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Self Study in Support of Reaffirmation of Accreditation 2012
WEST LOS ANGELES COLLEGE

Institutional Self Study Report
In Support of
Reaffirmation of Accreditation

SUBMITTED BY

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

TO:
Accrediting Commission
For Community and Junior Colleges
Western Association of Schools and Colleges

March 2012
WEST LOS ANGELES COLLEGE SELF STUDY

Certification
CERTIFICATION OF THE
INSTITUTIONAL SELF STUDY REPORT

Date: March 2012

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

This Institutional Self Study Report is submitted for the purpose of assisting in the
determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the
Self Study Report accurately reflects the nature and substance of this institution.

Signed:

<table>
<thead>
<tr>
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<th>Name and Position</th>
</tr>
</thead>
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<td></td>
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<tr>
<td>Daniel J. LaVista, Chancellor</td>
<td></td>
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<td>Los Angeles Community College District</td>
<td></td>
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<tr>
<td>Miguel Santiago, President</td>
<td></td>
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<tr>
<td>Los Angeles Community College District</td>
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<td></td>
</tr>
<tr>
<td>Adrienne Foster, President</td>
<td></td>
</tr>
<tr>
<td>Academic Senate</td>
<td></td>
</tr>
<tr>
<td>Fran Leonard, Chair</td>
<td></td>
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<tr>
<td>Olga Shewfelt, Chapter President</td>
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<tr>
<td>AFT Faculty Chapter</td>
<td></td>
</tr>
<tr>
<td>Judith-Ann Friedman, President</td>
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<tr>
<td>CA Teamsters Public, Professional</td>
<td></td>
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<tr>
<td>and Medical Employees Union 911</td>
<td></td>
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<tr>
<td>Jo-Ann Haywood, Chapter Chair</td>
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<tr>
<td>AFT Staff Guild Local 1521A</td>
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<tr>
<td>Abel Rodriguez, Representative</td>
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<td>Durrell Levy, President</td>
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West Los Angeles College, nestled on 70 hillside acres with expansive views of the Westside, opened in February 1969. West is one of nine colleges that comprise the Los Angeles Community College District (LACCD), serving approximately 11,500 students through a variety of educational modes – on-ground classes, online, hybrid – to meet the needs of its ethnically and racially diverse students. The college serves Baldwin Hills, Beverly Hills, Brentwood, Century City, Crenshaw, Culver City, La Tijera/Windsor Hills, Marina del Rey, Mar Vista, Pacific Palisades, Palms, Playa del Rey, Venice, Westchester, West Los Angeles and Westwood. In the most recent Campus Climate survey, 90 percent of respondents feel that their work at West contributes to the mission of West: to provide a “transformative educational experience” and to serve as a “gateway to success for every student.”

From its opening in 1969, the college itself has continued to transform from temporary to permanent buildings. The passage of Proposition A in 2001, Proposition AA in 2003, and Measure J in 2009 provided capital funding to the nine colleges, totaling more than $6.2 billion, which has enabled West to open a new entrance road into the campus, a state-of-the-art Math/Science Complex, and a parking structure. In spring 2012, the college anticipates occupying a new classroom building to house the Behavioral and Social Sciences and Language Arts divisions and another new building to house student services as part of the transformation taking place. With several more projects yet to be built, the college is already proud to project the image of an urban institution of higher learning. West now presents itself as a comprehensive community college focused on transfer and offering a major workforce development component in a number of eminent programs.
West has only recently regained the all-time high of enrollment in 1981 when Proposition 13 impacted the college’s enrollment history. Between 1981 and 1985, the college lost half of its enrollment, creating profound effects on the size of the college. As the state economy went through several cycles of growth and recession, West has grown back in fits and starts. Through instructional innovation, entrepreneurial efficiencies and intensive grantsmanship, the college has grown and stabilized its enrollment.

Since the 2006 self study, West has focused its efforts on continuous improvement by resolving all of the resulting recommendations as well as having its 2007, 2008 Progress Reports and 2009 Focused Midterm Report, all accepted by ACCJC. The new president Nabil Abu-Ghazaleh began his tenure on August 1, 2011, and leads a college with well-established governance, planning and resource development processes. Through active college-wide committees, West makes thoughtful, data-based recommendations to the president on enrollment management, student success and fiscal policies in concert with its four major plans: the Educational Master Plan, the Facilities Plan, the Student Services Plan and the Technology Plan. The efforts of West’s Grants Management Committee enhance West’s ability to offer high quality instruction and services in turbulent times. In spring 2012, the college anticipates the opening of a new General Classroom Building that integrates technology and multi-media and the Student Services Building to further enhance our students’ teaching and learning experiences.

As this self study goes to print, West is inaugurating a new student success program, Achieving the Dream, to focus college efforts on student retention and completion through intensive review of program and student data. This initiative will draw on the college’s growing sense of pride and self-confidence, as well as the deep-rooted dedication to students that have always defined the college. West Los Angeles College is poised to reach even higher. The college’s collaborative efforts continue as we launch Achieving the Dream, to enable each student to achieve what he/she hopes, strives and studies for.
West Los Angeles College, one of the nine colleges in the Los Angeles Community College District, is located in Culver City, California. As can be seen in the map of Poverty in Los Angeles County, West is located where two areas of Los Angeles meet, South Central and Westside. South Central Los Angeles has a poverty rate of 30%-40%, while by contrast the poverty rate in the Westside is 10%-20%. The impact is widely differing needs from the local community college that serves both communities.
Service Area of West Los Angeles College

Regional Change Comparison

TOTAL PROJECTED POPULATION CHANGE

Total regional population change is above the state average.

<table>
<thead>
<tr>
<th></th>
<th>2011 Total</th>
<th>2013 Total</th>
<th>Total Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles County Region</td>
<td>13,070,062</td>
<td>13,157,375</td>
<td>87,313</td>
<td>1%</td>
</tr>
<tr>
<td>California State</td>
<td>37,801,004</td>
<td>38,292,212</td>
<td>491,208</td>
<td>1%</td>
</tr>
</tbody>
</table>

PROJECTED CHANGE BY RACE, 2011 – 2013

<table>
<thead>
<tr>
<th>Race/Ethnicity 2011</th>
<th>Total</th>
<th>Region % of total</th>
<th>Region Change</th>
<th>State Change</th>
<th>Nation Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>4,140,624</td>
<td>32%</td>
<td>-1%</td>
<td>-1%</td>
<td>0%</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>5,632,912</td>
<td>43%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Non-White</td>
<td>237,927</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>879,767</td>
<td>7%</td>
<td>-1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>33,356</td>
<td>0%</td>
<td>-1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,848,519</td>
<td>14%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>33,295</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>263,663</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: Regional Scan and Program Demand Report, by Economic Modeling Specialists Inc. (EMSI).
Educational Attainment Summary
In the region, college degree attainment is below average compared to the state and above average compared to the nation.

Educational Attainment Totals, Detail

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>2011 Total, (age 25+)</th>
<th>% of Region (age 25+)</th>
<th>% of State (age 25+)</th>
<th>% of Nation (age 25+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than 9th Grade</td>
<td>1,358,869</td>
<td>15.9%</td>
<td>13.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>9th Grade to 12th Grade</td>
<td>583,193</td>
<td>6.8%</td>
<td>6.3%</td>
<td>6.6%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>1,724,772</td>
<td>20.2%</td>
<td>21.0%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Some College</td>
<td>1,709,966</td>
<td>20.0%</td>
<td>21.9%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>589,234</td>
<td>6.9%</td>
<td>7.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>1,697,423</td>
<td>19.9%</td>
<td>19.1%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Graduate Degree and Higher</td>
<td>880,543</td>
<td>10.3%</td>
<td>10.7%</td>
<td>10.3%</td>
</tr>
<tr>
<td></td>
<td>8,544,001</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: EMSI Complete Employment - 2011.3.
EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY

Comparison of College Degree Attainment to State and Nation

Differences are expressed in percentage points. Positive numbers indicate higher attainment levels in the region compared to the state or nation; negative numbers indicate lower attainment levels in the region.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Difference in College Attainment (State)</th>
<th>Difference in College Attainment (Nation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>5.0</td>
<td>13.4</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>-0.7</td>
<td>-3.6</td>
</tr>
<tr>
<td>Non-White</td>
<td>-1.1</td>
<td>-4.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.9</td>
<td>0.6</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>3.4</td>
<td>2.8</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.2</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Degree attainment is higher in West’s region than it is in the State or Nation for all ethnicities except for Hispanic and for Non-White.

REGIONAL ATTAINMENT BY RACE/ETHNICITY, DETAIL

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2011 Persons (age 25+)</th>
<th>Less Than High School</th>
<th>HS Diploma or Some College</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>3,143,745</td>
<td>203,513</td>
<td>1,295,307</td>
<td>1,644,925</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>3,151,579</td>
<td>1,395,903</td>
<td>1,290,843</td>
<td>464,833</td>
</tr>
<tr>
<td>Non-White</td>
<td>136,167</td>
<td>60,318</td>
<td>55,768</td>
<td>20,081</td>
</tr>
<tr>
<td>Black or African American</td>
<td>591,932</td>
<td>77,781</td>
<td>319,417</td>
<td>194,734</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>24,672</td>
<td>6,860</td>
<td>12,282</td>
<td>5,529</td>
</tr>
<tr>
<td>Asian</td>
<td>1,351,182</td>
<td>171,781</td>
<td>395,673</td>
<td>783,728</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>21,876</td>
<td>3,409</td>
<td>12,296</td>
<td>6,171</td>
</tr>
<tr>
<td>Two or more races</td>
<td>122,847</td>
<td>22,497</td>
<td>53,152</td>
<td>47,198</td>
</tr>
<tr>
<td>Total</td>
<td>8,544,001</td>
<td>1,942,063</td>
<td>3,434,739</td>
<td>3,167,200</td>
</tr>
</tbody>
</table>

Source: ESI Complete Employment - 2011.3.
Educational Attainment by Gender

In the region, females have higher high school attainment rates and lower college degree attainment rates compared to males.

<table>
<thead>
<tr>
<th></th>
<th>2011 Total (age 25+)</th>
<th>Less than High School</th>
<th>High School Diploma</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>4,175,041</td>
<td>22.9%</td>
<td>39.8%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Females</td>
<td>4,368,960</td>
<td>22.6%</td>
<td>40.6%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

Source: Regional Scan and Program Demand Report, by Economic Modeling Specialists Inc. (EMSI).
INTRODUCTION

Service Area of West Los Angeles College

REGIONAL OCCUPATION SUMMARY

Employment outlooks organized by occupation provide a more workforce-oriented (rather than industry-oriented) perspective. These are jobs that are in demand across all industries in the region. All tables except those showing major occupation groups have been filtered to include only occupations with an average education level between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive. These jobs can be well-served through the development of for-credit certificate, associate’s, or transfer programs.

