The new South Parking Structure opened on December 1, 2008. It features special solar panels that are part of our Global Climate commitment to achieve self-sufficiency by the year 2012.
WEST LOS ANGELES COLLEGE

ACCREDITATION FOCUSED MIDTERM REPORT
March 15, 2009

Submitted by

West Los Angeles College
9000 Overland Avenue
Culver City, CA 90230

To

Accrediting Commission
for Community and Junior College
Western Association of Schools and Colleges
ACKNOWLEDGEMENTS

The Focused Midterm Report for West Los Angeles College represents the work of many people:

- those who set the course and direction and gave us good counsel: Dr. Marshall Drummond, Dr. Mark W. Rocha, Gary Colombo and Deborah Kaye
- those who took their roles to heart: the Accreditation Steering Committee and Recommendations’ Committees chairs and co-chairs, committee members, and everyone who helped with and participated in the writing, reading, discussion and review of this report
- those who provided and verified information; edited and proofread the report numerous times; designed the cover and layout; gathered, organized, checked and rechecked documentation
- all who provided thoughtful feedback and comments, needed and welcome support throughout the months of this important project

It takes a community to make West best. We are West.

West also acknowledges the contributions of time and effort from across the college from the following:

Aracely Aguiar, Celena Alcala, Bruce Anders, Mary-Jo Apigo, Holly Bailey-Hofmann,
Bonnie Blustein, Cassandra Brown, Marcus Butler, Carrie Canales,
Clarissa Castellanos, Anna Chiang, Linda Clowers, Judy Chow, Isabella Chung, Eloise Crippens,
Nick Dang, Judith Fierro, Judith Ann Friedman, Eileen Gnehm, Rob Hager, Allan Hansen,
Joann Haywood, Eric Ichon, Betty Jacobs, Ken Lee, Michelle Long-Coffee, Margot Michels,
Christina Misner, Phyllis Morrison, John Oester, Rod Patterson, Larry Packham,
Betsy Regalado, Abel Rodriguez, Olga Shewfelt, Yvonne Simone, Bob Sprague, Joyce Sweeney,
Alice Taylor, Lloyd Thomas, Rebecca Tillberg, Hansel Tsai, Geneat Walton

Our apologies as well as our gratitude for those we may have left off this list.
Accreditation Focused Midterm Report

Submitted by West Los Angeles College

March 15, 2009

Approved by the LACCD Board of Trustees February 25, 2009

Kelly G. Candaele, President

2/25/09
Date
West Los Angeles College

Accreditation Focused Midterm Report

EXECUTIVE SUMMARY
The Extraordinary Results of West’s “Project Turnaround”

Major Highlights since 2006:

- **Enrollment Growth**: West's FTES enrollment has grown 35% in three years and we are now the fastest growing college in the LACCD.

- **Budget Stability**: No more deficits. West has balanced its budget and ended with a positive balance for each of the last three fiscal years.

- **Effective Participatory Governance**: College-wide consultation, transparency – and consensus actions.

- **Completion and Implementation of Master Plans**: Education Master Plan, Technology Master Plan and Facilities Master Plan.

- **Linked Planning to Budgeting**: Meaningful program reviews and a budget process that allocates to planning priorities.

- **West is Award-Winning!**
  - 2007 National Practices with Promises Award, Accelerated College Transfer Program.
  - Board of Governors Exemplary Program Award, Leadership Retreat

West is now the fastest growing and most innovative college in the LACCD.
### Executive Summary

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- Focused Midterm Report Timeline ...................................................... pg 5  
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- Substantive Change ........................................................................ pg 21  

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- Commission Recommendation 2: District Plan for Retiree Health Benefit Liability (New) ....................... pg 31  

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- Recommendation 2: Student Learning Outcomes .............................. pg 37  
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<tr>
<td>Recommendation 14: District/College Functions &amp; Decentralization</td>
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</table>
This Midterm Report was prepared by Dr. Mark Rocha in collaboration with Fran Leonard, faculty chair, and Robert L. Sprague, Accreditation Liaison Officer, and the Recommendations' Committees. The report was reviewed and signed off by the signatories on February 12, 2009. It was presented for review to the Board of Trustees of the Los Angeles Community College District on February 25, 2009. Board approval was received on February 25, 2009.

Signed:

Marshall E. Drummond, Ed.D.
Chancellor, Los Angeles Community College District

Mark W. Rocha, Ph.D.
President, West Los Angeles College

Kelly G. Candaele, President
President, LACCD Board of Trustees

Robert L. Sprague
Vice President of Academic Affairs

Fran Leonard
Faculty Chair of the Focused Midterm Report
Chair of the College Council

Rodney Patterson
Academic Senate President

Olga Shewfelt
AFT Faculty President

Lawrence Jarmon, Ed.D.
California Teamsters Public, Professional and Medical Employees Union 911 Chapter Chair

Jo-Ann Haywood
AFT Staff Guild Local 1521A WLAC Chapter Chair

Abel Rodriguez
Supervisory Employees' Union Local 347 Representative

Eileen Gnehm
Associated Students Organization President
Context for West Los Angeles College’s Report Preparation

West Los Angeles College’s Focused Midterm Report, which coincides with the college’s 40th year anniversary, responds specifically to the WASC Accrediting Commission for Community and Junior Colleges’ Evaluation Team Report of March 29, 2006, in which the team, led by Sandra V. Serrano, detailed the results of its assessment of the college’s 2006 comprehensive Self Study. In addition, this report documents progress made since the Progress Report of March 15, 2007, and the subsequent visit and the Progress Report of March 15, 2008, both of which were accepted by the Commission.

Since my appointment as president of West Los Angeles College, I supervised the preparation of this focused midterm report in consultation with Accreditation Liaison Officer, Robert L. Sprague, Vice President of Academic Affairs, as well as in dialogue with various members of the college community, including Rod Patterson, Academic Senate president; Olga Shewfelt, AFT Chapter Chair president, as well as representatives of management, the classified staff and the Associated Student Organization. Vice Chancellor Gary Colombo and Deborah Kaye assisted West by providing continuing support and input, especially on the District recommendations. Faculty chair of Accreditation Fran Leonard contributed leadership in coordinating, preparing and writing this report. This report, like those preceding it, has been the result of a strong collaborative effort, evidence that campus climate and governance have improved and continues to improve since the 2006 team visit.

From July 2006 to the present, West Los Angeles College has focused its efforts not just on complying with the accreditation recommendations but on academic excellence. Doing so has yielded substantial progress in deliberate and purposeful planning based on careful evaluation and assessment of data, including ARCC. The Educational Master Plan of 2007 drives the college’s planning efforts, especially in managing enrollment growth and retention. As a result of careful management, the college has, in two years, achieved fiscal stability which has enabled the college to allocate its resources to address areas needing attention. Enhancing communication and sharing of information through a revitalized, redesigned college website, through Town Hall meetings and standing committee meetings, through the president’s weekly message and open door meetings, West improves the effectiveness of its policy and decision-making practices.

Through the implementation of an online program review and unit planning instrument, complete with clear trend lines, those responsible for academic divisions, offices and services on campus are better able to plan. The formation of a Technology Master Plan Committee in the fall 2008 semester aligned the Technology Master Plan with the Educational Master Plan. At the November 21, 2008 Leadership Retreat, the theme of academic excellence permeated the breakout sessions by exemplars of excellence in California Community Colleges. The presenters addressed the learning outcomes of an excellent athletics program, teaching to an iPod generation, a comprehensive approach to basic skills and innovative teaching support. On January 12, 2009, the college’s home-grown Leadership Retreats were recognized by the Board of Governors and the Academic Senate of California Community Colleges as an exemplary staff development program, citing the “palpable mutual respect and camaraderie” generated by this annual event.
In sum, the faculty, staff and administration of West Los Angeles College, submit this Focused Midterm report with a sense of gratitude from the extraordinary documented progress we have made in all areas. Indeed, West is now considered in the LACCD as a role model “turnaround” college from where we stood in 2006. We are a healthy and preeminent example of how a college has internalized the accreditation process as a healthy opportunity to improve in all areas. Thanks to our previous successful Progress Reports in 2007 and 2008 and now this Midterm Report, West now has a strong culture of accountability that will serve us well as we continue to measure our progress toward our goal of creating a great comprehensive urban community college.

Mark W. Rocha, Ph.D.
President, West Los Angeles College
# Focused Midterm Report Timeline

**For The Report Due To The Accrediting Commission by March 15, 2009**

<table>
<thead>
<tr>
<th>DATES</th>
<th>TIMES</th>
<th>ACTIONS</th>
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<tr>
<td>8/14/08</td>
<td>10am – Noon</td>
<td>Steering Committee and interested college community members meet with Dr. Rocha to launch accreditation midterm report, set fall semester meeting dates, including “hearing moments.”</td>
</tr>
<tr>
<td>8/20/08</td>
<td>11 am -- 12:30 pm</td>
<td>Dr. Rocha and F. Leonard, faculty chair or accreditation, will inform Board of Trustees of West’s plans for preparing its focused midterm report.</td>
</tr>
<tr>
<td>8/29/08</td>
<td>FA-100</td>
<td>The focused midterm report is on the morning agenda for the Flex Day. “Not mere compliance but academic excellence.”</td>
</tr>
<tr>
<td>Fall 2008</td>
<td></td>
<td>Meet with committees assigned each recommendation throughout the fall 2008 semester to capture all actions that address the recommendation and demonstrate progress toward meeting that recommendation (with evidence/documentation)</td>
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<tr>
<td>F08 &amp; Sp09</td>
<td>11 am 11/13</td>
<td>1st mtg. – Friday, Sept. 19, with Gary Colombo In the PCR: 10/28 – 1 pm, Winlock - 11/13 – 11:30 PCR, 12/12, 1/15/09, 2/19/09 “Gap analysis” report given to Dr. Rocha 11/4/08</td>
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<tr>
<td>11/6/08</td>
<td></td>
<td>DRAFT of responses to some recs of midterm report to College Council for its review</td>
</tr>
<tr>
<td>11/9/08</td>
<td></td>
<td>DRAFT of responses to some recs midterm report to Academic Senate for its review</td>
</tr>
<tr>
<td>11/25/08</td>
<td>Winlock</td>
<td>Discussion of DRAFTS by Academic Senate</td>
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<tr>
<td>12/18/09</td>
<td>11 am Winlock</td>
<td>Accreditation Steering Committee mtg. with Gary Colombo</td>
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<tr>
<td>2/09</td>
<td></td>
<td>ACTION by College Council on midterm report</td>
</tr>
<tr>
<td>12/08</td>
<td></td>
<td>ACTION by Academic Senate on parts of the midterm report.</td>
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<tr>
<td>1/13/09</td>
<td></td>
<td>Launch production of report.</td>
</tr>
<tr>
<td>1/22/09</td>
<td>11 am Winlock</td>
<td>Accreditation Steering Committee mtg. with Gary Colombo</td>
</tr>
<tr>
<td>2/6/09</td>
<td></td>
<td>Deadline for final Midterm Report WLAC review and signatures.</td>
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<tr>
<td>2/9/09</td>
<td></td>
<td>ACTION by Academic Senate on remaining parts of the midterm report.</td>
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<tr>
<td>2/18/09</td>
<td></td>
<td>Deadline for submission of Midterm Report to BOT for approval.</td>
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<tr>
<td>2/25/09</td>
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<td>Report goes to BOT Planning and Student Success Committee.</td>
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<tr>
<td>3/15/09</td>
<td></td>
<td>Midterm Report due to ACCJC.</td>
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</table>
Working Groups at the College

The following is a list of participants in the groups that worked collaboratively on these recommendations in preparation for submitting this Focused Midterm Report to the Accrediting Commission on March 15, 2009.

Accreditation Steering Committee

Mark W. Rocha, Ph.D.          College President
Robert L. Sprague             Vice President, Academic Affairs, Accreditation Liaison Officer
Fran Leonard                  Faculty Chair, Accreditation
Rodney Patterson              President, Academic Senate
Olga Shewfelt                 President, AFT Faculty
Jo-Ann Haywood                WLAC Chapter Chair, AFT Staff Local 1521A
Lawrence Jarmon, Ed.D.         Chapter Chair, Employees Union 911
John Oester                   Vice President, Administrative Services
Betsy Regalado                Vice President, Student Services
Abel Rodriguez                Representative, Supervisory Employees’ Union Local 721
Eileen Gnehm                  President, Associated Students Organization
Sheila Jeter-Williams         WLAC Grievance Rep, AFT Staff Local 1521A
Yvonne Simone                 Director, Child Development Center
Lloyd Thomas, Ph.D.            Director, Title 5; Curriculum Committee Chair,
                               Staff Development and SLO Committee Chair
Rebecca Tillberg              Dean, Planning & Research
Celena Alcala                 Associate Dean, Student Services
# College Participation in Recommendation Reports

<table>
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<tr>
<th>FACULTY/STAFF</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>Ara Aguiar</td>
<td>Vice President, Academic Senate</td>
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<tr>
<td>Celena Alcala</td>
<td>Associate Dean, Associate Students Organization</td>
<td>Rec 6</td>
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<tr>
<td>Mary-Jo Apigo</td>
<td>Instructor Special Assignment, SFP</td>
<td>Rec 10</td>
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<tr>
<td>Bruce Anders</td>
<td>Faculty, AFT</td>
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<tr>
<td>Bonnie Blustein</td>
<td>Co-Chair, Basic Skills Committee, Academic Senate Math</td>
<td>Rec 7</td>
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<tr>
<td>Marcus Butler</td>
<td>Chair, Technology Master Plan Committee, Computer Science Information Technology</td>
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<tr>
<td>Anna Chiang</td>
<td>Chair, Computer Science Information Technology</td>
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<tr>
<td>Clarissa Castellanos</td>
<td>Graphic Designer, Advertising and Public Relations</td>
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<tr>
<td>Judy Chow</td>
<td>Chair, Library and Learning Resources</td>
<td>Chair Rec 7</td>
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<tr>
<td>Gary Colombo</td>
<td>Vice Chancellor, Institutional Effectiveness</td>
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<tr>
<td>Eloise Crippens</td>
<td>Counselor, Past President of the Academic Senate</td>
<td>Recs 1, 13</td>
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<tr>
<td>Judith Fierro</td>
<td>Administrative Secretary, Office of Academic Affairs</td>
<td>Recs 8, 9</td>
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<tr>
<td>Susan Fong</td>
<td>Instructional Assistant, Writing Lab</td>
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<tr>
<td>Eileen Gnehm</td>
<td>President, Associated Students Organization</td>
<td>Recs 1, 13</td>
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<td>Rob Hager</td>
<td>Academic Senate, Physical Education</td>
<td>Com Rec 1</td>
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<td>Eric Ichon</td>
<td>Academic Senate, Distance Education</td>
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<td>Betty Jacobs</td>
<td>Chair, Language Arts Division</td>
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<tr>
<td>Deborah Kaye</td>
<td>District Accreditation Liaison</td>
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<td>Ken Lee</td>
<td>Faculty, Library</td>
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<tr>
<td>Fran Leonard</td>
<td>Chair, College Council</td>
<td>Chair Com Rec 1</td>
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<td>Faculty Chair, Accreditation</td>
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<td>Michelle Long-Coffee</td>
<td>Director, Advertising and Public Relations</td>
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<td>Margot Michels</td>
<td>Senate, Faculty, French</td>
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<td>Christina Misner</td>
<td>Administrative Secretary, Office of Administrative Services</td>
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<td>Phyllis Morrison, Ph.D.</td>
<td>Chair, Science Division</td>
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<td>John Oester</td>
<td>Vice President, Administrative Services</td>
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<td>Rodney Patterson</td>
<td>President, Academic Senate</td>
<td>Chair Rec 9</td>
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<tr>
<td>Betsy Regalado</td>
<td>Vice-President, Student Services</td>
<td>Chair Rec 6</td>
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<td>Com Rec 1; Recs 8, 9</td>
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<tr>
<td>Curt Riesberg</td>
<td>Faculty, Learning Resources Center</td>
<td>Com Recs 1, 5</td>
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<tr>
<td>Mark W. Rocha, Ph.D.</td>
<td>College President</td>
<td>Chair Rec 12</td>
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<tr>
<td>Olga Shewfelt</td>
<td>AFT Faculty President</td>
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<tr>
<td>Robert Sprague</td>
<td>Vice President, Academic Affairs</td>
<td>Chair Rec 9</td>
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<td>Yvonne Simone</td>
<td>Director, Child Development Center</td>
<td>Rec 6</td>
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<tr>
<td>Alice Taylor, Ph.D.</td>
<td>Faculty, Humanities &amp; Fine Arts</td>
<td>Rec 1, 5, 13</td>
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<tr>
<td>Rebecca Tillberg</td>
<td>Dean, Research and Planning</td>
<td>Com Rec 1; Recs 1, 5, 10</td>
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<td>Lloyd Thomas, Ph.D.</td>
<td>Director, Title 5; Curriculum Committee Chair, Staff Development and SLO Committee Chair</td>
<td>Chair Rec 2</td>
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<tr>
<td>Geneat Walton</td>
<td>Administrative Assistant, Academic Affairs</td>
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West Los Angeles College
Update on Actions from 2006 Self-Study
Planning Agendas

February 2009

This Focused Midterm Report includes an institutional update pursuant to West Los Angeles College's Planning Agendas of the 2006 Self-Study Report. Please note below the progress made with respect to these self-defined areas of institutional improvement.

The vast majority of the planning agenda items are complete in the current planning cycle. But true to well-established, institutionalized planning processes, these are part of an iterative cycle of institutional improvement: plan, do, check, improve; plan, do, check, improve, etc.

<table>
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<tr>
<th>Completed</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>✔️</td>
<td>The Planning Committee has begun to review the Mission Statement and will schedule an annual review thereafter.</td>
<td>College Planning Committee</td>
<td>The college Mission Statement was thoroughly reviewed and reaffirmed at the Annual Leadership Retreat of May 2006.</td>
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<td>✔️</td>
<td>Beginning in 2006, the Vice President of Academic Affairs together with the Student Learning Outcomes Committee will direct the integration of measurable student learning outcomes that align with the college's institutional SLOs throughout courses, syllabi and academic programs.</td>
<td>VP – AA, Academic Senate, SLO Committee</td>
<td>This has been done. 34 of 37 program majors have designed SLOs. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. All this information is posted on the Curriculum Committee webpage—and explained in Recommendation #2.</td>
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<tr>
<td>✔️</td>
<td>In 2006, the Dean of Academic Affairs who is in charge of the production of the schedule will publish the mission statement in the Schedule of Classes, and the Vice President of Student Services will post the mission statement in appropriate places.</td>
<td>Dean – AA, VP – Student Services</td>
<td>College administration determined that a more effective place to publish the mission statement is in the catalog and on the web. Production of the schedule is accomplished by a team in Academic Affairs with oversight by the deans in close collaboration with division chairs. Proof reading and accuracy are accomplished by reviews at the certificated and staff levels within Academic Affairs.</td>
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### Standard I.B. Improving Institutional Effectiveness

| ✔ | The College Council will, by the end of Spring 2006, examine ways to coordinate all steps in the planning and budgeting cycle so that long-term planning can occur according to timelines. | College Council | The College Council, together with the Budget Committee, has established timelines for the planning and budgeting cycles that align with the District budget process. |
| ✔ | The College Council as part of the new governance structure will immediately examine ways to improve communication and coordination among its many committees. | College Council | Three major committees report through the College Council: Planning, Budget and Facilities. The chair of each of these committees is a member of the College Council. Meeting agendas and minutes are emailed to all Council members for further distribution to their committees. In addition, the agendas and minutes are posted on the College Council web page so that they are readily available to all members of the campus community. The College has added regularly scheduled meetings of the Joint Administrative Council/Divisional Council, the Building Program Management Committee and the Enrollment Management Committee, increasing the number of people “in the loop” on news, projects, proposals, actions. |
| ✔ | The Office of Institutional Effectiveness will implement the centralization of planning, research, marketing, grants, publications, publicity and the college website. | VP – AA, Dean – Research & Planning, Director – Advertising & Public Relations | The Office of Institutional Effectiveness has been restructured. The functions have been split: Institutional research and planning report to the Vice President of Academic Affairs, and marketing, publications, publicity and the college website are handled by new staff in the Office of Advertising & Public Relations that reports to the College President. |

### Standard II.A. Instructional Programs

| ✔ | By 2007, the Basic Skills Task Force in conjunction with the Office of Institutional Effectiveness will develop a basic skills research agenda that will monitor and track student progress. | VP – AA, Basic Skills Committee, Dean – Research & Planning | The Basic Skills Task Force evolved into the Basic Skills Committee, which wrote the Basic Skills Plan, an inclusive document that includes the research agenda. |
| ✔ | The Office of Institutional Effectiveness will work with faculty to help them interpret data and make instructional choices that will improve student learning and achievement of our SLOs. | SLO Committee, Dean – Research & Planning | This has been done. 34 of 37 program majors have designed SLOs. 47 out of 70 fulltime faculty have attended 2-day SLO workshops. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. |
| ✓ | The faculty will initiate the alignment of student learning outcomes and course assessment in 2006. | ▪ SLO Committee ▪ Divisional Council | This has been done. 34 of 37 program majors have designed SLOs. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. |
| ✓ | Beginning in 2006, the Academic Senate in conjunction with Academic Affairs will conduct student learning outcomes workshops in which at least three teaching and three non-teaching faculty will participate. | ▪ Academic Senate ▪ SLO Committee | This has been done. 34 of 37 program majors have designed SLOs. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. |
| ✓ | Beginning in 2006, the Academic Senate, the Student Learning Outcomes Committee and the Office of Academic Affairs will direct the development and integration of measurable student learning outcomes that align with the college’s institutional SLOs throughout courses, syllabi and academic programs. | ▪ Academic Senate ▪ SLO Committee | This has been done. 34 of 37 program majors have designed SLOs. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. |
| ✓ | Beginning in 2006, the Vice President of Academic Affairs will ensure that faculty in every vocational program convenes annual meetings of its advisory board and files minutes and committee rosters. | ▪ VP – AA | The online program review instrument asks vocational programs to report on the meetings of its advisory boards. In addition, the college’s Career and Technical Education Committee requires that every vocational education program conduct an annual advisory board meeting. |
| ✓ | Beginning in 2006, the director of the Title V grant will work with the Academic Senate to convene workshops to facilitate each division’s development of measurable program outcomes, their inclusion in course outlines and their assessment. Division Chairs and faculty will report results in their annual program review documents. | ▪ VP – AA ▪ Academic Senate ▪ Title V Director | This has been done. 34 of 37 program majors have designed SLOs. 61 out of 70 fulltime faculty have posted SLO portfolios showing assignments, designated SLOs and sample student papers illustrating achievement of SLOs. 345 courses have been revised to include SLOs. |
| ✓ | Beginning in 2006, Academic Affairs will offer workshops to help faculty identify and teach students who have different learning styles. | ▪ VP AA ▪ Staff Development Director | In spring, summer, and fall of 2006, we facilitated “Company of Experts” workshops on Angelo and Cross’s “Classroom Assessment Techniques,” “Learning Styles” and a one week Instructional Skills Workshop as well. These were a prelude to our work on SLO design and assessment. |
| ✓ | Workshops offered by Academic Affairs will train faculty in the use of instructional technology beginning in 2006. | ▪ Staff Development Director | Through West’s “Technology Fairs,” Academic Affairs has offered numerous workshops in instructional technology each semester. |
| ✓ | Beginning immediately, the Curriculum Committee will ask faculty to revise paperwork for course updates and new courses at the Technical Review stage and insist that it be resubmitted to Technical Review before being presented to the full committee. | ▪ Curriculum Committee | This has been done. Technical review meetings are held on the first or second Monday of each month, and the Curriculum Committee meets on the last Wednesday of each month, allowing plenty of time for revision of documents that do not pass Technical review. |
| ✓ | Beginning Fall 2006, the Vice President of Academic Affairs, in cooperation with the Curriculum Committee and the Academic Senate, will annually notify academic Chairs of courses requiring updates and will use information on course updates as part of the Chair’s evaluation. |
| | VP AA  
| Academic Senate  
| Curriculum Committee  
| An Excel report showing all courses which need to be updated on a six year cycle is regularly posted on the Curriculum Committee webpage.  
| ✓ | Beginning immediately, division Chairs will ensure that their divisions send full-time faculty representatives to the monthly meetings of the Curriculum Committee so the representatives can be made aware of the need to include institutional and program outcomes in all updated courses. |
| | Divisional Council  
| The Curriculum Committee has met with a full quorum of designated representatives monthly for 3 years. Full minutes are available on the Curriculum Committee webpage. |
| ✓ | By Spring 2007, the Academic Senate in conjunction with Academic Affairs will align program outcomes with specific courses taught in each academic division and develop assessment plans to determine that students achieve them. |
| | VP – AA  
| Academic Senate  
| This is part of the course update process. 234 of the courses offered in the past two years, now include SLOs (an additional 111 courses have been revised to include SLOs, but have not yet been offered. Future assessment plans for key courses are contained in the “Grid” included in Recommendation #2. |
| ✓ | The Program Review Committee by 2007 will include in the program review process an improved research method for measuring student learning outcomes. |
| | Program Review Committee  
| SLO Committee  
| The Program Review Committee incorporated discipline reporting of SLO development and assessment into the online program review instrument. Online program review was implemented in fall 2008 with the Program Review Committee clarifying that measuring student learning outcomes is under the purview of the SLO Committee. |
| ✓ | Academic Affairs and the Academic Senate will require all educational course outlines, programs and services to incorporate appropriate measurable SLOs at the course, program and institutional level into all unit plans by 2010. Division Chairs and Deans will review all received course outlines and syllabi for clarity and congruency with the college mission. |
| | VP – AA  
| Academic Senate  
| Divisional Council  
| Deans – AA  
| SLO Committee  
| As of Spring 2009, 61 fulltime faculty have developed assessments for their SLOs. Of the 631 courses offered in the past 2 years, 234 courses have SLOs. This means there remain 397 courses which need to be revised to include SLOs. |
| ✓ | Beginning in 2006, Academic Affairs and the Curriculum Committee will facilitate dialogue about interdisciplinary study as a part of the process leading to the systematic inclusion of institutional and program outcomes in course outlines. |
| | VP – AA  
| Curriculum Committee  
| Institutional and program outcomes are included in all revised outlines. So far, 345 outlines have been revised to include institutional and program outcomes. Institutional SLOs include concepts such as cultural diversity, ethics, aesthetics, civic responsibility, and self-awareness which embody interdisciplinary approaches. |
| ✓ | The Vice President of Academic Affairs will direct every vocational program to call annual meetings of its advisory committee beginning in 2006, as well as to file minutes and committee rosters with Academic Affairs. |
| | VP – AA  
| Assessment of compliance with this directive is contained in the new online program review instrument. In addition, the college’s Career and Technical Education Committee requires that every vocational education program conduct an annual advisory board meeting. |
Beginning in 2006, each semester, Academic Affairs will establish a computerized checklist to determine which syllabi have been submitted and which are missing.

The college will publish the transfer requirements in the Schedule of Classes beginning in Fall 2006.

The Curriculum Committee will, beginning in 2006, ensure that the Distance Education Addendum is submitted for all new online classes.

In 2006, the Academic Senate will act on a formal functioning program viability process to be added to the established program review and unit planning process.

The Office of Institutional Effectiveness, beginning in 2006, will oversee all publications to assure integrity in all representations about the college’s mission, programs and services.

Beginning in 2006, the Academic Senate will review the Faculty Ethics Statement at the bi-annual orientations for adjunct faculty and the annual orientation for full-time faculty.

Standard II. B. Student Support Services

“Point of Service” student surveys will be developed by each student services unit in conjunction with the college researcher during Spring 2006. Surveys will be conducted during the 2006-2007 academic year.

Syllabi are collected each term by the Office of Academic Affairs. An electronic check list is maintained and forwarded to each Division Chair for follow up with individual faculty members whose syllabi are missing.

The section of the class schedule, ‘Graduation & Transfer Information,’ contains information about UC & CSU transfer requirements (IGETC).

Every new online course includes the Distance Education Addendum. These are signed and on file in Academic Affairs for every online course beginning in 2006. A sample is included in the footnotes for Recommendation #2.

The Program Review Committee decided that a more effective strategy would be to retain the program viability process as a process separate from program review. Academic Affairs implemented the program viability process in Fall 2008 when it consulted with the Academic Senate president, the Curriculum Council chair, the Division chair, the students and the college president to review program vitality and, based on relevant data, made a 2-year program plan and reduced some program offerings.

