST, recruits students, and develops relationships with campus and external constituents. Our goal is to make WEST a first choice educational institution for prospective students.

The Outreach & School Relations Office is responsible for:
- Outreach to feeder high schools and the community
- Development of a prospective student pool
- Facilitating the Jumpstart Program and concurrent enrollment services
- Establishing relationships/partnerships with high school faculty & administrators, college & university personnel, and community organizations.

Functions and Services

The Outreach & School Relations Office is responsible for:
- Outreach to service high schools and the community:
- Facilitate individual and group advisement, facilitate transfer/career prep workshops
- Develop of a prospective student pool: Identify and make contact with prospective community college students at feeder high schools, participate in college/career/community fairs.
- Oversee the Jumpstart Program and concurrent enrollment services.
- Establish relationships/partnerships with high school faculty & administrators, college & university personnel, and community organizations.
- organizing and implementing outreach/recruitment events on campus: including "Mini-Days" at West and the Spring "High School Day"
- Conduct tours and presentations to the general population

Goals

Increase Access to post-secondary education

Develop more robust partnerships with high school partners and procure the resources to sufficiently promote West, our academic programs, and student services

Student Success & Support Programs

Purpose

Vision Statement: This Seymour Campbell Student Success Act of 2012 also known as SB 1456 (the revision of the Seymour-Campbell Matriculation Act of 1986) authored by State Senator Alan Lowenthal (D-Long Beach) was approved in the Senate by a vote of 36 to 1 after having passed the Assembly on 8/27/12 by a unanimous vote. Signed into Law by Governor Brown on September 27, SB 1456 is serving as the catalyst to meaningful Educational Code and policy changes for the Community Colleges and provides a foundation to implement several recommendations from the Student Success Task Force (SSTF).

The Task Force recommendations addressed in SB 1456 are recommendations:
  ➢ 2.2 on mandating core matriculation services,
  ➢ 2.5 on requiring students to declare a course of study early,
  ➢ 3.2 on establishing academic conditions for the Board of Governors Fee Waiver program (to be addressed in a separate title 5 regulatory amendment) and
  ➢ 8.2, the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services.

SB 1456 also renames the former Matriculation program as the Student Success and Support Program. The bill states as its purpose the increase of California community college access and success and calls for the support of core Matriculation services to include Orientation, Assessment, Counseling, and other educational planning services and academic interventions.

The bill also specifies the responsibilities of colleges and students in entering into the matriculation process. The Student Success and Support Program provides a process that enhances student access to the California Community Colleges (CCC) and supports students to be successful in their educational endeavors. The purpose of matriculation is to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objective(s) in a timely manner. SS&SP services are available to all students, unlike other specially funded categorical programs with eligibility requirements that target specific student groups. The SS&SP process is intended to provide a comprehensive and integrated delivery of services for all students to increase retention and persistence and to provide students with a foundation to support their success in college. Matriculation provides and coordinates basic services, including admissions and orientation, general assessment, counseling and advisement, and follow-up assistance.

Functions and Services

The SS&SP is a program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. SS&SP provides support to students through four primary components:
  • Orientation
  • Assessment
  • Counseling and Follow-up

8/1/2014

The Student Success ACT 2012 / SB 1456 is in the process of restructuring Matriculation into a more viable program that focuses on the way support services are delivered to improve the assistance students receive at the beginning of their educational experience. The Senate bill targets existing student services resources to support Orientation, Assessment and Educational planning services and lays the groundwork to expand these services.

Goals

To work with CCCCO/LACCD/WLAC in SB 1456 implementation.

To:
Attend Statewide Student Success 2012 Act meetings.
Attend LACCD Student Success 2012 Act meetings.
Host WLAC Student Success 2012 committee meetings. To develop and implement through personnel, materials, technology and program planning a college infrastructure and external structures that will support SB1456 initiatives at WLAC.

Transfer Center / TAP

Purpose

The purpose of the University Transfer Center at WLAC is to foster a transfer culture and to meet the needs of the students preparing to transfer to a four year college or university by providing accurate, up-to-date information and a set of coordinated resources, activities and services that support the transfer process.

The purpose of the Transfer Honors Program (THP) is to provide students with an enriched and vigorous academic program to support their desire to transfer to highly selective institutions throughout the country. An example of benefits for students selected to participate in the program include individualized counseling session with honors counselor, opportunity to present and attend yearly research conference, and priority admissions consideration to selected institutions.

Functions and Services

The Transfer Center coordinates and conducts the following:

- Fall & Spring Transfer Fairs
- Transfer Topics Workshops
- Classroom Presentations
- Arrange University/College representatives on-campus visits
- Hold drop-in service during peak application periods
- Host year-end (spring) transfer celebrations
- In conjunction with SSS and EOPS arrange field-trips to universities and colleges, Advertise all Transfer events on college website provide information online for transfer services and events.
- Collaborate with other transfer bodies in the districts, region and state on issues and efforts to ensure students have access and information to facilitate the transfer process efficiently and accurately.

Goals

Development of IGETC & CSU Certification

Support Curriculum and Articulation at the college and district level in the development of a certification for the completion of IGETC and CSU general education

Full-Time Transfer Counselor

Hire a full-time counselor that would provide counseling services for students planning to transfer to four year institutions

Personal Development (40) - Course Transfer

Continue to offer a personal development (40) course that will assist, educate and prepare students for transfer.