Occupation Groups Providing the Most Jobs

The major occupation groups accounting for the most total regional jobs in 2011 are:

- Office and administrative support occupations
- Sales and related occupations
- Management occupations
- Food preparation and serving related occupations
- Business and financial operations occupations

Specific Occupations Providing the Most Jobs

The largest specific occupations are:

- Real estate sales agents
- Managers, all other
- First-line supervisors/managers of retail sales workers
- Bookkeeping, accounting, and auditing clerks
- Property, real estate, and community association managers
- Managers

High-Growth Occupations

The occupations with the most total new jobs from 2011 to 2013 are:

- Personal financial advisors
- Securities, commodities, and financial services sales agents
- Real estate sales agents
- Property, real estate, and community association managers
- Registered nurses

Occupations with Most Total Openings

The occupations with the most estimated openings (new jobs plus replacement jobs) are:

- Personal financial advisors
- Securities, commodities, and financial services sales agents
- Real estate sales agents
- Managers, all other
- Property, real estate, and community association managers

Source: Regional Scan and Program Demand Report, by Economic Modeling Specialists Inc. (EMSI).
Top-Ranked Occupations by Total Growth, 2011 – 2013

Occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Description</th>
<th>2011 Jobs</th>
<th>2013 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>Median Earnings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-2052</td>
<td>Personal financial Advisors</td>
<td>74,942</td>
<td>86,143</td>
<td>11,201</td>
<td>15%</td>
<td>12,820</td>
<td>$23.60</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>41-3031</td>
<td>Securities, commodities, and financial services sales agents</td>
<td>71,101</td>
<td>8,747</td>
<td>14%</td>
<td>12,568</td>
<td>$24.25</td>
<td>Bachelor's</td>
<td></td>
</tr>
<tr>
<td>11-9141</td>
<td>Property, real estate, and community association managers</td>
<td>88,833</td>
<td>94,423</td>
<td>5,590</td>
<td>6%</td>
<td>8,652</td>
<td>$12.04</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered nurses</td>
<td>83,697</td>
<td>88,425</td>
<td>4,728</td>
<td>6%</td>
<td>7,652</td>
<td>$37.82</td>
<td>Associate's</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, all other</td>
<td>108,624</td>
<td>112,269</td>
<td>3,645</td>
<td>3%</td>
<td>9,248</td>
<td>$24.58</td>
<td>Exp. In Field</td>
</tr>
<tr>
<td>41-1012</td>
<td>First-line supervisors/ managers of nonretail sales workers</td>
<td>57,421</td>
<td>60,254</td>
<td>2,833</td>
<td>5%</td>
<td>5,214</td>
<td>$28.08</td>
<td>Exp. In Field</td>
</tr>
<tr>
<td>31-1012</td>
<td>Nursing aides, orderlies, and attendants</td>
<td>47,900</td>
<td>50,609</td>
<td>2,709</td>
<td>6%</td>
<td>3,662</td>
<td>$12.12</td>
<td>PS Award</td>
</tr>
<tr>
<td>41-9022</td>
<td>Real estate brokers</td>
<td>40,738</td>
<td>43,294</td>
<td>2,556</td>
<td>6%</td>
<td>3,889</td>
<td>$10.28</td>
<td>Exp. In Field</td>
</tr>
<tr>
<td>13-2051</td>
<td>Financial analysts</td>
<td>25,910</td>
<td>28,446</td>
<td>2,536</td>
<td>10%</td>
<td>3,477</td>
<td>$29.19</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and auditors</td>
<td>72,122</td>
<td>74,460</td>
<td>2,338</td>
<td>3%</td>
<td>4,776</td>
<td>$25.89</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary school teachers, except special education</td>
<td>66,493</td>
<td>68,758</td>
<td>2,265</td>
<td>3%</td>
<td>5,289</td>
<td>$35.99</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>27-4021</td>
<td>Photographers</td>
<td>60,926</td>
<td>63,051</td>
<td>2,125</td>
<td>3%</td>
<td>4,562</td>
<td>$17.25</td>
<td>LT OJT</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical assistants</td>
<td>31,544</td>
<td>33,645</td>
<td>2,101</td>
<td>7%</td>
<td>2,804</td>
<td>$14.51</td>
<td>MT OJT</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical secretaries</td>
<td>32,931</td>
<td>34,862</td>
<td>1,931</td>
<td>6%</td>
<td>2,818</td>
<td>$14.94</td>
<td>PS Award</td>
</tr>
<tr>
<td>43-4051</td>
<td>Customer services representatives</td>
<td>86,054</td>
<td>87,737</td>
<td>1,683</td>
<td>2%</td>
<td>7,100</td>
<td>$16.56</td>
<td>MT OJT</td>
</tr>
<tr>
<td>27-2042</td>
<td>Musicians and singers</td>
<td>39,033</td>
<td>40,566</td>
<td>1,533</td>
<td>4%</td>
<td>3,108</td>
<td>$10.46</td>
<td>LT OJT</td>
</tr>
<tr>
<td>25-3099</td>
<td>Teachers and instructors, all other</td>
<td>42,113</td>
<td>43,565</td>
<td>1,452</td>
<td>3%</td>
<td>2,747</td>
<td>$20.14</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>27-3043</td>
<td>Writers and authors</td>
<td>33,467</td>
<td>34,905</td>
<td>1,438</td>
<td>4%</td>
<td>2,841</td>
<td>$11.98</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed practical and licensed vocational nurses</td>
<td>27,451</td>
<td>28,880</td>
<td>1,429</td>
<td>5%</td>
<td>3,146</td>
<td>$23.14</td>
<td>PS Award</td>
</tr>
</tbody>
</table>

Source: EMSI Complete Employment - 2011.3.
Enrollment Trends and Student Demographics

West Los Angeles College opened in Fall 1969 with a headcount of 3,282 students. Peak headcount was reached in Fall 1980, at 11,640 students, followed by a steep decline in enrollment. The 1980 enrollment level was nearly reached again in Fall 2010 when 11,140 credit students were enrolled at census.

West’s headcount increases and declines mirror the trends of the Los Angeles Community College District over-all.

Note: Headcount is the number of individual students (unduplicated).
Source for all student trend and demographic data: The Los Angeles Community College District Office Student Information System (SIS).
Enrollment swings at West Los Angeles College generally reflect changes in the economy of California and the resulting funding levels for community colleges.
The student body at West is diverse ethnically. The largest group of students is African American, with 40.5% of all students; Hispanic students represent 33.5% of students; White students represent 15.0%; Asian/Pacific Islander students represent 8.2%; Multi-Ethnic students account for 2.3%, while 0.4% are other ethnicity.

The average age of students at West is over 28 years old. Concurrent High School students comprise 5.8% of students, and an additional 15% are 19 years and younger. The largest group of students is aged 20-24, with 29.9% of the total.

Consistent with gender balance in higher education nation-wide, females make up 60.8% of students, and males are 39.2%.

English is the primary language of 85.6% of West’s students. Spanish is the primary language of another 7.8%, while other languages account for less than 1% each of all students.
Enrollment Trends and Student Demographics

**Fall 2010**  
*Headcount 11,140*

A full time load, 12 units or more, is taken by 21.3% of students. 39% of students take 6-11 units, while 39.6% were enrolled in fewer than 6 units.

Nearly a quarter of enrollments—21% - were in online classes. The largest group of students were enrolled in morning sections, while 16.5% were enrolled in the evening.

The majority of West’s students are Continuing, 57.5%. New students made up 29.5% of students in Fall 2010.
Enrollment Trends and Student Demographics

Over 61% of West students enter the college with a US High School Diploma and another 17% have an Associate or Bachelor degree, while 4.3% have a Foreign Secondary Diploma. About 11% have a GED or did not graduate from high school.

Although nearly 44% of students say they plan to transfer, this goal may not be realistic given that only 2% of students place into college level mathematics. A Vocational goal is reported by 25% of students, 14.7% of students are Undecided/Unknown as to goal, 11% have a General Education goal, and 5.3% have a Transitional goal.

NOTE: The major Goal categories are inclusive of the following responses to the goal question on the Application for Admission:

**Vocational**: Preparing New Career; Advance in Job/Career; Discover Career Goals, Maintain License, Vocational Degree without Transfer; and Vocational Certificate without Transfer

**Transfer**: Transfer with Degree and Transfer without Degree

**General Education**: Associate Degree without Transfer and Personal Enrichment

**Transitional**: Improve Basic Skills and Complete High School Diploma
## Student Preparation

### Student Preparation: Assessment and Placement Summary

**Math, English, and ESL**

**2005-2010**

#### Math Placement Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Recommended Placement</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>Math 260-261</td>
<td>39</td>
<td>44</td>
<td>44</td>
<td>39</td>
<td>54</td>
<td>44</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>College Level</td>
<td>Math 241</td>
<td>19</td>
<td>25</td>
<td>20</td>
<td>17</td>
<td>23</td>
<td>17</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Pre-College Level</td>
<td>IA Series</td>
<td>69</td>
<td>59</td>
<td>44</td>
<td>60</td>
<td>63</td>
<td>75</td>
<td>49</td>
<td>21</td>
</tr>
<tr>
<td>Pre-College Level</td>
<td>125/127</td>
<td>164</td>
<td>137</td>
<td>148</td>
<td>168</td>
<td>192</td>
<td>260</td>
<td>287</td>
<td>360</td>
</tr>
<tr>
<td>Pre-College Level</td>
<td>115/117</td>
<td>759</td>
<td>688</td>
<td>763</td>
<td>672</td>
<td>914</td>
<td>916</td>
<td>933</td>
<td>32.7%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Math 110/112</td>
<td>1,090</td>
<td>957</td>
<td>955</td>
<td>1,207</td>
<td>1,927</td>
<td>1,817</td>
<td>1,817</td>
<td>25.4%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Math 105</td>
<td>304</td>
<td>255</td>
<td>277</td>
<td>265</td>
<td>752</td>
<td>771</td>
<td>725</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

#### Total

|                      | 2,444 | 100% | 2,165 | 100% | 2,342 | 100% | 2,176 | 100% | 2,642 | 100% | 2,967 | 100% | 2,850 | 100% |

#### English Placement Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Recommended Placement</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>English 101</td>
<td>637</td>
<td>511</td>
<td>612</td>
<td>583</td>
<td>652</td>
<td>689</td>
<td>606</td>
<td>653</td>
</tr>
<tr>
<td>Pre-College Level</td>
<td>English 28</td>
<td>984</td>
<td>808</td>
<td>770</td>
<td>700</td>
<td>884</td>
<td>1,114</td>
<td>1,068</td>
<td>1,032</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Eng 21 or 73</td>
<td>780</td>
<td>639</td>
<td>419</td>
<td>411</td>
<td>574</td>
<td>803</td>
<td>840</td>
<td>814</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>English 20A</td>
<td>82</td>
<td>64</td>
<td>58</td>
<td>60</td>
<td>53</td>
<td>64</td>
<td>75</td>
<td>92</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>ESL Referral</td>
<td>41</td>
<td>22</td>
<td>172</td>
<td>109</td>
<td>46</td>
<td>45</td>
<td>36</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