The Office of Institutional Effectiveness was restructured. The functions were split. The responsibility for overseeing the production of college publications was moved in Fall 2007 to the newly-formed Office of Advertising and Public Relations. Content development and ownership of publications, including accuracy of content, resides with the originating offices, primarily the Office of Academic Affairs. Academic deans and division chairs collaborate on assuring the integrity and accuracy of college publications.

The college Ethics Statement was reviewed at the Leadership Retreat. The Academic Deans review the Ethics Statement with adjunct faculty in an orientation at the beginning of each semester.

In 06/07 a satisfaction survey was distributed during the peak registration period in fall and spring. Twelve “Point of Service” student surveys were conducted in Fall 2008. The results from the surveys were used in each of the Student Services unit’s program review. The results are also used in assessing progress toward the Student Services Strategic Plan and the individual department’s SLO. A student services staff survey was also conducted in Fall 2008 and the results of the survey were presented in the Student Services Division Program Review.
| ✓ | The Vice President of Student Services will include in the division's unit plan the goal of a concerted institutional effort to increase the number of and to support students obtaining Student Educational Plans (SEPs) for the 2006-2007 academic year. | VP – Student Services | The Counseling Services Division continues to increase the number of student educational plans. To support the Counseling Services Division and increase the number of SEPs completed, the division through the Faculty Priority and Identification Position (FPIP) process, hired additional counselors — one in each general counseling, EOP&S and intercollegiate athletics. From 2006 to 2007-2008 SEPs increased by 29% and from '05-'06 to '07-'08 there was a 71% increase in SEPs. |
| ✓ | The Student Services Council will address and plan improved communication to students about available services in Spring 2006. | VP – Student Services | Increasing awareness and utilization of services is an on-going activity that is reported annually in the Student Services Strategic Plan. All student services and ASO activities are posted in the college-wide electronic bulletin, “West Week”. A modernized online ASO newsletter “The Student Voice” replaced the paper version in Fall 2008. New marketing pieces were developed in 07/08 and 08/09 and LCD TVs were placed inside the A&R and Counseling office to promote the campus services. New college website was developed and an electronic “frequently asked questions” software was purchased to address commonly asked questions. |
| ✓ | Each Student Service will assess its SLOs in the Spring 2006 semester. | VP – Student Services | The division revised program SLOs and developed divisional SLOs in Spring 2006. A consultant was hired in Spring 2008 to revise the twelve student services department SLOs. The SLOs were incorporated in the 08/09 Program Review report. The division started assessing SLOs in 08/09. Point of contact surveys were conducted in Fall 2008 to measure the unit’s progress. |
| ✓ | During 2005-2006, the Student Services Council will determine a common core of SLOs for the division. | VP – Student Services | A common core of SLOs for the division have been completed and listed in the SLO section of the Student Services Division program review report. |
| ✓ | Student Services will develop a master calendar of college events for 2006-2007. | VP – Student Services | All student services and ASO activities are posted in the college-wide electronic bulletin, “West Week”. A modernized online ASO newsletter “The Student Voice” replaced the paper version in Fall 2008. |
| ✓ | By Spring 2006, Counseling and the Vice President of Student Services will develop an assessment plan to determine the best allocation of counseling resources. | VP – Student Services | In Spring 2006 the Counseling Services Division developed a priority list for funding through their program review process. Counseling priorities align with the Student Services Strategic Plan which is linked to the Faculty Priority Identification Process and the college’s Educational Master Plan. |
| ✓ | The Dean of Student Services responsible for the Associated Students Organization will work with the Office of Institutional Effectiveness to develop an instrument to determine the kinds of activities that will draw students. | Dean – Student Services | A survey was completed, but Student Services determined that the response was not very representative of the student body. The Student Service Associate Dean has worked with the ASO leadership to identify and implement campus activities. As a result, Welcome Week was implemented and draws large numbers of students. New student clubs have been started, and a greater number of students expressed interest in and participated in the 2008 College Leadership Retreat. |
| ✔ | The Matriculation coordinator in conjunction with the Office of Institutional Effectiveness will complete a research agenda with specific timelines in Spring 2006. | Matriculation Coordinator  
Dean – Research & Planning | The Matriculation research agenda and plan was approved by the Academic Senate. Matriculation conducts research on an ongoing basis. |
| ✔ | The Vice President of Student Services and Dean of Student Services will supervise the scanning of backlogged documents in 2006-2007. | VP – Student Services | Financial Aid and Admissions office have completed the imaging of the backlogged student and business documents. |
| ✔ | The Vice President of Student Services will explore with the LACCD the security of student records in the event of disasters. | VP – Student Services | Several on-line systems to secure student records in the event of a disaster have been implemented. District office has taken a proactive role in developing new on-line attendance accounting documents that protect the integrity of grades, classroom rosters, census rosters and positive attendance collection. In addition, the Admissions and Records Office has scanned the past ten years of student records and faculty rosters. Records more than ten years old have been stored in a secured remote container on the west side of the campus. |
| ✔ | Counseling will address recommendations from the comprehensive program review evaluation through the 2006-2007 program review and unit planning cycle. | Chair, Counseling | Counseling has addressed the 2006 comprehensive program review recommendations in their 2007-2008 annual program review. |
| ✔ | With the assistance of the Office of Institutional Effectiveness, each Student Services unit will develop and administer a “point-of-service” student survey to assess the effectiveness and efficiency of services. | VP – Student Services  
Dean – Research & Planning | Twelve “Point of Service” student surveys were conducted in Fall 2008. The results from the surveys were used in each of the Student Services unit’s program reviews. |
<p>| ✔ | The Student Services Council will identify division goals and student learning outcomes during the 2006 academic year. | VP – Student Services | In November 2007 a Student Services Strategic Plan was developed aligning the division’s goals to the WLAC Educational Master Plan. All units within student services have SLOs identified and incorporated in their program review report. |
| ✔ | In Spring 2006, the Student Services Council will address and plan improved communication to students about available services. | VP – Student Services | All student services and ASO activities are posted in the college-wide electronic bulletin, “West Week”. A modernized online ASO newsletter “The Student Voice” replaced the paper version in Fall 2008. New marketing pieces were developed in 07/08 and 08/09 and LCD TVs were placed inside the A&amp;R and Counseling office to promote the campus services. New college website was developed and an electronic “frequently asked questions” software was purchased to address commonly-asked questions. |</p>
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<tr>
<th>Standard II.C. Library and Learning Support Services</th>
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<tr>
<td>✓ The Library and Learning Resources Division will work in conjunction with the Office of Institutional Effectiveness to evaluate the print and electronic collection, technology, and tutoring services to determine how effectively they support student learning outcomes in academic disciplines.</td>
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<td>Student surveys on library printed and electronic collection were done during Fall 2008 semester. Students, in general, were satisfied with the online collection, but indicated weakness in our printed collection. Adding additional online databases addresses this concern. Since 2006, there has been a major increase in online library research and research courses. The Learning Center has added two full-time faculty. 20 more computers have been added for student use, and students may borrow laptops. The library surveys all of the faculty each year to solicit new titles for the collection. In the 2008 Program Review, program level and subject level SLOs were articulated and aligned with institutional SLOs.</td>
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<td>✓ The Library and Learning Resources Division will work with discipline faculty to evaluate the effectiveness of information competency services and set goals for improvement.</td>
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<td>A faculty survey was developed and is given to each instructor after Library Orientations. Results are used to improve these orientations.</td>
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<td>✓ The Library and Learning Resources Division Chair will work in conjunction with the Office of Institutional Effectiveness to evaluate staffing levels to determine how effectively they support student learning outcomes in academic disciplines.</td>
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<td>The Division Chair is currently coordinating the cross-training of staff in services provided in the Learning Resources Center so their skills can be used effectively in providing services to students.</td>
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<td>✓ During Spring 2006, the Library will restore open shelving for current periodicals.</td>
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<td>We have increased our online full text periodical data base subscriptions. Therefore, it is not so urgent or necessary to have open shelving for printed periodicals. In addition to periodical data bases such as Lexis/Nexis, ProQuest, CQ Researcher, we have added JSTOR, Gale Literature Center data bases.</td>
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<td>✓ The Library and Learning Resources faculty will work with the Office of Institutional Effectiveness to develop more systematic methods of evaluating the effectiveness of its programs and services in addressing student learning outcomes by Summer 2007.</td>
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<tr>
<td>Library and Learning Resources faculty is working on evaluating the effectiveness of its programs and services to measure SLOs by Summer 2009.</td>
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<th>Standard III.A. Human Resources</th>
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<td>✓ In Spring 2006, each Vice President will assure that all managers evaluate employees as specified in the agreements.</td>
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<td>Processes for all employee evaluations were reviewed and a college-wide record of evaluations was designed and is being used. Reports from all divisions of the status of employee evaluations are made on an annual basis.</td>
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<td>✓ The Academic Senate in conjunction with Academic Affairs will guide the academic divisions, student services and other programs in the integration of student learning outcomes in faculty evaluations.</td>
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<td>The AFT Faculty Guild contract includes as part of the Professional Responsibilities section of the ‘Basic and Comprehensive Evaluation Summary Form for All Faculty’ a requirement to include participation in student learning outcomes assessment cycles, and a requirement to include approved SLOs on class syllabi.</td>
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The President will charge the Student Equity Committee with making recommendations in the areas of diversity and equal employment opportunity.

- Faculty & Staff Diversity Committee

The Faculty and Staff Diversity Committee makes recommendations related to diversity and equity in employment opportunities and expenditure of equity funds.

The Staff Development Committee will develop a more systematic process to identify the professional development needs of staff during 2006-2007.

- Staff Development Committee

The Staff Development Committee uses an online survey each year to identify professional development needs.

The College Planning Committee will create an identification and prioritization process for staff positions.

- All VPs

This approach was researched and discussed by members of the College Council and of the Planning Committee. The college determined that this approach is not feasible, and that instead each division will prioritize its own staff position requests through the program review process.

### Standard III.B. Physical Resources

- **Plant Facilities will install energy-saving devices on existing vending machines to save on electricity.**
  - VP - Administrative Services
  - Plant Facilities installed electricity-saving motion sensors on all vending machines during 2006.

- **In keeping with the Facilities Plan, Plant Facilities will install low-maintenance and drought-tolerant landscaping.**
  - VP - Administrative Services
  - Low-maintenance and drought-tolerant landscaping has been planted in selected existing locations and in all bond-related projects on the campus.

- **Plant Facilities will guide the college in purchasing more fuel-efficient equipment and supplies.**
  - VP - Administrative Services
  - The college has consistently purchased fuel- and energy-efficient equipment and “green” and recycled supplies.

- **The Facilities Committee with support from Administrative Services will develop and implement a total cost of ownership program.**
  - VP - Administrative Services
  - Information Technology, which previously was concerned with the “total cost of ownership” concept, is now under the purview of the Information Technology Committee (ITC), rather than the Facilities Committee. Planning for technology now resides within the ITC which assures college-wide participation and fiscal responsibility.

### Standard III.C. Technology Resources

- **The Academic Senate and the Technology Committee will develop a plan to use technology for improving campus communication via the intranet, website and groupware.**
  - Academic Senate
  - VP Administrative Services

  The college created a new office, Advertising and Public Relations, which has improved the look, navigation and content of the college web site. The office instituted a weekly online newsletter, which is also distributed via email, to proliferate information on meetings, events, advisories, etc. The office created a social networking site through Facebook for faculty, alumni, students and staff to freely share information and opinions. The office purchased a content management system to enable departments to maintain their own web sites.
In addition, West has built a robust communication system with web-based college-wide announcements, electronic suggestion box, online student help desk, and an updated email server that allows faculty and staff to access email 24 hours and day online as well as with any mobile computing device.

| ✔ | The Technology Committee will analyze the feasibility of coordinating all technology resources on campus. | VP – Academic Affairs  
VP – Administrative Services |
| ✔ | Utilizing environmental scans and career projections, the Vice President of Academic Affairs and the appropriate Deans, in consultation with faculty, will identify information technology courses that will meet the needs of the 21st century marketplace. | VP – Academic Affairs |
| ✔ | The Technology Committee will develop a plan for centralizing all technical support for computing facilities. | VP Admin Services |
| ✔ | The college will revise the technology plan to incorporate overall coordination and maintenance of technology resources on the campus. | VP Admin Services |
| ✔ | The college will establish a clear organizational hierarchy in which oversight duties and responsibilities are clearly defined for the Planning Committee, the Technology Committee, the manager of college information technology and the IT staff. | College Council  
Academic Senate |

The Technology Master Plan Committee and its members have identified technology domains that represent the infrastructure components addressed in the planning effort. This includes a focus on enhancing the existing information technology infrastructure to support and facilitate academic, administration and student services.

To respond to the need for highly-trained web and database specialists, the Computer Science and CAOT (Computer Applications and Office Technology) Division has so far identified, developed and offered certificates and courses in Web Development/E-commerce Support and Database Management/Enterprise Resources Planning.

All technical support for computing facilities has been centralized in the Information Technology Office.

Planning for technology now resides within the ITC which assures college-wide participation. The TMP Committee and its members have established target areas and objectives for maintaining and, when possible, lowering the total cost of ownership.

The college has clearly delineated its organizational hierarchy in the Memorandum of Understanding (MOU) Concerning Effective College Governance Process dated September 26, 2006.
## Standard III.D. Financial Resources

| ✔ | The college will revise the planning and budget process to address the change in the governance structure and issue of timelines by concurrently developing unit plans and operating budgets. | College Council  |
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|   | The college will develop a budget plan with different scenarios based on assumptions of conservative, probable and optimistic outcomes with regard to revenue and its planned expenditures. | VP Admin Services  |
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| ✔ | The Strategic Enrollment Committee will develop a marketing plan to assess demand and promote visibility of college and programs to its service area. | Enrollment Management Committee  |
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| ✔ | The Budget Committee will integrate in the budget process the assessment of institutional and program outcomes in its allocation of resources. | VP Admin Services  |
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| ✔ | Administrative Services will schedule budget training workshops for unit plan budget managers (administrators, managers and department heads) and constituencies leadership to help them understand the process, expectations and timeline of the budget development cycle especially in view of new governance structure. | VP Admin Services  |
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| ✔ | The college will post Budget Committee minutes and financial information on intranet website. | VP Admin Services  |
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| ✔ | The college will develop a budget plan with different scenarios based on assumptions of conservative, probable and optimistic outcomes with regard to revenue and its planned expenditures. | VP Admin Services  |
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*The process is clearly outlined in the 2008-2009 Planning and Budgeting Calendar prepared at the outset of the fiscal year. The Calendar displays how the various constituencies interrelate in the planning and budget process.*

*The Budget Committee will develop a budget plan with different scenarios based on assumptions of conservative, probable and optimistic outcomes with regard to revenue and its planned expenditures.*

*The Strategic Enrollment Committee was reformed as the Enrollment Management Team (EMT). The EMT, along with senior management, provides goals and input to the advertising plan developed for each academic year by the Office of Advertising/Public Relations. The plan promotes visibility of the college and its programs in the service area.*

*The college has integrated student learning outcome data into the program review process, which helps departments, programs and offices prioritize their goals and unit plan requests.*

*Budget training workshops are offered on a regular basis by the District Office to all budget managers (administrators, managers and department heads). A college budget timeline and procedure document is distributed annually to all budget managers.*

*This data is published on the college website.*

*The District no longer provides conservative, probable and optimistic revenue projections, but instead the college’s Budget Committee develops budget scenarios which reflect a range of FTES enrollment projections.*
| ✓ | The college will continue its effort to formulate a plan to balance the 2005-06 budget and fine tune the SAP HR system. | VP Admin Services | The college budget has been balanced for the past two years and the SAP software has been significantly improved. |
| ✓ | On an annual basis, the Budget Committee in conjunction with the Planning Committee and College Council will review the current planning and budgeting processes, forms and fiscal management practices in order to improve the college fiscal management system. | Budget Committee | The reviews have been performed and major progress has been achieved in improving the college fiscal management system. |

### Standard IV.A. Decision-Making Roles and Processes

| ✓ | The interim President and the Academic Senate will work together to identify academic and professional issues and to address them outside of the College Council. | College President, Academic Senate | Consultation occurs on a regular basis between the college president and the Academic Senate president to address appropriate academic and professional issues. The Academic Senate meeting agendas include an Administration Report, which is often given by the college President. |
| ✓ | Through its Budget and Planning Committees, the College Council will align the budget and planning cycles | College Council | The process is clearly outlined in the 2008-2009 Planning and Budgeting Calendar prepared at the outset of the fiscal year. The Calendar displays how the various constituencies interrelate in the planning and budget process. |
| ✓ | The College Council and the Academic Senate will adjust decision-making periods specified in the Shared Governance Agreements in order to facilitate timely decision making. | College President, College Council, Academic Senate | The Memorandum of Understanding (MOU) Concerning Effective College Governance Process dated September 26, 2006 clarifies decision-making. In practice, the college’s participatory governance adheres to principles of openness, broad consultation and timeliness on a number of major policies such as facilities and budget action proposals. |
| ✓ | The Vice President of Academic Affairs will encourage division chairs to consider service to the college in faculty evaluations, as prescribed by the Agreement between the District and the AFT Faculty Guild. | VP Academic Affairs, Divisional Council, AFT | The current AFT Faculty Guild contract specifies serving on committees and sponsoring clubs as part of the faculty evaluation process. |
| ✓ | The college will explore alternative on-going methods to evaluate its governance, decision-making structures and processes. | College Council | The College Council begins each academic year with an evaluation of the Council’s previous year’s actions and discusses strategies to fine-tune its processes. |
Standard IV.B. Board and Administrative Organization

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<th>Through the new College Council, the college will continue to track college planning and implementation efforts to ensure that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.</th>
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<td>The Memorandum of Understanding Concerning Effective College Governance Process, approved September 25, 2006, specifies the integration of educational planning and budgeting.</td>
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Substantive Change

The ACCJC Committee on Substantive Change at its meeting, March 21, 2008, approved the request submitted by West Los Angeles College for Substantive Change:

To offer 11 Certificates, 50% or more of each program is delivered through distance education: Travel Skill Certificate; Certificate of Completion in Accounting; Certificate of Completion in Advanced Travel; Certificate of Completion in Business; Certificate in Completion in Real Estate; Computer Network Management Skills Certificate; Computer Network Security Skill Certificate; Computer Network and Security Management Certificate of Completion; Computer Applications and Office Technologies, General Office Certificate of Completion; Jewish Studies Skill Certificate; and Real Estate Skill certificate.

To offer 15 Associate Degrees, 50% or more of each program is delivered through distance education: AA in Accounting; AA in Administration of Justice including a transfer option; AA in Business; AA in Business Administration; AA in Computer Applications and Office Technologies (Word Processing Option); AA in Economics; AA in English; AA in History; AA in Liberal Arts; AA in Marketing; AA in Philosophy; AA in Political Science; AA in Real Estate; AA in Spanish; and the AA in Travel.
Response to Commission Recommendation 1:
Planning Effectiveness (New)

The Commission is seeking evidence of the effectiveness of the various plans that the College has implemented and the sustainability of the College’s planning processes.

Since the 2006 Comprehensive Self Study and the leadership and administration of Dr. Mark W. Rocha, West Los Angeles College’s plans have steadily focused on increasing institutional effectiveness and academic excellence. To accomplish this, the college has moved to implement several plans in a multi-pronged, cascading approach, including for example, increasing enrollment through enrollment management strategies, such as the Weekend College, increased outreach to high schools, along with stepped-up efforts in marketing and publicity, all of which have contributed to West’s fiscal stability. With financial stability achieved in two short years, our college has also been able to staff areas that were previously either un-staffed or under-staffed. In many cases, the plans have gone through the college’s now well-tested transparent mutual agreement on consultation process, including adequate time for the relevant bodies and constituencies to learn about, ask questions, discuss and then act on the proposed action.

Educational Master Plan 2008-2011

The most significant plan developed in this way is the Educational Master Plan 2008-2011, approved by the Academic Senate on May 22, 2008


This focused plan replaces and updates the previous Integrated Master Plan 2002-2008, which was largely developed by consultants.

http://www.wlac.edu/research/WLAC_Master_Plan/vol1_educational_master_plan.pdf

In developing the current Educational Master Plan, the college president charged the Academic Senate’s Educational Policies and Standards Committee (EPSC) with drafting the plan. As it crafted the draft, the committee intentionally aligned the plan with the District’s Strategic Plan, which in turn reflects the emphasis of the California Community College system-wide plan on access and student success. The Educational Master Plan 2008-2011 was the result of vigorous self-assessment, which included review of student achievement data from a variety of sources. In fact, the college website posts success outcomes on its website.

In addition, input provided at the college-wide retreat of November 1, 2006, suggested future directions, based on a SWOT analysis. The Educational Master Plan concentrates on four primary objectives:

1. Affirm institutional commitment to student learning.
2. Implement a comprehensive, written plan for an effective Basic Skills program to meet the needs of all West students by 2010.
3. Build on our success in Vocational Education to improve the whole college.
4. Build upon and support WLAC’s diversified modes of instructional delivery.
The success of the college in addressing the objectives of the Educational Master Plan is being tracked with a “Plan Implementation Matrix.” The Dean of Planning and the EPSC developed the Matrix. It will be used to monitor progress in the various activities identified to work toward the Plan objectives. The Plan Implementation Matrix will then serve as a starting point for the development of the next Educational Master Plan.

The process used to develop and maintain the Educational Master Plan is thus sustainable and effective. Now that the college has developed its own Plan, without reliance on a consultant, it will be able to develop the next plan as well. The EPSC is engaged in an iterative process that builds toward the next and subsequent plans.

**Implementation of the Educational Master Plan**

To enhance all measures of student success, West has integrated student success outcome measures in its educational planning and program review/unit planning processes. The college website posts student success outcomes on its website at [http://www.wlac.edu/oie/research/arcc_summary_comparisons.pdf](http://www.wlac.edu/oie/research/arcc_summary_comparisons.pdf). Dr. Rocha chairs the college’s Enrollment Management Committee that meets to make recommendations on strategic issues related to schedule planning and tactical issues on section deletion/addition during active enrollment. In addition, the web-based program reviews incorporate analysis of course scheduling patterns and the impact of these on student access.

With regards to curriculum, the college has assessed possible factors affecting student achievement and developed a set of goals and action plans for improving student retention and goal attainment. From these assessments, West now offers each entering student a course such as a 3-unit California State University and University of California transferable Personal Development 40, a College Success Seminar, developed and approved in spring 2007. The college now offers more opportunities for students to enroll in special first-year support programs, including UMOJA, a theme-based sequence of courses, and proven learning communities, such as Puente, which prepares students for transfer through paired English composition and personal development classes with a mentoring component.

Improvements across the campus include results of SLO assessment. Through a series of workshops, the college continues to collect and analyze data regarding SLOs in courses and programs across the college [http://www.wlac.edu/staffandfaculty/SLO_rating_scale/index.htm](http://www.wlac.edu/staffandfaculty/SLO_rating_scale/index.htm). Because the process that the Academic Senate’s Educational Policies and Standards Committee followed successfully produced a meaningful Educational Master Plan 2008-2011, in fall 2008, the college president charged the Academic Senate through this same committee to form a Technology Master Plan Committee. The committee is a representative group of faculty, administrators and classified staff. The committee would “develop and write a new seven-year college-wide Technology Master Plan that will guide the college through 2009-2016.” Following the college’s governance process, “This plan will be written and completed by January 1, 2009, and reviewed and approved by the Senate, Accreditation Steering Committee and College Council in the first meetings of February 2009, so that the College Council will make a final recommendation to me [the college president] by February 15, 2009.” The plan was completed on schedule and will guide the college through the next phase of construction and enrollment growth.
In the past year, West has developed 20 new courses, 3 new programs and 30 non-credit courses. New programs and/or courses include those related to emerging technologies and sustainability/environmental studies, including Film Production Technology Skills, Green Technology, Aeronautical Ground School, and Pharmacy Clerk. Programs also include seven summer bridge programs to meet the needs of high school graduates who plan to come to the college as full-time students; a transfer academy to assist students to transfer to UCLA, a Black Scholars learning community program, and additional learning community programs, such as support courses in the Learning Center, Puente, UMOJA, and FACE. (CR 1.1)

New academic programs start in the academic divisions of the college. There are several ways in which new programs are initiated. For example, divisions’ vocational education advisory committees, made up of representatives from business and industry, will recommend changes in existing programs and the development of new ones. A funding source will raise the opportunity of new program development, and through the program review process, the college community has the opportunity to assess and determine which programs to pursue. Partnerships with other colleges and universities offer opportunities for new program development as do district, state, and federal-level initiatives. New programs go through each divisions’ operational planning process, which includes their program planning and review processes. The program review later gets examined and validated in accordance with the college’s standard program review policy. Planning and program review link with the Budget Committee’s work. Considered an academic and professional matter, new programs go through an established process under the guidance of the Academic Senate’s Curriculum Council, which is aided by the Senate’s New Initiatives Committee. This committee is intended to assist developers and to keep the Senate informed. All recommendations from the Curriculum Council are formally submitted to the Academic Senate for approval. Meanwhile, the New Initiatives Committee keeps the Senate informed during the development phases of each new program. Although the college very aggressively pursues external funding sources to support new program development, new initiatives are not considered only on the basis of their ability to bring their own funding with them. The Weekend College, the Jumpstart high school outreach program, new sports, environmental sciences, and fire technology are examples of new programs that went through the planning and review process and that were funded by the college’s budget.

Enrollment Management Planning and Budget Plan

West Los Angeles College’s Enrollment Management group, headed by the college president, oversees all enrollment-related strategies and activities. The primary purpose is to enable West to enroll more students who are coming to West and to contribute to a balanced budget. While the college began this effort two years ago by growing the number of sections and to create a strong enrollment base to stabilize revenue, the emphasis now is on growing enrollment by increasing average class size. As reported in the response to Recommendation 3: Budget Plan, the “combination of programs and initiatives has produced some stunning results:

- Fiscal 2007 FTES enrollment increased by 13.4% over fiscal 2006
- Fiscal 2008 FTES enrollment increased by 8.9% over fiscal 2007
- Fiscal 2009 FTES enrollment, even with a major mid-year revision, is currently projected to increase by 9.0% over fiscal 2008.”
Comparative data (See Table 1.) show that the average class size at West is among the lowest of the colleges in the Los Angeles Community College District. In order to increase average class size, in fall 2008, the Vice President of Academic Affairs and the deans began a program of selected cancellation and consolidation of the smallest sections. Progressive implementation of this process will proceed in coming sessions through careful planning in course selection and consultation among Division chairs, deans and the Vice President of Academic Affairs.

### Facilities Master Plan

Significant progress has been made in implementing the college’s Facilities Master Plan approved by the College Council in March 6, 2008 and evaluated on a weekly basis by the Building Program Management group. Since the 2006 Self Study, construction of the critical haul road was completed. Not only has the new parking structure opened on time and under budget, but there are three building projects and a second permanent entrance to the college under construction. In addition, proposals have been received for the development of the property at 10100 Jefferson, which was acquired primarily to make the haul and permanent roads possible and Lot 7, a site designated by the Facilities Master Plan for use by a compatible educational institution. With the Passage of Measure J in the November 2008 election, sustaining and supporting the college’s facilities plan is assured.

### Linking Planning and Budgeting:

#### 1. Web-Based Program Review

Another important component of the college’s continuing efforts to fine-tune its planning processes for increased effectiveness is the much-anticipated web-based program review that was launched in August 2008 to take the college’s program review efforts, which began in 1996, to the next level. As reported in the 2007 Progress Report on Recommendation 5, this effort had been delayed because the company the
college initially contracted with went out of business. To move this initiative forward, West contracted with another software engineer and subsequently conducted training sessions for all program review users on August 28 and September 25, 2008. Initial response to the program review has been positive, citing the ready availability of data key to assessing a discipline’s/division’s effectiveness, including trends in enrollment growth (FTES), the ratio of full-time to adjunct faculty, and average class sizes. In addition, the instruments include Student Learning Outcomes and their assessment, a key component of student success. The instruments, which cover all areas of the college – Academic, Student and Administrative Services – are accessed through: http://207.62.63.147/westpr/

As part of the cycle of evaluation and improvements, challenges encountered by the inaugural users are being noted and brought to the Program Review Committee for consideration and action so that next year’s web-based instrument will address these issues and will result in an improved program review instrument. To disseminate the information from program reviews and their validation, the college plans to add a link to its For Faculty/Staff page.

An important function related to program review, a program viability study in Aviation Maintenance Technology (AMT), which was triggered by declining enrollments, has resulted in two-year programming for the AMT evening program, closing out the day program, and developing a $875,000 grant proposal to upgrade the program’s equipment and curriculum and developing new partnerships with major aerospace companies in the region.