Vice President, Student Services

Purpose

The purpose of the Office of the Vice President of Student Services is to provide comprehensive leadership, communication, and fiscal oversight to the various programs in Student Services in order to ensure that students have the support services they need to thrive in a diverse learning environment and achieve their educational goals.

Student Services is composed of the following service areas: Admissions and Records; Associated Student Organization; Child Development Center; General Counseling; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies and Resources for Education (CARE); Financial Aid; Foster Kinship Care Education; Intercollegiate Athletics; International Student Center; Student Support and Success Program (SS&SP- formerly Matriculation and Assessment); Outreach and School Relations; Puente; Student Health Center; Student Activities; Transfer Center; and Veterans Services.

Student Services also has the following instructional disciplines: Personal Development and Learning Skills.

Functions and Services

Student Services is composed of the following service areas:

- Admissions and Records
- Associated Student Organization
- Child Development Center
- Counseling Services
- Disabled Students Programs and Services (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies and Resources for Education (CARE)

Goals

Create an assessment and evaluation plan and timeline for Student Services

Create a plan and timeline to assess SLO progress and outcomes, create program review timeline, align the Student Services Plan with the Educational Master Plan and prepare and respond to accreditation requirements.

Improve the student success and completion rates of students

Improve the success and completion rates of students by working on ensuring that Student Services assists with preparing students for classes, identifying structured and unstructured pathways through the curriculum, and providing continuous support services throughout a student's progress toward goals.

Provide increased access to services and instruction

Ensure that programs in Student Services are providing timely and efficient access to services and instruction

Provide opportunities for increased student and community engagement

8/1/2014

Find ways to increase the number of students and community partners who become engaged with West

Provide professional development to staff, faculty, and administrators

Provide opportunities for staff, faculty, and administrators in Student Services to improve their leadership capacity as well as learn important aspects of program management, legal issues, student success, and accreditation preparation. Also provide training for new SIS system.

Program Student Learning Outcomes

Allied Health

Dental Hygiene Program Outcomes

1. Adhere to the American Dental Hygienist's Associations' code of ethical conduct and apply this code to established state and federal laws, recommendations, and regulations in the provision of dental hygiene care.
2. Perform self-assessment for lifelong learning to provide evidenced-based practice of dental hygiene.
3. Understand and interpret the scientific literature and research as it relates to the evidence-based practice of dental hygiene.
4. Utilize current technology to enhance education, patient care, research and professional growth.
5. Assess, plan, implement and evaluate community oral health services, including health promotions and disease prevention in variety of settings.
6. Provide planned educational services using effective interpersonal communication skills and educational strategies to promote oral health for individuals and groups of diverse populations.
7. Provide the values of oral health, general health and wellness in individuals and populations with identified risk factors and develop strategies that promote health related quality of life.
8. Systematically collect, analyze and record assessment data on the general, oral, periodontal, and psychosocial health status of the child, adolescent, adult, geriatric and special populations using methods consistent with medicolegal principles.
9. Integrate the principles of behavioral, dental, dental hygiene sciences to formulate, implement and evaluate a comprehensive dental hygiene treatment plan for the patient to attain and maintain optimal oral health based on accurate, consistent and complete assessment data and modify treatment as necessary.
10. Provide and evaluate dental hygiene services, including preventive procedures ad pain control, that are based on current scientific evidence for periodontal class I, II, III, IV, V for the child, adolescent, adult, geriatric medically compromised patients from diverse populations.
11. Recognize and provide the appropriate care for a medical emergency that occurs in the dental setting.
12. Apply problem solving strategies and critical thinking to insure comprehensive oral health care for individuals,

Nursing Program Outcomes

1. Adhere to the code of ethical conduct and apply this code to established state and federal regulations and promote safe, quality care in home-care settings.
2. Understand the importance of collaboration with the interdisciplinary team during provision of care.

3. Demonstrate ability to communicate any unusual occurrences noted in the home care setting during provision of care to immediate supervisor/case manager.
4. Assist patients and provide professional care with activities of daily living.
5. Demonstrate confidence in observation and reporting data to the IDT team during case conference.

Behavioral & Social Sciences

Administration of Justice

1. Practice and demonstrate behaviors, skills, and knowledge necessary to advance professionally in corrections and law enforcement. (Theme: Professional advancement)
2. Identify social, behavioral, historical, and cultural issues to respond to the challenges of work, family, community, and the global world. (Theme: Challenging issues)
3. Apply critical thinking to investigate and interpret the influences of hereditary and environmental factors in assessing and treating criminal behavior. (Theme: Critical thinking, heredity, and environment)
4. Pursue continuous educational opportunities on issues related to the current and emerging fields related to criminal justice. (Theme: Research, updates)
5. Read, evaluate, and critically analyze current research methodologies; apply select research methodologies to the practice of criminal justice. (Theme: Research methodologies)
6. Write effectively using the conventions of Standard English, a clear focus/thesis, appropriate support/evidence, and logical organization to produce a good court report.
7. Collect and organize data using credible sources to write a convincing/persuasive memorandum.
8. Listen actively and speak effectively by questioning, clarifying, and supporting data when interviewing clients.