#### Total

|                      | 2,483 | 100% | 2,022 | 100% | 1,900 | 100% | 1,926 | 100% | 2,272 | 100% | 2,696 | 100% | 2,589 | 100% |

#### ESL Placement Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Recommended Placement</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>ESL 8</td>
<td>27</td>
<td>6.8%</td>
<td>40</td>
<td>9.7%</td>
<td>40</td>
<td>8.7%</td>
<td>22</td>
<td>4.6%</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL 6 Series/6A*</td>
<td>67</td>
<td>25.5%</td>
<td>50</td>
<td>24.6%</td>
<td>99</td>
<td>25.1%</td>
<td>116</td>
<td>28.2%</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL 5 Series, 5A/5C</td>
<td>116</td>
<td>44.1%</td>
<td>102</td>
<td>50.2%</td>
<td>183</td>
<td>46.3%</td>
<td>170</td>
<td>41.3%</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL 4 Series, 4A/4C</td>
<td>67</td>
<td>25.5%</td>
<td>42</td>
<td>20.7%</td>
<td>74</td>
<td>18.7%</td>
<td>86</td>
<td>20.9%</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL 3A/3C</td>
<td>13</td>
<td>4.9%</td>
<td>9</td>
<td>4.4%</td>
<td>12</td>
<td>3.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total

|                      | 263   | 100% | 203   | 100% | 395   | 100% | 412   | 100% | 461   | 100% | 263   | 100% | 170   | 100% | 156   | 100% |

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**Note:** Totals exclude unknowns.

**Source:** The Los Angeles Community College District Office Student Information System (SIS).

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The percent of students placing into college-level English and Mathematics courses has remained stable over the last eight years: less than 2% place into college-level Mathematics, and about 25% place into college-level English.
The API Base Report for West’s feeder high schools gives a view into the communities the students come from. High schools whose ‘API Base score’ is in the top 90th percentile have a ‘Statewide Rank’ of 9; high schools whose ‘API Base score’ is in the bottom 10% have a ‘Statewide Rank’ of 1. The majority of West’s students come from high schools in the bottom 30% of high schools statewide. Graduation rates range to a low of 63.2% at Dorsey, one of the major feeder high schools. The percent of “Participants in Free or Reduced Lunch” programs is an indicator of poverty. As many as 88% of students at Washington Senior High participate in...
The average unit load in Fall 2010 was 6.9 units. Unit load is based on the number of units in which a student received an evaluative or nonevaluative transcript record. Male students carried, on average, a larger student load, 7.3 units, than did female students, 6.7 units.

The largest average unit load was carried by African-American students, 7.1 units, followed by Hispanic students with 7.0 units. The lowest unit load was carried by Asian and white students (6.3 and 6.6 units, respectively).

The largest average unit load was carried by the younger student age groups, under 20 and 20-24 years of age. The lowest unit load was carried by students in the oldest age group, 55 and over.

Source: The Los Angeles Community College District Student Information System, SIS_RDB.
STUDENT SUCCESS METRICS: SUCCESSFUL COURSE COMPLETION

Over-all successful course completion rate in Fall 2010 was 66%. There was no difference by gender.

The highest successful course completion rates were among Asian, Pacific Islander and White students (81% and 82%, respectively). The lowest successful course completion rate was among Black/African American students, which at 57%, is 10 percentage points lower than the next lowest rate, 67% among Hispanic/Latino students. This inequity is a concern that is being addressed in the Achieving the Dream research and planning.

Students in younger age groups tend to have lower successful course completion rates than those in older groups.
The average GPA of all students in Fall 2010 was 2.46. Female students had a slightly higher GPA, 2.48, and males had a slightly lower GPA, 2.45.

The highest GPA by ethnic group was among white students, 3.08, followed by Asian students at 3.02. The lowest GPA was among African-American students at 2.12 and Hispanic students, 2.43.

The highest GPA by age group was among older students, 55 and over, while the younger students had the lowest average GPA.

Source: The Los Angeles Community College District Student Information System, SIS_RDB.
Persistence Rate is computed based on transcript notations including letter grades and ‘W’ in the denominator, and number of letter grades in the numerator. The persistence rate of all students from Fall 2010 to Spring 2011 was 55%. A difference by gender was evident: Female students had a persistence rate of 57%, males at 53%.

Persistence Rate differences by ethnicity show that the highest persistence rates are among Black/African American and Hispanic/Latino students (57% and 56%, respectively), while the lowest rates are among Asian, Pacific Islander and White students (52% and 50%, respectively).

Persistence Rates by age group ranged from 53% in the middle age group (age 25-34) to a high of 59% among the youngest students (Under age 20).
**STUDENT SUCCESS METRICS: FALL TO FALL PERSISTENCE**

The Fall-to-Fall Persistence rate over-all was 34% in Fall 2010-Fall 2011. The one-year persistence rate of Male students was substantially lower than that of Female students (28% vs. 38%), paralleling the difference in one-semester persistence rates.

The differences by ethnicity in Fall-to-Fall Persistence rates are similar to the differences in Fall-to-Spring Persistence.

The age group with the highest Fall-to-Fall Persistence rate was 35-54. The youngest age groups had the lowest persistence rates.

Source: The Los Angeles Community College District Student Information System, SIS_RDB.
The State-wide accountability system for community colleges, Accountability Reporting for Community Colleges (ARCC) establishes cohorts of students to track over time in order to assess success of students whose goals are graduation or transfer, vocational training, or basic skills. ARCC also makes possible comparisons with other colleges as grouped into peer groups of similar institutions. West shows mixed results in student achievements over time. The percent of students who obtain a degree or certificate or transfer within six years has increased to a high of 46.4%, while the percent of students who earned at least 30 units in six years has declined. The one year persistence rate of new students has stayed level at 57%. This rate is larger than the one year persistence rate reported by student demographic because it is a select cohort of new students, while the previous rate of 34% includes all students, including continuing students. The workforce development measure, successful course completion rate of vocational courses, has steadily declined over the time period reflected in the most recent ARCC report. The pre-collegiate improvement rates have been extremely variable for ESL courses, and more steady for basic skills courses, ranging from 41.6% to 46.5% success rate, still a rate that is too low, and lower than the success rates of West’s peer group colleges. The low success rates are one of the areas of concern that the Achieving the Dream project is addressing.

### ARCC Indicators of Student Achievements over Time

<table>
<thead>
<tr>
<th>I. Student Progress and Achievement: Degree / Certificate / Transfer</th>
<th>2002-03 to 2007-08</th>
<th>2003-04 to 2008-09</th>
<th>2004-05 to 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Percent Obtaining Degree/Certificate/Transfer within 6 years</td>
<td>42.6%</td>
<td>42.2%</td>
<td>46.4%</td>
</tr>
<tr>
<td>1a: Percent of Students Who Earned at Least 30 Units within 6 Years</td>
<td>65.3%</td>
<td>66.3%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Student Progress and Achievement: Degree / Certificate / Transfer</th>
<th>Fall 2006 to Fall 2007</th>
<th>Fall 2007 to Fall 2008</th>
<th>Fall 2008 to Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Percent of New Students in Fall Term Who Returned the Following Fall</td>
<td>54.1%</td>
<td>57.2%</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3: Annual Successful Course Completion Rates for Vocational Courses</td>
<td>80.2%</td>
<td>76.6%</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Annual Successful Course Completion Rates for Credit Basic Skills Courses</td>
<td>48.6%</td>
<td>51.2%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Pre-Collegiate Improvement: Basic Skills, ESL and Enhanced Noncredit</th>
<th>2005-06 to 2007-08</th>
<th>2006-07 to 2008-09</th>
<th>2008-09 to 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a: Improvement Rates for ESL Courses</td>
<td>58.5%</td>
<td>38.5%</td>
<td>64.0%</td>
</tr>
<tr>
<td>5b: Improvement Rates for Credit Basic Skills Courses</td>
<td>41.6%</td>
<td>46.5%</td>
<td>45.7%</td>
</tr>
</tbody>
</table>
**Student Success Metrics**

**STUDENT SUCCESS METRICS: DEGREES AND CERTIFICATES**

<table>
<thead>
<tr>
<th>Year</th>
<th>AA</th>
<th>AS</th>
<th>Certificate</th>
<th>Skill Certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>293</td>
<td>34</td>
<td>191</td>
<td>149</td>
<td>667</td>
</tr>
<tr>
<td>2009-10</td>
<td>307</td>
<td>34</td>
<td>131</td>
<td>186</td>
<td>658</td>
</tr>
<tr>
<td>2008-09</td>
<td>368</td>
<td>28</td>
<td>128</td>
<td>233</td>
<td>757</td>
</tr>
<tr>
<td>2007-08</td>
<td>309</td>
<td>32</td>
<td>118</td>
<td>139</td>
<td>598</td>
</tr>
<tr>
<td>2006-07</td>
<td>297</td>
<td>28</td>
<td>123</td>
<td>91</td>
<td>539</td>
</tr>
<tr>
<td>2005-06</td>
<td>286</td>
<td>27</td>
<td>84</td>
<td>125</td>
<td>522</td>
</tr>
<tr>
<td>2004-05</td>
<td>274</td>
<td>26</td>
<td>103</td>
<td>112</td>
<td>515</td>
</tr>
<tr>
<td>2003-04</td>
<td>375</td>
<td>26</td>
<td>34</td>
<td>171</td>
<td>734</td>
</tr>
<tr>
<td>2002-03</td>
<td>287</td>
<td>29</td>
<td>175</td>
<td>135</td>
<td>626</td>
</tr>
<tr>
<td>2001-02</td>
<td>214</td>
<td>34</td>
<td>152</td>
<td>175</td>
<td>575</td>
</tr>
</tbody>
</table>

In 2010-11, the total number of degrees and certificates awarded to West students was 667. This total is lower than the totals of two previous years, 2008-09 and 2003-04. The numbers of AA degrees hovers around 300 while the numbers of AS degrees hovers around 30. The numbers of certificates and skill certificates vary more widely over the years. Certificate numbers reached a low in 2005-06 of 84 awards, but in 2010-11 reached a ten-year high of 191. The numbers of Skill Certificates has ranged from of low of 91 in 2006-07 to a high of 233 in 2008-09.
STUDENT SUCCESS METRICS: DEGREES AND CERTIFICATES

The ratio of awards by gender is more extreme than the gender ratio of the student body as a whole. Although Females make up about 61% of the student headcount, they account for 66% of graduates.

Similarly, there is a difference in the proportion of awards by ethnicity compared with the ethnicity of the students as a whole. The only under-represented group is Hispanic/ Latino: only 28% of graduates are in this group, compared with 33.5% of the student body. All other groups are relatively over-represented among graduates. More variability is uncovered when types of awards are examined by ethnicity.

