

2015 College Planning and Effectiveness Report
West Los Angeles College
February 24, 2016

I. Alignment of College and District Strategic Plans

District Strategic Plan Goal	College Strategic Plan Goal
<p>Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p><u>Strategic Direction 3:</u> Programs and Services Responsive to Student Needs</p> <ul style="list-style-type: none"> ✓ <i>Create clear completion pathways</i> ✓ <i>Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them</i> ✓ <i>Prepare students to enter a competitive workforce</i> ✓ <i>Enhance curriculum vitality, viability, and relevance</i>
<p>Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i></p>	<p><u>Strategic Direction 1:</u> Dedication to Learning</p> <ul style="list-style-type: none"> ✓ <i>Improve student achievement, both overall and among historically lower-achieving groups</i> ✓ <i>Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies</i> ✓ <i>Foster ethical and affective development as well as cognitive development in all student populations</i> ✓ <i>Inspire and increase the rate of faculty, staff, and administrators' involvement in professional learning activities</i>
<p>Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p><u>Strategic Direction 2:</u> Culture of Continuous Improvement</p> <ul style="list-style-type: none"> ✓ <i>Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes</i> ✓ <i>Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes</i> ✓ <i>Enhance and maintain facilities and technology to promote effective teaching and learning</i> <p><u>Strategic Direction 4:</u> Collaboration, Engagement, and Respect</p> <ul style="list-style-type: none"> ✓ <i>Be collegial</i> ✓ <i>Eliminate organizational silos</i> ✓ <i>Celebrate the achievements of our entire community</i>
<p>Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i></p>	<p><u>Strategic Direction 2:</u> Culture of Continuous Improvement</p> <ul style="list-style-type: none"> ✓ <i>Exercise financial stewardship that ensures fiscal stability while supporting educational excellence and the College mission</i> <p><u>Strategic Direction 5:</u> Connections with Communities</p> <ul style="list-style-type: none"> ✓ <i>Forge effective alliances with local schools, organizations, and individuals</i> ✓ <i>Open the College to the world</i>

II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2012	2013	2014	2014 District	3 year change College	3 year change District
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	64%	63%	62%	70%	-2%	-1%
<u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	73%	70%	75%	78%	3%	4%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	70%	72%	78%	82%	7%	8%
<u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	18%	18%	24%	24%	6%	7%
<i>3.2 Persistence - Fall to Spring</i>	83%	84%	84%	88%	1%	1%
<i>3.2 Persistence - Fall to Fall</i>	68%	70%	65%	75%	-3%	0%

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Trending to Weakness	<ul style="list-style-type: none"> • Number of FAFSA applicants for West Los Angeles College has decreased in the past two award years • West Los Angeles College has a higher percentage of students that are financial aid disqualified in the district • Number of applicants submitting financial aid appeal petitions last two years were lower 	<ul style="list-style-type: none"> • West Los Angeles College Financial Aid Office is in the process of hiring a Financial Aid Assistant to provide in-reach and outreach support to increase number of under-represented cohorts (veterans, foster youth, males) to apply for aid • Financial Aid Office will increase the number of Satisfactory Academic Progress workshops offered for students disqualified during the award year to appeal and regain eligibility • Financial Aid Office will direct new hires and current staff to focus on case follow up to increase the number of completed files for awarding of Pell grants 	1% - 2% increase in number of Pell Grants awarded until District average is attained.
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	Trending to strength	<p>A four-year increase in English assessment of 12 percentage point (63% to 74%) and increase in Math of 14 percentage points (64% to 78%) brings West almost to the district level. The increase is due to increased capacity and efficiency permitted by the new Student Services Building, which provides well-designed facilities, including larger computer labs dedicated to assessment.</p> <p>In addition, West designed and implemented a new matriculation process housed online in a portal, called West Expressway. We anticipate that the percentage will rise with the new West Expressway.</p> <p>The SS&SP program is doing high school outreach through West Expressway, recruiting students who are likely to be eligible for financial aid, thus improving Measure 1.1.2 as well as 1.2.1.</p>	Sustain and enhance the West Expressway.	100% of new students will complete English and Math assessment in the first term or before.