Alcohol and Drug Studies

1. Practice professional ethics and cultural acceptance in a work setting.
2. Utilize various counseling techniques and theories to build rapport and create healthy relationships with each client, using skills of effective one-on-one and group counseling to promote self-responsibility and encourage positive change in the client.
3. Teach effective life, coping, and adjustment strategies.
4. Utilize knowledge of the Diagnostic and Statistical Manual and data from intake procedures to identify mental illnesses.
5. Assist with creation and implementation of a treatment plan that identifies needs, realistic expectations to be achieved, and necessary referrals.
6. Continually self-assess one's psychological state and critically analyze, evaluate, and adopt a variety of solutions that support one's mental and emotional wellness, effectively manage stress, and avoid burnout.
7. Draw on research and knowledge of psychoactive drugs and addiction to serve the needs of the counseling position, the client, and the community.
8. Perform administrative tasks, continue to engage with licensing agencies, and maintain continuing education credits.

Program Student Learning Outcomes

Anthropology

1. Practice and demonstrate behaviors, skills, and knowledge necessary to advance academically and professionally in the discipline.
2. Address social, behavioral, historical, and cultural issues to respond to the challenges of work, family, community, and the global world.
3. Apply to life the principles of cultural relativism.
4. Apply critical thinking to investigate and interpret the influences of heredity and environment upon human beings.
5. Critically analyze anthropological topics.
6. Collect and synthesize research data using credible sources to write a cohesive document.

Child Development

1. Understanding of Young Children: Practice and demonstrate an understanding of child development and their relationships with children and families to understand children as individuals and to plan responses to their unique needs and potentials.
2. Equity Fairness, and Diversity:
1. Practice, model, and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to give and expect equity, fairness, and dignity.
2. Assessment: Critically investigate, interpret and analyze results of the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Utilize a variety of methods, they systematically observe, monitor, and document children's activities and behavior, analyzing, communicating, and using the information they decide would improve their work with children, parents, and others.
3. Promoting Child Development and Learning:
4. Practice and demonstrate an understanding of how to promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.
5. Knowledge of Integrated Curriculum:
6. Apply critical thinking to design and implement academic subjects, and assessment tools so that the program design is developmentally appropriate learning experience that integrate within and across the disciplines.
7. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

Economics

1. Employ essential calculations and communication skills to interpret economic and financial data that results indecision-making and problem-solving.
2. Observe, analyze, and predict economic patterns and trends that impact economic conditions in individual firms and the government
3. Analyze and review financial markets and financial instruments.
4. Comply with anti-trust laws and regulatory statues to understand and maintain one's ethical and professional practices.
5. Use knowledge of market-based and command economic systems to make sound economic and financial decisions in one's professional and personal life.

6. Continuously analyze the actions of the federal government and federal reserve system to make informed economic decisions; evaluate economic and social conditions of recession and inflation
7. Apply an understanding of international trade and initiatives (WTA, NAFTA, EU) to develop multiple perspectives on globalization issues and their impact on economic decision makers.

Fire Technology

1. Describe the NFPA Standards for all of various types of fire sprinkler systems.
2. Describe the components of a fire sprinkler system. Include the required earthquake provisions.
3. Compare and contrast the difference between the five types of fires.
4. Demonstrate the ability to recall the various types of detection devices used for buildings. Explain the basic operating principle of each of the various types.
5. Demonstrate an awareness of cultural diversity.

History

1. Evaluate how the past relates to the present.
2. Utilize evidence from the past and the present to formulate and support constructive arguments in both written and verbal form.
3. Attain cultural/historic literacy: student will possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum.
4. Develop successful skills that will enable the student to interpret a history text, listen attentively to a lecture, take effective notes, turn in work and attend class punctually, and follow a syllabus.
5. Become informed citizens who play active roles in the improvement of society at the local, state, and national levels.

Political Science

1. Critically analyze political institutions, systems, processes, events and constitutional principles in order to exercise one's rights and to defend civil liberties.
2. Take an informed position on a political issue, candidate or situation and support your position with objective, logical, effective debate and discussion.
3. Seek out and engage in civic opportunities that broaden perspectives and increase one's responsibility to family and community.
4. Utilize a variety of media sources to research, organize, evaluate, and assimilate information pertaining to a political issue, event, or person.
5. In one's family, community and work settings, conduct activities in an ethical manner that reflects knowledge of the law and that adhere to common sense.
6. Examine and interpret quantitative and graphic data to prepare the student to distinguish and choose among policy alternatives.

Psychology

1. Practice and demonstrate skills and knowledge regarding ethics and professionalism in treatment and research.
2. Address social, behavioral, historical, and cultural issues in treating and dealing with individuals and their adjustment in the workplace, family, community, and the global world.
3. Apply critical thinking to investigate and interpret influences of heredity and environment in assessment, counseling, therapy, and research.
4. Demonstrate and apply knowledge of biological issues as a major factor in Psychology.
5. Read, evaluate, and incorporate knowledge of research in assessment of new and old information in the field.

Sociology

1. Analyze and interpret social experience using a sociological perspective especially as it relates to race/ethnicity, class, gender, sexual orientation, religion and nationality.
2. Evaluate the merits of major sociological perspectives and theories in application to social phenomenon.
3. Locate, analyze, assess, and communicate sociological scholarship in a manner that is "academically sound and viable."
4. Distinguish between macro and micro levels of analysis and their relationship to understanding self-identity.
5. Develop ability to synthesize sociological knowledge with knowledge from other disciplines to arrive at a more holistic understanding of social life.
6. Develop cross-cultural competency, empathy, and insight into the human experience that transcends demographic categorization.