The age groups with the largest proportion of graduates are ages 25-34 and 35-54. This finding is consistent with the experience of community college students that, on average, more than two years are required for program completion.
Student Success Metrics

**STUDENT SUCCESS METRICS: TRANSFER**

In Fall 2010, thirty-two West alumni enrolled at UC and 106 at CSU. UCLA was the largest UC recipient of West students, and Cal State Dominguez Hills was the largest CSU recipient. The ethnic distribution of transfer students closely approximates the distribution within the entire student body. However, when drilling down into the data to the 4-year college segment, differences emerge: Hispanic/Latino students are over-represented at CSU, and Asian, Pacific Islander stu-

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>UC (Fall 2010)</th>
<th>CSU (Fall 2010)</th>
<th>Private (Fall 2007)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian, Pac Islander</td>
<td>5 (16.7%)</td>
<td>6 (7.2%)</td>
<td>2 (14.3%)</td>
<td>13 (10.2%)</td>
</tr>
<tr>
<td>Black/ African American</td>
<td>9 (30.0%)</td>
<td>33 (39.8%)</td>
<td>8 (57.1%)</td>
<td>50 (39.4%)</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>11 (36.7%)</td>
<td>31 (37.3%)</td>
<td>3 (21.4%)</td>
<td>45 (35.4%)</td>
</tr>
<tr>
<td>White</td>
<td>5 (16.7%)</td>
<td>13 (15.7%)</td>
<td>1 (7.1%)</td>
<td>19 (15.0%)</td>
</tr>
<tr>
<td>Other/ Unknown</td>
<td>2 (6.7%)</td>
<td>23 (27.4%)</td>
<td>0 (0%)</td>
<td>25 (19.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32 (100.0%)</strong></td>
<td><strong>106 (100.0%)</strong></td>
<td>14 (100.0%)</td>
<td><strong>152 (100.0%)</strong></td>
</tr>
</tbody>
</table>

Source: California Postsecondary Education Commission On Line data system—http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp
STUDENT SUCCESS METRICS: TRANSFER

<table>
<thead>
<tr>
<th>Year</th>
<th>Area of Study</th>
<th>California State University</th>
<th>California Private Institutions</th>
<th>Total Known Fall Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>33</td>
<td>160</td>
<td>45</td>
<td>214</td>
</tr>
<tr>
<td>1994</td>
<td>38</td>
<td>124</td>
<td>42</td>
<td>207</td>
</tr>
<tr>
<td>1995</td>
<td>25</td>
<td>148</td>
<td>31</td>
<td>204</td>
</tr>
<tr>
<td>1996</td>
<td>20</td>
<td>149</td>
<td>41</td>
<td>210</td>
</tr>
<tr>
<td>1997</td>
<td>26</td>
<td>159</td>
<td>43</td>
<td>228</td>
</tr>
<tr>
<td>1998</td>
<td>22</td>
<td>133</td>
<td>56</td>
<td>211</td>
</tr>
<tr>
<td>1999</td>
<td>25</td>
<td>128</td>
<td>39</td>
<td>192</td>
</tr>
<tr>
<td>2000</td>
<td>22</td>
<td>126</td>
<td>44</td>
<td>192</td>
</tr>
<tr>
<td>2001</td>
<td>22</td>
<td>115</td>
<td>24</td>
<td>161</td>
</tr>
<tr>
<td>2002</td>
<td>29</td>
<td>106</td>
<td>11</td>
<td>146</td>
</tr>
<tr>
<td>2003</td>
<td>40</td>
<td>93</td>
<td>32</td>
<td>165</td>
</tr>
<tr>
<td>2004</td>
<td>37</td>
<td>141</td>
<td>40</td>
<td>218</td>
</tr>
<tr>
<td>2005</td>
<td>33</td>
<td>130</td>
<td>45</td>
<td>208</td>
</tr>
<tr>
<td>2006</td>
<td>42</td>
<td>124</td>
<td>20</td>
<td>186</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>136</td>
<td>17</td>
<td>177</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>124</td>
<td>16</td>
<td>163</td>
</tr>
<tr>
<td>2009</td>
<td>33</td>
<td>136</td>
<td>16</td>
<td>169</td>
</tr>
<tr>
<td>2010</td>
<td>32</td>
<td>106</td>
<td>16</td>
<td>138</td>
</tr>
</tbody>
</table>

The most popular areas of study for 2009 transfer students at UC were Business, Management, Marketing and Related Support Services, followed by Psychology and Liberal Arts and Sciences, General Studies, and Humanities.
The numbers of employees increased through Fall 2008, and have declined since then to a five-year low in Fall 2010 of 788. The group that experienced the largest decline was Adjunct Faculty, down 8 people, while Maintenance/Operations was down 6 from the prior fall, Technical/Clerical was down 4, and Supervisory, Classified Management was down 3. The demographic distributions of employees differs from student demographics. Males make up 50% of the workforce, but only 39% of students. African-American/Black employees account for 21% of the total, while 40% of students are in the same group. The proportions of White and Hispanic/Latino employees also differ from their representation in the student body.
Employee Trends and Demographics

EMPLOYEES: DEMOGRAPHICS — FALL 2010

### Ethnicity

- African American/Black: 21%
- Asian/Pacific Islander: 11%
- Hispanic/Latino: 10%
- White: 41%
- Other: 1%
- Unknown: 16%

### Age Group

- 29 and younger: 5%
- 30-44: 35%
- 45-59: 35%
- 60 and older: 25%

### Employment Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>African-American/Black</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic/Latino</th>
<th>White</th>
<th>xOther</th>
<th>xUnknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres, VPs, Deans</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>53%</td>
<td>1</td>
<td>7%</td>
<td>15</td>
</tr>
<tr>
<td>Crafts</td>
<td>2</td>
<td>25%</td>
<td>1</td>
<td>13%</td>
<td>3</td>
<td>38%</td>
<td>6</td>
</tr>
<tr>
<td>Maint/Operations</td>
<td>7</td>
<td>25%</td>
<td>1</td>
<td>3%</td>
<td>4</td>
<td>13%</td>
<td>18</td>
</tr>
<tr>
<td>Supervisory, Classified Mgmt.</td>
<td>8</td>
<td>40%</td>
<td>4</td>
<td>20%</td>
<td>3</td>
<td>15%</td>
<td>2</td>
</tr>
<tr>
<td>Technical/Clerical</td>
<td>21</td>
<td>26%</td>
<td>12</td>
<td>15%</td>
<td>18</td>
<td>23%</td>
<td>30</td>
</tr>
<tr>
<td>Classified Total</td>
<td>38</td>
<td>27%</td>
<td>18</td>
<td>13%</td>
<td>28</td>
<td>20%</td>
<td>139</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>99</td>
<td>19%</td>
<td>50</td>
<td>10%</td>
<td>38</td>
<td>7%</td>
<td>519</td>
</tr>
<tr>
<td>Depart. Chair &amp; Vice Chair</td>
<td>3</td>
<td>21%</td>
<td>3</td>
<td>21%</td>
<td>1</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>Non-Teaching, Reg &amp; Adj</td>
<td>7</td>
<td>24%</td>
<td>5</td>
<td>17%</td>
<td>4</td>
<td>14%</td>
<td>6</td>
</tr>
<tr>
<td>Regular Faculty</td>
<td>14</td>
<td>19%</td>
<td>10</td>
<td>14%</td>
<td>6</td>
<td>8%</td>
<td>2</td>
</tr>
<tr>
<td>Faculty Total</td>
<td>123</td>
<td>19%</td>
<td>68</td>
<td>11%</td>
<td>49</td>
<td>8%</td>
<td>634</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>21%</td>
<td>86</td>
<td>11%</td>
<td>81</td>
<td>10%</td>
<td>788</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>29 and younger</th>
<th>30-44</th>
<th>45-59</th>
<th>60 and older</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres, VPs, Deans</td>
<td>5</td>
<td>33%</td>
<td>5</td>
<td>33%</td>
<td>15</td>
</tr>
<tr>
<td>Crafts</td>
<td>1</td>
<td>13%</td>
<td>6</td>
<td>75%</td>
<td>1</td>
</tr>
<tr>
<td>Maint/Operations</td>
<td>2</td>
<td>6%</td>
<td>14</td>
<td>45%</td>
<td>13</td>
</tr>
<tr>
<td>Supervisory, Classified Mgmt.</td>
<td>1</td>
<td>5%</td>
<td>7</td>
<td>35%</td>
<td>11</td>
</tr>
<tr>
<td>Technical/Clerical</td>
<td>6</td>
<td>8%</td>
<td>30</td>
<td>38%</td>
<td>35</td>
</tr>
<tr>
<td>Classified Total</td>
<td>9</td>
<td>6%</td>
<td>52</td>
<td>37%</td>
<td>65</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>27</td>
<td>5%</td>
<td>183</td>
<td>35%</td>
<td>164</td>
</tr>
<tr>
<td>Depart. Chair &amp; Vice Chair</td>
<td>1</td>
<td>7%</td>
<td>7</td>
<td>50%</td>
<td>6</td>
</tr>
<tr>
<td>Non-Teaching, Reg &amp; Adj</td>
<td>1</td>
<td>3%</td>
<td>14</td>
<td>48%</td>
<td>9</td>
</tr>
<tr>
<td>Regular Faculty</td>
<td>19</td>
<td>26%</td>
<td>25</td>
<td>35%</td>
<td>35</td>
</tr>
<tr>
<td>Faculty Total</td>
<td>28</td>
<td>4%</td>
<td>217</td>
<td>34%</td>
<td>205</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>5%</td>
<td>274</td>
<td>35%</td>
<td>274</td>
</tr>
</tbody>
</table>

**Total** 788 100%
2006 PLANNING AGENDAS
UPDATE ON PLANNING AGENDA ITEMS FROM THE 2006 SELF-STUDY REPORT

November 2011

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>
<thead>
<tr>
<th>Completed</th>
<th>Item #</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>1</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. At the Leadership Retreat of 2009, the college Mission Statement was reviewed and as a result through broad-based meetings, a new Mission Statement, together with associated Vision and Values statements, were developed and the Mission Statement was approved by the LACCD Board of Trustees in May 2010. The College Council in November 2011 established a review cycle of every six years.</td>
</tr>
</tbody>
</table>
| ✓         | 2      | 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. | VPAA  
Academic Senate  
SLO Committee | Starting in 2005, faculty participated in ongoing professional development to design student learning outcomes that represented standard student learning objectives that could be applied to courses in a program, division or discipline. This stage was repeated every semester until every program, division or discipline owned a set of SLOs that engaged consensus from their respective faculty groups. |
<table>
<thead>
<tr>
<th>Item #</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
</table>
| ✔ 3   | 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. | • Dean AA  
• VPSS | 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. Proofreading and accuracy are accomplished by reviews at the certificated and staff levels within Academic Affairs. Since the 2009 focused midterm report, the college has posted the Vision and Mission Statements in strategic locations on campus, including major conference rooms. Committee agendas and minutes include the Vision and Mission Statements as a footer. |