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	Trending to Strength	<p>West has improved so that the achievement rate is even with the district average. The rate increased in 2014 for the first time in three years and by six percent!</p> <p>English faculty piloted accelerated English in 2014, which may have motivated more students to enroll, and math faculty piloted a compressed math sequence in 2015.</p>	<ul style="list-style-type: none"> • Evaluate adequacy of class schedule to meet student needs at entry levels of English and Math • Priority enrollment for students who complete the matriculation process: assessment to orientation to abbreviated SEP • Consider an alternative Math pathway, to include Math 122, Intermediate Algebra, prior to Statistics • Increase Accelerated English course offerings 	Increase by 1% per year over 5 years.
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Trending to Strength	<ul style="list-style-type: none"> • Fall to Spring persistence is holding steady, while Fall to Fall persistence has dropped slightly • Reenergized focus on student success, including the Student Success Committee, Achieving the Dream, Student Equity, Access and Completion (SEAC) Committee, and Student Equity Workgroup • Increased engagement of faculty, for example in Faculty Inquiry Groups (FIGs), and through professional learning, which emphasizes engagement and cultural competence 	<ul style="list-style-type: none"> • Established the Student Equity, Access and Completion (SEAC) Committee to monitor and provide recommendations on how to improve the student experience from early outreach to program completion 	Increase by 1% per year until West reaches the District average.

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2012	2013	2014	2014 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>	63%		68%	69%	4%	4%
<i>1.1 Measure of student engagement in and out of class</i>	16%		16%	19%	0%	-1%
<i>1.1 Measure of self-efficacy/self-directed learning</i>	69%		76%	78%	7%	6%
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>	NA		66%	66%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	53%	52%	53%	63%	0%	2%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	17%	19%	21%	29%	4%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	14%	16%	17%	26%	3%	1%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	20%	19%	17%	31%	-3%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	15%	11%	12%	12%	-4%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	30%	26%	30%	-4%	-5%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2014 is final year for the three year measurement period beginning in 2011.

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Active /project learning</i>	Trending to strength	<p>West sponsors a number of programs and activities that support active/project learning, student engagement in and out of class, and self-efficacy. Following is a sample of these events and programs:</p> <ul style="list-style-type: none"> • Annual Student Poster Showcase • Semester Kickoff • Transfer and Career Fairs • Supplemental Instruction Program • One College, One Book • Study Abroad • Many Professional Learning opportunities for faculty (California Acceleration Project, Reading Apprenticeship, Tech Fair, etc.) offer training in active teaching/learning strategies • STEM emphasizes self-direction in scientific inquiries; offers symposia • Puente, LEARN, and Summer Bridge programs emphasize self-efficacy • ASO is very active, and has initiated several programs. ASO initiated the ASO parking program, bringing back the food truck, and participating in college-wide events on re-defining student support and engagement. • International Students have an active club, including the Ambassador Program which links them with advisers on campus. • Global Studies Initiative puts on annual conference to reinforce West students' place in a global community beyond West. • The students in the Athletics Program engage in a service project with the Child Development Center. • A group of students participated in the A2MEND conference (African-American Male Education Network and Development). • Star Parties engage students in an activity outside of class. • Counseling classes emphasize meta-cognitive strategies. 	<ul style="list-style-type: none"> • Expand Professional Learning opportunities for faculty • Institutionalize the Supplemental Instruction Program • Institutionalize the Annual Student Poster Showcase • Expand Summer Bridge program • Expand the One College, One Book program 	2% increase every two years as reflected in the Student Survey, which is administered every two years.
Measure 2.1.1: <i>Student engagement in and out of class</i>				
Measure 2.1.1: <i>Self-efficacy/self-directed learning</i>				

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i></p>	<p>Neither</p>	<p>West provides many opportunities for technology training through its Tech Fair workshops. The Tech Fair provides faculty and staff with workshops on various aspects of technology, specifically to enhance teaching, delivery of services, and provide training on the use of instructional technology to improve student success. Faculty and staff lead workshops for other faculty and staff on innovative uses of technology in the classroom to improve the student experience in online, hybrid, and on-campus courses.</p> <p>Unlike other professional development activities, Tech Fair workshops are presented by West's faculty and staff. This approach creates a group of experts on campus that not only present workshops, but also serve as ongoing resources for the campus community.</p> <p>While Tech Fair started as a professional development activity focused on technology, it has expanded to include a Teaching and Learning track with workshops focused on sharing and discussing pedagogy to improve teaching and learning.</p> <p>Those who have attended Tech Fair sessions complete workshop evaluations to rate the session and how they will use what was learned to improve teaching, student learning, and engagement.</p>	<ul style="list-style-type: none"> • Expand Professional Learning opportunities for faculty and staff • Integrate training needs and goals with the Technology Master Plan being updated • Integrate training needs and goals with the Professional Development Program Plan being drafted 	<p>2% increase every two years as reflected in the Student Survey, which is administered every two years.</p>