Applied Technology

Aviation

1. To effectively communicate both verbally and in writing with a verity of personnel using proper terminology, records and forms.
2. To be able to apply basic mathematics and graphic principals as used in aviation (aerospace).
3. To apply aerodynamic principals in the assembly, repair and maintenance of powerplant and aircraft structures.
4. To apply basic electrical principals as it applies to electrical and mechanical components. The proper use of the multimeter is now a FAA requirement.
5. To properly inspect, check, service, repair and overhaul powerplants and powerplant components.
6. To properly inspect, check, service, repair and overhaul airframe and airframe components.
7. The proper use of tools, equipment, safety apparel. The proper procedures for safety in and around aircraft and equipment.
8. Proper work ethics for independent and collectively working with management, co-workers and the Federal Aviation Administration in order to maximize efficiency in the work place.
9. The student must review the information that will be required by the FAA to pass there required examinations for certification.

Program Student Learning Outcomes

Hospitality

1. The effective travel/hospitality student will learn: Travel Industry Areas of Greatest Interest. A/D/F (Critical Thinking, Self Awareness, Technical Competence)
2. The effective travel/hospitality student will learn: Places of Greatest Geographical Interest for travelers, in various world areas. F (Technical Competence).
3. The effective travel/hospitality student will utilize sales and marketing techniques to attract travelers. B (Communication)
4. The effective travel/hospitality student will learn how to properly research travel and hospitality subjects for client assistance and counsel. B-D-F (Communication-Self Awareness-Technical Competence)
5. The effective travel student will learn and apply quantitative aspects of airline ticketing and fares for client benefits. C (Quantitative Reasoning)
6. The effective travel student will learn skills to enable them to operate a home-based travel agency successfully. B/F (Communication, Technical Competence)
7. The effective travel/hospitality student will intern at a company where they will practice Travel Industry skills for further professional growth. D-F (Self-Awareness, Technical Competence)

Travel

1. Student ability to read and listen to internalize written and lecture information for understanding needed to evaluate and apply tourism practices, principles and procedures
2. Effective use of written English language
3. Successful written and verbal communication
4. Understanding distance, time and weight differences and monetary considerations sales and business profitability
5. Ability to place ones self in the total scheme of a new country and new culture
6. Learning to interact with other cultures
7. Application of knowledge of American culture, ethics, and academic standards
8. Familiarization with and application of American and foreign standards and tourism rules and laws
9. Use of computers and internet for communication

Business

Accounting

1. **5-Theme-Mathmatical operations; financial operations; calculations**: Basic Math-Use formulas and mathematical tools to calculate and solve quantitative problems related to financial and accounting operations of a business workplace
2. **8-Theme-Maintain records**
3. **9-Theme-Financial data; status of business:** Collect and compile financial data for management analysis of service, retail and manufacturing status of a business
4. **10-Theme-Review; adjust; make corrections to financial transactions:** Review, refine and make adjustments in calculations for completion of financial transactions, records and forms

5. **11-Theme-Communication:** Communicate oral and written thought in a clear and organized manner to effectively inform, persuade and convey ideas in the workplace

Business

1. Use Business Formulas To Calculate And Solve Quantitative Problems. Analyze Financial Operations Of A Typical Business. (Corporate Math)
2. Adopt A Variety Of Practices That Adhere To A Company's Culture Of Moral Business Principals. Maintain Trust, Confidentiality And Business Integrity In The Workplace. (Corporate Human Resources - Hr)
3. Maneuver In The Operational Workflow Of An Organization Through Effective Use Of Time Management And Utilization Of Appropriate Resources. (Corporate Workflow)

Management – Small Business

1. Use A Variety Of Resources, Market Analyses, Accounting And Financial Data, To Create Short And Long Term Business And Marketing Plans. (Business Planning)
2. Use Current And Emerging Technologies To Create, Document, Analyze And Manipulate Data That Supports Management Of Business Operations. (Technical Skills)
3. Promote A Collaborative Environment For Co-Workers With Clear Articulation To Produce Teamwork And Flexibility In A Diverse Workplace. (Leadership)
4. Manage And Direct Daily Work Activities That Support Business Productivity. (Managing Operations)

Marketing

1. Use a variety of visual and electronic media to create aesthetic appeal and customer desire to purchase product and/or service. (Theme: Marketing Communications)
2. Develop sales and marketing plans, using buyer trends, patterns, and demographics to target current and emerging (new) markets. (Themes: market trends, demographics)
3. Plan and organize daily work activities including the allocation of budget constraints that promote the development of a realistic and effective marketing and sales strategy. Theme: (Marketing Implementation; Budget Constraints)
4. Investigate and assess the overall business model and industry position of an organization, including articulation of its' marketing strategy and marketing implementation approach. (Theme: Business Strategy, Marketing Strategy)

Paralegal Studies

1. **LEGAL BRIEFS**
   Prepare and write legal briefs and memorandum appropriate for submission to the court/opposing party.
2. **SOURCES OF LAW/PREPARING CASES**
   Use the different sources of law (Constitutional, Statutory, Case law, Administrative) in preparation for client's case.
3. **PROFESSIONALISM**
   Treat all cases, personnel, and clients in a sensitive, ethical and confidential manner.