**Standard I.B. Improving Institutional Effectiveness**

| ✔ 4   | 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. |

<p>| ✔ 5   | 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 | Eight major committees report through the College Council: Accreditation, Budget, Enrollment Management, Facilities, Planning, Program Review, Resource Development and Technology. 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, minutes, recommendations to the college president and committee self-evaluations are posted on the College Council web page so that they are readily available to all members of the campus community, thus increasing the number of people “in the loop” on news, projects, proposals, actions. In addition, each standing committee has a web page where minutes and other information are posted. |</p>
<table>
<thead>
<tr>
<th>Completed</th>
<th>Item #</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
</table>
| ✓        | 6      | The Office of Institutional Effectiveness will implement the centralization of planning, research, marketing, grants, publications, publicity and the college website. | • VPAA  
• Dean – Research & Planning  
• Director – Advertising & Public Relations | The Office of Institutional Effectiveness has been restructured. The functions have been split: The Office of Research and Planning reports 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 and Public Relations that reports to the college president. |

**Standard II.A. Instructional Programs**

<table>
<thead>
<tr>
<th>Completed</th>
<th>Item #</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
</table>
| ✓        | 7      | 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. | • VPAA  
• Student Success Committee | The Basic Skills Task Force evolved into the Basic Skills Committee, which wrote the Basic Skills Plan, an inclusive document that includes a research agenda. The Academic Senate transformed the basic skills committee into the Student Success Committee. In the summer of 2010 the College held a Foundation Skills Summer Think Tank, which developed a plan to address the needs of underprepared students to support them in their move from basic skills to college-credit programs. This new plan became part of the Student Success Committee’s charge, and it monitors and tracks basic skills students’ success. This committee has maintained a major focus on foundations skills even as it has developed a new commitment to the Achieving the Dream initiative. It reviews the state’s basic skills plan and recommends the expenditures from the basic skills budget. |
<table>
<thead>
<tr>
<th>Item #</th>
<th>Planning Agenda</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>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.</td>
<td>SLO Committee</td>
<td>All of West’s programs and majors have SLOs, as do the college’s 27 certificates of achievement. The Office of Research and Planning helps faculty interpret data and make instructional choices that will improve student achievement of course, program, and institutional SLOs. Academic Affairs, the SLO coordinator and the SLO Committee coordinate evaluation and the use of its findings to better serve students in all areas of the college: general education, career and technical education and basic skills.</td>
</tr>
<tr>
<td>9</td>
<td>The faculty will initiate the alignment of student learning outcomes and course assessment in 2006.</td>
<td>SLO Committee, Divisional Council</td>
<td>Student learning outcomes, established at the institutional level, the program and course levels, are assessed in a three-semester cycle, involving faculty, staff and administrators in self-reflective dialogue about improvements to student learning.</td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td>Academic Senate, SLO Committee</td>
<td>Faculty participated in 15 workshops to create the mapping process, defined and refined program learning outcomes, designed scoring guides, and collected and tracked data. SLO training continues both in one-on-one or small group formats as well as in formalized workshops throughout the academic year.</td>
</tr>
<tr>
<td>11</td>
<td>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.</td>
<td>Academic Senate, SLO Committee</td>
<td>The Academic Senate passed the following resolution in October 2008, “Be it resolved that the Academic Senate of West Los Angeles College strongly urges and supports all faculty in their efforts, through workshops and continuous dialogue 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.”</td>
</tr>
<tr>
<td>Completed</td>
<td>Item #</td>
<td>Planning Agenda</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>✓</td>
<td>12</td>
<td>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.</td>
<td>VPAA</td>
</tr>
<tr>
<td>✓</td>
<td>13</td>
<td>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.</td>
<td>VPAA, Academic Senate, Title V Director</td>
</tr>
<tr>
<td>✓</td>
<td>14</td>
<td>Beginning in 2006, Academic Affairs will offer workshops to help faculty identify and teach students who have different learning styles.</td>
<td>VPAA, Staff Development Director</td>
</tr>
<tr>
<td>Item #</td>
<td>Planning Agenda</td>
<td>Responsible Party</td>
<td>Status</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>✓ 15</td>
<td>Workshops offered by Academic Affairs will train faculty in the use of instructional technology beginning in 2006.</td>
<td>Staff Development Director</td>
<td>The Tech Fair provides faculty and staff with professional development workshops on various aspects of technology, specifically to enhance teaching and provide training on the use of instructional technology to improve student success. Tech Fair workshops are offered year-round in the following tracks: (1) Digital Campus, (2) Teaching and Learning, (3) Technology &amp; the Classroom and (4) Web 2.0 &amp; Social Software. Since 2007, more than 1,200 faculty and staff have attended Tech Fair workshops.</td>
</tr>
<tr>
<td>✓ 16</td>
<td>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.</td>
<td>Curriculum Committee</td>
<td>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.</td>
</tr>
<tr>
<td>✓ 17</td>
<td>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.</td>
<td>VPAA • Academic Senate • Curriculum Committee</td>
<td>An Excel report showing all courses which need to be updated on a six-year cycle is regularly posted on the Curriculum Committee webpage. <a href="http://www.wlac.edu/wportal/Committee/CurriculumCommittee/tabid/58/Default.aspx">http://www.wlac.edu/wportal/Committee/CurriculumCommittee/tabid/58/Default.aspx</a></td>
</tr>
<tr>
<td>Item #</td>
<td>Planning Agenda</td>
<td>Responsible Party</td>
<td>Status</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>✓ 18</td>
<td>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.</td>
<td>Divisional Council</td>
<td>The Curriculum Committee has met with a full quorum of designated representatives monthly for three years. Full minutes are available on the Curriculum Committee webpage.</td>
</tr>
<tr>
<td>✓ 19</td>
<td>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.</td>
<td>VPAA, Academic Senate</td>
<td>Progress on SLOs and course updates are presented at the Curriculum Committee's monthly meeting ensuring that courses are updated on a six-year cycle, including the required institutional, program, and course-level SLOs.</td>
</tr>
<tr>
<td>✓ 20</td>
<td>The Program Review Committee by 2007 will include in the program review process an improved research method for measuring student learning outcomes.</td>
<td>Program Review Committee, SLO Committee</td>
<td>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. The Program Review Committee clarified that measuring student learning outcomes is under the purview of the SLO Committee.</td>
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### INTRODUCTION

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| ✓ 21   | 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. | - VPAA  
- Academic Senate  
- Divisional Council  
- Deans – AA  
- SLO Committee | West’s faculty has identified SLOs at the course and program levels.  
- Currently, West has defined 100% of its program SLOs and assessed 97% of its offered courses.  
- Institutional level SLOs are refined on a continuous basis as part of program level SLO assessment and Program Review. West’s participation in the Achieving the Dream initiative will be a further means of using information from outcomes assessment and program review findings to improve student learning, institutional effectiveness, and student success.  
- The course SLO assessment process is based on a three-semester cycle, and the SLO coordinator monitors the timely development of these course assessments within each academic division. The SLO coordinator monitors systematic assessment and ensures that the results are used for student success and institutional effectiveness. |
| ✓ 22   | 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. | - VPAA  
- 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 all of which embody interdisciplinary approaches. |
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<td>✔</td>
<td>23</td>
<td>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.</td>
<td>▪ VPAA</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>24</td>
<td>Beginning in 2006, each semester, Academic Affairs will establish a computerized checklist to determine which syllabi have been submitted and which are missing.</td>
<td>▪ VPAA</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>25</td>
<td>The college will publish the transfer requirements in the Schedule of Classes beginning in Fall 2006.</td>
<td>▪ VPAA</td>
<td>The section of the class schedule, “Graduation &amp; Transfer Information,” contains information about UC &amp; CSU transfer requirements (IGETC).</td>
</tr>
<tr>
<td>✔</td>
<td>26</td>
<td>The Curriculum Committee will, beginning in 2006, ensure that the Distance Education Addendum is submitted for all new online classes.</td>
<td>▪ Curriculum Committee</td>
<td>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.</td>
</tr>
</tbody>
</table>
| ✔         | 27    | 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. | ▪ Academic Senate        | 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 two-
### Standard II. B. Student Support Services

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<td>✓ 30</td>
<td>“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.</td>
<td>VPSS</td>
<td>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 the Student Services unit’s program review. The results are also used in assessing progress toward the Student Services Plan and the individual department’s SLO. A student services staff survey was conducted in Fall 2008, and the results of the survey were presented in the Student Services Division Program Review. The 12 “point of service” surveys were updated and disseminated again in spring 2011. The LACCD Office of Institutional Research conducts a student satisfaction survey every two years, the last done in Fall 2009. Both survey results were incorporated in the fall 2011 program reviews.</td>
</tr>
</tbody>
</table>

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.

The Office of Institutional Effectiveness was restructured, and 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.
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<tr>
<td>✔ 31</td>
<td>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.</td>
<td>VPSS</td>
<td></td>
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</table>