Thus, the advent of online program review is making regular self-assessment and use of data an expected part of decision-making, budgeting and improving the effectiveness of departments and programs. The online program review is now managed in-house, rather than relying on an outside vendor, so that the process is sustainable. According to the Associate Dean responsible for Student Activities, it was “enlightening for me to go through the program review process with the ASO. Several students, including current executive officers, current senators, ASO paid members with no positions, and the previous president, took part in the discussion. The process allowed the ASO to solidify its mission.” The Chair of Language Arts reports that the program review process “allowed us to establish the need for more full-time faculty.” As a result, the Division hired two tenure-track English instructors, beginning spring semester 2009.

Also according to plans reported in West’s 2007 Progress Report, in fall 2008, the college’s selection process led to the hiring of a Dean of Research and Planning who will provide the college with leadership for the College Planning Committee and all processes related to strategic and long-term planning. The college anticipates further development through its consultation process of measurable growth benchmarks, which are based on assessing past performance, managing research report updates, reporting to college committees and outside agencies, and training and assisting key stakeholders in the use of available research tools.

II. Budget to Implement the Educational Master Plan

To further align the college’s annual planning and resource allocation timeline with the District’s budget preparation timeline, the Vice President of Administrative Services proposed a calendar for review and discussion by college constituencies. This timeline was approved and has proven very useful to the
Budget Committee and to other constituency groups, including the College Council, the Academic Senate and the AFT Faculty and Staff Guilds.

As mentioned in the 2008 Progress Report, West took two significant steps to link planning to budget in fall 2006. The College Planning Committee focused on college-wide planning goals of increasing enrollment and retaining students (an initiative termed “Save One”) in developing criteria to prioritize requests for a set-aside of $125,000. In addition, the College Planning Committee prioritized facilities requests for funding. In fall 2007, the College Planning Committee reported the results of the actions funded by the $125,000 to the College Council. Results of this report led to further refinements to this planning/budget allocation process.

West’s second year of a budget set-aside, designated by the president for enrollment growth, strongly emphasized student retention, a key objective in the Educational Master Plan 2008-2011. In spring 2008, because of the unanticipated delay in implementing the web-based program review, the College Planning Committee, through the college’s streamlined 2007-08 Unit Plan process, solicited proposals for enrollment growth and retention and, after assessing each of the 13 proposed, the committee chose 6 to fund for a total of $250,000. These were brought to the College Council for action and were recommended to the college president for funding. These initiatives are being implemented, including Sunday library hours for those taking the Weekend College and the Supplemental Instruction for pre-collegiate courses. Reports on the outcomes of the funded proposals are expected to go to the College Planning Committee in spring 2009.

http://www.wlac.edu/collegecouncil/minutes/2008/CCdraftmin5-1-08%20rev.pdf

Other plans that West Los Angeles College has effectively addressed are summarized in the LACCD College Strategic Plan Self Inventory, submitted on-time to the District, as requested, by August 4, 2008. This document captures our college’s activities that address those District Strategic Plan goals and objectives that align with the needs and priorities of the community we serve as identified through West’s Educational Master Plan.


III. Related College Planning Efforts

Basic Skills Plan
The Basic Skills committee (authorized by the Academic Senate, and composed of the VP of Academic Affairs, the AFT Chapter Chair, and representatives from English, Math, Counseling, the Learning Center, and other interested faculty) met once-a-week throughout spring 2007 to participate in the pilot Basic Skills self-study project. This comprehensive process led to the production of our detailed Basic Skills Action and Expenditure Plan, which focused on areas such as enhancing services in our learning center through the creation of several cohort groups, linking basic skills courses with general education courses and counseling/tutoring support, and offering workshops to assist all faculty in helping students who lack essential academic skills. Key among these pilot projects is the college’s Freshman Academic Experience (FACE) program. Aimed at incoming high school students, it links English, Math, Political Science, and a service learning component. FACE will be piloted in the spring of 2009. A similar instructional innovation for African American students, UMOJA, was piloted in fall 2008. UMOJA
currently has 100 students enrolled. Special reports have been requested from faculty on ways to augment our ESL offerings, develop academic support classes/pedagogy in reading comprehension, and utilize technology. Evaluation of the effectiveness of the Basic Skills Plan begins in spring 2009.

Marketing & Publicity Plan
Other successful college efforts address the goal of expanding educational opportunity and access, a key goal of California community colleges statewide, as well as of the Los Angeles Community College District. One strategy addressed was the development of an effective on-going, external and internal marketing plan, including the upgrading of the college’s website, which has become a hub of communication about events, meetings, alumni and governance documents. The college has created an outreach infrastructure, with dedicated staff and budget to reach disconnected youth. Outreach activities include establishing a School Relations and Outreach (SRO) office in fall 2007, a California High School Exit Exam (CAHSEE) outreach program, which includes curriculum developed by the Learning Skills Center faculty and the hiring of a full-time CAHSEE Outreach representative. College outreach and concurrent enrollment programs involve the close collaboration of academic and student support services.

The college has a clearly-articulated marketing plan, available for all to review at the campus web site: http://www.wlac.edu/advertising/index.html

These marketing and publicity efforts, along with the strategies mentioned above, have been especially effective in spurring enrollment growth.

Student Services Strategic Plan 2008-2011
The Student Services Strategic Plan 2008-2011, developed by the Student Services Division administrative team under the leadership and direction of the then-new Vice President of Student Services [http://www.wlac.edu/services/documents/SSStrategic%20Plan%20for%202008-2011.pdf], cites among its major goals the streamlining of enrollment processes to reduce the number of those who never enroll at the college, decreasing the number of students on probation, and increasing the academic preparedness of the pre-collegiate students and the number of students who transfer or become transfer prepared. The plan includes an implementation matrix, which identifies the specific strategies to be used in working toward each goal, the responsible agent or department, and the projected attainment date. The Division of Student Services is making steady progress in addressing the six major goals listed in this Strategic Plan (see the response to Recommendation 6). One year after the original plan was created, a review process was conducted, and an updated plan was produced in November 2008. In 2008-09, the division is concentrating its efforts on improving student retention, developing career counseling services, and enhancing the academic preparedness of students.

School Relations and Outreach Plan

Because the college, through its strategic planning and focused efforts, experienced a more than 10% growth in enrollment, additional support staff was hired: a graduation evaluator, an intercollegiate athletics counselor, and a limited general counselor. A new Dean of Student Services - Enrollment began
at the end of September 2008. The position was upgraded from an Associate Dean to a Dean to strengthen, monitor and expand enrollment services on campus. Currently, the Admissions office is undergoing a staffing analysis and a re-engineering of job responsibilities. It is hoped that data from a new queuing system will demonstrate the department’s need to hire two additional admission and records assistant positions for spring 2009.

Additional plans that address both access and student success through technology include Financial Aid podcasts on the college website [http://www.financialaidpodcast.com/]. West’s Tech Fair of spring 2008 which included podcast and e-portfolio training workshops, and funding for the training of over 75 faculty on how to post their syllabus and essential course information on ADX, an Internet software application. To support its expanding online course offerings, West offered 292 Distance Education courses in fall 2008, West has developed and offers for-credit ETUDES (the college’s online course management system) workshops to certify 95 faculty to teach online courses each year. In addition, it offers advanced courses to support multi-media and enriched online course development (CR 1.2).

**Sustainability of Planning Processes**
The college planning processes described above are now sustainable. The structure of the college supports and enhances these inter-related plans. A committee is responsible for each plan: its development, implementation and assessment of progress in implementation. The role of each committee is strengthened by its location in the shared governance process, “System of Participatory Decision-Making.” This system makes it clear that each committee has an important responsibility in developing plans and providing input to decision-making. In addition, the personnel resources are now in place to be able to develop and implement plans, as evidenced by the accomplishments of the last two years.

**Assessment of Progress**
The 2006 Self Study evaluation report by the visiting team chaired by Chancellor Sandra Serrano questioned whether West Los Angeles College could sustain the momentum and energy it generated in a very short period of time to complete its self study report. As evidenced by the examples cited above, our college has, in two years, accomplished, through careful assessment of its students’ and community’s needs, more than imagined two years ago and continues its upward trajectory through a revitalized campus climate, a positive, inclusive and transparent governance process, and re-energized faculty, administrators and staff dedicated to the success of our students’ learning.

**Documentation for Commission Recommendation 1 (New)**

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<th>CR 1.1</th>
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<td>CR 1.2</td>
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Response to Commission Recommendation 2:  
District Plan for Retiree Health Benefit Liability (New)

The Commission is seeking evidence that the District has developed, implemented, and adhered to a plan which will address the unfunded retiree health benefit liability to assure out-year obligations are met without significant negative impact on the financial health of the institution. (Standard III.D.1.c)

The LACCD has taken significant steps to address the issue of its unfunded liability for retiree health care. The GASB-mandated accounting standards require public employers to determine and report their actuarial obligation for “other post-employment benefits (OPEB)” -- primarily retiree health insurance -- and to develop a plan for addressing those obligations.

The LACCD’s initial actuarial study in 2005 calculated its retiree health benefit liability as $623.2 million (2.1). The large figure was not surprising for a district that has provided pay-as-you-go retiree health care coverage since its inception in 1969, but the district’s unions and management recognized that the liability could be reduced by prudent pre-funding of a portion of the unfunded obligation through an irrevocable trust.

In fall 2006 the district’s six unions and the Board of Trustees approved a negotiated agreement to begin partial prefunding by annually directing 1.92% of the previous fiscal year’s full-time employee payroll into an irrevocable trust. The district’s full-time employees gave up almost one-third of the 5.92% Cost of Living Allowance (COLA) provided to community colleges in 2006-07 by the State of California. In effect, LACCD employees agreed that, on an ongoing basis, they would accept salaries almost 2% lower than they would otherwise have been in order to secure retiree health care for themselves and future full-time employees of the district. The money saved through this sacrifice of salary would create an ongoing annual stream of revenue into the district’s OPEB trust. In addition, LACCD management and unions agreed that an amount equivalent to the district’s annual Medicare D refund would also be diverted from the district’s operating budget into the OPEB trust.

The district and its unions conducted a thorough review of options for the irrevocable trust and determined that they wanted CalPERS to manage it. Because the law at the time restricted access to CalPERS trusts to agencies that participated in the PEMHCA health plans, the district and its unions worked actively to change the law to allow the LACCD (and other non-PEMHCA agencies) to pre-fund its OPEB obligation through a CalPERS-managed trust. The district had a second actuarial study completed in accordance with CalPERS guidelines (2.2). In fall 2007 Governor Schwarzenegger signed AB 554 (Hernandez), and in spring 2008, the LACCD moved its accumulated funds from the Los Angeles County Treasurer to a CalPERS-managed irrevocable trust. As of fall 2008, the balance in the trust was $11,518,103.

During 2007, Governor Schwarzenegger’s Commission on Public Employee Post-Employment Benefits held hearings across California and issued a report with recommendations on how the problem of unfunded OPEB benefits could best be addressed (2.3). Former LACCD Chancellor Rocky Young and LA College Faculty Guild President Carl Friedlander made a joint presentation to the Commission on the LACCD pre-funding plan at a hearing at UCLA in September 2007. The Commission included the
LACCD plan as a case study and a model of a “hybrid” solution that fully prefunds the obligation for young and future employees while prefunding a portion of the obligation (and continuing pay-as-you-go) for those closer to retirement. At a press conference presenting the Commission’s report on January 7, 2008, Commission Chair Gerald Parsky made the following comments:

“As part of our mission, we surveyed approaches taken by various municipalities to fund their pension and retiree health care obligations. We present these findings in the “case studies” section of the report.

Looking at these case studies, I think you will see that many of our state’s local governments have been taking this issue very seriously and have implemented some very effective and innovative approaches to funding their liabilities.

Specifically, I encourage you to take a close look at Santa Clara County, Los Angeles Community College District, Modesto City Schools District and Central Valley Health Trust. Each of these entities has implemented what we regard as some of the best practices.”

With our prefunding plan, our annual costs are actually $41,228,000, and our anticipated funding for 2008 is $38,193,000, which is 93% of the annual costs. (The 2008 figure is higher than anticipated in subsequent years because it includes a two-year accumulation of prefunding in addition to that year’s pay-as-you-go costs.) The second year, we project our funding to be at approximately 80%. The district’s very successful Joint Labor-Management Benefits Committee continues to work diligently to find ways to control the cost of health care for both active and retired employees while continuing to monitor the national debate on the future of American health care. The district is also working to identify other revenue sources by studying the feasibility of issuing an OPEB obligation bond and exploring the possibility of directing toward OPEB a portion of the revenue expected from new public-private partnerships and the sale and/or lease of some district assets.

**Documentation for Commission Recommendation 2**

2.1 LACCD Actuarial Valuation, July 1, 2005, Retiree Health Insurance Program

2.2 Actuarial Valuation Study, Post-Retiree Health Benefits, April 23, 2008

2.3 Funding Pensions & Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission (see p. 169-173)
Response to Recommendation 1:
Campus Climate

The college should create a campus climate that embraces open, candid dialogue that embodies a culture of respect, civility and trust to improve institutional decision making, planning and effectiveness. (Standard I.B.1; Standard III.A.1.d, III.A.4, III.A.4.c.; and Standard IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)

Since West Los Angeles College’s 2006 Self Study and visit, our college has established strategies that promote open, candid dialogue, and foster a culture of respect, civility and trust. As noted in the 2007 Progress Report, our college identified specific actions to continue to address this recommendation.

- Continue the regular and complete flow of information from the administration to all constituencies through the College Council and other appropriate bodies in order to strengthen the college’s decision-making process
- Establish a master calendar of college events posted on the college web page to avoid scheduling conflicts.
- Schedule workshops on civility, open dialogue and respect in the workplace.

Progress to Date

Numerous strategies were implemented to provide a regular and complete flow of information from the administration to all constituencies, so as to enhance communication and consultation, including:

- Joint meetings of administrators and faculty divisional chairs
- Weekly email blasts from the college president
- Monthly reports from the college president to the Academic Senate
- Monthly meetings of the College Council
- Monthly meetings of the Building Program Management Committee
- Consultation meetings with the various constituencies and their leaders
- Regular posting of events on the college website
- Annual Leadership Retreats

Examples of how the improved communication and consultation process enabled the college to more effectively plan and reach decisions were the timely approval recommendations of the:

- Facilities Master Plan
- Budget Omnibus Action Proposal
- Comprehensive Transportation Plan
- Measure J Building Proposals

Information Sharing

To further foster a culture of respect, civility, and trust, the college president created two new meeting groups in 2007 – the Administrative Council Divisional Chairs Council (Joint Council) and the Building Program Management Committee.
Meeting bimonthly in 2007-08 and monthly in 2008-09, the Joint Council meetings, attended by 40-50 leaders of the college, promoted information-sharing across all units of the college, including the President’s Office, Academic Affairs, Student Services, Administrative Services, the sheriff and plant facilities. Open, candid dialogue was encouraged as the reports were given from each of these units. In addition, the “Your Items” section of the agenda formally provided an opportunity for faculty and staff to bring a concern to the attention of the administration.

Given the intense building activity on campus, the president added a new group in fall 2007 to the network of functioning groups, forming the Building Program Management Committee (BPMC, formalized on December 3 2008), which meets once a month and facilitates communication about all of the college’s construction plans and changes. This committee brings together all of the campus constituencies, plus representatives of the construction management company working at West and various consultants and in-house experts from the district. Operational decisions are often made at the committee meeting itself, while larger issues have been addressed in a series of meetings incorporating input from the broader campus.

The arrangements for disabled access during construction may illustrate the usefulness of this committee in fostering open, candid dialogue leading to effective decision-making. West is located on a beautiful hillside, with the heart of the campus on a terrace leading from a new parking structure past the library, classrooms and administration, to a slope supporting more classrooms and admissions. During construction of this parking structure West had to do without the parking previously available at its location, which contained most of the handicapped-accessible parking on campus. The Work Environment Committee discussed its concern with the campus ADA expert and with plant facilities personnel and then referred it to the BPMC, which used the expertise of District construction managers to craft a solution, providing shuttle service to the available lots downhill, and opening new handicapped spaces in lots formerly reserved for staff and faculty. The expense of shuttles has been significant, so it was important that the decision was reached in an informed, open manner. The scale of our building program has meant that the BPMC has addressed matters large and small, from processes for the allocation of spaces to various users within new buildings and for the selection of appropriate classroom furniture, to why the library carpet is brown (not blue), and whether or not to provide dedicated faculty parking.

As part of the increased effort to keep students informed about construction-related issues and to seek their input, the college president and the vice-president of Student Services held a meeting with the Associated Students Organization (ASO), followed by a question-and-answer period to ensure that multiple student perspectives were considered in construction decision-making.

http://www.wlac.edu/aso/index.html

Sharing information through other meetings, email blasts, and the college website were other strategies that were employed to foster a culture of trust. To ensure open dialogue and broad participation in the governance process, agendas were advertised to all faculty, staff, administrators and student leaders. On Monday mornings, the president’s weekly message, “From the President’s Desk,” is delivered in an email blast. With its “Quote for the Week,” the message includes topics that ranged from the notice of a Plenary Session of the College Council, asking for “advice and counsel” and the “fullest possible input” as the president sought to submit a balanced 2008-09 budget to the District Office (April 3, 2008) to a special thank you to a particular group of employees at the college whose effectiveness was noteworthy. When
“hot topics,” such as the fall 2008 budget crisis arose, the president sent out additional communications and responded to the budget-related issues in campus-wide meetings. At monthly meetings of the AFT Faculty Guild and the College Council, full budget information was shared, to foster trust, cooperation and transparency. After a budget presentation at the Academic Senate meeting of December 2008 by an economics professor who serves on the college Budget Committee, many Senators expressed their appreciation for the report’s clarity and for deepening their understanding of and appreciation for good information.

http://www.wlac.edu/academicsenate/agendasandminutes.html

Relationship of Consultation Process to Institutional Decision-Making and Planning

Two examples of how the consultation process enabled the college to engage in open, candid dialogue to meet its challenges in a timely way were the approvals of the Facilities Master Plan, first presented to the College Council on February 7, 2008, and the Budget Omnibus Action Proposal of spring 2008 to address a reduction of at least $1.5 million and to submit a balanced budget as required to the District. The governance process for these significant actions began with a either a Town Hall or a plenary session of the College Council, attended by a good number of faculty, staff, administrators and students, followed by meetings of the college president with leaders of the Academic Senate, the AFT Faculty Guild, the AFT Classified Build and the College Council. These meetings resulted in mutual agreement on the specific consultation meetings with constituency groups, such as the Academic Senate, the AFT Faculty Guild, Divisional Council chairs, the Joint Administrative Council and Divisional Council, the Work Environment Committee for the Facilities Master Plan and the Budget Committee for the Budget Omnibus Action Proposal, insuring broad information-sharing and participation in discussions. Suggestions from these constituency group consultation meetings were heard, considered by the administration, and often incorporated into the original proposal. The revised proposals for the Facilities Master Plan and the Budget Omnibus Action Proposal were subsequently approved by the College Council.

http://www.wlac.edu/collegecouncil/minutes/ccmin030608.pdf
http://www.wlac.edu/collegecouncil/minutes/CCdrftrmin6-5-082.pdf

Team-Building Activities

As noted in the 2007 Progress Report, the Recommendation 1 Committee identified team-building events as one of the strategies to improve institutional decision-making and effectiveness. Team-building activities have included the annual Leadership Retreat, held each November, that has drawn participants from faculty, staff, students and administrators. The fall 2007 retreat, held at Pepperdine’s West Los Angeles Graduate Campus, drew 103 participants who engaged in small-group discussions to imagine West’s future. Groups considered the future of technology and distance education, enhanced internal and external communication and learned more about marketing initiatives to enhance outreach. The results of those efforts are summarized at

http://www.wlac.edu/planning/leadership_retreat/F07%20Leadrshp%20Rtrt%20Report%2011508formatted.pdf
On the evaluation survey for the retreat, 81.4 percent of the participants rated the 2007 retreat high to very high for interest, importance and relevance. In addition, a number of ideas from the group imagining activities have been realized. Among these:

- a new mascot – the Wildcats, selected by the college community, fall 2008
- high profile guests and events that are well publicized – the visits of Senator Diane Watson on May 29, 2008, and UCLA Chancellor Gene Block on October 30, 2008.
- Host theatre events – The Actor’s Gang, Tim Robbins’ ensemble theatre offered a master class to West students in October 2008 with a performance for faculty, staff, students and administrators the evening of the Fall Festival, October 29, 2008 as part of West’s 40th Anniversary festivities
- All areas represented during Welcome Week, a suggestion realized during the fall 2008 Welcome Week.

The fall 2008 Leadership Retreat, “Moving into the Fast Lane,” achieved full capacity at 110 participants shortly after the initial announcement and featured speakers from a number of California Community Colleges who shared how they achieved excellence in their college’s technology strategic plans, basic skills, online counseling and other student services and teaching to the iPod generation. Participants were surveyed after the retreat to determine what strategies they had learned from their breakout sessions and which could be adapted to their teaching, services or offices.

http://www.wlac.edu/planning/leadership_retreat/2008FallLeadershipRetreatSurvey.pdf

In fall 2008, the college also considered the Comprehensive Transportation Plan Bond Funded Pilot Program to Increase College Access and Reduce the College Carbon Footprint. After presentations by the District’s consultants to the College Council and the AFT Faculty Guild and open discussions and action by the Guild and the Academic Senate, the Council unanimously approved to recommend the plan to the college president at a special meeting held on October 16, 2008. http://www.wlac.edu/collegecouncil/minutes/CCmin101608min.pdf

For our annual Leadership Retreats, whose activities and breakout sessions promote team-building and collaboration across all campus groups, on January 12, 2009, in Sacramento, West Los Angeles College was awarded an Honorable Mention plaque at the Board of Governor’s presentation for Exemplary Programs which embodied this year’s theme of Growing Our Own: Showcasing Innovative Development Programs.

Through activities and strategies such as these, which increase opportunities for information-sharing and communication across the college, transparency and healthy give-and-take, West Los Angeles College promotes a campus climate the goes beyond mere civility.

**Future Plans 2009-2012**

- Sustain and build on strategies that promote and foster trust.
Response to Recommendation 2:
Student Learning Outcomes

The college should identify student learning outcomes at the course and program levels, and refine them at the institutional level, while adhering to the defined timeline and monitoring timely development within each department. These student learning outcomes should be systematically assessed and the results used for the improvement of student learning and institutional effectiveness. (Standard I.B.1, I.B.4, I.B.7, Standard II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.2.h, II.2.i, II.A.3, II.A.6, II.A.6.a, II.B.1, II.B.4, II.C.1.a, II.C.2; Standard II.A.1.b, III.A.1.c; and Standard IV.A.1, IV.A.2.b, IV.B.1.b).

Since West’s 2006 Accreditation Report, the following progress has been made:

- 309 (out of 602) courses have been updated to include institutional, program, and course student learning outcomes (SLOs).
- Curriculum Committee and Staff Development and SLO Committee discuss and monitor SLO progress as an agenda item at each monthly meeting.
- 34 (out of 37) program SLOs have been designed for state-approved major programs.
- 11 Student Service areas have designed SLOs and point of contact surveys to measure them.
- 61 (out of 70) fulltime faculty have posted single-course assessments for a key course in their program—including assignment, assessment, rating scale, sample student papers, and a self-reflection on how to improve student success.
- A grid and timeline has been established to monitor on-going assessment of SLOs in key classes within each academic program.
- West’s online program review instrument asks specific questions about SLO assessment and plans.

Progress on Institutional SLOs

The beginning history of West’s Student Learning Outcomes (SLOs) is detailed in “West's SLO Story 2002-2007” (which was included in West’s 2006 Accreditation Report) and “West’s SLO Story... continued.” As those documents indicate, West began working on Institutional SLOs on November 13, 2002, and nine SLOs were approved by the Academic Senate in November 8, 2005. In the columns below, the numbers to the right indicate how many of the currently updated 309 courses (out of 602 offered in the past two years) have identified one or more of these institutional SLOs as a key focus. (Total is more than 309, since courses may have more than one SLO).

| A. Critical Thinking | 193 |
| B. Communication | 94 |
| C. Quantitative Thinking | 37 |
| D. Self Awareness | 33 |
| E. Civic Responsibility | 25 |
| F. Technical Competence | 90 |
Included in the footnote for this section is list that shows which SLOs have been aligned with each of the 309 courses, illustrating the comprehensive way in which West’s faculty has embarked upon the SLO process. (2.1)

**Progress on Program SLOs**

In the next part of its SLO journey, West began to develop program SLOs on June 10, 2005, when the Title V grant director asked the U.S. Department of Education for permission to add an SLO objective to Years 2-5 of its grant. This enabled the college to invite consultants to train the faculty and provide modest stipends to faculty who took the lead in developing and assessing SLOs. Since that time, West has hosted seven two-day SLO workshops (one each semester) during which faculty designed program SLOs, aligned them with specific courses, and began planning for their systematic assessment. West has also hosted several SLO Portfolio workshops (see chart below) each semester to train faculty to post student samples showing achievement of appropriate program SLOs. Progress on SLOs is a standing agenda item on both the Curriculum Committee and the Staff Development and SLO Committee. Furthermore, course updates must include both Institutional and program SLOs, in addition to the traditional course objectives. Most importantly, when West’s Revised Educational Master Plan was approved by the Senate on May 22, 2007, it included under Objective 1, “Affirm institutional commitment to student learning” Strategy c: “Evaluate the effectiveness of all college courses and programs using student learning outcomes.” To further strengthen West’s resolve, on October 14, 2008, the Senate passed a resolution to support this effort. This resolution concludes, “Be it further resolved that the Academic Senate of West Los Angeles College strongly urges all faculty to post evidence of student achievement of course, program, and institutional outcomes on faculty and divisional WebPages.” (2.2)

In the past two years, we have concentrated on helping faculty develop single-course assessments of student SLO achievement. So far, 61 (out of 70 fulltime) faculty have posted SLO portfolios containing the following documentation:

- Teacher Name
- Class Name & Number – for example: English 101
- College SLO and/or Program SLO
- Assessment Instrument/Assignment/Exam Question—designed to determine how well students achieve the SLO
- Rating Scale – descriptions of scores 6 highest through 1 lowest (or A through F)
- 5-6 Sample papers, projects, or written exams to illustrate grades of 6 through 1 (or A through F)—one of each.
- Faculty member’s reflection on the process—What did I learn? What do I want to change?

The course titles which are the focus of these SLO Portfolios are enumerated in the charts below. Once a single-course SLO portfolio has been posted, it serves as a model or anchor for all instructors—fulltime or adjunct—who teach the same course. In 2009-2010, West fulltime faculty will begin meeting with adjuncts who will compile similar portfolios of student work and meet to determine how well all students
in a given course are meeting appropriate program SLOs. The “Grid for Assessing SLOs for Key Courses in Programs” presented in a later page of this document illustrates the planned schedule for this dialogue on SLOs.

West’s faculty has focused its energy on designing and assessing program SLOs. While program outcomes and institutional outcomes are both included in course outlines of record, there has been no effort to refine the institutional outcomes which were approved by the senate in November of 2005. To be sure, most of the single-course assessments in the faculty SLO portfolios include both program and institutional SLOs, demonstrating that they are aligned.