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	Trending to weakness	Although the completion rates have held steady or increased slightly, they are still below the District average.	<ul style="list-style-type: none"> • Evaluate scheduling to ensure that students have access to entry level English and Math courses • Prioritize schedule offerings to support student completion • With SSSP, both West Expressway and Counseling guide students into English and Math in their first years • Market new ADT degrees to support student completion and transfer. The degrees have been designed with a 60-unit maximum. 	1% increase per year until District average is attained.
Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>	Trending to weakness	<p>The success rate has been declining, and is far below the district average. A number of efforts have been initiated in the last 3 years:</p> <ul style="list-style-type: none"> • Assessment reforms <ul style="list-style-type: none"> ○ Multiple Measures ○ Lowering Cut Scores • Acceleration in English • West Expressway – to get more students assessed earlier – and to declare their major earlier • Summer Bridge • Hired additional full time faculty in Math • Hired full time English faculty • Replaced full time Language Arts Learning Skills instructor • Pedagogical Innovations <ul style="list-style-type: none"> ○ Reading Apprenticeship ○ Acceleration Training 	<ul style="list-style-type: none"> • Consider an alternative Math pathway, to include Math 122, Intermediate Algebra, prior to Statistics • Build up ACT program • Redesign academic outreach programs to create dedicated CTE pathways at feeder high schools so that students can flow easily from high school to college • Conversations about pedagogy • Tech fair • Increase professional learning opportunities, especially for math and English faculty members 	1% increase per year until District average is attained.

Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	Trending to weakness	<p>Although West's success rates are in line with the district average, 26% represents a decline in the most recent year.</p> <ul style="list-style-type: none"> • West conducted a systematic evaluation of graduation processes, identified areas in need of improvement, and worked to remedy the problems. • Implemented a "second review" process for degree/ certificate denials • Division chairs have begun to work closely with A&R staff to facilitate graduation paperwork. • Created reports for Chairs of denied petitions. • New degrees and certificates have been created: <ul style="list-style-type: none"> ○ Transfer degrees ○ New IGETC certificate ○ AS in Health Science 	<ul style="list-style-type: none"> • Continue to monitor and improve graduation processes • Continue to grow the ACT cohort program for working adults to encourage full time enrollment and completion 	1% increase per year until prior higher rates are attained; then reevaluate.

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2012	2013	2014	2014 District	3 year change College	3 year change District
Average Class Size in Credit Classes	40.7	38.0	36.6	36.5	-10%	-9%
Cost/FTES (annual)	\$4,391	\$4,743	\$4,624	\$4,358	5%	5%

Institutional Efficiency- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Trending to weakness	<p>Consistent with districtwide and statewide trends efficiency is decreasing.</p> <ul style="list-style-type: none"> • While a greater number of sections are being offered, enrollments are only up by a modest percent, which negatively impacts the college's efficiency • Management staff, along with key campus governance committees, have been engaged in weekly deep discussions around enrollment management, fiscal management, and desired growth • Fiscal staff have conducted financial modeling and provided projections on the impact of various enrollment management strategies. Consensus has formed around a few key strategies. • Low-enrolled classes are being reviewed daily and slated for cancellation in consultation with academic leadership • Quarterly financial projections prepared by the fiscal staff are being presented at monthly senior staff meetings 	<ul style="list-style-type: none"> • The development of a campus enrollment management plan is in process • Agreements were put in place to allow MOUs for the provision of extra-large on-ground sections in selected strategically selected disciplines • Additional on-line sections are being offered which will boost the overall campus productivity while providing greater flexibility and variety for students • Marketing is encouraging large-class enrollment 	Increase of 2 enrollments per class until the previous District high of 42.6 is reached
<i>Cost/FTES (annual)</i>	Trending to weakness	<ul style="list-style-type: none"> • West has had a balanced budget for the last 5 fiscal years, and closed last fiscal year with a modest surplus. However, the trajectory is that the Unrestricted General Fund continues to shrink in the face of ever-increasing instructional costs. • The balanced budget and fund balance has been due to the growth in special funds (grants, categorical programs, international student program, etc.) • Care must be taken to ensure the costs are matched to revenue in the same fund, which would require either an increase in apportionment revenue or other Unrestricted General Fund sources, or a concomitant reduction in Unrestricted General fund expenses 	<ul style="list-style-type: none"> • Staff has analyzed the source of the increase in expenses and identified specific areas of high costs: hourly instructional costs and release/re-assigned time • Management is examining areas where release and re-assigned time can be reduced • Management is working to create an enrollment management strategy to create more large size classes which reduces the need to hire large numbers of adjunct faculty 	Reduce proportion of summer FTES reported in preceding year until the total reaches zero.