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. Three additional counselors were hired in fall 2010. From 2006 to 2007-2008 SEPs increased by 29 percent and from '05-'06 to '07-'08 there was a 71 percent increase in SEPs. For the 2009-10 academic year counselors had 2,858 30- appointments and 13,630 walk-in sessions. In Fall 2009 the college introduced DegreeWorks, an automated degree tracking system and Ed plan. In spring 2010, there were approximately 1,600 SEPs in DegreeWorks and as of September 2010 more than 1,044 students used the software to monitor their academic progress. Group SEP workshops began in October 2010, over 913 students have completed a SEP utilizing this new counseling mode.
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<tr>
<td>✓ 32</td>
<td>The Student Services Council will address and plan improved communication to students about available services in Spring 2006.</td>
<td>VPSS</td>
<td>Increasing awareness and utilization of services is an ongoing activity that is reported annually in the Student Services Plan. All campus and ASO activities are posted on 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 July 2008 and August 2009, and a LCD TV was placed inside A&amp;R to promote the campus services. A new college website was developed by the Public Relation and Marketing Department, and an electronic “frequently asked questions” software was purchased to address commonly asked questions. In-person and online support services are publicized through the college Facebook page, posters, flyers, the schedule of classes, the college catalog, West Week and the college website. Two new web pages were created for the International Student Center and Veteran Services. SARS CALL, an automated telephone system, and the new student email system, student@laccd, are used to send out announcements on upcoming campus events. The online new student orientation was upgraded, so students can view the site in English, Spanish and captioning.</td>
</tr>
<tr>
<td>✓ 33</td>
<td>Each Student Service will assess its SLOs in the Spring 2006 semester.</td>
<td>VPSS</td>
<td>The division revised program SLOs and developed divisional SLOs in Spring 2006. A consultant was hired in Spring 2008 to revise the 12 student services department SLOs. The SLOs were incorporated in the Y08/09 Program Review report. The division started assessing SLOs in the same year. Point of contact surveys was conducted in Fall 2008 to measure the unit’s progress. Since the last accreditation visit, each Student Services department has completed two comprehensive program review cycles that include assessing their SLOs. An example of the outcomes produced by the division is the expansion of online services in Counseling, Financial Aid and Admissions and Records.</td>
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<td>✔️ 34</td>
<td></td>
<td>During 2005-2006, the Student Services Council will determine a common core of SLOs for the division.</td>
<td>• VPSS</td>
</tr>
<tr>
<td>✔️ 35</td>
<td></td>
<td>Student Services will develop a master calendar of college events for 2006-2007.</td>
<td>• VPSS</td>
</tr>
<tr>
<td>✔️ 36</td>
<td></td>
<td>By Spring 2006, Counseling and the vice president of Student Services will develop an assessment plan to determine the best allocation of counseling resources.</td>
<td>• VPSS</td>
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<td>✔ 37</td>
<td>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.</td>
<td>• Dean – Student Services</td>
<td>A survey was completed, but Student Services determined that the response was not very representative of the student body. The Student Services 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. Annually, as part of their program review cycle, the Office of Student Activities and ASO solicit students’ suggestions for campus activities. Paper and online surveys, plus the ASO Facebook page are used to capture the information.</td>
</tr>
<tr>
<td>✔ 38</td>
<td>The Matriculation coordinator in conjunction with the Office of Institutional Effectiveness will complete a research agenda with specific timelines in Spring 2006.</td>
<td>• Matriculation Coordinator • Dean – Research &amp; Planning</td>
<td>The Matriculation research agenda and plan was approved by the Academic Senate. Matriculation conducts research on an ongoing basis. The dean of Research and Planning serves on the Matriculation advisory board. Both the dean of Research and Planning and Matriculation coordinator are active members of the Achieving the Dream data team.</td>
</tr>
<tr>
<td>✔ 39</td>
<td>The vice president of Student Services and dean of Student Services will supervise the scanning of backlogged documents in 2006-2007.</td>
<td>• VPSS</td>
<td>Financial Aid and the Admissions office have completed the imaging of the backlogged student and business documents. As of Spring 2010, all permanent student records from 1998 onwards had been moved to the Viatron document imaging system. In Spring 2011, the LACCD board authorized the destruction of paper records that had been scanned into the document imaging system.</td>
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<tr>
<td>✓</td>
<td>40</td>
<td>The vice president of Student Services will explore with the LACCD the security of student records in the event of disasters.</td>
<td>• VPSS</td>
</tr>
<tr>
<td>✓</td>
<td>41</td>
<td>Counseling will address recommendations from the comprehensive program review evaluation through the 2006-2007 program review and unit planning cycle.</td>
<td>• Chair, Counseling</td>
</tr>
<tr>
<td>✓</td>
<td>42</td>
<td>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.</td>
<td>• VPSS</td>
</tr>
<tr>
<td>✓</td>
<td>43</td>
<td>The Student Services Council will identify division goals and student learning outcomes during the 2006 academic year.</td>
<td>• VPSS</td>
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<tr>
<td>✓</td>
<td>44</td>
<td>In Spring 2006, the Student Services Council will address and plan improved communication to students about available services.</td>
<td>VPSS</td>
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**Standard II.C. Library and Learning Support Services**

<p>| ✓         | 45    | 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. | Chair, Library     | Student surveys on the library printed and electronic collection were circulated 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. In 2011, the eBook collection has increased to 14,000 full text books. The Learning Center has added two full-time faculty. In 2011, 20 more Mac computers have been added for student use, and students may borrow Mac and PC 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. |</p>
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<td>✓ 46</td>
<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>
<td>Chair, Library</td>
<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>✓ 47</td>
<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>
<td>Chair, Library</td>
<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. Instructional assistants from the Learning Center are now trained to work at the Library Instructional Research Lab.</td>
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<tr>
<td>✓ 48</td>
<td>During Spring 2006, the Library will restore open shelving for current periodicals.</td>
<td>Chair, Library</td>
<td>We have increased our online full text periodical data base subscriptions. Therefore, it is no longer 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 and Gale Literature Center data bases.</td>
<td></td>
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<tr>
<td>✓ 49</td>
<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 programs and services in addressing student learning outcomes by Summer 2007.</td>
<td>Chair, Library</td>
<td>As a part of program review, Library and Learning Resources faculty are currently working on evaluating the effectiveness of programs and services to measure SLOs.</td>
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<td>✓</td>
<td>50</td>
<td>In Spring 2006, each vice president will assure that all managers evaluate employees as specified in the agreements.</td>
<td>All VPs</td>
<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>✓</td>
<td>51</td>
<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>
<td>Academic Senate, VPAA</td>
<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 approved SLOs in class syllabi. Full time faculty are required to participate in the assessment cycle. The contract, however, does not include SLOs per se as a part of faculty evaluation.</td>
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<tr>
<td>✓</td>
<td>52</td>
<td>The President will charge the Student Equity Committee with making recommendations in the areas of diversity and equal employment opportunity.</td>
<td>President</td>
<td>The Faculty and Staff Diversity Committee makes recommendations related to diversity and equity in employment opportunities and expenditure of equity funds.</td>
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<td>✓</td>
<td>53</td>
<td>The Staff Development Committee will develop a more systematic process to identify the professional development needs of staff during 2006-2007.</td>
<td>Staff Development Committee</td>
<td>The Staff Development Committee uses an online survey each year to identify professional development needs.</td>
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<td>✓</td>
<td>54</td>
<td>The College Planning Committee will create an identification and prioritization process for staff positions.</td>
<td>All VPs</td>
<td>This approach was researched and discussed by members of the College Council and 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.</td>
</tr>
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</table>
The Technology Committee will develop a plan to use technology for improving campus communication via the intranet, website and groupware. The committee will analyze the feasibility of coordinating all technology resources on campus.

TheTechnology Committee has recommended to the College Council that a web master position be identified and filled.

The Technology Committee will analyze the feasibility of coordinating all technology resources on campus.

The Technology Committee has recommended to the College Council that a web master position be identified and filled.
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<th>61</th>
<th>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.</th>
<th>• VPAA</th>
<th>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. The Library has added Apple computers to its computer laboratory, and it has established a faculty and staff training room and obtained a commitment to a 50-station digital classroom for orientations. Humanities and Fine Arts has added a networked Apple computer lab for film and television production. Computers have been added to the Aviation program. Computer Science has added new computer certificate programs in web design, industry certification, Microsoft, Cisco, and Apple certification programs and network security. Allied Health has new digital technology for Dental Hygiene and applied health careers. Anthropology has a new laboratory to meet the needs for a natural science laboratory. The Math-Science and General Classroom building are designed with smart technology in all classrooms.</th>
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<tr>
<td>✓</td>
<td>62</td>
<td>The Technology Committee will develop a plan for centralizing all technical support for computing facilities.</td>
<td>• VPAS • VPAA</td>
<td>All technical support for computing facilities has been centralized in the Information Technology Office.</td>
</tr>
<tr>
<td>✓</td>
<td>63</td>
<td>The college will revise the technology plan to incorporate overall coordination and maintenance of technology resources on the campus.</td>
<td>• VPAS</td>
<td>Planning for technology now resides within the ITC which assures college-wide participation. The TMP Committee and its members established target areas and objectives for maintaining and, when possible, lowering the total cost of ownership.</td>
</tr>
<tr>
<td>✓</td>
<td>64</td>
<td>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.</td>
<td>• College Council • Academic Senate</td>
<td>The college has clearly delineated its organizational hierarchy in the Memorandum of Understanding (MOU) Concerning Effective College Governance Processes dated September 26, 2006.</td>
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</table>
| ✓ | 65 | 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  
• Budget Committee | The process is clearly outlined in the annual Planning and Budgeting Calendar prepared at the outset of each fiscal year. The calendar displays how the various constituencies interrelate in the planning and budget process. The Planning and Budgeting calendar is updated annually. |
| ✓ | 66 | 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. | • VPAS  
• Budget Committee | 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. |
| ✓ | 67 | 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  
• VPSS | The Strategic Enrollment Committee was reformed as the Enrollment Management Committee (EMC). The EMC, together with senior management, provides goals and input to the advertising plan developed for each academic year by the Office of Advertising and Public Relations. The plan promotes visibility of the college and its programs in the service area. |
| ✓ | 68 | The Budget Committee will integrate in the budget process the assessment of institutional and program outcomes in its allocation of resources. | • VPAS  
• Budget Committee | 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. |
| ✓ | 69 | Administrative Services will schedule budget training workshops for unit plan budget managers (administrators, managers and department heads) to help them understand the process, expectations and timeline of the budget development cycle, especially in view of new governance structure. | • VPAS  
• Budget Committee | Budget training workshops are offered on a regular basis by the District Office to all budget managers and, with the AFT Faculty Guild, to all division chairs. A calendar and procedure document is distributed annually to all budget managers. |
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<th>The college will post Budget Committee minutes and financial information on the intranet website.</th>
<th>VPAS, Budget Committee</th>
<th>This data is published on the college website.</th>
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<tr>
<td>✓</td>
<td>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</td>
<td>VPAS</td>
<td>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.</td>
</tr>
<tr>
<td>✓</td>
<td>The college will continue its effort to formulate a plan to balance the 2005-06 budget and fine tune the SAP HR system.</td>
<td>VPAS</td>
<td>The college budget has been balanced for the past five years and the SAP software has been significantly improved.</td>
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<td>✓</td>
<td>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.</td>
<td>Budget Committee, College Council, Planning Committee</td>
<td>The reviews have been performed and major progress has been achieved in improving the college fiscal management system.</td>
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**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 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. These are being streamlined. 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.

- VPAA
- Divisional Council
- AFT

The current AFT Faculty Guild contract specifies serving on committees and sponsoring clubs as part of the full time faculty evaluation, as noted on the evaluation forms.

The college will explore alternative ongoing 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. This practice has been adopted by all standing committees of the College Council and is starting with all the Academic Senate committees.

### Standard IV.B. Board and Administrative Organization

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.

- College Council

The Memorandum of Understanding Concerning Effective College Governance Process, which was approved September 25, 2006, specifies the integration of educational planning and budgeting. New committees are aligned with the college mission and goals; for example, the new Resource Development Committee.
SUSTAINED CONTINUOUS QUALITY IMPROVEMENT

Sustained Continuous Improvement level for Program Review and Planning on the Commission’s Rubric for Evaluating Institutional Effectiveness. The college should describe how ongoing instructional and non-instructional program reviews are tied to the systematic institutional planning and resource allocation processes in support of institutional effectiveness.