Based on continuous, sustained work over the past three years, West has made the following progress:

| Full-time faculty trained in West’s seven two-day SLO workshops (out of a total of 70) | 47 |
| Hourly faculty trained | 11 |
| Program SLOs developed—Geology and Geography for which a full time instructor was hired in spring 2009 and Sociology are the only majors without program SLOs. | 34 |
| Total faculty attendance at all SLO-related workshops—2005 to the present (some faculty attend twice) | 127 |
| Course SLOs developed | 309 (out of 602 courses offered in the past two years) |
| Institutional SLOs developed | 9 (11/8/2005) approved by Academic Senate |
| Student Services SLOs developed | 11 areas |
| Single course SLO assessments (with rating scales and student samples) posted by full-time faculty | 61 |
| Comprehensive (every section) course assessments already in place | Math 115, Math 125—in place Math 227—spring 2009 |
| Company of Experts Workshops on Classroom Assessment Techniques (CATs), Learning Styles and Assessing SLOs, Instructional Skills Workshops | CATs= 6 hours; ISW=30 hours; Learning Styles = 6 hours |
| The SLO Coordinator facilitates small group workshops and meets one-on-one with faculty to assist them in developing their SLO assessments. | 2006-07 = 4 2007-08 = 7 2008-09 = 2 |

Documentation for these activities is included. (2.3)
Programs with SLOs developed: (2.4)

1. Accounting
2. Administration of Justice
3. Anthropology
4. Art
5. Aviation
6. Biology
7. Business--Entrepreneur
8. Business--Administration
9. Business—Accounting
10. Business—Real Estate
12. Business--Marketing
13. Chemistry
14. Child Development
15. Computer Science
16. Dance
17. Dental Hygiene
18. Drug/Alcohol
19. English
20. French
21. Health
22. History
23. Humanities
24. Management
25. Marketing
26. Math
27. Music
28. Paralegal
29. Philosophy
30. Physical Education
31. Political Science
32. Psychology
33. Spanish
34. Speech

The list above means that the faculty in 34 out of West’s 37 program majors have collaboratively developed detailed program outcomes that students will possess by the time they complete their Associate degree majors. Many of these majors have developed single-course assessments (see the list below—“Courses with SLO Assessment Completed) to determine how well students are achieving these outcomes.
Skill Certificates and Other Areas with Program SLOs Developed (located on the same website as above)

1. Cinema Entertainment Media Arts (CEMA) SLOs
2. Counseling SLOs
3. English as a Second Language SLOs
4. Jewish Studies SLOs
5. Library Science SLOs
6. Learning Center SLOs

While these programs listed above are not state-approved programs, the faculty in these areas have developed appropriate SLOs for students who complete local “skill” certificates in CEMA and Jewish Studies. Furthermore, ESL, Counseling, Library Science, and the Learning Center are not technically “skill” certificates, but because they serve a vital function in the college, their faculty have embraced the SLO process.

Courses with SLO Assessment Completed (2.5)

1. Accounting 2
2. Administration of Justice 1
3. Anatomy 1
4. Anthropology 101
5. Art 708 -- Ceramics
6. Aviation AMT 8
7. Aviation 11 and 12
8. Biology 6
9. Chemistry 60
10. Child Development 48
11. Computer Science 901
12. Computer Science 902
13. Computer Science 934
14. Dance 814
15. Dental Hygiene 101 A  B
16. Dental Radiology (Intro. to) DH 102/103
17. Economics 1
18. English 21
19. English 28 –several classes
20. English 101 –several classes
21. English 102
22. English 102
23. English 103
24. English 103
25. English 103—several classes
26. ESL
27. ESL 8 – several classes
28. ESL 5 A -- several classes
29. French 1
30. Health 11
31. History 11
32. History 42
33. Humanities 30
34. Learning Skills 73
35. Library Science 101
36. Library Science 101
37. Library Science 103
38. Math 112
39. Math 112
40. Math 117
41. Math 115 and 118 exam (showing exam correlation with Math program SLOs)
42. Math 125
43. Math 125
44. Math 125 and 128 exam (showing exam correlation with Math program SLOs)
45. Math 127
46. Math 227
47. Microbiology 20
48. Music 414 “Advanced Voice”
49. Music 231 “Elementary Piano 1”
50. Nutrition—Family and Consumer Studies 21
51. Philosophy 1
52. Physical Education 690
53. Political Science 1
54. Psychology 1
55. Psychology 14
56. Psychology 85
57. Spanish 101
58. Speech 101
59. Speech 101
60. Travel 100
61. Travel 300

These SLO portfolios document how faculty are aligning assignments and assessments with appropriate program outcomes. Each portfolio includes a selected program SLO and or institutional SLO, an assessment, a rating scale, and range of sample student papers exhibiting achievement or, in some cases, non-achievement of the selected SLO. These portfolios will serve as anchors or benchmarks for all faculty (full and adjunct) who teach the same level course. During the next three years, we will use these portfolios as a valuable faculty-designed resource for collaborative dialogue about how students are achieving SLOs and what changes might be made in certain courses. For more details on this process, please see the “Grid for Assessing SLOs for Key Courses in Programs” below.
Student Services SLOs Developed and Linked with Program Review: (2.6)

1. Student Services -- Athletics
2. Student Services--Admissions and Records
3. Student Services--ASO
4. Student Services--Child Development Center
5. Student Services--Counseling
6. Student Services--DSP&S
7. Student Services--EOPS and CARE
8. Student Services--Financial Aid
9. Student Services--International Students
10. Student Services--Matriculation
11. Student Services—Office of School Relations
12. Student Services--Transfer Center

Linking their SLOs with program review, during fall 2008, Student Services conducted 12 point of contact surveys and the results of the survey were included in the respective department 08/09 program review instrument. The findings were also used to develop program objectives for the department. The student services staff survey was used to assess faculty and staff’s satisfaction with the Division of Student Services and the findings were reported in the program review instrument for the Division of Student Services. For the faculty/staff satisfaction survey, 43 out of 54 student services employees responded to the survey. (2.7)

Continuing Faculty Work on SLOs

Future plans include developing program SLOs for the three majors that still need to do so and encouraging the 49 out of 70 full-time faculty who have not posted their SLO portfolios to complete the process.

Each time a course is revised in the six-year cycle, appropriate course, program, and institutional SLOs are added. So far out of 602 courses offered in the past two years, 309 have been updated to include institutional and/or program SLOs. Each course update is examined by the Technical Review Committee and then sent for approval to the Curriculum Committee and the Senate. Furthermore, the district has designed an Electronic Curriculum Development website—similar to CurricUNET—which should make the course update/revision process much more efficient. This should speed up the inclusion of SLOs in all remaining course outlines.

Furthermore, we will use the ACCJC recommended “Rubric for Assessment of Progress towards Implementing an SLO Framework” to monitor our progress towards completing Accreditation Recommendation #2.

Systematic Assessment of SLOs for the Improvement of Student Learning

In order to assist faculty in establishing a systematic assessment of student work demonstrating achievement of SLOs, we have adopted the following grid to formalize the process and establish timelines for assessing SLOs. For the next two years, we will work on assessing key courses for each program major according to the following schedule. As mentioned previously, the 61 single-course assessments
already posted will serve as models or anchors against which to compare similar portfolios compiled by all instructors who teach the same course.
<table>
<thead>
<tr>
<th>Program or Discipline</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health/Dental</td>
<td>Allied Health 33 DH 151</td>
<td>DH 201</td>
<td>DH 151</td>
<td>Allied Health 33 DH 201</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Pharmacy 21</td>
<td>Nursing 399A</td>
<td>Nursing 399A</td>
<td>Pharmacy 21</td>
</tr>
<tr>
<td>Economics</td>
<td>Econ 1</td>
<td>Econ 2</td>
<td>Econ 1</td>
<td>Econ 2</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Anthro 101</td>
<td>Anthro 102</td>
<td>Anthro 101</td>
<td>Anthro 102</td>
</tr>
<tr>
<td>Political Sci</td>
<td>Political Science 1</td>
<td>Political Science 7</td>
<td>Political Science 1</td>
<td>Political Science 7</td>
</tr>
<tr>
<td>Psychology Drug/Alcohol</td>
<td>Psych 1</td>
<td>Psych 64</td>
<td>Psych 1</td>
<td>Psych 64</td>
</tr>
<tr>
<td>Business—Includes all</td>
<td>Business 5</td>
<td>Business 1</td>
<td>Business 5</td>
<td>Business 1</td>
</tr>
<tr>
<td>programs in Marketing,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management, Accounting,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Estate, Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>CS 901 (Gen Ed.)</td>
<td>CS965 (Networking)</td>
<td>CS 902 (Major)</td>
<td>CS 901 (Gen Ed.)</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance, Health, and PE</td>
<td>Health 11 (AA req.)</td>
<td>Health 11 (AA req.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and Fine</td>
<td>Music 441</td>
<td>Humanities 30</td>
<td>Music 411</td>
<td>Humanities 30</td>
</tr>
<tr>
<td>Arts</td>
<td>Philosophy 8</td>
<td>Art 633</td>
<td>Philosophy 8</td>
<td>Art 633</td>
</tr>
<tr>
<td>Lang Arts</td>
<td>English 21 (and</td>
<td>English 28 and</td>
<td>English 103 and 6A</td>
<td>English 101</td>
</tr>
<tr>
<td></td>
<td>English 20A and</td>
<td>another ESL 8</td>
<td>Speech 101</td>
<td>ESL 8</td>
</tr>
<tr>
<td></td>
<td>ESL 6A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math 115/Math 125</td>
<td>Math 115/Math 125/227</td>
<td>Math 115/Math 125</td>
<td>Math 115/Math 125/227</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry 60 “Intro. to</td>
<td></td>
<td>Chemistry 60 “Intro. to</td>
<td></td>
</tr>
<tr>
<td>Paralegal</td>
<td>Paralegal 10</td>
<td>Paralegal 17</td>
<td>Paralegal 17</td>
<td>Paralegal 10</td>
</tr>
</tbody>
</table>

Math already has common exams—aligned with SLOs—which count for 1/3 of a student’s grade in pre-algebra (Math 115/118) and intermediate algebra (Math 125/128). SLO portfolios showing the alignment of these exams with Math SLOs is posted on the website noted in footnote 2.5 above. In addition, in 2009-10, Math will begin monitoring Math 227 “Statistics,” which enrolls 1/3 of all 200-level students to see that students meet appropriate program SLOs in that class.
Improving Student Learning

Using their SLO portfolios to analyze student achievement, West’s faculty are already making important discoveries and initiating change in how and what they teach. Here are some examples of “Reflection on the Process” from West’s SLO Portfolio webpage. These reflections illustrate the ways faculty plan to modify their instructional strategies based on their assessment of students’ achievement of SLOs.

**History 11**—What I learned is that sometimes you are smarter when you’re less experienced. I used to regularly facilitate small-group discussions on the chapter questions into my classes, then got disillusioned and went away from it for a few years. Going through the process of creating the SLOs, and then thinking through how best to make sure they are incorporated into the curriculum and how to measure their effectiveness, I concluded that I should go back and reboot the discussion groups, forcing the students to really engage the key discussion questions, so that they will learn not just from me, but from one another – in this way they can see their progress as groups, and I can see it in each group as I move amongst them, and then in the larger class setting afterward.

**Anthropology 101**—I learned that it would benefit the student to provide a detailed grading scale to limit the questions as to what is required and how the assignment is graded.

**Political Science**—This process helps to assure the consistency of grading. It also provides a focus on the student learning outcome that is being measured. Upon reflection, I will in the future provide several unifying questions that must be answered for each article, and provide better guidance on the important of selecting from a variety of media sources, cautioning against over-reliance on a single media source for all articles submitted.

**Psychology 1**—I want the students to do more interacting with each other on how to write the paper instead of me providing all the guidelines. Also, I will make it mandatory that the student has interviewed and counseled the client, not just obtained all of the information from the case notes.

Each semester, faculty will evaluate student achievement of SLOs according to the schedule contained in the “Grid for Assessing SLOs for Key Courses in Programs” posted above. Ideally, each fulltime faculty member would then be able to meet with and mentor all adjuncts who teach sections of the same course for which an SLO portfolio has been posted. In this way we could assure quality among all sections of a given course. The “Grid” above illustrates the next steps in West’s SLO story.

**Linking Academic Disciplines’ SLOs and Program Review**

West’s online program review instrument has a specific section on “Curriculum – SLOs” that requires each discipline to answer the following questions:

- Have program SLOs been developed for this discipline?
- Does the discipline have assessment plans for program SLOs?
- Please describe your assessment plans for SLOs.
- Have any course assessed college or program SLOs?
- Please describe your assessment of SLOs.
Sample pages from the Language Arts program review instrument are included in the footnote. (2.8)

**Future Plans**

- Update the remaining 293 courses (out of 602) that do not include Institutional or program SLOs.
- Work with college researcher to develop systematic ways to quantify faculty SLO assessments.
- Design the remaining 3 (out of 37) program SLOs for Geography, Geology, and Sociology.
- Use data from electronic Student Service surveys to improve services.
- Work with the remaining 49 (out of 70) fulltime faculty have NOT posted single-course assessments for a key course in their program—including assignment, assessment, rating scale, sample student papers, and a self-reflection on how to improve student success.
- Implement the grid and timeline that has been established to monitor on-going assessment of SLOs in key classes within each academic program.
- Improve the link between program review and SLO assessment so that SLO assessment and the faculty “Reflection” section of the SLO template are used to make instructional improvements.

**Documentation for Recommendation 2**

2.1 West’s SLO Story and West’s SLO Story continued
2.2 Curriculum Committee Minutes—showing SLO motions
   Staff Development and SLO Committee Minutes—showing SLO motions
   West’s Revised Educational Master Plan. Senate Resolution from 10/14/2008
2.3 Excel spreadsheets—from Years 2-4 of Title V grant-- showing faculty participants in SLO workshops and Excel spreadsheets showing courses offered over past 2 years and those with SLOs
2.4 West’s Curriculum Committee webpage showing a list of all program SLOs for West’s programs and majors. It also includes several local “skill certificates.”
2.5 SLO Portfolios—showing single course assessments by faculty
2.6 West’s Curriculum Committee webpage showing a list of all program SLOs for Student Services
2.7.1 Student Services. Copy of an electronic survey. Pages 3-5 of current program review.
2.8 Sample Curriculum-SLO page from Language Arts program review
Response to Recommendation 3:  
Budget Plan

The college should implement a viable plan to operate in a fiscally responsible fashion that aligns its programs and services with its revenue allocation to achieve sustainable fiscal stability. (Standard III.B)

The history of West Los Angeles College’s operating fund balance prior to fiscal year 2007 was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>-$1,086,200</td>
</tr>
<tr>
<td>2003-04</td>
<td>$196,558</td>
</tr>
<tr>
<td>2004-05</td>
<td>-$570,479</td>
</tr>
<tr>
<td>2005-06</td>
<td>-$452,436</td>
</tr>
</tbody>
</table>

Since July of 2006, the college’s financial situation has stabilized. The operating fund balances for the two most recently completed fiscal years were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>$1,044,422</td>
</tr>
<tr>
<td>2007-08</td>
<td>$582,074</td>
</tr>
</tbody>
</table>

This six-year period is presented above. The current 2009 fiscal year is also projected to produce an operating surplus.

West’s five-year Fiscal Master Plan is summarized in Recommendation 3. The college provides input to District decisions on salaries and benefits, the Sheriff’s department, and District office assessments, but must focus on the factors under more direct college control: enrollment, section size, and staffing.

The Budget Process

West Los Angeles College’s budget planning and implementation has evolved into an open and transparent grassroots, multi-track participatory governance process designed to assure that the college accomplishes its Educational Master Plan goals and objectives while living within its revenue allocations and projections. The Chair of the Budget Committee shares with the committee all budget details, including expenditures budgeted by object code at the cost center level. Restricted, categorical, and specially funded program revenues are also provided to the committee.

The college’s budget committee operates under the following charge:

1) The committee oversees the process for the preparation and the timeline for the development of the college’s annual operating revenue and expense budgets and synchronizes this process with the LACC District budget committee.

2) The committee periodically reviews budget reports from the Vice President of Administrative Services and assesses progress of revenue and expense budgets throughout the fiscal year to promote fiscal transparency.
3) The committee identifies discretionary resources and makes allocation recommendations to the College Council for these funds. Such recommendations will be coordinated with the Program Review and Planning committees.

4) If conditions warrant, such as a District fiscal emergency, the committee makes recommendations regarding proposed plans for action.

The committee has broad participation from a variety of constituent groups. During fiscal 2009, this membership includes representatives from the following groups:

- Vice Presidents: 3
- Academic Senate: 2
- AFT Faculty: 2
- AFT Staff: 2
- SEIU: 1
- Associated Students: 1

The college’s new web-based program review and unit planning instrument initiates the budget process by providing critical data that enhances needs assessment and promotes evidence-based resource requests from managers and chairs across the campus.

The annual planning and budgeting cycle timeline outlining the college’s various consultation tracks is presented in Appendix ___ labeled the “West Los Angeles College 2008-09 Planning and Budgeting Calendar for 2009-10 Fiscal Year.” The college’s financial planning and budgeting process follows the guidelines and timelines established by the District Budget Committee and approved by the Chancellor and the Board of Trustees. Because the timeline is very compressed and because the college wishes to provide the widest possible consultation into the process, the tracks of the timeline must proceed in parallel at various stages. The annual sequence of events may be summarized as follows:

- Department/Office Program Review and Unit Plan Training
- Department/Office Program Review and Unit Plan Submission
- Program Review and Unit Plan Consultation with Deans and Vice Presidents
- Preparation of Prioritized Budget Requests by Vice Presidents
- Consolidation of Prioritized Budget Requests by VP of Administrative Services
- Review of Consolidated Budget Proposal by Vice Presidents
- Presidential Review and Preliminary Approval of Consolidated Budget Proposal
- Review of Consolidated Budget Proposal by Budget Committee
- District Office Releases Preliminary Revenue Allocation
- Modification of Consolidated Budget Proposal, if Necessary
- Review of Consolidated Budget Proposal by College Council
- Review of Consolidated Budget Proposal by Academic Senate
- Submission of Budget Preparation Data File to District Office

The state-supported on-going and one-time-only instructional equipment and library material Block Grant funds which the college receives annually from the state are allocated through a consultation process between departmental chairs and the Vice President of Academic Affairs.
Enrollment Management

An Enrollment Management Committee was formed to oversee all enrollment-related activities. This combination of programs and initiatives has produced some stunning results:

- Fiscal 2007 FTES enrollment increased by 13.4% over fiscal 2006.
- Fiscal 2008 FTES enrollment increased by 8.9% over fiscal 2007.
- Fiscal 2009 FTES enrollment, even with a major mid-year revision, is currently projected to increase by 9.0% over fiscal 2008.

The college has also undertaken serious efforts to increase its average class size. In the fall semester of 2008, the Academic Vice President and Deans commenced a program of selected cancellation and consolidation of the smallest sections. This program will be progressively implemented in coming sessions through careful planning, course selection, and consultation among Chairs, Deans and the Academic Vice President.

Since the selection of the new vice president and analyst of academic affairs in November 2007, the college has developed an analysis planning worksheet for FTEF and FTES. With seven semesters as a framework, it reviews the past three years, the current year, and projects the next three years. It reports the past three years plus the current semester, regular and hourly rate, day and evening, funded FTEF and enrollments, by discipline and by division. It projects the future three years based on actual FTEF/FTES, a goal-based allocation based on a divisional goal, and the final allocation plan after consultation between division chairs and academic affairs deans. This analysis assists in sustaining the college's instructional program, planning the future FTEF to be budgeted and the future FTES to project and in reviewing trends of the equivalent of average class size. The worksheet has been reviewed by each chair during a comprehensive program review and planning session with the vice president and the analyst, which forms the basis for sustained enrollment management within planned revenue and expenditure.

Improved Outreach and Access

A Director of Advertising and Public Relations and a Graphic Arts Designer were added to the college’s staff to ensure state-of-the-art marketing materials and advertising. The college has greatly enhanced its year-round class offerings, having increased the number of sections it offered as shown below:

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>881</td>
<td>985</td>
<td>1,158</td>
</tr>
<tr>
<td>Winter</td>
<td>138</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Spring</td>
<td>967</td>
<td>1,048</td>
<td>1,086</td>
</tr>
<tr>
<td>Summer</td>
<td>229</td>
<td>321</td>
<td>395</td>
</tr>
</tbody>
</table>

West began a Weekend College program in the spring of 2007 which has contributed significantly to enrollment. The college expanded into the weekends to meets the needs of students who need flexibility and quality instruction by introducing course offerings that feature a new and convenient scheduling
format which combines classroom and online instruction. Courses are scheduled on a 6-week basis, are intensive in nature, and meet the same high standards of courses scheduled during the traditional calendar. Weekend College offered over 40 courses in the fall of 2008 and 59 courses are scheduled for spring 2009. Growth in the college’s Weekend College is reflected in the following unduplicated headcounts:

Also contributing to the growth in enrollment is the college’s Distance Learning program. West currently has over 193 approved online courses. West is the only college in the LACCD approved by the ACCJC to offer vocational certificates and Associate of Art Degrees online. West experiences over 20,000 student course enrollments per year in totally online, hybrid, and web-enhanced classes. The college also offers comprehensive online student services including online tutoring and counseling. Growth in the college’s distance learning program is reflected in the following unduplicated online headcounts:

<table>
<thead>
<tr>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount: 0</td>
<td>Headcount: 694</td>
<td>Headcount: 959</td>
</tr>
</tbody>
</table>

West began offering a Jump Start program at twelve of its feeder high schools in the fall of 2007, thereby increasing its headcount enrollment by 1,442 students during the fall semester of 2008. This program, which is operated by the Office of School Relations and Outreach, serves as the “front door” to West Los Angeles College. The office promotes the college at the high schools, recruits students, and develops relationships between the campus and external constituents. Its overarching goal is to make West Los Angeles College a first-choice campus by expediting the transition process for new students. This office has achieved the following record over this short period of time:

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections: 22</td>
<td>Sections: 46</td>
<td>Sections: 54</td>
</tr>
<tr>
<td>Enrollments: 614</td>
<td>Enrollments: 1,192</td>
<td>Enrollments: 1,442</td>
</tr>
<tr>
<td>High Schools: 6</td>
<td>High Schools: 13</td>
<td>High Schools: 12</td>
</tr>
</tbody>
</table>

The college also began the CAHSEE TO COLLEGE program in 2007. This program provides recent high school students who have not completed either portion of the California High School Exit Exam (CAHSEE) an opportunity to participate in an innovative instructional program to prepare them to pass the exam while simultaneously gaining exposure to West. The college’s CAHSEE program is funded through a competitive grant awarded by the California Community Colleges’ Chancellor’s office. The college was awarded $500,000 in 2007-08 and $300,000 in 2008-09.

Still another major program designed to bring more students to West is its bus transportation initiative. The program commenced in the Spring 2009 semester with three shuttle bus routes providing regular service from the college’s three densest student population areas directly to the campus. This pilot program is being funded through the college’s bond program as a traffic and parking mitigation effort.

The college is currently planning to offer classes in Beverly Hills in early 2009. West has executed a lease with Beverly Hills High School for evening use of their new Science and Technology Center. Under this arrangement, the college will have the use of this beautiful new facility every evening for as many courses as the college wishes to offer.
**Development of Learning Communities**

The Educational Master Plan calls for the creation of Learning Communities. Success of students in such cohorts positively impacts the college’s finances, as they provide full-time students, who persist at the college from semester to semester. West is piloting four student Learning Communities. Students in these programs take classes together, further enhancing the college’s fiscal position by stabilizing class sizes.

- The Puente program began in the fall of 2008 with 25 students. Puente is designed to help freshmen progress successfully through West to reach their transfer and/or career goals. This learning community embraces the Latino cultural experience by providing academic and support services. Students take a rigorous two-course English and Personal Development sequence, work closely with a counselor to prepare an academic plan and focus on their goals, and meet regularly with a Puente mentor from the professional community.

- The UMOJA began in the fall of 2008, serving 137 students. This program is a community of instructors, counselors, students, and support services staff committed to the academic success, personal and professional growth, and self-actualization of African American students and others. UMOJA currently offers English, math, and Personal Development courses. It plans to expand into Business, Speech, and African American Social Cultural Studies in the spring of 2009. UMOJA also offers its students access to advisement, career mentoring, scholarships, tutoring, workshops, field trips, and individualized academic, financial aid, and career counseling.

- Freshman Academic Community Experience (FACE) is scheduled to commence in the fall of 2009. This program will involve 75 to 90 incoming students from the college’s feeder high schools who need pre-collegiate work in Math and English. Students who successfully complete the program will have earned about 30 units toward an AA degree, of which 10-15 units will be transfer-level credit. The program will include an intensive 3-week “Summer Bridge” experience, learning communities with intensive counseling and tutoring support, workshops, speakers, field trips, social events, program evaluation, and a curriculum which integrates Math, English, and Service Learning classes supported by Learning Skills and related courses.

**New Programs**

Future programs currently in various planning stages include certificates leading to stable careers, such as the Motion Picture and Television Production program which will offer ten credit mini-certificates and a Pharmacy Technician certificate program coordinated with CVS Pharmacies. West is also planning an Associate Degree in Fine Arts coordinated with The Actors Gang, and Free College which will offer 30 sections of non-credit courses.

**Careful Staffing**

The college undergoes a strenuous Faculty Position Identification & Prioritization Plan (FPIP) process to assure that full-time faculty position requests are filled in an open, transparent, and systematic manner.
utilizing data and calculations in a process that is reviewed and evaluated annually and adjusted as needed to further improve this important function.

During the 2007-08 fiscal year, the District and the college implemented hiring and procurement restraints that saved the college thousands of dollars. This continues into the current fiscal year, reflective of the District’s and the college’s concern for the state’s budgetary problems.

Following District budgetary standards, the college sets aside a 1% reserve account in its annual operating budget. This fund helps to assure that the college is in a position to absorb unexpected cost increases and/or revenue shortfalls. The college is planning to increase this reserve account as resources permit in coming years.

Thus, in a short three-year period the college has grown from one of the District’s “small” colleges to a “medium-sized” college. The area’s population growth and the needs of the city and the state to provide job-oriented educational opportunities, combined with its new leadership and its many new marketing and outreach programs, has oriented the college to a process that will sustain this growth pattern and allow it to operate in a fiscally responsible fashion by aligning these new programs and services with its revenue allocations.

**Epilogue**

The California state budget crisis brought the college two major budget challenges in the fall of 2008: 1) based on the state budget mid-year cut, the LACCD ordered a cut of $1.1M in the college’s current year budget; and 2) the state will limit payment for enrollment growth to 1.43%. This led the college to take actions following a transparent and open process of consultations. These actions were to reduce spending and increase class schedule efficiency. As a result of these actions, fiscal 2008-09 will again complete the year with a positive balance. In anticipation of similar problems recurring next year, these same measures have already been applied to the budgetary plan for fiscal 2009-10.
Response to District Recommendation 4:
District Budget Allocation Model

The district should evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges (Standards III.D, IV.B)

In the spring of 2006, the district engaged a third-party consultant to review the district’s budget allocation mechanisms to assure that small colleges were not being negatively impacted. Studies were conducted to find out whether the model contained inherent disadvantages for the smaller colleges in the district. Among the findings were that the district should move quickly to bring its internal budget allocation formula into alignment with the provisions of SB 361, adjust the allocation model to make assessments on a cost-per-FTES basis, and consider a different way of conducting assessments. In response to this report, the district formed the DBC Budget Allocation Task Force in October 2006, comprised of stakeholders from both the small and large colleges, to review the district’s allocation model, including Dr. Mark W. Rocha, president of West Los Angeles College, who also serves as co-chair of the District Budget Committee (DBC).

The task force thoroughly discussed the findings contained in the independent studies and studied the impact of various draft allocation models. In January 2007, it issued its recommendations for a new budget allocation model (4.1) which was then formally adopted by the DBC.

The new LACCD allocation model parallels the state budget formula as provided for in SB 361, distributing funds to the colleges on a credit FTES basis with a two-tiered basis for noncredit. However, it differs from the state formula in one critical respect -- it increases the foundation grant for the district’s four smaller colleges (Harbor, Mission, Southwest, and West) by $500,000 per year. This augmentation of the basic $3,000,000 foundation grant was made in acknowledgement of the additional administrative expenses incurred by the smaller colleges. The task force also recommended that district wide assessments be changed from a percentage of college revenue over total district revenue to a cost per FTES basis, in order to make the system more equitable. The task force further suggested that the district office budget allocation not be set at a fixed percentage and that its budget be periodically reviewed.

The budgetary challenges of the smaller colleges have also been addressed though the Allocation Grant process. Since 2001, this process has allowed colleges ending the year in deficit to request the intervention of the DBC Allocation Grant Task Force, comprised of administrators, faculty, and staff from other colleges in the district. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit. Members of the taskforce review the data, visit the college, meet with administrators, faculty, and staff, and issue recommendations to help the college reach financial independence. In the past, if the college followed these recommendations, a portion of the deficit was offset with funds from the district’s contingency reserve. Southwest College underwent the process in 2001-02, Harbor College in 2003-04, and Mission College in 2007.

In spring 2007, the DBC decided that a college that ended the year in deficit for more than $500,000 or 1% of its budget (whichever is greater) would be required to submit a financial plan and participate in a quarterly review. To facilitate the review process, it was also decided to reconstitute the Allocation Grant Taskforce as the Fiscal Policy and Review Committee (FPRC). With a broader charge than the original
Allocation Grant Taskforce, the FPRC began meeting monthly in July 2008 to address the situation of colleges that continue to experience budget difficulties and to consider new approaches for enhancing college fiscal stability (4.2). As the result of this committee’s efforts, detailed budget deficit reduction plans have been developed for Harbor, Mission, Southwest, Trade-Technical and Valley colleges. In addition, on January 7, 2008 the FPRC voted to augment the basic budget allocation formula for Los Angeles Trade-Technical College by the amount of $500,000 per year in recognition of the college’s historic career/tech ed mission.