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4. **RESEARCH, ORGANIZATION, RESOURCING**
   Research, organization, and use resources to determine legal and factual issue and address such issues.
5. **ADVOCACY**
   Advocate for and represent others ethically and intelligently consistent with substantive and procedural law.
6. **PROVIDING RATIONALE/JUSTIFICATION**
   Provide written and/or verbal arguments, rationale, and justification for specific laws pertaining to a case.
7. **WORK INDEPENDENTLY AND COLLABORATIVELY**
   Work independently and collaboratively with co-workers and supervisors to maximize efficiency in the work place.
8. **COMPLYING WITH ABA REQUIREMENTS**
   Comply with the ABA's definition of a paralegal under the supervision of an attorney.

Real Estate

1. Utilize a network of real estate professionals to conduct and complete the sale, purchase and management of real estate processes and transactions.
   Themes: Real Estate professions (roles), transactions, processes
2. Use current and emerging technologies and applications to conduct real estate transactions.
   Themes: Computer skills, technologies
3. Interpret property and real estate law to troubleshoot legal aspects in selling, purchasing and management of real estate.
   Themes: Real Estate law, legal issues
4. Use of personal and business investment strategies and methods to advise clients and address customer needs.
   Themes: Personal and business investments
5. Market, manage and direct the daily activities of a successful real estate agency.
   Themes: Marketing and management of business
6. Model effective and appropriate interactions and relationships that create good will and repeat business.   **Themes**: Company and customer relations
7. Model, adopt, and comply with ethical and moral business practices that maintain and sustain trust and integrity in the workplace and with clients, pursuant to DRE regulations and requirements.
8. Communicate oral and written thoughts in a clear and organized manner to effectively inform and convey ideas in the workplace and with clients.
   Themes: Effective communication

Computer Science & Applications

All programs have the same SLOs, except Legal Secretary

Computer Science

1. Understand the system, assess the need, develop algorithm and create a program using computing technology.
2. Design, administer and maintain a database system for an organization.

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3. Use current and emerging computing technology to enhance business and individual productivities.
4. Install, configure and administer computer network system.
5. Install, configure and manage computer operating system with security settings.
6. Design and develop web page, web site and web application.
7. Design, develop and administer an e---commerce system.
8. Pursue continuing educational opportunities within the emerging field of computer technology.

Legal Secretary

1. Use current and emerging computing technology to enhance business and individual productivities.
2. Be proficient in the use of general and specialized computer software as used in law offices and the courts.
3. Attend to details accurately in the preparation, perfection and assembly of appropriate forms (including pleading forms), documents, exhibits, and records. This includes accurate use of legal terms, spelling, grammar, punctuation, word processing formatting, margins, footers, headers, columns, tables, line spacing, and numbering.
4. Be knowledgeable of legal terms and definitions, and applicable federal and state laws, as they may pertain to the specialty practiced.
5. Be familiar with California health and safety codes, penal, and evidence codes, and able to efficiently become knowledgeable of them on the job.
6. Maintain a non-judgmental attitude and practice strict observance of the confidential nature of the practice of law, both in the office/courts and on the outside.
7. Work independently and as a member of the legal team.
8. Perform as a professional in appearance, communications, and conduct in the work setting.
9. Understand and respect the roles of other office/court employees, including paralegals, attorneys, officials of the court system, and in contacts with clients
10. Adhere to time, date, and place requirements for calendaring, scheduling, appearing and filing legal activities.

Counseling

Education

1. Students will be able to apply the fundamentals of critical and reflective thinking to the analysis of the issues and challenges facing American education.
2. Students will develop a personal philosophy of education in order to be able to articulate their personal goals, values and beliefs about teaching.
3. Students will develop a pre-professional portfolio for use in the advancement in the field.

Personal Development

1. Use self-assessment and reflection strategies to continuously analyze personal, social, educational and career needs for change and growth and values clarification. (Assessment, change and growth)

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2. Make informed choices by seeking guidance, conducting research, and using sound reasoning to solve current and new problems and values clarification. (Self-direction and autonomy)
3. Use effective learning and time management strategies to plan and achieve career, academic, family and community pursuits. (Strategies)
4. Interact socially, collaboratively and respectfully with persons of different cultural heritage, gender, sexual orientation, and age. (Cultural differences/social interaction)
5. Pursue one's transfer, career, vocational, and professional/personal development. (Guidance)

Dance, Health & Physical Education

Dance
1. Demonstrate creative judgment in evaluating the effectiveness of dance choreography.
2. Demonstrate increased movement vocabulary, flexibility, strength, discipline and lyrical interpretation.
3. Recognize and list food items that apply to healthy eating.
4. Demonstrate proper form and application of the learned exercises.

Health
1. Recognize and list food items that apply to healthy eating.
2. Design, develop and regularly demonstrate a safe exercise program.
3. Apply critical thinking to investigate and interpret a variety of issues that contribute to a healthy lifestyle.
4. Link behavior and nutritional habits to health and disease.
5. Identify and apply methods of stress management.
6. Evaluate and interpret personal nutrition and exercise habits. Use that knowledge to implement improved behaviors for life
7. Understand the implications of personal behavior on diseases and disease prevention.