PLANNING

Institutional effectiveness at West Los Angeles College is defined as the extent to which the institution achieves and its mission and goals. The established institutional effectiveness process is an ongoing, college-wide process of planning and outcomes assessment for the purpose of documenting that the college is achieving its mission and goals and improving its programs and services continuously. This process, a continuous planning-implementing-improving cycle, is applied to every level of the college.

Serious commitment to student success is evident in the updated goals of the Educational Master Plan:

- **Goal 1.** Affirm institutional commitment to student learning.
- **Goal 2.** Support students in preparing for transfer.
- **Goal 3.** Build on West’s success in Career Technical Education (CTE) to improve the whole college.
- **Goal 4.** Improve the number of students advancing into transfer preparation & Career Technology Education programs by supporting the college’s Foundation Skills Program.
- **Goal 5:** Ensure highest levels of educational quality within West’s diversified modes of instructional delivery.

This commitment to student success informs and drives the cyclical institutional effectiveness process, which on many levels, involves sharing of data and information, discussions, dialogue, meetings and activities throughout the day and year-round.

The college accomplishes its mission through planning. Focused on the mission, planning occurs at all levels within the college and focuses the unit’s activities to achieve its goals. Planning, across divisions, unifies the efforts of each area into a collective, effective whole. Effective planning and communication reduces redundancy of effort and avoids conflicting goals. It also assists in better informed decisions, especially about allocation of greatly shrinking resources and has provided the impetus to seek alternative funding sources. Dialogue central to institutional effectiveness occurs in many forums: at college meetings, including division meetings, to standing committees such as Curriculum, Student Success, Technology and Enrollment Management. Events and gatherings such as Town Hall meetings, Flex Day, the Leadership Retreat all provide a host of rich opportunities for ongoing, robust dialogue. Increasingly, data and its analysis informs ongoing evaluation and planning, all intended to improve student learning.
INTRODUCTION

For example, participants at this year’s Leadership Retreat indicated what they hoped to gain or learn from the retreat: “…sharing new ideas and redirecting old ones,” “to learn new strategies that will enable me to teach my students in a more effective way,” “more students passing my course,” “to get more faculty engaged to engage in the inquiry process and discourse about what we do in the classroom,” “the cultivation and sharing of new methodologies and approaches to effective, relevant pedagogy” and “just to re-energize and get a handle on best practices and to learn from my colleagues on how to continue to contribute towards our students’ success.”

The college’s planning process built on and now has superseded the 2003 Integrated Master Plan. The current Educational Master Plan, developed by the Academic Senate, has recently been updated. The Student Services Plan is currently undergoing updating. These plans, along with the Technology Plan and Facilities Plan, lay the groundwork for college-wide student learning improvement efforts.

PROGRAM REVIEW

Program review processes at West, begun in 1996, have been ongoing, systematically improved and strengthened, especially since the 2006 comprehensive self study, and used to assess and improve student learning and achievement.

As designed, West’s deeply ingrained program review facilitates collaboration, dialogue and reflection throughout each unit, using qualitative and quantitative data to improve program effectiveness. In 2010, the college conducted a comprehensive program review, using an online instrument that aligns the setting of goals with the college’s mission and vision, the institutional learning outcomes and the needs of students. These goals are articulated in the updated Educational Master Plan, the Technology Master Plan, the Facilities Master Plan and the Student Services Plan, all of which have grown out of the 2003 Integrated Master Plan. Presently, the college is working to integrate these under the umbrella of the institutional strategic plan, aligned with the newly developing LACCD Strategic Plan.

Comprehensive program review occurs college-wide in a six-year cycle with annual updates, which include, as part of the planning process, adjustments to and fine-tuning of unit goals as well as opportunities to make improvements and identify needed resources. Imbedded in the program review process are questions to systematically evaluate courses, certificates and programs (including general and vocational degrees) and to assure currency and measure achievement of stated learning outcomes.

The Program Review Committee, with representatives of the Academic Senate as part of its membership, is responsible for processes, timeline, forms and data for instructional program review as well as for all other program reviews. Assessments and modifications rely on feedback from faculty and staff who complete the reviews.

Data for each program are provided by the dean of research and planning. This integration of assessment of courses and programs enriches the process, providing a more comprehensive and long-term view of courses and programs.
Shared reflection and dialogue on data and information thread through college processes and meetings. Measurable actions resulting from program review may result in a resource request that then goes through the college’s prioritization process for available funding. Identifying and prioritizing probationary full-time faculty positions relies on a completed program review. Incorporating of educational trends into the institutional and instructional planning processes results in, for example, Economics 11, The Economics of Globalization being added to the curriculum.

The timeline for program review aligns with the annual budget process. This alignment allows all involved in planning and prioritization a mechanism for making informed decisions about unit, program and service efforts linked to West’s effectiveness.

In addition to the instructional program reviews, Student Services and Administrative Services also assess their effectiveness through surveys administered and evaluated. In student services, goals are linked to the Student Services Plan.

As practiced at West, program review is an in-depth self-evaluation and assessment of each program as it contributes to student learning. Program review is the core of planning while the planning process informs improvements and enhancements to the program review process.
WEST’S STUDENT LEARNING OUTCOMES

West recognizes that supporting and promoting student learning is integral to the conscious and deliberate development and assessment of SLOs at the course, program and degree levels.

The SLO development and assessment process, initiated in 2002, was defined as an ongoing process of continuous monitoring and regular assessment to ensure instructional quality, rigor and effectiveness. The first stage focused on establishing institutional learning outcomes; the second stage on the development of program learning outcomes unique to academic divisions, disciplines and areas of study; and the third stage sought to involve all faculty in creating learning outcomes for and to embed them into their individual courses. The development of course-level SLOs grew naturally out of the development of institutional and program learning outcomes.

Starting in 2005, faculty participated in ongoing professional development to design SLOs that represented standard student learning objectives that could be applied to courses in a program, division or discipline. This stage was repeated every semester until every program, division or discipline owned a set of SLOs that engaged consensus from their respective faculty groups. By 2009, faculty were engaged in assessing SLOs and completing an SLO course assessment report. The Student Services Division has defined comprehensive SLOs (student learning outcomes and service level outcomes), and the Administrative Services Division held a workshop in early July 2011 to define and begin assessments of their service area outcomes (SAOs).

Student learning outcomes established at the institutional level and the program and course levels are assessed in a three-semester cycle, involving faculty, staff and administrators in self-reflective dialogue about improvements to student learning. The dean of research and planning works closely with Academic Affairs, Student Services and the SLO Committee to coordinate assessment design, use and improvements and the application of findings to decisions about serving students in all college programs: general education, CTE, basic skills and services.

The SLO course assessment report gathers evidence such as identifying which institutional learning outcomes and program outcomes are embedded into the course, describing the assessment instrument and its grading rubric, and faculty reflections on questions that include “What did I [as an instructor] learn?” “What do I want to change?” “What changes do I propose to improve student learning for the SLOs assessed?” SLO assessment is an opportunity for faculty members to reflect on the process itself, thereby yielding new insights into their teaching, their course content and improvements to student learning.

As a result of SLO assessment, reported improvements include, in earth science, assisting students in understanding difficult concepts by integrating more descriptive diagrams, short videos and scheduling a field trip to relevant nearby areas. In Finance, faculty reported creating more collaborative learning environments for students to work together and learn from each other. In Health, faculty developed a
standardized assessment quiz for all sections of Health 7 and 11.

Faculty share findings from assessment and planned improvements through division meetings, the Program Review process, discussion with other faculty members, Academic Senate, and Divisional Council. For example, a History 41 faculty member plans to discuss her findings with other faculty who teach the same course and at their next division meeting. In addition, three faculty members attended a WASC Level II Retreat on Student Learning and Assessment in January 2010. They discussed what they learned in a podcast made available to those who could not attend the retreat http://www.WLAC.edu/SLO/Resources/Index.html.

Further, West’s participation in the Achieving the Dream (AtD) initiative provides a systematic, ongoing effort to evaluate student learning outcomes, implement strategies for improvement, and share results widely with the campus and community. Faculty, staff, administrators, and students are engaged in using evidence and data to improve programs and services.

Embedded in the program review process are questions that focus on continuous quality improvement. Examples are: “Describe the improvements in program practice you have implemented as a result of program review” and “Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.” Reported results include the addition of Economics 11, the Economics of Globalization, providing students an international component to that discipline. English as a Second Language has paired its courses with content courses such as humanities and history, providing faculty an opportunity to collaborate with a colleague in another discipline/division and providing students with the instructional benefits of this collaboration.

Additionally, Module 8 of the instructional program review process focuses on SLOs and asks, “Based on SLO assessments, what changes have the faculty and staff made or do they plan to make?” As a result of their program review, computer science standardized of all textbook and lab assignments together with exams, quizzes and tests consistent across all sections of a course.

For continued expansion of this effort, the SLO Committee is reviewing Module 8 of the instructional program review process to identify additional questions related to SLOs and assessment. The SLO Committee is working closely with the Program Review Committee to further strengthen the link between institutional planning and resource allocation processes.

Reports generated from the program reviews increases information sharing and awareness of ongoing and systematic planning and program improvement.

West has long benefited from active leadership and broad-based involvement in the development, review, assessment, and revision of SLOs at the institutional, programmatic, and course levels. On the ACCJC Rubric for Institutional Effectiveness for SLOs, West is on the proficiency level of implementation. Student learning outcomes and assessments are in place. Assessment is integrated into program review
and planning, and results are used for improvement of student success. SLO assessment reports are completed on a regular cycle. SLO assessments are generating improvements in learning such as planned changes in instructional strategies (e.g. reordering course content, changing/adding assignments or integrating a fieldwork component) and changes in assessment instrument (e.g. refining rubrics, incorporating ePortfolio, or adding a comprehensive final exam). The SLO Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from course to program through certificates, degrees and transfer.

AUDITS

The chancellor’s cover letter to the Board of Trustees accompanying the FY 2010-11 audit report prepared by KPMG, LLP, states, “The District is responsible for the accuracy, completeness and fairness of the financial statements, including all disclosures. We believe that the data presented are accurate in all material respects and present fairly the financial activities of the District’s various Funds and that the informative disclosures are sufficient to provide an understanding of the District’s fiscal affairs. The auditors’ opinions included in the annual report reflect our belief.”
INTRODUCTION

WLAC SELF STUDY

WEST LOS ANGELES COLLEGE SELF STUDY

Abstract of the Report
ABSTRACT OF THE REPORT

Building on the momentum and transformation generated during the last accreditation self study in 2006, West Los Angeles College continually works toward quality improvement in each of the standards. Work commenced immediately following the 2006 self study evaluation report to address the recommendations. In the 2007 Progress Report and visit, the 2008 Progress Report and the 2009 Focused Midterm Report, the college consistently reported its work. All were accepted by the Commission. Furthermore, the college submitted a Substantive Change Request that was approved in 2008, followed by another that was approved in November 2011. Through a thoughtful, data-informed planning process and effective participatory governance, the college remains true to its mission even during the current economic downturn.