The allocation of resources is one of the district’s most challenging tasks. However, revisions made by the DBC to the allocation process in the past few years have created a more equitable and efficient system. As a result of district intervention, for example, Harbor College saw its deficit reduced from $3 million to less than $1 million between 2005 and 2007. The change to the allocation model allows for flexibility and encourages colleges to live within their means. It also rewards colleges that practice sound enrollment management strategies and use resources wisely.

It is important to note, however, that since the district has maintained an overall ending balance of approximately 10% per year, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit. As part of the annual district-wide budget planning process, each summer the colleges establish FTES targets for the upcoming academic year. At the same time, financial benchmarks are set via preliminary budget allocations. These benchmarks are derived in a way to ensure good management and accountability for a predicted level of students served. As the year progresses each college is measured against this “ideal” or target allocation for managerial control purposes. At the end of the year, the college’s ending balance reflects the success of local management efforts in allocating college resources, and the results are incorporated into presidential evaluations. The deficits that are carried forward reflect the district’s attempts to assert budget management accountability and encourage budgetary rigor. From the perspective of fiscal accounting and control, however, all colleges are granted sufficient resources to end each fiscal year with a neutral ("0") or positive fund balance.

This is why all district colleges have continued to increase enrollments, expand FTES, add new programs, and hire new faculty in recent years—even while sometimes carrying debt forward or seeking relief from the FPRC. The allocation grant process, which typically requires colleges to re-pay shortfalls while submitting to more rigorous oversight, is designed to encourage budgetary restraint and accountability while assuring institutional stability.

**Documentation for Recommendation 4**


4.2 Fiscal Policy and Review Committee Report. DBC Minutes, January 7, 2009
Response to Recommendation 5:
Planning and Budget

The college should develop a sustainable, reiterated cycle of integrated planning, resource allocation, plan implementation, and evaluation by strengthening its information collection and dissemination of program review and concentrating on implementation of the master plan and its ambitious planning agenda.

Progress to Date

The visiting team’s March 29, 2007 report noted that, “Information collection is contributing to decision-making especially in conducting program review and enrollment management.” To further strengthen West’s sustainable and reiterated cycle of integrated planning, resource allocation, plan implementation, and evaluation and to further strengthen its information collection, on October 20, 2008, West welcomed the newly hired Dean of Research and Planning, a respected dean from a sister college, with extensive experience with the Los Angeles Community College District. As reported in the college’s March 2008 Progress Report, this position had been thoroughly researched and deemed a high staffing priority in order to further strengthen the college’s information collection capabilities and to sustain the college’s planning efforts. Besides providing additional data resources to decision-makers, this dean is currently working closely with the Chancellor’s liaison on an enhanced version of program review, which will enable colleges to adapt a District template to their purposes.

In fall 2008, the college implemented the much-anticipated online, user-friendly, data-based, transparent program review instrument that addresses success measures in addition to enrollment trends. The college conducted training for users of the newly inaugurated web-based program review on August 28, September 25 and October 1, 2008, in addition to other specially arranged one-on-one training sessions. While there have been glitches to address, on the whole, users reported satisfaction with the ready availability of the data on enrollment, retention, and class size for day and evening with easy-to-read trend-lines, all of which enabled those responsible for program review to evaluate the data and its implications for their disciplines, offices and divisions. In November 2008, those responsible for validating the program reviews were trained and validation is proceeding.

The program review instrument includes features that, through extensive discussion and evaluation, were deemed important additions to the previous program review instrument. For example, the instrument asks the following questions about Student Learning Outcomes: “Have program SLOs been developed? Please describe your assessment of SLOs.” The curriculum page asks for the number of course updates completed and the number of remaining to be completed. Data showing trends in student success measures and instructional delivery modes, including online classes, will provide base lines for evaluating progress on implementation of the current Educational Master Plan 2008-2011. The adoption of the online program review instrument implements another of the 2008-09 Future Plans listed in the 2008 Progress report.
Strengthening the Links between Planning and Budget

The 2006 Self Study visiting team questioned whether West could sustain the momentum it generated in a short period of time for the self-study. The college has not only sustained this momentum but added to it and, in the process, has also demonstrated resilience in dealing with unanticipated bumps in the planning/budget road. With the arrival of our college president, Dr. Rocha, in July 2006, and his commitment to grow enrollment to address the college’s protracted budget deficit, he set-aside $125,000 for the budget year 2007-08 to fund enrollment growth proposals. Criteria to evaluate the proposals were established by the College Planning Committee, which then reviewed and prioritized the proposals. Subsequently, the funds were awarded accordingly. (5.1)

As reported in West’s 2008 Progress Report, in fall 2007, because of unanticipated problems with implementing the web-based program review and the resulting shortened timeline, the college committed to a streamlined unit planning process for the 2008-09 budget year that replicated the planning/resource allocation process used the previous year. Through the College Planning Committee, proposals to implement the strategies of the 2008-2011 Educational Master Plan were evaluated and 6 out of 13 were funded from a $250,000 set-aside. Five of these six proposals were implemented in fall 2008 with reports to follow detailing the outcomes of these funded proposals. This planning process further strengthens the college’s reiterated cycle of integrated planning and budgeting by linking funding to the Educational Master Plan 2008-2011. In addition, as reported in the 2008 Progress Report, this process better integrated the unit plan deadline with the college’s budget development process. (5.2)

A progress report submitted by one of the six proposals funded by the $250,000 set-aside notes that there are eleven sections participating in the Supplemental Instruction project under the special fund to support the Educational Master Plan for the 08-09 Academic year. They include courses in English, psychology, economics, math, and chemistry. These classes were selected because they are considered “gateway” classes which students are required to complete to make progress in their educational goals. Tutors/mentors are assigned to each section and work collaboratively with the instructor in providing individual and group tutoring services which are reflective of current lectures and assignments. They also attend the class and arrange for group tutoring sessions outside of class hours. Currently, a minimum of 350 students are eligible to participate in Supplemental Instruction (SI) tutorial services, with the participation rate at approximately 20 percent. The overall goal of the SI project is to increase retention approximately 20 percent above prior student retention and completion rates. An evaluation of the results of this pilot project will be available at the end of the project in June 2009. The SI project is an example of how one of the Educational Master Plan strategies is being implemented.

In Program Review Committee meetings as well as in governance committees, discussion continues on ways to refine and further improve the web-based program review, including links to previous years’ unmet objectives and budget details. To further strengthen dissemination of key information, the program review documents of each department and their validations will be available, through links, at the program review website at the For Faculty/Staff webpage.

Other ways in which West Los Angeles College has strengthened the links between planning and budget are addressed in both the Response to Recommendation 3: Budget Plan and Recommendation 11: Financial Stability. By achieving financial stability through strategic growth, the college has been able to steadily address areas that had been passed over numerous times when the college was in deficit.
Through strategic staffing, including the addition of a Dean of Research and Planning as of fall 2008, and the hiring of a public relations expert and graphic artist to ensure that state-of-the-art marketing materials and advertising efforts accentuate West’s appeal to the surrounding community of current and potential students, the college has devoted resources to strengthen the college’s institutional effectiveness.

**Enrollment Management**

Enrollment management, overseen by a group headed by the college president, has also been a key component linking planning and budget. Programs and initiatives have produced stunning growth in enrollment:

- Fiscal 2007 FTES enrollment increased by 13.4% over fiscal 2006.
- Fiscal 2008 FTES enrollment increased by 8.9% over 2007.
- Fiscal 2009 FTES enrollment is currently projected to increase by at least 12.7% over fiscal 2008.

Along with efforts to increase average class size through prudent selection of sections for cancellation and consolidation of smallest sections, this process will continue, through careful planning, course selection, and consultation among chairs, deans and the Vice President of Academic Affairs. Thus, enrollment management efforts further illustrate additional ways in which planning and budget link effectively.

**Reiterated Planning Cycle for Staffing**

The college continues to employ a reiterated cycle of planning, resource allocation, plan implementation and evaluation for the staffing of tenure-track faculty positions. The college’s planning process for staffing tenure-track faculty positions commences with program review and culminates with a list of prioritized recommendations. The college president uses the lists to authorize searches for and selection of candidates in specific disciplines to fill funded tenure-track faculty positions. The search and selection process is governed by the college’s Faculty Hiring Procedure.

For all other personnel, staffing plans also begin in the program review process with requests inputted as unit plan objectives tied to a discipline’s or office’s effectiveness. Prioritizing of these requests occurs first at the division level (academic, student services and administrative services), and then, except for tenure-track faculty, among the three vice presidents who consider strategic and selective hiring, focusing primarily on student need and utilization of services.

Over the past three years, thirty-five (35) proposed tenure-track faculty positions have been identified through the program review process and subsequently prioritized according to the provisions of the Faculty Position Identification and Prioritization (FPIP) Policy. The college president accepted the prioritized recommendations and authorized funding to fill four (4) tenure-track faculty positions from the 2005-06 Priority List, five (5) tenure-track faculty positions from the 2006-07 Priority List, and eight (8) tenure-track faculty positions from the 2007-08 Priority List.

Identification of the tenure-track faculty needs begins with program review. The number of new tenure-track faculty required to meet the demands of the college’s student population was entered in the Human
Resources section of the unit plan instrument used in 2007-08 and entered in the Personnel section of the online program review instrument used in 2008-09. In the online program review instrument, there is a specific question on the need to increase the full-time tenure-track faculty and another question on whether there are plans to submit a request to be placed on the FPIP priority list. Likewise, on the FPIP application, there is a question on whether the position was identified in program review and then requested in the unit plan.

As noted in the college’s 2006 accreditation self-study, the FPIP Policy was first adopted in 1994 to establish procedures at the college to implement the LACCD board rule pertaining to the identification and prioritization of full-time probationary faculty positions. The FPIP Committee develops a list of prioritized recommendations. The criteria used for prioritization have included how the requested position addresses the college’s mission and educational master plan, the staffing status in the proposed position’s discipline compared to a standard, the number of students served, the number of full-time equivalent students per full-time equivalent faculty (FTES/FTEF) in the discipline, and how the proposed position would improve the discipline, program or service. The FPIP Committee regularly evaluates the effectiveness of the FPIP process. As a result of this evaluation, revisions of the FPIP Policy were adopted in 1995, 2000, 2001, 2005, and 2007.

During the evaluation phase, the committee incorporates into its discussions topics of concern expressed by the faculty and the administration. For example, as noted in the 2006 Self Study, the FPIP Committee responded to a concern that the criteria used for prioritization did not permit an equitable comparison of the college’s need for counselors and instructors. In response to that concern, during the 2004-05 evaluation phase, the committee recommended that the college establish a counselor staffing standard. This proposed standard was adopted by the college in July 2005. With the inclusion of the new standard in the prioritization mechanism, for the first time in the history of the FPIP process, a general counselor position ranked in the top four recommendations on the 2006-07 FPIP Priority List.

In May 2007, the college adopted the 2008-2011 Educational Master Plan (EMP). In response, the FPIP Committee focused on strengthening the ties between the FPIP process and the implementation of this plan. A major change was made in the weight given to each criterion used to develop the priority list. More weight was added to the criterion on how the proposed position would address the EMP strategies. At the same time, the productivity criterion (FTES/FTEF) was eliminated. The revised FPIP Policy was approved by the Academic Senate and adopted by the college in October 2007. It appears that as a consequence of these revisions to the prioritization process, the 2007-08 FPIP Priority List contained three Student Services positions in the top five rankings.

Consultation is another mechanism that the FPIP committee uses to evaluate the effectiveness of the FPIP process. This approach has been especially effective since the release of the 2007-08 Priority List, a list that needs further refinement. In the spring semester of 2008 the college president met with the Academic Senate President and the FPIP Committee Chair to discuss ways of improving the prioritization process. At the February meetings of the Academic Senate and the Joint Administrators Council and Divisional Council, the president announced his proposal that enrollment and retention be included as a new prioritization criterion. At the September 2008 meeting of the Academic Senate, the college president proposed the adoption of a horizontal prioritization process to better integrate FPIP with the implementation of the EMP. The details of the college president’s proposal were presented to the FPIP Committee at its October 24, 2008 meeting. In the horizontal approach, each identified faculty position
would be placed in one of five categories (CATEGORY: basic skills, CATEGORY: general education, transfer and degree, CATEGORY: Workforce and professional education, CATEGORY: counseling, education and other, CATEGORY: new program development and special programs). Within each category, the faculty positions would be prioritized. Tiers of these five categories would be created. FPIP would forward all tiers to the college president. FPIP Committee would recommend filling the five positions in the first tier, the top priority in each category. The college president would accept the top five FPIP recommendations. If more than five hires are authorized for funding, then the college president would propose positions #6 and #7 with written justification to the FPIP. If more than 7 hires are authorized for funding, the college president would reconvene with the FPIP and come to a mutual agreement on additional positions.

At its December 2008 meeting, the FPIP Committee conducted a simulation of the horizontal approach using the positions on the 2007-08 list and re-examined the value of each prioritization criterion. Input on the proposed new method of formulating recommendations on staffing tenure-track positions will be received from Division Chairs and Senators during the months of March and April. The proposed revision to the FPIP Policy is scheduled for consideration by the Academic Senate in May 2009. (5.3)

Implementing the Educational Master Plan

West Los Angeles College is making concerted efforts to implement the 2008-2011 Educational Master Plan (EMP). (5.4)

As reported in the 2008 Progress Report, the college’s EMP concentrates on four primary objectives:

1. Affirm institutional commitment to student learning.
2. Implement a comprehensive, integrated written plan for an effective basic skills program to meet the needs of all West students by 2010.
3. Build on our success in Vocational Education to improve the whole college.
4. Build up and support WLAC’s diversified modes of instructional delivery.

To support these objectives, the EMP specifies a select number of strategies. 

**Commitment to Student Learning.** To achieve the EMP objective on affirming institutional commitment to student learning, please refer to Recommendation #2 for detailed achievements on the relationship between SLOs and student learning. More than 55% of the full-time faculty have posted sample assignments, aligned with program SLOs, including sample student papers and rating scales on the college “SLO Assessment Project” website. Using this information as a benchmark, beginning spring 2009, faculty will start systematically assessing student achievement of specific program SLOs according to a two-year timetable contained in Recommendation #2. Results of the assessment will be incorporated in program review and used by departments to make instructional changes.

In support of this EMP objective to affirm institutional commitment to student learning, the Curriculum Committee posted on its website the exit skills for pre-collegiate courses that would probably be the advisory courses recommended. Last spring, the Academic Senate passed a motion supporting the adoption of appropriate course prerequisites, corequisites, and advisories (5.5)
Effective Basic Skills Program. The College has made significant strides with regard to the EMP objective on basic skills. An integrated written plan for an effective Basic Skills program was developed and implementation of the plan began in summer 2008. In fall 2008 two learning communities were instituted – UMOJA and Puente.

Throughout spring 2007, as part of the pilot group for the state Basic Skills Self-Assessment process, the West LA College Basic Skills Self-Assessment Committee met regularly to work through the pilot self-assessment tool, section by section. The committee membership reflected the suggestions contained in the self-assessment tool, with active participants from across the college, including: the then vice president of Academic Affairs; the vice president of Student Services; the chair of Mathematics and four mathematics professors; an Academic Affairs dean; an institutional research staff member; the Language Arts chair; three English professors; the Title V Coordinator; and ESL professor; a history and a political science professor, the Matriculation coordinator; the head of Financial Aid, and the coordinator of Learning Skills. The committee initially used a brainstorming approach to identify and record issues to be addressed in the planning matrices. A draft of the entire self-assessment, including the planning matrices, was completed in June 2007.

Meanwhile, the Academic Senate had, in May 2007, approved the new 2008-2011 Educational Master Plan. This included, as one of four key objectives, the implementation of “a comprehensive, integrated written plan for an effective Basic Skills program to meet the needs of all West students by 2010.” The Basic Skills Self-Assessment thus converged with the process of creating the Educational Master Plan.

Despite changes in key personnel in the late summer and early fall of 2007, the college’s Basic Skills Action and Expenditure Plan – created through the Basic Skills Self-Assessment process -- was submitted to the state on time in October 2007. It focused on enhancing services in our learning center, creating pilot learning communities with Basic Skills components, and offering workshops to assist all faculty in helping students who lack essential academic skills.

Also in the fall of 2007, the Academic Senate reconstituted its Basic Skills Committee to align it more closely with the processes outlined in essential college governance documents. In place of the ad-hoc committee convened for the Basic Skills self-assessment process, there is a duly appointed committee of the Academic Senate whose voting members are two faculty co-chairs, the vice president for Academic Affairs; chair of Language Arts); two counselors; two English professors; a classified staff member; and president of the Associated Students Organization.

The charge of the committee was “to provide to the Senate by February 12, 2008, a recommendation for implementation of Objective #2 of West’s Educational Master Plan that includes an evaluation component and provides a descriptive budget and spending guidelines. This is to be a plan for 2008-2011.” The Basic Skills Committee delivered its report to the Executive Committee of the Academic Senate in January 2008, and then to the full Academic Senate, where it was accepted by the Senate on February 12, 2008. It was subsequently forwarded to the President of the college, who accepted its recommendations with some modifications, and appointed a part-time Basic Skills coordinator from Learning Skills.

Implementation of the recommendations began in summer 2008. Increased full-time staffing for English and math was incorporated into their respective unit plans, and class size was reduced in some basic skills
classes, though not to the recommended levels. A variety of faculty development workshops were designed to assist faculty throughout the college in better serving students in their classes with basic skills deficiencies, and these workshops have been offered, beginning in late spring of 2008, on an ongoing basis. To enhance the Learning Center, the college hired additional staff. As part of the college Basic Skills Plan, special reports were commissioned from faculty on ways to augment our ESL offerings, develop academic support classes/pedagogy in reading comprehension, and utilize technology.

With the intention of strengthening our basic skills efforts, the college submitted grant proposals to the Basic Skills Committee and with the basic skills awards, the UMOJA and Puente learning communities began pilot programs in fall 2008, with the FACE learning community on track to begin in August 2009. The Basic Skills Committee of the Academic Senate, in cooperation with the president of the Academic Senate and the Basic Skills Coordinator, continues to support and monitor the implementation of the Basic Skills Plan and to report regularly to the Academic Senate.

Key among the funded basic skills pilot projects is the Freshman Academic Experience (FACE) program. Aimed at incoming high school students, it links English, Math, Political Science, and also includes a service learning component. FACE will be piloted in the spring of 2009. Basic skills funds also supported creation of a UMOJA project on campus—offering a similar instructional innovations to African American students. UMOJA currently has 100 students enrolled. (5.6)

**Vocational Education**

One of the primary objectives of the 2008-2011 Educational Master Plan is to “Build on our success in Vocational Education to improve the whole college.” One of the strategies to support this is to “develop new vocational education program offerings in growth areas the college is well-equipped to serve.” To this end, new programs and/or courses include those related to emerging technologies and sustainability/environmental studies, including Film Production Technology Skills, Green Technology, Aeronautical Ground School, Pharmacy Clerk. Since many students require foundational skills for these programs, the college has also planned the summer seven bridge programs to meet the needs of high school graduates who plan to come to the college as full-time students; a Black Scholars learning community program, and additional learning community programs, such as support courses in the Learning Center, Puente, UMOJA, and FACE.

**Diversified Modes of Instructional Delivery**

West has considerably expanded its offerings of classes online and in hybrid mode. West is ensuring the quality of its online program by providing and requiring training for all faculty who wish to teach online, by ensuring that students can receive the necessary support services available to all students, by working toward the possibility of making an Associate degree available entirely online, and by receiving substantive change authorization for the program.
Technology Master Plan

The new Technology Master Plan, which was written by the Technology Committee, supports the implementation of the Educational Master Plan (EMP). The Core Goals of the Technology Master Plan closely reflect the four goals of the EMP. Because the Technology Master Plan was written by WLAC faculty and staff, rather than by a consultant, it will be sustainable. Evaluation of the master plan is built into the Technology Master Plan in the form of a Technology Master Plan Implementation Grid. The Grid provides the committee with a tool to monitor and assess progress of the college in achieving the goals of the Plan. (5.7)

Implementing the Facilities Plan

Tremendous progress has been made in implementing the college’s Facilities Master Plan, supported in large part by the Building Program Management Committee. Since the 2006 Self Study, construction has proceeded with the building of the critical haul road. Not only has the new parking structure opened on time and under budget but there are three building projects under construction. In addition, proposals have been received for the development of Lot 7, a site designated by the Facilities Master Plan for use by a compatible educational institution. (5.8)

Strengthening Information Collection and Dissemination of Program Review

The collection and integration of information in the program review process has been substantially expanded in 2008 over the information that was available in previous years. [http://207.62.63.147/westpr/](http://207.62.63.147/westpr/)

Program review data. Historically, enrollment, FTES and student demographic data was made available to divisions for analysis in program review. With the advent of online program review, access to this data was substantially expanded. The data was embedded within the program review document itself, and was displayed in graphical as well as tabular form, making the data truly useful and convenient.

In addition to student and course data, for the first time, surveys were used to collect additional information for the program review process. The Student Services and Academic Affairs divisions used Staff Surveys to further inform their self-reflection, and Student Services implemented point-of-service surveys to obtain student input to the program review process.

In Program Review Committee meetings as well as in governance committees, discussion continues on ways to refine and further improve the web-based program review. An evaluation was done of the current program review document, and a number of desired improvements were noted. Some improvements are made on an on-going basis, and others will be implemented as part of a more wide-ranging overhaul of the document. The program review self-studies, as well as the validation reports, are currently available online through the program review web site. To further strengthen dissemination of key information, the college plans to provide links to all program reviews and their validations at the For Faculty/Staff webpage. (5.9)
Attaining Financial Stability

An important component of the college’s efforts to link planning and budget has been its strategies to attain long-term financial stability. Growing responsibly, remaining fiscally sound every year and building a sizable reserve fund into its annual operating budget have been a high priority for West. The convergence of key planning elements - the Educational Master Plan 2008-2011, the Technology Plan and the Student Services Master Plan, along with the passage of Measure J – enables the college to create a Fiscal Master Plan that, each year, is refined as economic data is considered, evaluated and factored in. Contributing to the college’s long-term financial stability are the following carefully-crafted strategies.

Enrollment Management

The administration at West is taking an active role in collecting information from Academic Division chairs that is not stored in the district’s databases and is not reported in the program review process. For example, in October 2008, the college president informed the Divisional Council that he intends to firmly adhere to Article 12 of the AFT-LACCD Agreement regarding class sizes. In his memo to the vice president of Academic Affairs, the president emphasized the importance of directing the college’s resources to hiring more faculty. To ensure the availability of financial resources to make that possible, he requested a detailed analysis of why certain classes had low enrollments and directed the chairs to make a “plan certain” that those classes would not be offered in spring 2009. In addition, on almost a daily basis, the Office of Academic Affairs has been electronically sending to the division chairs class enrollment data downloaded from the district’s database.

Schedule management. Since March 2008, the Office of Academic Affairs has been more actively involved in planning scheduled classes and consequently in resource allocation decisions. For example, beginning in August 2008, the vice president of Academic Affairs has had a meeting with each Division chair to discuss historic enrollment data in the context of planning future class schedules. New schedule management reports have been designed and implemented that assist with effective and prudent schedule planning. While the program review data focuses on large units (e.g. biology), the class enrollment data focused on specific courses within a discipline (e.g., data on enrollments in major’s courses versus enrollment data in courses for non-majors). The collection and distribution of information at more refined levels is assisting in more efficient, fiscally-sound planning of future class offerings.

Through these focused actions, West Los Angeles College continues to address Recommendation 5.

Future Plans 2009-2012

- Through an implementation matrix, monitor the college’s implementation of the Educational Master Plan
- Continue to refine and enhance the web-based program review
Documentation for Recommendation 5

5.1  http://www.wlac.edu/collegecouncil/minutes/ccmin012207.pdf
5.2  http://www.wlac.edu/collegecouncil/minutes/2008/CCdraftmin5-1-08%20rev.pdf
5.3  FPIP revision
5.5  http://www.wlac.edu/academicsenate/agendasandminutes.html and Curriculum Committee Basic Skills link
    http://www.wlac.edu/wportal/Portals/0/EXIT%20SKILLS%20FOR%20BASIC%20SKILLS%20 COURSES%20Revised%203_18_08.doc
5.6  Basic Skills Action Plan
5.7  Technology Master Plan--TMP
5.8  Facilities Master Plan Document (Building Program Management Committee Agendas)
5.9  Program Review  http://www.wlac.edu/programreview/index.html
Response to Recommendation 6: Student Services/Counseling Unit

The College should periodically review its staffing practices, hours of operation, and counseling priorities to ensure that what is delivered is consistent with program review, of acceptable quality, and aligns with the mission and values of the college. (Standard II.B.1.)

West Los Angeles College actively began addressing Recommendation 6 at the beginning of spring 2007 when the Student Services Division implemented a system for aligning its practices with the college goals. The practice began when the Vice President of Student Services worked with the divisional deans to align the 2008-2011 Student Services Strategic Plan (6.1) to West Los Angeles College’s Educational Master Plan (6.2). All of the goals in the Student Services Strategic Plan are designed to address the goals of the college master plan. The division then used its strategic plan to steer its practices. In fall 2007, the 14 Student Services departments used the strategic plan as a guide for creating program reviews and short term unit plans. The Vice President of Student Services worked with the deans to create a Student Services Division Unit Plan 2008, (6.3) which has been the driving force linking planning with budget. Our progress includes: 1) increasing and reorganizing staffing, 2) reviewing and expanding available service hours, 3) setting and working towards counseling success priorities, and 4) making headway on the Student Services Strategic Plan goals.

Increasing and Reorganizing Staffing

Since fiscal year 2006/2007, the college experienced an overall growth of 35 percent (13.4% in 06/07, 8.9% in 07/08 and 12.7% in fall 2008). In response, the college hired additional student services support staff. In 2007/2008 the division hired two Student Services Associate Deans, a general counselor, an EOP&S counselor, an athletic director and a classified college recruiter to open the new School Relations and Outreach Office. In 2008/2009 the college hired a graduation evaluator, an intercollegiate athletic counselor and a head football coach/instructor. In September 2008 the Associate Dean of Student Services – Enrollment position was re-advertised and classified as a Dean position to strengthen, monitor and expand enrollment services on campus; a new person was hired to fill the position (6.4).

In order to provide valuable reports on the number of students served and the type of transactions requested, a queuing system was purchased and installed in the Admissions and Records and Financial Aid Offices in spring 2008. As a result, there were notable improvements in student wait times and movement through the matriculation steps. The analysis of the queuing system data (6.5) supports the division’s need to hire two additional admissions and records assistants, a financial aid assistant and a second college recruiter for 2009/2010. To better address the needs of weekend and evening students, the Dean of Student Services over Intercollegiate Athletics and Student Discipline was reassigned as the evening and weekend administrator.

To reflect the aforementioned positions and the augmentation of hours, Student Services updated the Student Services Organizational Chart (6.4) and developed a staffing binder to maintain and monitor office hours and staffing practices within the division. As a strategy to support diverse modes of instruction, the binder is used to review all permanent employees’ regular work schedules to assure
adequate office coverage, including holidays, vacations and off-campus college related activities. To review if the division is responsive to the needs of evening students, an evening staffing chart was developed. The information collected reflects consistency in hours among all matriculation departments and campus services (6.5). Student Services hours align with several instructional and administrative support departments such as the business office, the bookstore and the Heldman Learning Resource Center (HLRC) to better serve students.

**Reviewing and Expanding Available Service Hours**

Recommendation 6 of West’s Accreditation Program Report 2008 was continued from the 2007 report. Through the annual program review, the Student Services Division reported the extension or adjustment hours of the following services’ operations: Financial Aid is now open mid-day from 12:00 p.m. to 2:00 p.m.; Admissions & Records extended its morning, evening, and weekend hours during peak fall and spring registration and some additional Saturdays; Transfer Center added Wednesday evenings until 7:00 p.m.; Counseling now remains open during weekly staff meetings and Saturdays during peak registration; and EOP&S added two evenings a week, Tuesday and Wednesday from 5:00 p.m. to 7:00 p.m. (6.6). The expansion of hours supports the diverse modes of instructional delivery at West. Additionally, the library, tutoring, TRIO program, bookstore, and business office maintain evening hours. The satellite business office (located in A&R) extends its hours of operation to align during peak registration times.