Physical Education
1. Understand the five components of fitness: cardiovascular endurance, muscle strength, muscle endurance, flexibility and body composition.
2. Assess the risk factors of a specific training activity and practice safety precautions.
3. Distinguish how different types of activities (ex. Jazz Dance vs. Weight Training) relate to the five components of fitness.
4. List activities that are beneficial for modifying body composition.
5. List activities that benefit the cardiovascular system.
6. Apply and practice the concepts of teamwork, cooperation, communication and respect for each other.
7. Demonstrate increased movement vocabulary.

Humanities and Fine Arts

Program Student Learning Outcomes

Art – Drawing and Painting

1. Secure Technique
   - Understand form
   - Apply elements of form
   - Demonstrate accuracy
   - Maintain harmony two- and three- dimensionally; vertically and horizontally
   - Become confident in fundamentals
   - Placement and control
   - Converse in the language of the arts
   - Don't be dull
   - Be original-unique
   - Secure your technique to equalize and integrate performance practices

2. Cultivate relationship to other disciplines
   - Explore new areas of expression
   - Expose yourself to other fields through art and music
   - Work in collaboration
   - Learn to accept criticism
   - Enhance work with understanding of other areas

3. Develop individual creative process
   - Be creative
   - Prepare all aspects personal and professional
   - Willingness to take risks in work
   - Be ready for surprises
   - Compete with grace
   - Risk it all now
   - Create a competitive portfolio/repertoire
   - Rearrange everything
   - Always look at new and old
   - Innovative expression

4. Practice and develop creative routine
   - Be confident in your area
   - Self-confidence   self-esteem
   - Practice all lessons to mastery
   - Keep looking
   - Be aware and learn program upgrades
   - Learn time-management
   - Develop discipline of working every day
   - Learn to control stage fright
   - Have fun with problem solving
   - Don't eat four hours before concert
   - Solve your problems with fresh combinations
   - Illustrate with color

5. Discover inspiration and how to use it
   - Analyze everything you see in the real world
   - Always experiment with new visual/aural combinations
   - Overlap and combine elements
   - Refine your work
   - Use imagination
   - Trust inspiration – breathe

6. Learn self-assessment for personal fulfillment and growth
   - Analyze everything you see in the real world
   - Always experiment with new visual/aural combinations
   - Overlap and combine elements
   - Refine your work
   - Use imagination
   - Trust inspiration – breathe

Communication, Entertainment, and Media Arts (CEMA)

1. Use appropriate hardware and software to create engaging video, cinema (film), and other related entertainment media. (production)
2. Manage and coordinate an entertainment media production process. (manage)
3. Apply film and theatre arts history for analysis of current scripts and screenplays. (analyze)
4. Write and edit content for scripts, broadcasts, and films.
5. Model effective voice and articulation strategies (methods) for radio, theatre, television and film productions.
6. Incorporate appropriate acting (theatre) practices related to designated roles played in theatre, television and cinema.
7. Design and edit entertainment media using current and emerging technologies for increased efficiency and productivity.

French

1. Listen with understanding to French conversations.
2. Respond meaningfully in personal and community situations.
3. Speak the target language effectively and articulately in personal, community, and work settings.
4. Read confidently and competently for personal information, professional and academic needs.
5. Write in target language to communicate with purpose, meaning, and grammatical correctness.
6. Develop processes that lead to insight an understanding of the culture.
7. Interact sensitively and respectfully with the cultures mores, beliefs, and traditions in the target language.

Humanities

1. Synthesize concepts from other disciplines together with Art techniques and methods to communicate relevant topics and themes.
2. Practice Art and Music fundamental concepts and systems to mastery.

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3. Thoroughly learn and be conversant in the Language of Art and Music.
4. Develop an effective time management system.
5. Develop an efficient methodology for self-critique.
6. Utilize and Exercise available resources to conduct topic investigations.
7. Utilize available search tools and resources to appropriate secondary visual information.
8. Carefully analyze everything one sees in the world.
9. Experiment and apply new visual and aural combinations and possibilities.
10. Exercise and exhibit a spirit and willingness to take risks.
11. Develop discipline through daily practice with art and music techniques, systems and methods.
12. Design and develop individual creative routine.

Music
1. Secure Technique
2. Cultivate a Relationship to other disciplines
3. Develop individual creative process
4. Practice and Develop Creative Routine
5. Discover Inspiration and How to use it
6. Learn Self-assessment for personal fulfillment and growth

Philosophy
1. Construct effective argument on moral, political and social issues by using principles of sound thinking, reasoning, logic and the absence of fallacy. (---aligns with all philosophy courses)
2. Articulate clearly and verbalize (use language) an argument based on a careful analysis of data and research surrounding a specific moral, political, and social issues. (---aligns with Logic in Practice course)
3. Articulate clearly using carefully chosen words and language to argue a position that is based on well-documented research, with emphasis on facts over opinion and bias. (---aligns with Logic in Practice course)
4. Develop validity and proof for a moral, political, or social issue (deductive logic) by reasoning and arguing from a general to a specific principle and/or from a premise or hypothesis to a logical ands specific conclusion. (---aligns with Deductive Logic course)
5. Develop validity and proof for a moral, political, or social issue (inductive logic) by reasoning and arguing from a set of particular facts or individual cases to a general conclusion. (---aligns with Deductive Logic course)
6. Through analysis of historical and current understanding of metaphysics, sciences, and religions, design and develop a personal philosophy that expresses one's view and meaning of life, (including the existence of God, good vs. bad, pleasure vs. pain, friends vs. enemies, and the search for happiness). (--- aligns with Introduction to Philosophy course)

Spanish
1. Listen with understanding to Spanish conversations.
2. Respond meaningfully in personal and community situations.
3. Speak the target language effectively and articulately in personal, community, and work settings.
4. Read confidently and competently for personal information, professional and academic needs.