During fall 2008 the Student Services Division solicited feedback about its services rendered, service hours and suggestions for improvement through Point of Contact Satisfaction Surveys (6.7). The surveys asked students to evaluate the accessibility of the programs’ operating hours, comfort of the facilities, courtesy and knowledge level of the staff, and satisfaction with services. Overall, students were satisfied with hours of operation and customer service. Information collected from the surveys was shared with the faculty and staff of the respective Student Services departments and was used to develop program goals/actions in their annual program review/unit reports. Similar to the point of contact student surveys, the Student Services Division conducted a survey of its professional staff to solicit their feedback on the effectiveness of the division and its delivery of student services (6.8). The surveys revealed that the professional staff found their work to be valued. The division used the survey results to develop new action plans, which were incorporated into the Student Services Divisional Program Review/Unit plan (6.9).

**Current Counseling Success Priorities**

During its annual program review, the Counseling Services Division assessed its counseling priorities, which resulted in the division recognizing its need for additional counselors and alternate delivery systems. In its first year of piloting online counseling (6.10 e), requests tripled, which led to the division plan to submit an application for a full-time, tenure track counselor position. The Matriculation Office worked with the Counseling Services Division to develop an online career resource page, which provides students access to career assessment, exploration tools and links to professional career sites. Personal development courses were approved for UC/CSU transferability. DegreeWorks (an advising and auditing tool designed to enhance academic advisement services, improve student success, facilitate and streamline
the transfer process) was piloted in March 2009. The division began utilizing group counseling sessions for orientation and academic success. See Student Services Program Reviews (6.11).

Student Contact, Communication, Effectiveness and Improvements

The Student Services Division is making steady progress in achieving the six major goals identified in the 2008-2011 Student Services Strategic Plan. Every fall, the Student Services deans meet to update the Student Services Strategic Plan and assess the effectiveness of the activities at an all-day planning retreat. The strategic plan is a “living document” that is regularly monitored to keep the division on target. Each department within the division maintains student contact data (6.10) to assess the utilization of its services and to determine if additional staff is warranted.

The Student Services Strategic Plan Goals and their outcomes are the following:

GOAL #1: Decrease the percentage of applicants who never enroll at the college by streamlining the enrollment process.

- The Office of School Relations and Outreach was established in fall 2007 to assist high school students with the enrollment process for on and off campus classes. West recruiters work with high school officials to streamline the admissions process. With the execution of the School Relations and Outreach Plan 2007-2008 (6.12), the number of JUMPSTART (off campus college classes) students increased (6.10 c,u). In fall 2007 there were 614 JUMPSTART students; in fall 2008 there was an increase of over 100% with 1,332 students enrolled.

- West began CCC (California Community College) Apply (6.10 f) in summer 2006. In spring 2007 this program was reviewed and the findings revealed that the college staff response time was poor. To improve the staff’s response to CCC Apply applications, the division implemented a new system of dividing the applications alphabetically among the staff. As of fall 2007, daily responses are recorded by the administrator to ensure that every application submitted is processed in a timely manner. In 2007/2008, the Admissions Office received 9,821 CCC Apply applications, a 53% increase over 2006/2007.

- To decrease the percentage of students who never enroll or who register late, Admissions and Records institutionalized a registration appointment letter as of summer/fall 2007 (6.13).

- The college created a Frequently Asked Questions (FAQs) (6.10 n) on the college website for new, continuing and prospective students to access. The FAQ link was activated in fall 2007 and has been successful in addressing student questions. Approximately 85 percent of the questions are registration related.

- The Counseling Services Division reviewed its counseling priorities and assessed the need for an alternative mode to deliver counseling services. The Counseling Services Division began piloting online counseling for ten hours per week in fall 2007 as reported in the Accreditation Progress Report 2008 (6.14). In one year, the number of online counseling requests tripled (6.10h). Counseling Services Division will submit an application for a full-time, tenure track counselor position to the Faculty Priority and Identification Position (FPIP) committee to enhance counseling services in fall 2009.
GOAL #2: Help students identify career interests and goals so that they can declare a major no later than the end of the first year at West.

- The Student Services Division put forth eight positions in the competitive 2007/2008 FPIP process and three positions ranked in the top five (6.15). Position number one -- Intercollegiate Athletics Counselor -- was filled. The Personal Development Instructor was ranked third and the Career Counselor position ranked fifth. Due to fiscal insecurity the last two positions were placed on hold. As an interim response to augment career counseling services, the Matriculation Office in conjunction with the Counseling Services Division developed an online career resource page. The site gives students access to career assessment, exploration tools and links to professional career sites.

- Two courses were submitted and approved by the Curriculum Committee to assist students to declare a major. A Personal Development 40 “Student Success Seminar” course and a Personal Development 20 “Scope of Career Planning” course were approved for UC/CSU transferability.

- The Los Angeles Community College District purchased DegreeWorks and is using the software to track students’ academic progress, career interests and goals. DegreeWorks was piloted in West’s EOP&S program prior to college-wide use in March 2009. DegreeWorks is an advising and auditing tool designed to enhance academic advisement services, improve student success, facilitate and streamline the transfer process. It provides integrated academic information, enhances college planning, increases graduation rates and contributes to administrative efficiency.

GOAL #3: Work to reduce the number of students on academic probation, progress probation and disqualification.

- The Matriculation Office developed the Academic Hurdler Program (6.10 v) to identify and address barriers to student success before they result in academic/progress probation or disqualification. Using a card, students self-identified the barriers/challenges they experienced, such as childcare, financial aid, and tutoring services. The cards containing student contact information and the information were forwarded to the respective offices for follow-up.

- The counseling services division held four group counseling orientations on two Saturdays in June 2008 for students requesting additional counseling support through the Academic Hurdler Program. The division held group counseling sessions for students placed on academic or progress probation for fall 2008 (6.16).

- West is actively involved in the district taskforce to develop an online “early alert” system. This system will allow faculty to identify at-risk students and the appropriate support services will contact the students for follow-up.
GOAL #4: Increase the number of students transferring by 5% each year over the baseline year of 2007/2008 of 41 UC transfer students and 199 CSU transfer students.

- The college hired a Dean of Institutional Research in fall 2008 to track student outcomes, which includes transfer rates.
- In fall 2008, West partnered with Resources for Educational and Employment Opportunities (REEO), a non-profit organization that works with community colleges to assist transfer students with their transition to four-year colleges. REEO also provides students with the professional development opportunities needed to start successful careers upon graduation. Forty-eight students applied to the program and 25 students were admitted.
- West applied for and was awarded the Puente (Bridge) grant in 2008/2009. Puente is a learning community (familias) program with a focus on the Latino culture and tradition, which provides mentors who assist students to realize their transfer and/or career goals. Puente incorporates the following academic and support services: financial aid, scholarship assistance, mentoring, career counseling, tutoring, personal development classes and English composition. There are 25 students enrolled in the first cohort.
- Annually, the Transfer Center offers four on-site transfer admissions days for UC and CSU universities. In fall 2008, West hosted 34 universities/colleges at its annual Transfer Center Fair. The Transfer Center developed an online and hard copy monthly activity calendar that highlights the universities/colleges visits and workshops.

GOAL #5: Increase the academic preparedness of pre-collegiate students.

- Student Services successfully partnered with the Academic Affairs Division to establish the California High School Exit Exam (CAHSEE) to College Program. West was again awarded the CAHSEE grant for 2008/2009. The first year of CAHSEE funds were used to hire two Learning Skills instructors to develop and update the curriculum. The first CAHSEE cohort started in May 2008. The second CAHSEE cohort began in September 2008.
- In spring 2008, the College Planning Committee approved the pilot of Supplemental Instruction (S.I.) through the competitive college set aside prioritization process for 2008/2009. The funds were used to hire in-class tutor/mentors for 12 high attrition classes in math, science and English. At the conclusion of the fiscal year, data will be used to compare success rates of supplemental instructional students and non-supplemental instructional students to determine if the program was successful and should be institutionalized.
- In fall 2008, the Intercollegiate Athletics Department took an innovative stance and collaborated with the Learning Resource Center to develop a study hall for its 299 student athletes. The study hall introduced all pre-collegiate and college prepared student athletes to available resources in the HLRC.
- The Basic Skills Committee funded the UMOJA program in 2008/2009, which targets pre-collegiate students who scored two levels below college level English and mathematics. There are 137 students currently participating in this program.
GOAL # 6: Increase the awareness and utilization of student services programs.

- Since fall 2006, West Los Angeles College hosted a college-wide Welcome Week Fair. Student Services and academic departments are represented at the fair to increase student awareness and recruit students into programs.

- In December 2007, the Matriculation Office developed a New Student Online Orientation (6.10 r). The orientation is accessible through the college website and can be viewed in English, Spanish and through captioning. As of fall 2007, 1170 students completed the online student orientation compared to 2038 students in 2006/2007.

- In additional to the new marketing pieces developed in fall 2007, new promotions were designed this year to promote support services on campus: Student Health Center (6.19), Associated Students Organization (6.20), How to Cover Textbook Expenses (6.21), Student Success Seminars brochure advertising on campus retention workshops (6.22), and CAHSEE brochure (6.23).

- Beginning in fall 2007, all Student Services and ASO activities have been posted in the student and faculty/staff electronic college West Week (6.24). To keep the students updated on campus news and events, a modernized online ASO newsletter “The Student Voice Newsletter” replaced the paper version in fall 2008 (6.25). Students are able to view this information on the newly purchased LCD flat screens located in the Student Entry Building. A scholarship booklet is also available online (6.26).

- Intercollegiate Athletics added men’s baseball in spring 2008 and women’s volleyball and soccer in fall 2008 (6.10 j).

- As of fall 2008, a new student health service contract expanding medical and psychological services was negotiated and approved. The Child Development Center (CDC) also collaborated with Saint John’s Hospital Child and Family Services to assist parents and CDC staff with special needs issues.

- As of spring 2007, JUMPSTART was expanded from two local high schools to thirteen. As a result, the number of sections offered increased from 10 to 54. A JUMPSTART webpage was developed (6.27) for prospective students (6.10 c,u).

- The collection of Student Services data has improved. The Counseling Services Division continues to increase the number of student education plans (SEPs) generated. The Student Contact Report is updated annually with this information. (6.10 s).

Other Student Services Actions Taken to Enhance Student Success

The Admissions and Records Office experienced significant changes beginning with the renovation of the Admissions and Records Office and the Financial Aid Office in spring 2007. As of fall 2007, an add/drop center was established to augment the Admissions and Records operation during peak registration periods. The A&R Office continues to update and streamline its business practices to stay in compliance with District and Title V regulations. In 2008/2009, the following forms or policies were updated: online request for official transcripts (6.28), Distance Learning add policy for closed classes (6.29), and various petition forms (6.30). Financial Aid and Admissions and Records offices have completed imaging their
backlogged student and business documents. EOP&S is considering the imaging system for its business operations.

In 2007/2008, two student services deans participated in the District Administrative Leadership Program and part of developing a 2008/2009 faculty resource calendar that encouraged faculty to refer students to support services at critical periods during the semester (6.31).

In spring 2008, a consultant assisted the Student Services Division in revising and completing its unit’s Student Learning Outcomes (SLOs) (6.32), which were used in the program review and unit plan processes. In spring 2009, the division started assessing their SLOs and as a result will continue to review its organizational structure to support student learning.

The Vice President of Student Services presents the abovementioned data with senior management and the administrative and divisional chairs annually to keep them abreast of the division’s contribution towards student success, retention and persistence.

**Future Plans 2009-2012**

**Goals listed below relate to the Student Services Strategic Plan.**

- Continue to implement the Student Services Strategic and Outreach Plans
- Expand transfer and career services on campus (Goals 2, 4 & 6)
- Separate student activities from the ASO (Goal 6)
- Assess the effectiveness of DegreeWorks (Goal 2) and the Early Alert system (Goals 3, 5 & 6)
- Develop new business practices to sustain a paperless record-keeping system
- Explore a more efficient delivery of online counseling services (Goal 1)
- Provide distant learning education to foreign students living abroad (Goal 1)
- Develop and implement new action plans based on point of contact survey feedback (Goal 6)
- Continue to assess SLOs for divisional improvement
- Analyze student outcomes for Puente, Supplemental Instruction and UMOJA in an effort to institutionalize these programs (Goals 3 & 5)
- Prepare for the move into the new student services building

In response to Recommendation 6, the college reviewed its student services practices, hours or operation, and counseling priorities. The Student Services Division implemented a strategic plan that mirrors the goals of the Educational Master Plan to align its practices with the college’s mission and values. The Student Services Strategic Plan consists of six goals that not only serve as catalysts for change in Student Service at West, but also assists the Student Services Division in fulfilling the college’s goals.
Documentation for Recommendation 6

6.1 2008-2011 Student Services Strategic Plan

6.2 West Los Angeles College’s Educational Master Plan

6.3 Student Services Division Unit Plan 2008-2009

6.4 Student Services Organizational Chart
http://www.wlac.edu/services/documents/SSOrgChart.pdf

6.5 Student Services website
http://www.wlac.edu/services/index.html

6.6 Student Services Evening Coverage Survey 2009
http://www.wlac.edu/services/studentservicesadm.html

6.7 Student Services website
http://www.wlac.edu/services/index.html

6.8 Survey of Student Services Professional Staff

6.9 Student Services Divisional Program Review/Unit Plan

6.10 Student Contact Data - http://www.wlac.edu/services/studentservicesadm.html
a. BOGG & Pell
b. Financial Aid and Admissions Inquiries / Queuing System
c. JUMPSTART
d. WLAC Scorecard for Student Services
e. Online Counseling Contact Information
f. CCC Apply
g. Number of Students in Special Programs
h. Pilot testing of online counseling requests tripled
i. CAHSEE Numbers
j. Intercollegiate Athletics
k. Evaluation & Graduation Office / End of Year Report
l. Student Mental Health
m. Student Health Center
n. FAQ / Frequently Asked Questions
o. Foundation Scholarships
p. Puente
q. Assessment
r. New Student Online Orientation.
s. Student Educational Plans
t. SARS / Student Accountability Records System
u. Access to Success / School Relations / Jumpstart
v. Academic Hurdler Program
w. Resources for Educational and Employment Opportunities (REEO)

6.11 Student Services Program Reviews –
http://www.wlac.edu/westdocuments/

6.12 School Relations and Outreach Plan 2007-2008

6.13 Admissions & Records Appointment Letter
http://www.wlac.edu/services/studentservicesadm.html

http://www.wlac.edu/accreditation/progress_report/AccredProgRep08%20011008%20FL.pdf

6.15 FPIP 2008-2009 List

6.16 Counseling Booklet
http://www.wlac.edu/westdocuments/

6.17 Transfer Center Monthly Activity Calendar 2009

6.18 UMOJA website
http://www.wlac.edu/WLAC-Umoja/

6.19 Student Health Center brochure
http://www.wlac.edu/services/studentservicesadm.html

6.20 Associated Students Organization brochure
http://www.wlac.edu/services/studentservicesadm.html

6.21 How to Cover Textbook Expenses

6.22 Student Success Seminars brochure
http://www.wlac.edu/services/studentservicesadm.html

6.23 CAHSEE brochure
http://www.wlac.edu/services/studentservicesadm.html

6.24 West Week
Current week’s events: http://www.wlac.edu/events/
Archives: http://www.wlac.edu/events/west%20week%20back.html

6.25 West Los Angeles College Student Voice Newsletter http://www.westlastudentvoice.com

6.26 Scholarship Application Booklet 2009
Published by West Los Angeles College and the WLAC Foundation -
http://www.wlac.edu/aso/scholarships/WLAC_Scholarships.pdf

6.27 JUMPSTART website
http://www.wlac.edu/jumpstart/

6.28 Online Request for Official Transcripts
http://www.wlac.edu/admissions/transcriptrequest12-12-08.doc
6.29  Distance Learning Add Policy  
http://www.wlac.edu/distancelearning/distance.htm

6.30  Various Petition Forms
http://www.wlac.edu/westdocuments/

6.31  Faculty Resource Calendar (West Administrative Leadership Program Calendar)
http://www.wlac.edu/services/studentservicesadm.html

6.32  Student Learning Outcomes – Need Comprehensive Link
Matriculation:  http://www.wlac.edu/wportal/Portals/0/Matric%20SLO.doc
Counseling:  http://www.wlac.edu/wportal/Portals/0/Counseling%20SLOs%20Spring%2005.doc
Response to Recommendation 7: Library Resources

The College should address the inadequacy of its library collections (Standard II.C.1)

Since the recommendation mandated by the commission in 2005, the library has moved purposefully, with the active and creative support of the office of Academic Affairs, to address the charge of inadequacy of all of its collections (reference books, circulating books, periodicals, electronic databases) on several fronts: Acquisitions; education; budgeting; inventory and weeding; and security.

I. Acquisitions

Books
The Library has expanded its electronic book holdings by adding successive annual NetLibrary e-book collections and similar iterations of the Gale Virtual Reference Library (GVRL). The NetLibrary collections augment the general stacks of circulating texts; annual GVRL editions reinforce the library’s reference collection.

NetLibrary accumulations over the last three years, plus the current academic year add on average 2,427 titles each year:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Title Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2005</td>
<td>1,950 titles</td>
</tr>
<tr>
<td>FY 2006</td>
<td>3,153 titles</td>
</tr>
<tr>
<td>FY 2007</td>
<td>2,970 titles</td>
</tr>
<tr>
<td>FY 2008</td>
<td>1,634 titles (on order)</td>
</tr>
</tbody>
</table>

Since the recommendation was made, then, the Library will have added, before the end of the current semester, nearly ten thousand titles to its book collection, a book collection that will not be eroded through theft, vandalism, or loss. Subject as well to practically limitless web availability, these titles represent offerings that support both the college’s proffered curricula and faculty’s professional and students’ intellectual interests.

Annual GVRL editions up to 2008 have added 203 titles to the library’s reference collection. This current year’s edition will add 50+ more.

Databases
The library has added four new databases to its research collection, H. W. Wilson’s Current Issues: Reference Shelf Plus, OED Online, Gale Literary Databases – CA, CLA, DLB, and JSTOR. Unlike other available research databases (CQ Researcher and Facts.com), Current Issues: Reference Shelf Plus eschews providing a finished report of political and social topics. Instead it provides selected articles and essays from vetted and reputable sources, including those from the Web, to support pertinent thematic issues. This approach challenges students to synthesize selected research materials to support conclusions drawn from their individual interrogation of the texts. The OED Online is, of course, the cyber version of the venerable Oxford English Dictionary, the most authoritative English-language dictionary published. Gale Literary Databases access three literature resources (i.e. Contemporary authors (CA), Contemporary Literary Criticism Select (CLC Select), and Dictionary of Literary Biography (DLB). And JSTOR is a collection of exclusively scholarly journal articles in the humanities.
The library expects to add other database titles in the near future. Titles under consideration are the Encyclopedia Britannica Online, and PsychInfo. The addition of database titles is subject to the unabated continuation of state funding of $36,000 (2009-2009) via Telecommunication and Technology Infrastructure Program (TTIP).

**Printed Books**
The library has purchased printed continuation titles (e.g. Who’s Who series) and Westlaw books (e.g. California Reporter) (law books are purchased with funds from the West Los Angeles paralegal program). In the midst of the budget crisis, we are still planning to resume purchase titles, on limited basis, for reference, reserve and circulating collection in spring 2009.

Accessibility to electronic texts and reference resources is enhanced with a major redesign of the library’s website [http://www.wlac.edu/library/](http://www.wlac.edu/library/). The newer design has greater visual impact with brighter colors and a combination of bold font styles. New navigational cues provide improved “GUI-ness” which translates, of course, into increased student time spent on research. West LA College library plans to add a QuestionPoint 24/7 online reference services to its website. It is a virtual 24 hours reference service provided by librarians in the cooperative network. Libraries answer questions for each other using chat and co-browsing software, and refer questions when necessary by email and/or routing to subject specialists.

While the library has stepped up its efforts to improve existing issues with its collections (such as size, currency, appropriateness to respond to curriculum, or even physical condition), we are confident that these issues do not constitute a bar to effective research. In a visit to the campus in fall 2008, UCLA Chancellor Block responded to a faculty question about the adequacy of our collections to prepare students to transfer to UCLA by noting that students need research skills, which can now be taught with material on the Internet. We are intensifying our efforts to educate students in the strategic and efficient utilization of resources in a variety of formats. Students are educated about the library’s resources and how to use them through orientations and library research classes.

With the largest offering of research classes in the District, the Library is working to increase enrollment in all of its courses (which consistently meet quantitative enrollment benchmarks) and to enlarge its palette of offerings with new courses. These classes provide students thorough instruction about the research process, thoughtful selection of appropriate resources, standards by which to evaluate both print and online sources and the effective use of search strategies in use of databases and the Internet. Over the last few years, aggregate class enrollment has increased by 50% and retention by more than 25%.
II. Education

Orientations
Over the last five months, the number of library orientations has more than quadrupled under a new program which encourages instructors to bring their classes to the library for an orientation. This provides the library the opportunity to instruct a wider audience about the effective use of its collections, pointing out their limitations and how to circumvent them with other resources. For example, if students discover that a certain title is checked out or otherwise unavailable at West Los Angeles College, they are informed that it can be obtained through interlibrary loan from another college library in the District. Students are also made aware of the resources of local public libraries. In the unlikely event that an insufficient number of scholarly journal articles are not available in ProQuest, a periodical database, students are referred to GVRL, LexisNexis, Google Scholar, an appropriate professional web site, or to other library portals (e.g., www.lapl.org).

The library even uses a link on its redesigned web site in an educational way. The New Books link highlights newly acquired books; but rather than a simple list of new books as in the past, the listing models evaluative, comparative and interpretive behaviors. The New Books link is now a “Top 40” list of books categorized by subject matter and call number, each book annotated by a subject specialist. These new features of the link familiarize students with Library of Congress subject headings and call numbers. The entries also model proper MLA citing conventions and appropriate annotating strategies—skills library science students must demonstrate to pass their classes.

III. Budgeting

Because the library is an active WSCH and positive attendance center for the school, it contributes to the college’s revenue stream, and thereby achieves some standing at the budget table. The library is working closely with the college’s program review and unit planning, including the budgetary process, to reverse the funding trend of the last several years – reduction of with the intent to return book and periodical budgets to pre-FY2000 levels of approximately $55,000; $20,000 each for circulating books and reference titles, and $15,000 for periodicals. (2008-2009 library book & periodical total budget is $20,000 – significant drop from pre-FY2000).

The library will also seek non-programmatic funding by increasing book sale efforts, investigating grants, and perhaps establishing a Library Foundation.

IV. Inventory and Culling

To accurately assess the charge of inadequacy in regards to its hardcopy book collection, the library has undertaken a physical inventory of the stacks and its reference collection. The inventory project will help determine more precisely what is on the shelves and in the catalog, what is on the shelves but not listed in the catalog and what is indicated in the catalog but is not on the shelves.

http://www.wlac.edu/programreview/index.html
“Weeding,” in library parlance the transaction of culling from the collection unnecessary duplicates, overlaps, unused and out-of-date books, is being accomplished in conjunction with the inventory project.

Inventory and weeding ultimately will create hardcopy collections of more currency that will more effectively support students in completing their assignments and pursuing their intellectual interests. Identifying gaps in the collection will also assist in collection development. A significant by-product of this activity will be an accurate online public record of the library’s physical holdings.

V. Security

West’s 2006 Self Study referred to as much as $18,000 of books lost in a single year. The inadequacy of the collections is partially attributable to a failed security system, which is being replaced during winter and spring 2009 with a state-of-the-art Radio Frequency Identification (RFID) system. That means that every book in the library will be re-tagged with a new barcode and that far fewer books will be lost through theft. Meanwhile, the circulation staff are manually checking large outgoing student bags, to ensure that library texts and other materials are not improperly removed from the premises.

The library is also investigating updating its video surveillance system which were disconnected, and not re-activated, after the library’s remodel two years ago.

In the next few years, the library plans to develop the Reference collection to make it current and expand the breadth in order to meet the needs of the college’s current and future curriculum. This development consists of enhancing the printed material and online resources available to the college community.

We also plan to continue developing integration of library resources with the online classroom to improve the student learning experience in the virtual and traditional environment. The creation of a complete digital library environment will meet the needs of the global learning institution that this college is headed towards in distance learning education.

The development and implementation of new action plans will be based on user surveys and staff feedback. The library will also continue to assess SLOs for improvement of the division and in turn the entire college.

The library has made considerable efforts to rectify inadequacy of the library’s collections, and it is intent on working to ensure that students have a robust collection of reference sources, general circulating collection, periodicals collection, and databases to conduct their research. The library will continue to educate students on effective strategies for research in a growing collection that will be as secure from theft as possible. The library will work creatively within and outside of the college’s budgetary process to achieve budget-line parity of years past, while it re-conditions its collections through detailed inventory and careful weeding to meet current curricular demands.
Response to Recommendation 8:  
Staffing Plan  

The college should assess its staffing needs and organizational structure and implement a plan that effectively allocates its human resources. (Standard III.A.1, III.A.2, III.A.6)  

Through concerted efforts to grow enrollment and thus stabilize its finances since the last self study visit, West Los Angeles College has addressed the staffing concerns mentioned in the Evaluation Report. The college has also utilized specially funded and categorically funded programs to fund positions to design and develop new programs and services. Based on program review, units identify their staffing needs, which are then folded into the unit plan. The needs identified in unit plans are prioritized within divisions; then hiring needs are prioritized college-wide for funding. As a result, West effectively staffs the various areas of the college. West now has a stable and more adequate number of administrators with a separate vice president for academic affairs, student services, and administrative services. In addition, West has focused efforts on hiring tenure-track faculty, not only to replace retirements, but also in response to enrollment growth. Further, the number of classified staff has increased college-wide to more fully meet the demands of increasing enrollment and the addition of new buildings.  

Faculty Hiring:  Process and Assessment of Effectiveness  

The college’s planning process for staffing tenure-track faculty positions commences with program review and culminates with a list of prioritized recommendations. The college president uses the list to authorize searches for and selection of candidates in specific disciplines to fill funded tenure-track faculty positions. The search and selection process is governed by the college’s Faculty Hiring Procedure. 

Over the past two years, thirty-one (31) proposed tenure-track positions have been identified through the program review process and subsequently prioritized according to the provisions of the Faculty Position Identification and Prioritization (FPIP) Policy. (8.1)  The college president accepted the prioritized recommendations and authorized funding to fill five (5) tenure-track faculty positions from the 2006-07 Priority List and eight (8) tenure-track faculty positions from the 2007-08 Priority List. (8.2) Since the last self-study visit, 12 tenure-track faculty have been hired.  

Program Review  

Identification of the tenure-track faculty needs begins with program review. The number of new tenure-track faculty required to meet the demands of the college’s student population was entered in the Human Resources section of the unit plan instrument used in 2007-2008 and entered in the Personnel section of the online program review instrument used in 2008-2009. In the online program review instrument, there is a specific question on the need to increase the full-time tenure-track faculty and another question on whether there are plans to submit a request to be placed on the FPIP priority list. Likewise, on the FPIP application, there is a question on whether the position was identified in program review or requested in the unit plan.
Faculty Position Identification and Prioritization (FPIP) Policy

As noted in the college’s 2006 accreditation self-study, the FPIP Policy was first adopted in 1994 to establish procedures at the college to implement the LACCD board rule pertaining to the identification and prioritization of full-time probationary faculty positions. The FPIP Committee develops a list of prioritized recommendations. The criteria used for prioritization have included how the requested position addresses the college’s mission and educational master plan, the staffing status in the proposed position’s discipline compared to a standard, the number of students served, the number of full-time equivalent students per full-time equivalent faculty (FTES/FTEF) in the discipline, and how the proposed position would improve the discipline, program or service.

The Student Services Division put forth eight certificated positions in the competitive 2007/2008 FPIP process. The Student Services Division had three positions ranked in the top five. Position number one -- Intercollegiate Athletics Counselor -- was filled in fall 2008. The Personal Development Instructor was ranked third and the Career Counselor position ranked fifth. Due to fiscal insecurity the above mentioned two positions were placed on hold. A head football coach/instructor position was ranked 9 and filled as a limited full-time position in spring 2008 to comply with the Western State Conference program review recommendation presented to the college on May 2, 2007.

Evaluation of Effectiveness of Process

The FPIP Committee regularly evaluates the effectiveness of the FPIP process. As a result of this evaluation, revisions of the FPIP Policy were adopted in 1995, 2000, 2001, 2005, and 2007.

During the evaluation phase, the committee incorporates into its discussions topics of concern expressed by the faculty and the administration. For example, as noted in the 2006 Self Study, the FPIP Committee responded to a concern that the criteria used for prioritization did not permit an equitable comparison of the college’s need for counselors and instructors. In response to that concern, during the 2004-2005 evaluation phase, the committee recommended that the college establish a counselor staffing standard. This proposed standard was adopted by the college in July 2005. With the inclusion of the new standard in the prioritization mechanism, for the first time in the history of the FPIP process, a general counselor position ranked in the top four recommendations on the 2006-2007 FPIP Priority List. As a result, a tenure-track general counselor was hired.

In May 2007, the college adopted the 2008-2011 Educational Master Plan (EMP). In response, the FPIP Committee focused on strengthening the ties between the FPIP process and the implementation of this plan. A major change was made in the weight given to each criterion used to develop the priority list. More weight was added to the criterion on how the proposed position would address the EMP strategies. At the same time, the productivity criterion (FTES/FTEF) was eliminated. The revised FPIP Policy was approved by the Academic Senate and adopted by the college in October 2007.
Consultation

Consultation is another mechanism that the FPIP committee uses to evaluate the effectiveness of the FPIP process. This approach has been especially effective since the release of the 2007-2008 Priority List, a list that is considered by many instructional faculty and administrators to be flawed.

Horizontal Prioritization Process

In the spring semester of 2008, the college president met with the Academic Senate President and the FPIP Committee Chair to discuss ways of improving the prioritization process. At the February meetings of the Academic Senate [http://www.wlac.edu/academicsenate/agendasandminutes.html] and the Joint Administrators Council and Divisional Council, the president announced his proposal that enrollment and retention be included as a new prioritization criterion. At the September 2008 meeting of the Academic Senate, the college president proposed the adoption of a horizontal prioritization process to better integrate FPIP with the implementation of the EMP. The details of the college president’s proposal were presented to the FPIP Committee at its October 24, 2008 meeting. In the horizontal approach, each identified faculty position would be placed in one of five categories:

- Basic skills
- General education, transfer and degree
- Workforce and professional education
- Counseling, education and other
- New program development and special programs

Within each category, the faculty positions would be prioritized. Tiers of these five categories would be created. FPIP would forward all tiers to the college president. The FPIP Committee would recommend filling the five positions in the first tier, the top priority in each category. The college president would accept the top five FPIP recommendations. If more than five hires are authorized for funding, then the college president would propose positions #6 and #7 with written justification to the FPIP. If more than 7 hires are authorized for funding, the college president would reconvene with the FPIP and come to a mutual agreement on additional positions.

At its December 2008 meeting, the FPIP Committee conducted a simulation of the horizontal approach using the positions on the 2007-2008 list and re-examined the value of each prioritization criterion. (8.3)

Classified Hiring: Process and Assessment of Effectiveness

The justification for replacement, reclassification or new classified positions must be made in each division’s program review unit plan objective section. Each division of the college – academic affairs, student services and administrative services – prioritizes its staffing needs based on the assessment developed in program review. The vice presidents then develop college-wide priorities, which are then reviewed and approved by the Budget Committee and the Planning Committee.
Academic Affairs

Each division develops and submits for approval assignments for all classified staff each semester. Staffing assignments are approved based on the College’s program priorities that are developed with the Divisional Council and documented in the instructional and program services Schedule Preparation Guidelines. This semester-based process informs the annual program review and unit planning in identifying additional unmet needs for classes or services.

Hiring is based on the instructional and services requirements for each instructional division. These needs, along with the entire division’s program review, are reviewed and weighed by the Deans of Academic Affairs and are recommended to the Vice President, who makes final recommendations to the Budget Committee. (8.4)

In support of West’s Educational Master Plan (Objective 4. Build upon and support WLAC’s diversified modes of instructional delivery), specially funded and categorically funded programs have been used to fund positions that have supported the College’s ability to design and develop new programs and services. For example, West’s programs to utilize mediated instruction through Internet applications have been a component of the college’s strategic plan and educational master plan. Federal grants enabled the college to design and develop programs to support classroom-based applications and hybrid and online applications to support this strategic objective. Needs in both classified and certificated staffing have been parts of program review and unit planning. This past two years, two classified employees have been hired to support West’s online programs to support Internet applications for the Internet’s supplemental use and hybrid and online uses.

Student Services

Over the past two years, the Student Services Division has been following an employment practice that encompasses two main factors: 1) the individual support services’ program review unit plan and 2) student contact information collected by each of the departments. The objectives from the departments’ program review unit plans are consolidated and prioritized by the deans of student services into a holistic Student Services Division Program Review Unit Plan that projects the human resources, supplies, printing, equipment, service contract, facilities, advertising and marketing needs required to meet the demand of the college’s growing student population. Student Services administrators rely heavily on the annual student contact report to determine the staffing needs of a particular department/service. The justification for a replacement, reclassification or new position must be presented in the department’s program review unit plan objective section. Hiring has been strategic and selective focusing primarily on student need and utilization of services. (8.5, 8.6)

In a few situations, positions are filled in accordance to state and federal regulations that govern a particular program such as DSP&S and EOP&S or to respond to a recommendation presented to the college by an accrediting or program review board, i.e. the Western State Conference over Intercollegiate Athletics.

To assist high demand departments to gather valuable data on the number of students served and the type of transactions requested, a queuing system was purchased and installed in the Admissions and Records
and Financial Aid Office in spring 2008. The Counseling Services Division, Matriculation, and EOP&S continue to use SARS Grid, an electronic appointment and student contact software package.

Response to Increasing Demand

Since fiscal year 2006/2007, the college experienced an overall growth of 35 percent (13.4% in 2006/2007, 8.9% in 2007/2008 and 12.7% in fall 2008). In response, the student services division hired additional support staff. In 2007/2008, two Student Services Associate Deans, a general counselor, an EOP&S counselor, an athletic director and a classified college recruiter to establish the new School Relations and Outreach office were hired. In 2008/2009 the college hired a graduation evaluator and an intercollegiate athletic counselor.

Assessment of Effective Staffing

Student Services updated the Student Services Organizational Chart and created a staffing binder to maintain and monitor office hours and staffing practices within the division. As a strategy to support diverse modes of instruction, the binder is used to review all permanent employees’ standard work schedules to assure adequate office coverage, including holidays, vacations and off-campus college related activities. The staffing binder in conjunction with the SARS Grid and queuing data is analyzed during the planning/budget cycle to determine which certificated positions should be presented to Faculty Position Identification and Prioritization (FPIP) committee and which classified positions should be presented to the college administration for funding.

Administrative Services

The division is currently operating under a Strategic Staffing Plan which projects what staffing will be required to meet the demands of the college’s growing student population and increasing building square footage and landscaped acreage. The college’s recent and forthcoming growth in FTES, square footage, and landscaped acreage calls for re-analysis of the division’s staffing situation.

At the request of the District Office, a plan was proposed in February of 2007 to address the additional personnel who will be needed to meet the service requirements of the Parking Structure and the Math and Science, General Classroom and Student Services buildings upon their completion.

In addition to these positions, it is also several new positions will be required to tend the landscaping, irrigation systems, and grass around the new A/AA buildings, at the Jefferson Street entrance, and along the permanent road. Based on its program reviews, the division should therefore add the following positions upon completion of the permanent road and the A/AA buildings, with additional positions added as the Measure “J” projects progress.

More recently, in response to the shortage of personnel needed to perform adequately the custodial standards of the campus, two proposals were developed. Plan A, would allow all campus classrooms to
be cleaned twice each day. It provides for a crew which works Saturday and Sunday evenings and it would also provide a “C” Shift crew whose sole responsibility would be to strip and wax floors and clean carpets on a regular basis.

Plan B, a second proposal, would allow all campus classrooms to be cleaned more thoroughly once each week day – between the morning and the evening classes. It also provides for a crew which works during the day on Saturdays and Sundays and doubles the headcount on the Monday through Thursday “B” Shift. It would also provide a “B” Shift crew whose sole responsibility would be to strip and wax floors and clean carpets on a regular nightly basis.

Adoption of the 2007 plans and either Plan A or Plan B would meet the needs of the college until such time as Measure “J” buildings begin to come on line. A further analysis in anticipation of those openings and loss of the “A” and “B” bungalows will determine the impact of the additional square footage, the landscaping, and the programmatic requirements of those structures on maintenance, grounds keeping, and custodial services. (8.7)

**Administrative Hiring: Process and Assessment of Effectiveness**

Over the past several years, a complete turn-over at the senior administrative level has occurred. Currently, a stable set of senior administrators is in place. Furthermore, West abandoned its attempt to rely on only two vice presidents, and now has a separate vice president in charge of academic affairs, student services, and administrative services. During the past three successive years of enrollment growth, further administrative hiring has been considered and implemented to insure West leads, guides, and allocates its human resources effectively.

For example, the college went through a rigorous process of consultation in developing the position of dean of research and planning: The College identified the need in recent strategic plans and program review and unit planning. Responsibilities in the job description were developed based on accreditation process and standards and requirements at the federal, state, and district levels. The college surveyed primary users of research and planning expertise and support, as well as the college’s constituencies, such as Senate, AFT, Divisional Council, and College Council. Findings were distributed and discussed, such as a survey of the district’s eight sister colleges’ organizations for planning and research, needs for research and planning coming up in a three-year cycle, and a review of how research and planning needs were being met without a researcher.

Student Services also identified the need for additional administrative support, and hired additional staff. In response to the large enrollment growth following 2006-2007, the student services division hired additional support staff. In 2007/2008, two Student Services Associate Deans, a general counselor, an EOP&S counselor, an athletic director and a classified college recruiter to establish the new School Relations and Outreach office were hired. In 2008/2009 the college hired a graduation evaluator and an intercollegiate athletic counselor. In September 2008 the Associate Dean of Student Services – Enrollment position was re-advertised and classified as a Dean position to strengthen, monitor and expand enrollment services on campus; a new dean was hired to fill the position.
To better address the needs of weekend and evening students, the Dean of Student Services over Intercollegiate Athletics and Student Discipline was reassigned as the evening and weekend administrator.

**Future Plans 2009-2012**

Our future plans will flow from our past work, as indicated in this document. Staffing needs have been and will be identified through program review and unit plans, based upon a clearly defined organizational structure that effectively allocates human resources and assigns appropriate leadership responsibilities to a qualified vice president, dean, faculty or classified staff member.

**Documentation for Recommendation 8**

8.1 Faculty Position Identification and Prioritization (FPIP) Policy, September 2007 revision
8.2 FPIP Priority List 2007-2008
8.3 FPIP meeting minutes of December 5, 2008
8.4 Academic Affairs Staffing Plan
8.5 Student Services Staffing Plan
8.7 Administrative Services Staffing Plan
8.8 WLAC Organizational Chart
WLAC ORGANIZATIONAL CHART
ADMINISTRATIVE SERVICES

J. Ooster
V.P. Administrative Services
ASA

M. Haque
Admin Analyst
ASA

C. Misner
Admin. Secretary
ASA

H. Tsai
Admin. Analyst
ASA

I. Chung
Assoc. V.P.
ASA

L. Hendrickson
Gardening Supervisor
ASA

E. Sowadan
Sr. Accountant
ASA

J. Morea
General Foreman
ASA

L. Petraca
Facilities Assistant
ASA

A. Rodriguez
General Foreman
ASA

A. Williams
Lead Support Services Specialist

D. Inama
Sheriff
ASA

D. Jack
Sr. Office Assistant
ASA

L. Packham
College Enterprise Manager
ASA

N. Dang
Manager, College Information Systems
ASA

R. Monroe
Operations SVC. Mgr.
ASA

D. Muller
Ass. Bookstore Manager
ASA
Response to Recommendation 9: 
Employee Evaluations

The college completes and maintains scheduled employee evaluations.

For fall 2007, the college identified three action plans to respond to this recommendation:

- To improve college-wide accountability of evaluations
- To integrate Student Learning Outcomes (SLOs) as a part of the evaluation criteria
- To conduct staff development workshops to enhance the evaluation process

To improve college-wide accountability of evaluations:

The college has effective college-wide accountability of evaluations by using a record keeping document that tracks the process of evaluations. Processes for all employee evaluations were reviewed and a college-wide record of evaluations was designed and is being used. (9.1)

The college developed and maintains comprehensive record keeping of all evaluations of employees. The record includes identifying all employees who are scheduled for evaluations, those who are in the process of evaluation, and those whose evaluations have been completed. The Academic, Administrative, and Student Services Councils review the evaluation record as a part of their regular meetings, as does the college President’s senior staff. The college annually provides the Academic Senate and the AFT a copy of the evaluation record.

The college reported in its fall 2007 progress report that not all faculty were notified of upcoming evaluations in accordance with the AFT Agreement. As reported then, that omission was corrected as soon as it was noticed. The college revised the letter of notification to faculty to include the purpose and the practice of evaluation to increase continuously faculty and staff’s understanding of the evaluation process: “The excellence of the institution depends on the quality of its faculty members. Faculty evaluation is a method of addressing the performance of faculty. When performed conscientiously, evaluation can enhance faculty performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement. Evaluation provides an opportunity for professional growth, recognition and improvement. This is to inform you that you will be given a performance evaluation this semester by your division chair.” The AFT Agreement’s requirement of a written notification of upcoming evaluations has been added to the evaluation record keeping process.

The total academic evaluations to be completed for 2008-2009: 217. Of the 217 evaluations, 121 have been completed, and 91 are in process.

The total classified evaluations to be completed for 2008-2009: 149. Of the 149 evaluations, 98 have been completed, and 51 are in process.

The evaluation process is conducted according to the AFT Contract, which stipulates that tenured academic employees are evaluated every three years; therefore, the number of full-time faculty who are
evaluated each year is approximately one third of the faculty, or about 24. Temporary Academic employees are evaluated in their first two semesters of employment and thereafter every six semesters.

Probationary employees shall be evaluated during the second (2\textsuperscript{nd}) and fourth (4\textsuperscript{th}) months of their probationary period. All permanent classified staff are to be evaluated annually (once every year) on their birth month by their supervisor. Evaluations shall only be made by a non Clerical/Technical Unit employee in a position higher than the evaluatee under whom the evaluatee works, or a Certificated/Academic employee under whom the employee works. (AFT Staff 2005-08 Agreement) (9.2)

The Vice Presidents review regularly the record keeping on evaluations and share the record with supervising staff, division chairs and vice chairs, all of whom have a primary responsibility for most evaluations.

The president and vice presidents are evaluated annually in the spring – due by June 1st. Deans are evaluated every two years in the spring. (9.3)

**To integrate Student Learning Outcomes (SLOs) into the evaluation process:**

The college has integrated Student Learning Outcomes (SLOs) into the faculty evaluation process. In cooperation with the Academic Senate, the college has successfully made consideration of SLOs a part of each evaluation. The evaluation process includes consideration and review of the faculty members’ syllabuses in terms of SLOs. To enhance the commitment to SLOs, the college’s Staff Development Committee scheduled workshops on integrating SLOs into their course outlines and syllabi; on adding online support for their courses, such as posting SLOs, making syllabi, course materials, and test preparation available to students online; and on adding library and learning center components to their courses. A review of these outcomes of curriculum and instructional development are a part of the evaluation process.

SLOs have been fully integrated into the evaluation process based on strong support from the AFT and Academic Senate, and SLOs are now in the AFT Contract as a part of the evaluation process.

The Academic Senate in November 2008 resolved to urge “all faculty to develop, assess, and refine course, program, and institutional student learning outcomes and apply the findings on effective teaching methods in order to improve our students’ learning...to assess student achievement of course, program, and institution outcomes in the individual classes that they teach and participate in collaborative teams to assess student achievement across the board in high enrollment, key major courses…to post evidence of student achievement of course, program, and institutional outcomes on faculty and divisional WebPages.”

The AFT/LACCD Contract added this language to the current agreement: “As a part of the ‘Basic and Comprehensive Evaluation Summary Form for All Faculty’ Question 9: Professional responsibilities: ‘Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi).’”

To support the adoption and implementation of SLOs, the College offered workshops on ADX Studio, a software product that allows faculty to post online information for students. About 176 faculty have attended these workshops, and 97 have implemented Internet-supported syllabi with SLOs. Thirty faculty
attended workshops on using the library and the learning center to support their students’ success and added these support services to their courses.

The college also offered seven college-wide workshops on SLOs, which 58 faculty attended. As a consequence of them, 34 of our 37 programs have specific, detailed outcomes for their specific program majors. To complete the program majors’ SLOs, the college completed the hiring of a full-time tenure-track faculty member in the earth sciences in spring 2009, who will complete the SLOs for the earth sciences program majors. Since 2005, 175 faculty have attended SLO-related workshops, and over 345 course SLOs have been developed. Sixty single course SLOs with assessments have been posted. About 13 individualized and small group workshops have been held to assist faculty in developing their SLO assessments. All of these workshops are designed to assist faculty to achieve competency with SLOs so that they are adequately supported in their development and use of SLOs as a part of their evaluations. (9.4)

To conduct staff development workshops to enhance the evaluation process:

The college reported that it planned to conduct workshops that will assist faculty and staff to complete evaluations and to enhance the evaluation process. Each semester the college holds a workshop on the evaluation process. The AFT leadership conducts an evaluation workshop in the fall semester, which is open to all faculty who are interested in evaluation. Both those who will be conducting evaluations and those who will be evaluated are welcome to this workshop. Featured in this workshop is the AFT Agreement’s stated purpose of evaluation, the process and forms. This workshop develops awareness of evaluations, their importance and value. They review the procedures, employees’ rights, and contractual language about evaluations. The workshop also offers the opportunity for questions and answers. It has the focus of how evaluation works. In the spring semester, one or more chairs conduct an evaluation workshop to explain how their divisions conduct evaluations. Again, everyone is invited to the workshop. The workshop features how evaluation takes place as a process in one, or more, of the college’s divisions. It has the focus of how to implement and conduct evaluation at the local, divisional level as best practices. The workshops are open to all, and they emphasize collegiality so that the workshops are not hierarchical. Both the AFT and the Division workshops are presented as supportive measures.

In summary, the college has improved college-wide accountability of evaluations, integrated SLOs, and conducted staff development workshops to enhance the process. To institutionalize and to sustain the evaluation process, the college reported in its fall 2007 progress report that it would institutionalize the comprehensive faculty and staff evaluation by reporting annually to the college community on the evaluation process. Per the college’s progress report, the annual report of the evaluation record identifies all staff who were supposed to be evaluated, the number who were evaluated, and the number who are in process. The college leadership decided to disseminate annually this report college-wide at the start of the spring semester. The report is also disseminated to members of the Academic Senate, AFT leadership, and administration.

The college leadership has reviewed all employees’ evaluations, levels of completion, procedures, and documentation and added a significant number of staff development workshops. The college staff consults with the LACCD to monitor automated evaluation notifications, changes in procedures and content. The college conducts a college-wide annual review of the evaluation process. The vice presidents and the president have maintained an elevated awareness of the importance and value of
evaluation in their regularly scheduled meetings, and the entire college community has a greater awareness of evaluation and more complete information about the process. The college has achieved its three 2006-2007 future plans about evaluation:

1. Report annual college-wide evaluation record
2. Integrate SLOs into the evaluation process
3. Plan staff development workshops to enhance evaluations.

The college believes that these measures are sustainable for two reasons. First, evaluation has been adopted by the AFT Contract, and the college’s Academic Senate and Senior Staff have endorsed evaluation as a matter of policy. Second, the evaluation record has multiple reviews, there is college-wide information and review, and the process has been fully implemented with broad support from faculty and staff leaders as well as from administration.

**Documentation for Recommendation 9**

9.1 Performance Evaluation Tracking Report
9.2 Process for Classified Evaluations
9.4 Tech Fair Summary
Response to Recommendation 10: Technology Planning

The college should adopt a fully integrated planning and budgeting process that focuses on promoting student learning, includes a technology plan that provides an equitable distribution of information technology, and includes the total cost of ownership for technology. (Standard III.C.2)

2009 Technology Master Plan

In order to address the 2006 accreditation standard related to technology planning the college launched its Technology Master Plan (TMP) project. The college now has a new Technology Master Plan.


Technology Master Plan Development Process

To create this plan, in fall 2008, the college’s constituency groups agreed to form an 11-member Technology Master Plan Committee with broad campus representation under the auspices of the Academic Senate. The TMP committee, comprised of administrators, faculty, and classified, is broad-based and diverse across disciplines including Computer Science, Language Arts, and Math. Moreover, committee members have varying areas of expertise and diverse levels of technology use, which allows for the inclusion of multiple points of view and perspectives on technology.

In developing the technology plan, the TMP committee read literature related to distance learning in higher education, reviewed technology plans at leading distance education institutions such as Foothill-De Anza and Coastline Community Colleges, and visited other local colleges to see their technology plans in practice. West’s recent Leadership retreat emphasized learning from colleges that have excelled, especially in areas of technology. TMP committee members attended sessions such as Creating a Technology Plan that is Strategic, Effective, and Enjoyable, Reaching and Teaching the iPod Generation, Counseling in the Virtual World, and Innovation and Academic Support. In addition, the committee developed an electronic survey to capture technology needs, uses, and areas for improvement from faculty and staff. The campus-wide survey allowed for broad input from various disciplines and programs.

The committee’s charge was to develop a new seven-year college-wide technology plan, guided by and linked to the goals of the Educational Master Plan, to guide the college from 2009 – 2016. The TMP goals developed by the committee address all areas of campus: students, faculty, staff, and campus services. The TMP effort resulted in the identification of two primary areas: 1) Educational Master Plan (EMP) mandates; and 2) campus infrastructure.
Educational Master Plan Mandates

The TMP identifies technology solutions that support Academic Computing and Student Learning Outcomes in accordance with seven primary goals:

- Goal 1: Identify technology that can be used to improve student learning and preparedness for higher education and the workforce.
- Goal 2: Plan, design, and implement technology solutions to support Basic Skills initiatives.
- Goal 3: Identify technologies to enhance the effectiveness of Vocational Education and workforce training programs.
- Goal 4: Identify technologies to support various online instructional delivery methods.
- Goal 5: Identify technologies to support various on-campus delivery methods.
- Goal 6: Identify and support technologies to support campus services and facilities.
- Goal 7: Identify and implement technologies to support new construction.

Campus Infrastructure

Technology domains represent the infrastructure components that are to be addressed in the planning effort. The focus on campus infrastructure will assure a holistic perspective, set campus-wide priorities, and will lead to an equitable distribution of technology assets. In summary, the following areas have been identified and incorporated in the TMP:

- **Infrastructure** – Enhance the existing information technology infrastructure to support and facilitate academic, administration and student services.
- **Communications** – Enhance communications between administration, students, faculty and the college in general.
- **Support** – Enhance support for campus technology.
- **Access** – Enhance access to district and campus based information for students, faculty, and staff.
- **Adaptation** – Implement new technology to facilitate information sharing and collaboration.
- **Integration** – Consider ways to integrate independent and stand-alone systems to improve efficiency and eliminate redundancy.
- **Maintenance** – Address and establish appropriate maintenance agreements to assure reliability and to protect technology investments.
- **Security** – Establish security procedures related to critical data and sensitive information.
TMP Budget and Resource Allocation

As cited by the ACCJC, West has historically been more reactive than proactive in planning technology purchases. Therefore, the TMP Committee took care to recognize all potential needs. In direct response to Standard III.C, the Technology Master Plan Committee built the college’s new Master Plan to consider the total cost of ownership for the plan’s multiple recommendations.

Furthermore, since it was recommended that the direction of IT planning focus more on promoting student learning than just on supporting teaching, and that IT planning address student learning outcomes, the TMP Committee worked hard to align the plan’s goals with institutional and district-wide student learning outcomes. Its recommendations call for increased student IT training (such as e-portfolio practicum courses, PowerPoint how-to’s, etc.) in order to make matriculating students competitive in the workforce and at transfer institutions.

Total Cost of Ownership

The TMP Committee and its members have established target areas and objectives for maintaining and, when possible lowering the total cost of ownership. Our TOC effort addresses, in scope, the desktop computing environments and major infrastructure components.

The following areas have been identified to support TOC cost reductions and cost containment:

- **Purchasing and/or acquisition costs**
  - Includes all direct and indirect costs associated with technology purchases; including hardware and software. Hardware includes classroom and staff computers, campus or departmental file servers, printers, communications equipment, and communications infrastructure. Software includes operating systems, desktop-based applications (e.g. MS Office), and web-based applications (e.g. ADX, ETUDES). Acquisition costs associated with the campus communications infrastructure are examples of indirect costs.
  - Objectives to achieve purchasing/acquisition cost reductions and containment:
    - Reduce the number of vendors to achieve economy of scale.
    - Set desktop standard or limit the number of desktop configurations.

- **Training costs**
  - Includes all direct and indirect costs related to staff and faculty technology training. Some of examples are training related to MS Office Certification training program, Etudes (Online Instructors), ADX CMS (Content Management System) to create online course syllabi, District Budget training and SAP training for faculty, staff, and email usage.
  - Objectives to achieve training cost reductions and containment:
    - Increase in-house training capabilities.
    - Leverage free and/or low-cost vendor training.
    - Increase the use of web-base training.
- Setting desktop standards will also reduce training cost. Users and support staff can be trained once, but will be able to work in any standardized environment.

- **Maintenance and support costs**
  - Includes costs associated with hardware and software installations, help desk support, troubleshooting, upgrading, and equipment movement. Service and support contracts would be included here.
  - Objectives to lower maintenance and support costs:
    - Setting desktop standards will also reduce maintenance and support cost. Support staff is trained only once and will not have to be re-trained to support various equipment types.
    - Standardizing on one vendor, whenever possible, will lower service and maintenance contract costs. This will lower the vendor’s support cost, those cost savings can be passed on to the college.

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**Equitable Distribution of Information Technology and Resources**

West addressed the equitable distribution of information technology by offering numerous workshops on multiple aspects of technology, specifically to enhance teaching and provide training on the use of instructional technology.

West’s Tech Fairs include workshops that support Objective 4 of the Educational Master Plan (“Build upon and support WLAC’s diversified modes of instructional delivery”) by providing instructional technology training to faculty and staff to ensure the quality of online, hybrid, and on-ground courses, provide additional ETUDES training, and explore ways to make services to students available online. West’s first one-week Tech Fair was held in spring 2007, Tech Fair 2008 grew into a two-week event, and increased demand for workshops led to the development of a second Tech Fair in spring 2008. At the four Tech Fairs, 245 faculty and staff have participated in training and workshops on best practices in educational technology. Tech Fair workshops are currently offered year-round. Tech Fairs have also provided training to faculty to put course information such as syllabi and other essential course documents online using ADXStudio, a web-based tool; 174 faculty have been trained in ADX. (10.1, 10.2, 10.3, 10.4)

Faculty and staff can request equipment to use in support of developing hybrid/online courses or for smart technology in the classroom. Equipment requested such as laptops or podcasting technology are used in the development of components for hybrid/online courses or in the development of materials to enhance face-to-face courses. The opportunity to request equipment has been announced at Divisional Council, Senate, and Staff Development meetings. Over 150 requests for instructional technology tools have been fulfilled in the following divisions/departments: Academic Affairs, ACT, Behavioral & Social Sciences, Business, CEMA, Child Development, Distance Learning, DSP&S, EOP&S, Humanities & Fine Arts, Language Arts, Library, Math, PE, Science, and Student Services.

Technical staff from IT, Instructional Media Technology, and the Tech Master Plan Committee have scheduled and continue to schedule general information sessions on new technology to inform faculty about new trends and procedures for ordering equipment. The technical staff and faculty are discussing
instructional technology options that are current and are planning, choosing, and standardizing instructional technology equipment for offices and classrooms.

**Centralized IT Planning**

The 2009 Technology Master Plan defines IT priorities and prescribe a process for setting priorities and making decisions. ([http://www.wlac.edu/tmp2009/index.asp](http://www.wlac.edu/tmp2009/index.asp)).

In 2004 a new online help desk system was implemented which allows faculty and staff to submit requests for technology support and services. ([http://207.233.52.93/tiweb45/scripts/trackit.asp](http://207.233.52.93/tiweb45/scripts/trackit.asp)) Tracking these requests provides data to assist with decision making and resource allocation.

Resources for ongoing infrastructure upgrades and maintenance were improved by increasing the annual IT budget by $10,000 (Evidence: See Business IT budget reports from 2004-2009). To support these responsibilities a new Senior Network Support Specialist was hired in 2007. In addition, another Network Support Specialist will be hired in 2010. (10.5 See attached job description.)