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5. Write in target language to communicate with purpose, meaning, and grammatical correctness.
6. Develop processes that lead to insight an understanding of the culture.
7. Interact sensitively and respectfully with the cultures mores, beliefs, and traditions in the target language.

Theater

1. Critique and evaluate the role of the theatre arts and its relationship to other parts of society.
2. Evaluate the historical, artistic, social, and philosophical environments in which theatre exists.
3. As a theatre patron analyze and critique dramatic literature and performance.
4. As a participant in theatre productions, formulate alternative solutions to theatrical production situations.
5. Audition and perform in community, educational, and/or professional theatres.
6. Work as a theatre technician in community, educational, and/or professional theatres
7. Thrive in a baccalaureate level theatre program.

Language Arts

English

1. Pursue continued literary interests resulting in increased levels of self-reliance and belief in one's ability (writing effectively). (Theme: Self-reliance, efficacy, writing)
2. Listen and speak (actively, effectively) by questioning, clarifying and supporting one's ideas and the ideas of others. (Theme: listening and speaking)
3. Read effectively for gathering information, for meaning, cultural understanding and enjoyment. (Theme: reading)
4. Write effectively, using the conventions of standard English, a clear focus, appropriate support/evidence and logical organization. (Theme: writing)
5. Read and analyze a variety of literature to explore the "human condition." (Theme: literature)
6. Collect and organize research data, using credible sources to write a convincing/persuasive document. (Theme: research)
7. Analyze, synthesize and evaluate information to assess the validity and usefulness of an argument.

English as a Second Language

1. Communicate in a variety of writer forms with purpose, meaning and grammatical corrections.
2. As a skilled reader, comprehend and analyze a variety of passages and content to construct meaning.
3. Listen actively with understanding.
4. Respond meaningfully and articulately to others requests, replies, questions and instruction.
5. Work effectively with persons of different cultures, heritage, gender, and age.
6. Work effectively in groups and / or in teams.
7. As a student / lifelong learner continuously self-assess one's language needs and skills.
8. Use English language to communicate, plan and resolve issues related to one's work, studies, family and community involvement.

Speech

1. Research and collect data on the demographics, needs and expectations of the audience.
2. Analyze the audience and adjust to its needs when delivering a speech.
3. Plan speeches that have clear purposes: to inform, to debate, to persuade or to resolve conflict.
4. Employ effective interpersonal communication skills and strategies that foster improved relationships with other individuals in dyads or small groups.
5. Apply critical thinking to formulating speeches and in assisting audiences in understanding, investigating or questioning the contents and purpose of a speech.
6. Deliver speeches that incorporate a combination of verbal and non-verbal, written and/or visual and auditory expressions and media.
7. Employ voice projection, enunciation, pacing, eye contact and other effective delivery strategies.
8. Employ small group communication strategies.
9. Employ relaxation techniques to prepare for delivery.
10. Script a speech.

Learning Center

1. Comprehend and analyze a variety of passages and reading materials to construct meaning and depth of understanding.
2. Develop thoughtful approaches and solutions to real and hypothetical problems.
3. Communicate in a variety of written forms with purpose, meaning, and grammatical correctness.
4. Plan (and deliver) verbal communications that have clear and focused purposes, are well-organized, coherent, and informative.
5. Develop thoughtful approaches and solutions to real and hypothetical problems.
6. Use basic math computational skills to solve quantitative problems in a variety of everyday and academic situations.
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8. Use basic math computational skills to solve quantitative problems in a variety of everyday and academic settings.
9. Comprehend and analyze a variety of passages and reading materials to construct meaning and depth of understanding.
10. Communicate in a variety of written forms with purpose, meaning, and grammatical correctness.
11. Plan (and deliver) verbal communications that have clear and focused purposes, are well-organized, coherent, and informative.
12. Develop thoughtful approaches and solutions to real and hypothetical problems.

Library

1. Use research tools and databases to conduct on-line and off-line searches for academic and personal purposes. (Theme: searches)

Mathematics

1. Apply quantitative thinking processes using basic mathematical operations (addition, subtraction, multiplication, division) to solve common academic, workplace, and family problems. (Theme: Quantitative thinking; mathematical operations)
2. Analyze and interpret spatial and graphic data (schedules, maps, tables, graphs, and geometric figures). (Theme: spatial and graphic data).
3. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. (Theme: mathematical tools)
4. Apply advanced mathematical concepts and tools (algebra, calculus) essential in upper division academic work and/or workplace tasks. (Theme: advanced mathematical operations—algebra, calculus)
5. Select appropriate math strategies for solving and handling application problems involving (for example) finance, science, economics, and family issues. (Theme: mathematical problem-solving)

Science

Biology (General)

1. Explain how scientists investigate causes of natural biological phenomena.
2. Explain how living things are organized, reproduce, acquire matter & energy, and inherit & express genetic instructions.
3. Utilize biological information to make informed decisions about environmental issues.
4. Utilize biological information to make informed decisions about personal issues.
5. Perform basic biological lab procedures.