Rebuilding our IT Infrastructure has included the replacement of all network devices, upgrading cabling, and pulling new fibers. New servers were purchased for Admissions, Financial Aid and Academic Affairs and new Cisco network switches were installed campus wide. We now provide a campus wide wireless network. The IT server and communication room was relocated and expanded and the core network system was upgraded and Voice over Internet Protocol (IP) technology was added. (10.6 See attached project descriptions and Purchase Orders)

West has built a robust communication system with web-based college-wide announcements and an electronic suggestion box. In addition, the college has implemented the following projects:

- In 2007 the email server system and hardware were upgraded allowing faculty and staff to access email 24 hours and day online as well as with any mobile computing device. ([http://wmail.wlac.edu/exchange](http://wmail.wlac.edu/exchange))
- Totally redesigned the website including more useful information and easy navigation ([http://www.wlac.edu](http://www.wlac.edu))
- Developed an Online Student Help Desk ([http://library.wlac.edu:8080/jforum/forums/list.page](http://library.wlac.edu:8080/jforum/forums/list.page))
- E-Newsletter - West-Week ([http://www.wlac.edu/events/index.html](http://www.wlac.edu/events/index.html))
- Made additional course information including course syllabi available online ([http://weekend.wlac.edu/wlacsyllabi](http://weekend.wlac.edu/wlacsyllabi)) ([http://www.wlac.edu/wlac2schedule/ShowSchedule_MasterTablePage.aspx](http://www.wlac.edu/wlac2schedule/ShowSchedule_MasterTablePage.aspx))
- The Cisco® Digital Media System (DMS) allows college to use digital media to improve communication, enhance customer experience, and facilitate learning. ([http://www.wlac.edu/contracts/info3.jpg](http://www.wlac.edu/contracts/info3.jpg))
• Graphic Arts and Marketing Departments were established to support and maintain the website.

IT coordination with the LACCD has also been improved by meeting monthly with District Technology Committee to discuss and debate any issues regarding District-wide IT projects.

http://www.wlac.edu/contracts/info4.jpg

• Using District Help Desk for supports
  www.wlac.edu/contracts/info5.jpg

• Using District Bomgar remote workstation administration
  http://www.wlac.edu/bomgar.jpg

To keep our faculty and staff up-to-date regarding emerging technologies, the college has provided many comprehensive and useful workshops combined with monthly staff training programs including:

• MS Office Certification training program
• Etudes (Online Instructors)
• ADX CMS (Content Management System) to create online course Syllabi
• District Budget training and SAP training for Faculty Staff
• Email usage

http://www.wlac.edu/contracts/info2.jpg

Facilities planning has included the use of technological systems to enhance instruction. Examples include:

• Replacement of new projectors & Smart Boards
• Replacement of new PCs to classroom
• Expansion of the Internet Library Research Lab
• Creation of a new Computer Tutoring Lab
• Matriculation Computer Center
• New IT Data Center

http://www.wlac.edu/contracts/info2.jpg
Promoting Student Learning

Completion and documentation of Student Learning Outcomes is also a high priority; 175 faculty have been funded to complete and put Student Learning Outcomes online. Twenty-nine math instructors have been taught to use Math CAI (computer-aided instruction). Thirty people have been funded to develop 48 courses into hybrid/online mode of delivery and online support modules, such as online library research tutorials.

The first goal of the college's new TMP emphasizes the importance of promoting student learning. Objectives focus on maintaining, or even lowering, the total cost of IT ownership. The plan significantly improves campus IT infrastructure, enhances campus communication and establishes processes for setting priorities and making decisions. Faculty access to, and participation in, technology training has greatly increased.

Documentation for Recommendation 10

10.1 Tech Fair Spring 2007 Brochure
10.2 Tech Fair Spring 2008 Brochure
10.3 Tech Fair 2 Spring 2008 Brochure
10.4 Tech Fair Fall 2008 Brochure
10.5 Computer & Network Support Specialist job description
10.6 Project descriptions and purchase orders
Response to Recommendation 11: 
Financial Stability

The college should assign a high priority to attaining long-term financial stability.

The college takes its fiscal health very seriously. It is planning to grow responsibly, to remain fiscally sound every year, and to build a sizable reserve fund into its annual operating budget. The college has already commenced work on a seven-year Technology Master Plan to complement its three-year Educational Master Plan. It recently completed a three-year Student Services Master Plan. In early November of 2008, the District’s Measure J bond issue was passed by the electorate, providing the college an additional $300 million in construction funds to complete the build-out of its Comprehensive Master Plan. The college already had a plan to provide the necessary funding and staffing for the A and AA bond construction projects currently underway. It can now expand that plan to cover the new buildings called for in Measure J.

The convergence of these planning elements has made it possible for the college to display its determination to attain long-term financial stability by creating a Fiscal Master Plan. The initial effort covers the five-year period from fiscal 2009 through fiscal 2014. This fiscal master plan has required the college to make an extremely large number of assumptions based on tenuous economic data in light of the global, national, and state economies, but the effort has been made nonetheless. With each passing year, earlier projections will be refined and another year will be added.

This fiscal master plan incorporates assumptions which address the following major topics

Enrollment Growth

Enrollment growth over the past three fiscal years has been as follows:

- Fiscal 2007 FTES enrollment increased by 13.4% over fiscal 2006.
- Fiscal 2008 FTES enrollment increased by 8.9% over fiscal 2007.
- Fiscal 2009 FTES enrollment, even with a major mid-year revision, is currently projected to increase by 9.0% over fiscal 2008.

While the college intends to continue a robust growth trend, the five-year plan assumes a leveling off of this growth pattern. Fiscal 2010 is projected to produce a 9% increase in FTES with an annual 1% reduction in growth each subsequent year over the next four years.
Section Growth

The college intends to accomplish this robust enrollment growth pattern without a parallel growth in the number of sections. Therefore only a 2% per annum growth in the number of sections is projected. The combination of this section assumption with the enrollment assumption foresees a 40%+ increase in the FTES per section over the five-year period.

Salary Increases

The current state budget situation has led to a State Chancellor’s Office assumption that COLA will be non-existent in fiscal 2010 and that COLA will be 3.5%, 2.7%, and 2.9%, respectively, in the following three years. While almost all college salaries are negotiated at the district level, the college has temporarily adopted these projections for its own five-year planning purposes.

Benefit Increases

Benefit costs have been increasing far beyond COLA for several years in a row. The college has assumed that this pattern will continue with 7% increases eventually giving way to 6% increases over the five-year period. Again, this is a projection of expenses determined by the district.

District Office Assessments

The college has assumed that the District Office will temper its assessments to bring them more in line with COLA and district colleges’ absorption capabilities. Therefore 3% and 4% projections have been used in the five-year plan.

Sheriff’s Costs

Sheriff’s department charges are determined by the district. In recognition of statewide and district financial realities, it has been assumed that these charges will have to remain roughly in line with COLA over the next several years. Therefore, these projections roughly parallel those of the COLA.

Utility Costs

During fiscal 2010, the college’s photovoltaic array and central plant are both scheduled to come on line causing the college’s annual baseline utility costs to be permanently reduced by approximately one-third. After fiscal 2010, the plan projects annual 5% utility rate increases.
Staffing Levels

Projections of Full-Time Faculty, Office and Clerical, and Maintenance and Operations staffing levels have been incorporated in the five-year plan. Full-Time Faculty staffing is governed by the college’s Faculty Position Identification & Prioritization Plan (FPIP). For purposes of the five-year plan, the number of new positions is assumed to parallel the growth in FTES with the exception of the 2010 fiscal year during which the state’s financial problems will hamper this growth. The Office and Clerical staffing is assumed to parallel the growth in FTES throughout the years of the plan. Maintenance, Operations, and Groundskeeper staffing costs will grow in proportion to the projected growth in building square footage and landscaped acreage rather than FTES.

Dedicated Revenues

Dedicated revenues are projected to decrease somewhat in fiscal 2010 as the land rental fees currently being collected from a city sewer project cease. However, revenues from two major new land development projects – 10100 Jefferson and Lots 6 & 7 – are projected to come to fruition over the succeeding four years. These two projects will ultimately produce approximately $4,000,000 in operating lease income per year for the college.

Operating Reserves

The college plans to increase its operating reserves by 1% or more each over the next several years until the annual set-aside reaches five times the current district requirement of 1%.

Summary

In the five-year Fiscal Master Plan (11.1), the college realizes that the plan makes numerous educated guesses regarding what the future holds. The California state budget crisis which arose in the fall of 2008 resulted in a major re-evaluation of this projection. This led to actions that will reduce even more the originally planned growth of spending. Given our strongly increasing enrollments and our class schedule efficiency, the college will continue to produce very impressive operating results over the five-year period of the plan.

Documentation for Recommendation 11

11.1 Five Year Fiscal Master Plan
Response to Recommendation 12:
Enrollment Management

The college should develop and execute enrollment management strategies to achieve stable enrollment and growth. (Standard III.D)

Key Completed Actions on Recommendation

1. Achieved Stable Enrollment and Growth

| Enrollment Management Performance and Projection |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| FTES            | 5883           | 6669           | 7266           | 7925           | 8725           | 9500           | 10,100         |
| INCREASE %      | 13.30%         | 8.90%          | 9.06%          | 9%             | 8%             | 7%             |
| Self Study Year |                |                |                |                |                |                |

2. Develop and execute enrollment management strategies

- Established a college-wide Enrollment Management Committee and Tools. (see sample agendas and President’s letter) (12.1, 12.2, 12.3)
- Linked enrollment management to district-wide framework. (see college goals document) (12.4)
- Completed Academic Affairs Enrollment Management Plan. (see document) (12.5)

Mid-Term Report Status

The actions taken by the college and the college’s resulting performance in this area have fully addressed the recommendation.

Key Observations:

- By every measure, West’s has achieved a complete turn-around in this area since the 2006 report.
- West is now the fastest growing college in the LACCD.
Formalized Enrollment Management Committee as a Part of College Shared Governance

The college had never had a formal enrollment management committee until President Rocha formed one in the Fall 2007 under the auspices of the College Council. The charge and membership of this committee are as follows:

The Enrollment Management Committee is an administrative operations committee that is chaired by and reports directly to the college president. The charge of the EMC is to develop and implement an enrollment management plan that is consistent with the college mission and Educational Master Plan. The primary objectives of the enrollment management plan are to: 1) Insure stable enrollment and revenue growth so that college has a balanced budget and develops discretionary revenue for initiatives outlined in the Educational Master Plan. 2) Monitor student success as this is primarily measured in the steady growth in the awards of degrees, certified transfers and vocational certificates and licenses. 3) Oversee the management of the class schedule and support it with appropriate marketing. 4) Oversee local high school outreach and concurrent enrollment. 5) Implement the development of approved new programs and the expansion of existing programs.

The membership of the Enrollment Management Committee:

College President, Chair
Faculty Member, Appointed by the Academic Senate
Faculty Member, Appointed by the AFT Faculty Guild
Classified Staff (at least two), one each from divisions of Academic Affairs and Student Services

Administration:
Vice Presidents of Academic Affairs and Students Services
Academic Affairs Deans
Student Services Deans
Directors of Financial Aid, Westside Extension, and Athletics

Other members as appointed by the president.

The college president will make regular enrollment management reports to the College Council and the Joint Council of Administrators and Divisional Chairs.
Documentation for Recommendation 12

12.1 Enrollment Management Committee Agendas http://www.wlac.edu/staffandfaculty/index.html

12.2 Enrollment Management Committee Tools
http://www.wlac.edu/staffandfaculty/index.html

12.3 President’s letter to Division Chairs
http://www.wlac.edu/staffandfaculty/index.html

12.4 Enrollment Management Committee Goals linked to LACCD Framework
http://www.wlac.edu/staffandfaculty/index.html

12.5 Academic Affairs Enrollment Management Plan
http://www.wlac.edu/staffandfaculty/index.html
Response to Recommendation 13: Governance

All college personnel should identify ways to increase participation in governance and develop trust throughout the institution by conducting meaningful, timely dialogue that acknowledges different perspectives and ideas for making informed decisions. (Standard IV.A.1, IV.A.2.a)

Recommendation 13 from the 2006 accreditation evaluation is being met. Acknowledging the importance of developing trust throughout the college, we continue to deliberately create opportunities for participation that supports the college community’s interests and where meaningful, timely dialogue can occur.

The 2007 Progress Report noted that the Committee on Recommendation 13 developed key action plans for the fall 2006 semester:

- Develop strategies for conducting meaningful, timely dialogue
- Increase recruitment and appointment of faculty in college governance
- Increase student participation

PROGRESS TO DATE

Conducting Meaningful, Timely Dialogue

West’s participatory governance body is its College Council, whose timely and meaningful dialogue has led to sound policy recommendations to the college president. Major issues dealt with in the College Council since March 2007 include:

- 2008-2009 College Budget Omnibus Action Proposal
- Measure J Project List
- Comprehensive Transportation Plan

The college president brought a College Budget Omnibus Action Proposal to the College Council in April 2008. In consultation with leaders of the Academic Senate, the AFT Faculty Guild, the AFT Classified Guild, he established a timeline for deliberation on the measures proposed to produce a balanced budget, beginning with the Town-Hall-style April 3 meeting and moving through various committees towards adoption of a plan by June 5. This process provided multiple opportunities for all to digest ideas and their implications and to provide meaningful input, with the different groups approaching the measures from distinct points of view. To take a single example, in response to the proposal to raise average class size by restricting the number of low-enrolled sections, while the Budget Committee was concerned with its financial impact; the Academic Senate looked at the effect on academic programs; the AFT Faculty Guild pointed out that the contract protects advanced classes, and the Divisional Council and then the ACDCC considered how scheduling would be done. (http://www.wlac.edu/collegecouncil/minutes/ccminMin040308-plensession.pdf). At its June 5, 2008
meeting, the College Council reached consensus on approving the Omnibus Budget Proposal.
http://www.wlac.edu/collegecouncil/minutes/CCdrftmin6-5-082.pdf

West’s Measure J Project List was folded into the list of projects funded by the LACCD construction bond approved by Los Angeles voters in November 2008. West produced the list in a clearly-articulated series of consultations. The Building Program Management Group reviewed a list of projects in the 2002-2008 Comprehensive Master Plan which will remain un-built when the projects funded by A/AA bonds are completed, and agreed that this should comprise our Measure J request. The list was presented to the Work Environment Committee and the AFT Faculty Guild. The College Council approved the list at its March 6 meeting. http://wlac.edu/collegecouncil/minutes/ccmin030608.pdf

This process highlighted the role of the Group in college governance. After consultation with the Academic Senate and the AFT guilds, the college president redefined the Group as a shared governance committee, effective December 3, 2008. The BPMC reports to the College Council and its fourteen members represent all college constituencies. The committee meets monthly and operates by consensus on recommendations to the president. It participates in operations decisions for implementation of the master facilities plan through bond-funded construction. Resource persons including representatives of the construction management company working at West, professional consultants and specialists from the District Office attend regularly.

West’s Comprehensive Transportation Plan is a bond-funded pilot program to increase access to the college during construction. Consultants from the District first introduced the plan to the College Council at its September 11, 2008 meeting, and met with various constituency groups, inviting their questions and input. The AFT Faculty Guild was particularly attentive to the details of the plan, requesting an Executive Summary and suggesting several modifications at its November 20, 2008 meeting (http://www.wlac.edu/staffandfaculty/index.html). At a special meeting of the College Council on October 16, 2008, the Council reached consensus and recommended this plan to the college president. (13.1)

The college president has further institutionalized broad and inclusive information-sharing and transparency by establishing a monthly meeting of the Administrative Council and the Division Chairs, called the Administrative Council and Divisional Chairs Council (ACDCC). After a welcome and a report from the President’s Office, items submitted by members for discussion, exploration and problem-solving head the agenda. Items have included, for example, construction updates from the Building Program Management Committee meetings, advertising and marketing activities, Enrollment Management, the Accountability Reporting for Community Colleges (ARCC) Report data and response. The Sheriff’s report at ACDCC opens campus safety issues to a broad spectrum of leaders. The vice presidents of Academic Affairs, Student Services and Administrative Services make division reports, including budget reports. Although this is an administrative meeting, not a shared governance meeting, it has established an institutional, predictable and efficient vehicle to address the concerns of the college that was absent and clearly needed to improve communications and to eliminate the silo mentality.

Such enhanced information-sharing at West also extends to the “For Faculty/Staff” pages of the college’s website: http://www.wlac.edu/staffandfaculty/index.html
This webpage contains links to a wealth of information including committee agendas and minutes, the new web-based program review instrument and documents such as the Accreditation Progress Report, the
LACCD Strategic Plan and Online Retention and Student Success Resources. Handy tools, include the Meeting Room Manager to reserve rooms for upcoming meetings.

**Increasing Faculty Involvement in College Governance**

To involve more faculty and to increase opportunities for meaningful dialogue, during the 2007-2008 academic year, the college president made a point to visit each academic division’s meetings, to invite discussions on concerns of the academic discipline faculty in each division. Ten of the 13 divisions reported meeting at least once in fall 2008, with both full-time and adjunct faculty invited; for 2007, the figure was eight out of twelve.

In fall 2008, the president continues to hold an Open Hour and posts his “From the President’s Desk” letter on the first day of each week throughout the year with relevant information to the college community. This president sets an example of reaching out to the college community.

(13.2)

Through these efforts to increase information-sharing and opportunities for dialogue, participatory governance at West has attracted faculty, especially newly hired tenure-track faculty to a variety of committees. In addition, the Senate Executive Committee, in consultation with division chairs, spends a portion of its meetings in the fall semester considering vacancies on Senate and college committees and going through the roster of faculty to see which ones have no known committee assignments and might also be a good “fit” for particular committees. Among them are faculty appointed to serve on the Budget, Basic Skills, Technology and Enrollment Management committees. Both the Academic Senate and the AFT Guild have increased faculty participation in their internal organization and college committees.

(13.3)

**Increasing Student Participation**

The Associated Student Organization (ASO) and members of our Campus Wide Clubs that are part of the Inter-club Council (ICC) actively seek and encourage students to participate in the shared governance decision-making process. ASO council members attend various open campus wide meetings and sit on committees as part of their duties while on the board. Student attendance is voluntary and carries a vote on most active committees, which represents the overall student body. Some of the ways in which students are encouraged to be more active is through regularly scheduled ASO meetings, whereby information is disseminated and reports are given.

Even though it is challenging for students to be fully informed and involved, the ASO membership is fully subscribed and committed as evidenced by their presence on many college wide committees, such as Basic Skills, Budget, College Council, and more. An example of this is a student’s input in the Basic Skills Committee, in which the student representative helped establish a new learning community based program on campus called UMOJA. Another would be in the Budget Committee; the Administration has had to devise a plan regarding the budget cuts and the effects from a student’s perspective were a valued part of the discussion. Administration, Faculty, and Students were asked to help develop a plan that
would strategically cut more than $3 million dollars out of our current fiscal budget cycle with as little negative impact as possible. These are just some of the many instances in which student involvement in the shared governance process have been used effectively. While Administration and Faculty have made progress by including student participation on campus committees, it is always a challenge for students to remain active and aware of all the issues that face our campus. The ASO Student Voice Online Newsletter written by students also provides information through West Los Angeles College’s main website where updates of campus related projects, events, and policies that directly affects student learning outcomes.

Among the Future Plans noted in the 2007 Progress Report for Recommendation 13 was to “schedule annual workshops on shared governance decision-making process.” This fall, at the college’s Annual Leadership Retreat which this year focused on Excellence in California community colleges, one breakout session featured two members of the state’s Classified Senate, whose presentation addressed a need expressed by classified staff: recharging one’s batteries for shared governance participation.

At this same retreat, attended by 110 faculty, staff, students and administrators, one of the presenters, the North Area Representative of the Academic Senate of California Community Colleges observed that “Most impressive to me was the camaraderie between the 100+ participants. The mutual respect and genuine care for one another was palpable… and the genuine sharing and respect was obviously the product of years of building a common vision and appreciation for one another.” She went on to observe, “Most amazingly, the students participated and were part of the activities and interaction, not as hood ornaments or token attendees, but as valued contributors.” (13.4)

At plenary sessions of the College Council during the District’s Chancellor’s visit to West Los Angeles College in spring 2007, fall 2008 and spring 2009, he and members of his senior staff noted in the that West’s governance process is a “model” for the colleges of the District. The Chancellor was referring specifically to the process by which our college has dealt with a number of important issues, such as the impact of the budget crisis on community colleges and our students, in an inclusive, transparent way. (13.5)

The fall 2008 Campus Climate Survey yielded the following results:

Out of 208 respondents, 64.9% of whom were faculty, to the statement, “The current campus climate at West is marked by respect.” Two-thirds agreed that “The current campus climate is marked by trust.” Seventy-eight percent agreed that “As compared to two years ago when West underwent its comprehensive self study, the campus climate has improved.” Seventy percent agreed that “I feel that I can voice my opinion(s) and viewpoint(s) freely.” The Union Shop Stewart of SEIU Local 721 (Service Employees International Unit) attested in his letter dated January 5, 2009 that “As a unit our inclusion in matters relating to college governance was almost none until the year 2004. Since that time…the inclusion of our unit is without a doubt 100% changed. The active support of the AFT 1521, the Faculty Senate, the AFT Staff Guild and the College Administration represented in the College Council had a catalytic effect in the openness of our Unit’s participation in matters concerning shared governance. Today we have membership in the most important committees on campus…the College as a whole is inviting our presence and participation.” (13.6)

Participatory governance, by its very nature, creates a tension between considering the many sides to an issue and the need to do so in a timely way in order make meaningful policy recommendations. Especially when colleges must respond within a given timeline, perhaps where crucial funding is at stake,
the challenge is how to balance the need for dialogue and discussion with the need to reach decisions and consensus. Our college and leadership – administration, faculty, staff and students – are aware that we need to continue working collaboratively and collegially toward resolving these concerns.

Whether it was the Accreditation Progress Reports of 2007 and 2008, the Omnibus Budget Proposal of spring 2008, the Measure J projects, or the Comprehensive Transportation Plan for fall 2008, West’s efforts to foster meaningful, timely dialogue involving more members of the college community in governance show real progress. The college is confident that we will continue making progress in this area. Through a now well-tested and proven governance process, West tackles issues with strategies that are fully vetted by constituency groups, mindful of their primary responsibility as stewards of the college, particularly in tough times. (13.7)

**Documentation for Recommendation 13**

13.1 College Council Minutes of October 16, 2008  
[http://www.wlac.edu/collegecouncil/minutes/CCmin101608min.pdf](http://www.wlac.edu/collegecouncil/minutes/CCmin101608min.pdf)

13.2 West Week Newsletter  
[http://www.wlac.edu/events/index.html](http://www.wlac.edu/events/index.html)

13.3 College Committees  

13.4 Exemplary Program Award Application  
[http://www.wlac.edu/planning/index.html#retreat](http://www.wlac.edu/planning/index.html#retreat)

13.5  

13.6 Letter from SEIU Unit 721 LACCD Chapter Chair Document

13.7 College Budget Omnibus Proposal (Draft: First Reading) April 1, 2008  
(printed from email of 4/3/08)  
Response to Recommendation 14: District/College Functions & Decentralization

Recommendation #14: The functional relationship between the College and District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition. (IVB3a, c)

Since 1999, when the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level, the district and the college have worked to clarify and delineate operational responsibilities. The 45-page Functional Map, which resulted from the Multi-College Pilot Program (MCPP) organized by the ACCJC to clarify lines of accountability in multi-college districts, has been revised several times over the years (14.1). To respond to ACCJC concerns that the map did not provide a sufficiently detailed delineation of operational responsibilities and functions, the district initiated an intensive review of all district office functions in 2005. Over an 18-month period, every administrative unit in the district office documented the specific functions it provided to the colleges, identified the end users of these functions, and enumerated outcome measures to gauge unit effectiveness (14.2). Results of these District Office Service Outcomes were periodically shared with the Chancellor’s Cabinet and the three vice presidents’ councils to elicit feedback.

In the spring of 2006, college constituencies engaged in dialogue related to district/college relationships and functions when the district initiated the District Strategic Planning Initiative. Informal SWOT analysis focus groups were held at each college that semester in which participants identified district-wide strengths and weaknesses and suggested future priorities (14.3). These activities led to the creation of the District Strategic Plan 2006-2011 (14.4). Among its goals is Strategic Plan Goal #4, which deals with the development of a districtwide “culture of service and accountability” to maximize the ability of each college to act efficiently as an independent entity while enjoying the benefits of being part of a large, multi-college district. The short-term and long-term outcome measures of effectiveness for the plan’s goals and objectives are outlined in the plan’s implementation matrix (14.5). This comprehensive district-wide strategic planning process has involved West constituents in dialogue on ways to work together to achieve mutual goals and has given the college a chance to assess progress made toward achieving goals and to establish new objectives.

Further dialogue took place at the annual District Academic Senate Summit in September 2006, a day-long event attended by 125 faculty leaders and senior staff from all nine colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the DAS, a faculty union representative, and a college president explored the current state of decentralization and district/college relations with attendees. Breakouts afforded participants a chance to explore and question the District Office Service Outcomes in greater depth and to raise questions about specific functional areas, such as instructional support services, payroll, HR, facilities planning, and marketing (14.6). This dialogue on district/college functional relationships was extended through a series of annual Department Chair Workshops, co-sponsored by the district administration and the Los Angeles College Faculty Guild.
Attended by more than 100 department chairs and VPs of Academic Affairs each year, these workshops provide faculty leaders with an overview of district and campus roles as related to the vital function of running the college’s academic departments.

To further clarify college/district relationships and the operational meaning of decentralization, all administrative service units in the District Office began a project to create detailed visual process maps of district-wide administrative functions. These maps delineate reporting responsibilities between the colleges and the District Office for each step of the process being described. The goal of this project was to create intuitive flow charts that will help faculty and staff understand their roles in all critical district/college processes. The resulting charts will also be used to re-engineer district/college processes to increase their effectiveness. By the fall 2008, more than 20 flow charts for critical district/college functions had been completed, including those involved in faculty and staff hiring, employee evaluation, curriculum approval, procurement, specially funded programs budget management, the filing of student grievances, etc. (14.8). These were reviewed by the Chancellor’s Cabinet, the Vice President Councils, and the District Academic Senate in fall 2008.

In fall 2008 Customer Satisfaction Surveys for every major service unit in the District Office were piloted (14.9). The results of these surveys will be used in spring 2009 to improve unit performance and further refine District Office operations. In addition, Chancellor Mark Drummond has made a commitment to redefining decentralization as it impacts the district's efficiency and effectiveness. One of the board's goals for 2008 was to further clarify the division of roles and responsibilities between the colleges and the district office. In response to this Board priority, the chancellor directed district senior staff to engage the colleges in an ongoing dialogue to further clarify district/college relationships. The initial result of this effort is the latest LACCD District/College Functional Map (14.10), which offers a concise description of the history and current state of district/college relations and a detailed accounting of how district committees and offices interface with their college constituencies. The new Functional Map includes the above-mentioned functional flow charts. The Functional Map is currently being discussed by college Academic Senates and shared governance councils across the district. In winter/spring 2009, it will be evaluated and further refined by the District Academic Senate and be a focus of the Board of Trustee's annual retreat. By the end of spring 2009, sections of the Functional Map will be displayed prominently on the district website for the use of faculty and staff. The functional flow charts will have active links to the forms required for the processes depicted and be accompanied by a vision statement that provides historical context for the district’s policy of administrative decentralization as well as a general framework for understanding district/college relationships. This section of the district website will include a full listing of all district-wide committees, complete with functions, charges, meeting schedules, and reporting responsibilities.

In the past several years, these efforts have improved the understanding of campus constituencies about their roles and responsibilities. In fact, during the last round of comprehensive self study visits involving three of our district colleges – Pierce College, Los Angeles Mission College, and Los Angeles Valley College – ACCJC team evaluation reports indicated that the district and colleges had complied satisfactorily with this standard. In the October 2007 Pierce report, the evaluator wrote, “The district has developed a decentralized plan for service to the college that clearly delineates and communicates the operational responsibilities and functions of the district from those of the college” (14.11). The March 2007 evaluation of Valley College stated, “The district service outcomes document clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges”
This was the first time district colleges have met the standard on the issue of district/college function mapping since the ACCJC instituted this requirement for multi-college districts.

**Documentation for Recommendation 14**

14.1 Functional Map 2006
14.2 District Office Service Outcomes
14.3 SWOT results
14.4 District Strategic Plan
14.5 Implementation Matrix
14.6 DAS Summit 2006
14.7 Department Chair Workshops
14.8 Process Maps
14.9 Customer Satisfaction Surveys
14.10 LACCD District/College Functional Map 2008
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