Biology (Health Science Option)

1. Use appropriate biological terminology to communicate with purpose and clarity, to consult others, and to question others empathically for the purpose of making informed decisions regarding the health status of a patient or a family member.
2. Recommend strategies to family members and/or patients that will help the human body recover from injury and/or defend itself against disease-causing microbes.
3. Recommend strategies to family members and/or patients that will protect the human body from the invasion of disease-causing microbes.
4. Explain how living things are organized, reproduce, acquire matter & energy, and inherit & express genetic instructions.

Natural Science/Biological Science General Education Requirement (non-biology majors)

1. Explain how scientists investigate causes of natural biological phenomena.
2. Utilize biological information to make informed decisions about environmental issues.
3. Utilize biological information to make informed decisions about personal issues.

Chemistry

1. Utilize an appropriate and effective scientific methodology to analyze physical and chemical processes in the workplace and in everyday living. (Theme: Scientific process)

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Program Student Learning Outcomes

2. Explain and analyze the chemical world—as chemistry is a basic science with connections to many careers.
3. Research and interpret scientific literature.

Earth Science
Earth Science 1 SLO
1. Describe the origin of the solar system and cite evidence for its age; Compare and contrast the atmosphere, biosphere, hydrosphere, and plate tectonic features of Mars, Venus, Earth's moon, and Earth; Describe the Milky Way galaxy and discuss possibilities of other "blue planets" in our galaxy; describe the principles of relative and absolute dating as applied to the study of Earth's history.
2. Recall processes of rock formation; identify the common minerals & rock types, and interpret the origin of rocks and their structures through observable facts.
3. Explain the global and local distribution of earthquakes, volcanoes, mountains, mineral, & energy resources and examine how plate tectonics is related to their distribution; discuss their environmental impact.
4. Explain the origin of ocean basins; describe the physical & chemical properties of ocean water; discuss surface & groundwater; identify and distinguish the elements and controls of weather and climate and the influence that each has on seasonality, atmospheric disturbances, world climate, and pollution.

Geology
Geology 1 SLO
1. Describe the origin of the planet Earth and cite evidence for its age; emphasize the role of plate tectonics in configuring the continents and oceans of our Planet; describe the principles of relative and absolute dating as applied to the study of Earth's history.
2. Recall processes of rock formation; identify the common minerals & rock types, and interpret the origin of rocks and their structures through observable facts.
3. Explain the global and local distribution of earthquakes & volcanoes, and examine how plate tectonics is related to their distribution. Discuss the processes of formation and distribution of geological resources in global and local context: renewable and non-renewable energy resources and mineral deposits; discuss the environmental impact of mining activities and burning of fossil fuels.
4. Discuss the occurrence, distribution, use and abuse of surface & groundwater resources; discuss landscapes formed by rivers, glaciers and wind. Emphasize the rising of sea level and shrinking of glaciers as a result of the green house effect.

Geology 6 SLO
1. Analyze the role of plate tectonics in changing the sizes & locations of the Earth's continents and oceans; Graph seismic data to determine the magnitude of earthquakes and locate the epicenter of earthquakes.
2. Identify common silicate minerals & rock types on the basis of their physical properties; interpret past environment through detailed observation of mineral composition, fossil types and rock structures.
3. Construct topographic cross sections and geologic cross sections to analyze the geologic and deformational history of an area.

4. Determine the relative and absolute ages of rocks based on their physical relationships; using fossils to determine their age relationships, and determine absolute ages from radiometric data.
5. Analyze landforms formed by and hazards related to surface and groundwater, oceans, glaciers and wind. Interpret global climate change patterns on the basis of variations in sea level and glacier sizes.

Physics

1. Develop critical thinking skills and move toward autonomous learning.
2. Comprehend, describe, and apply the procedures of physics and understand their limitations.
3. Demonstrate competence in applying the methods of scientific inquiry.
4. Apply the basic physics principles to a wide/diverse range of problems.

General Education Program

1. Research, collect, and evaluate information to solve problems encountered in one's work, family and community.
2. Communicate effectively through listening, speaking, and writing to persuade, inform, and convey ideas in the workplace, community, family and academic settings.
3. Incorporate numeric, symbolic, functional and spatial mathematical (quantitative) applications to solve problems encountered in work, family, and community.
4. Apply appropriate and effective scientific methodology to investigate and draw conclusions about natural phenomena, living systems, historical and current events, and the human experience.
5. Seek out and engage in opportunities to broaden one's self-awareness, strengthen one's values, increase one's integrity (honesty) and promote personal health and well-being throughout life.
6. Respect and engage ethically with individuals of diverse identities and backgrounds. (e.g. ethnicity, gender, socio-economic status, sexual orientation).
7. Continuously evaluate and manage one's time, responsibilities and demands using effective learning strategies and skills.
8. Manage resources effectively by grasping fiscal economic cycles and their impact on personal earnings and investments.
9. Use current and emerging technologies to optimize procedures, solve problems, and enhance productivity in one's personal, career and community life.
10. Live as responsible member of society, an ethical global citizen, one who examines the political, cultural, and historical context of the world in world in which they reside.
11. Engage in a diverse range of art, music and literature – past, present, and even future.