Several interlocking themes have surfaced in this self study’s review of West Los Angeles College’s progress since 2006; chief among them are dialogue, systematic organization and a cycle of evaluation, planning and improvement.

From the level of the Board of Trustees down to single units of the college, there has been lively dialogue on governance and organization. From the new LACCD District/College Governance and Functions Handbook to West’s new College Council annual retreat, systematic identification of governance and operational roles have fostered the measurement of effectiveness and corresponding improvements. This goes hand-in-glove with the analysis of data, and of the methods by which data are obtained. Along with all the colleges in the district, West is participating in the Achieving the Dream (ATD) program.

The college has directed substantial resources to Student Learning Outcomes assessment, appointing an SLO coordinator to track the identification, implementation and measurement of SLOs. Having a well-established program review process which incorporates data into college planning, West has been able to embed the analysis of SLO achievement into its planning and budgeting cycle.

Through collegial dialogue and evidence-gathering in transparent shared governance structures, the college has met significant challenges. During the academic year 2010-11, faculty, staff and administrators resolved $123 million over-commitment of construction funding in open meetings. Since the onset of the state budget crisis in 2008, administrators in Academic Affairs and Administrative Services have together produced the data needed for faculty chairs and deans to reduce course offerings while maintaining enrollment levels and ensuring that students can finish their programs of study.

STANDARD I.A. MISSION

The LACCD Board of Trustees approved West’s Mission Statement in May 2010. This new statement and associated vision and values emerged through broad-based participatory governance. College decision makers turned to the mission, values and vision as they developed the Principles for Prioritizing Programs and Services statement which guided the
college through the 2010-2011 budget crisis. To ameliorate the painful process of cutting class sections, Academic Affairs used an Enrollment Management Plan mindfully focused on academic excellence.

**STANDARD I.B. INSTITUTIONAL EFFECTIVENESS**

Since its last reaffirmation of accreditation, West has stepped up its planning processes. With the adoption and use of Educational, Student Services and Technology master plans, some in several iterations, the college has clearly-articulated, published goals which grow from previous plans. In the summer of 2010, a think tank evaluated the college’s options for improving students’ success in attaining the skills needed to succeed in college courses. The Student Success Committee harvested the resulting ideas and created the Foundation Skills Plan, thus responding to the Educational Master Plan’s call for a “written comprehensive plan for a basic skills program.” When the college initiated a Revenue Enhancement Initiative, shared governance processes resulted in the creation of a committee which ensures that West seeks those opportunities which align with the college’s mission and strategic plan.

Systematic, collegial dialogue embedded in a transparent shared-governance structure has resulted in West’s integrated plans. As living documents, the plans have evolved to the point that a new College Master Plan must and will soon replace the 2003 Integrated Master Plan and will align with the now developing District strategic plan. The college has sustained processes that integrate planning, budgeting and participatory governance over several cycles and under several presidents.

West’s well-established program review cycle ensures that all offices, divisions and programs evaluate their progress towards achieving the identified goals, using rich data, including the assessment of student learning outcomes (SLOs). In the same cycle, the college identifies needed resources for consideration in the annual budget. A database now makes program review findings available as part of the array of data on the college website. In 2011 West joined the Achieving the Dream program to begin enhancing West’s transformation of data into information to inform educational decisions.

**STANDARD II.A INSTRUCTIONAL PROGRAMS**

West offers courses and programs developed and systematically updated by the faculty under the direction of the Academic Senate’s Curriculum Committee. By systematically assessing SLOs and evaluating courses, programs and instruction, the college assures the high quality of its offerings. An SLO coordinator assists faculty in designing, implementing and tracking SLO assessment, required in the course and program approval process, in faculty evaluation and in program review. All programs, majors and certificates of achievement have SLOs as do 97% of currently-offered courses. Faculty use a three-semester cycle of SLO assessment, evaluation and adjustment to improve instruction.

Along with the careful tracking of enrollment and student success data, curricular road maps help Academic Affairs ensure that courses are scheduled to allow students to finish their programs of study even when class sections have to be cut. Articulation with the universities to which most students transfer is one measure of the quality of the associate’s degrees, West’s
ABSTRACT OF THE REPORT

general education program, and the courses that comprise them. The advisory boards of the Career Technical Education (CTE) programs validate program content and its alignment with needed skills. CTE programs demonstrate their quality through external accreditation, certification and licensing, and by the recognition of appropriate unions.

The college’s successful distance education is growing and improving, and West has leveraged its leadership position in online instruction to substantially increase offerings of hybrid classes. At the same time, the college has incorporated more hands-on learning, opening new labs, a clinic and additional computer-aided instruction facilities. Features as varied as paired classes, redesigned course sequences, learning communities and cohorts, and a book rental program all support students as they move into transfer-level classes—a goal of the Educational Master Plan. West is pursuing an initiative to globalize the college experience by internationalizing the curriculum, enhancing opportunities for study abroad and further integrating foreign students into the college.

STANDARD II.B
STUDENT SUPPORT SERVICES

By creating, implementing, evaluating and systematically updating a Student Services Plan, the college has improved all student services and addressed the recommendation in the visiting team evaluation report of 2006: 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. Through program review, all college student services providers review and document their past performance, including student learning outcomes and service level outcomes; revise strategies; and identify needed resources. Through increased online services, fewer personnel serve more students. Surveys compatible with the mode and location of contact provide data on service effectiveness. Counselors work with students in group settings to create the student educational plans that they can then track online through the roadmaps in DegreeWorks.

Students have student ID numbers, replacing the use of social security numbers. Student records are now scanned for secure, stable storage; the college participates in the district’s transcript exchange.

West takes pride in its racial, ethnic and social diversity, including a growing cadre of international students. The Associated Students Organization charters a variety of clubs, whose activities and speakers enhance students’ learning experiences. Campus events like those making up Black History Month and Women’s History Month celebrate diversity.

STANDARD II.C
LIBRARY AND LEARNING SUPPORT SERVICES

Despite significant budgetary restraints, West has augmented library and learning support resources, services and infrastructure. An electronic book security system was installed in 2008 with every book in the library’s collection now radio-frequency-identification tagged to prevent theft. The library has offset the impact of cuts in funds for the purchase of books and
serials by purchasing electronic book collections and subscribing to electronic periodical and research databases. Effective technologies extend the ability of limited personnel to serve greater numbers of students; among these is QuestionPoint, a consortium of libraries throughout the country providing an online reference service.

Learning skills faculty plan to offer computer-aided instruction on the web, so that students can complete West’s array of learning skills classes at any time and from any location with internet-accessible computers.

**STANDARD III.A**

**HUMAN RESOURCES**

West has continued to refine the Faculty Position Identification and Prioritization (FPIP) process, aligning it with the Educational Master Plan by introducing categories for non-instructional faculty, including counselors, for CTE faculty, and for basic skills and transfer-level faculty. Using the resulting prioritized lists, the college assured that its new faculty hires meet identified needs. Although the financial situation has been challenging, the college has met it goals in contributing to the district’s Faculty Obligation Number, hiring 29 new tenure-track faculty since 2006. In conjunction with FPIP, program review ensures optimal staffing.

Using grant funding, the college has leveraged the skills available on campus to create professional development opportunities such as Tech Fair. The group interactions required by shared governance (Leadership Retreat) and collectively bargained contracts (Flex Day) have also seen dual use in developing faculty, staff and administrators’ skills. The college is reinstating the Staff Development Committee to shepherd this process.

**STANDARD III.B**

**PHYSICAL RESOURCES**

Funds provided by a series of bond measures have transformed the campus. College Boulevard now provides a second route onto campus, while new parking structure greatly ameliorates the start-of-the semester crush. The Math, Science and Allied Health Divisions enjoy the use of new classrooms, labs, offices and a clinic. In 2012, a new building will open for the Language Arts and Behavioral and Social Sciences Divisions. The Student Services building will bring services under one roof, as well as provide proper food service. In addition to new buildings and the welcoming outdoor spaces connecting them, bond funding has supported renovation and technology upgrades. A focus on green technologies, including LEED-certified buildings, LED lighting, a photo-voltaic farm and an extensive recycling program, reduces total cost of ownership.

The bond program also presented significant challenges to West. In the summer of 2010, the campus had to deal with news that West committed $124 million more than its bond allocation for construction. In an orderly collegial process embedded in established participatory governance, the college downsized its projects to meet planned goals within the allocated budget.
STANDARD III.C
TECHNOLOGY RESOURCES

Through systematic information technology planning, West has addressed the portion of Recommendation 10 from the 2006 self-study which suggested “a technology plan that provides an equitable distribution of information technology, and includes the total cost of ownership for technology.” The Technology Master Plan supports the explicit goals of the Educational Master Plan, and has guided the college’s bond projects in updating and expanding the technology infrastructure of the college.

As part of the annual program review process, each unit of the college describes its equipment needs, and these are prioritized in the established budget process. The Sponsored Programs & Resource Development Office also reviews identified needs for inclusion in new grant proposals, linking grant development to college planning. Working with the Distance Learning Office and the Office of Teaching and Learning, Resource Development identifies student learning needs and support mechanisms to enable faculty to teach effectively using technology and also develops funding proposals for the necessary resources.

Each new and refurbished building has integrated the Technology Master Plan’s technology standards. High-speed fiber optic cables connect all existing buildings to the centralized campus data center. When the college identified a pressing need for technological infrastructure improvements during 2010, $2.5 million was incorporated into the construction contracts to upgrade campus server, storage, backup, email, power, wireless access and telephone support structures.

The college depends on technology in all areas. Students use an interactive online schedule of classes, register online, and can even complete entire degrees online. Students who do not seek counseling online may well make their appointments online. Faculty files grades online and teaches in smart classrooms. Not only does the library use an online catalogue and ebooks, but its record keeping is automated. Training is crucial. In addition to West’s and the district’s formal courses and workshops in the use of computers and the internet, the Tech Fair has framed faculty-to-faculty exchanges on using technology in courses and student services every semester since fall 2008.

STANDARD III.D
FINANCIAL RESOURCES

West has applied its cycle of integrated planning and resource allocation to improve its financial status. Annual program review results in fully-informed input from chairs and program managers, information which feeds directly into deliberations on the next budget. In the course of these deliberations, the three vice presidents prioritize the needs of their divisions and then meet to prioritize all needs across the campus. These priorities then go to the Budget Committee. The Budget Committee drafts a budget which all constituencies review in College Council. Its recommendation then goes to the president. The college president makes the final decisions. All constituencies participate collaboratively in decisions affecting financial resource distribution.

Understanding that the college’s size contributed to its protracted budget deficit, the president set aside $125,000 for the budget year 2007-08 to fund enrollment growth.
The Planning Committee established criteria to evaluate the proposals for this fund, reviewed them, and then prioritized the proposals. The president awarded the funds accordingly. A similar process tied a $250,000 special budget allocation to the strategies of the 2008-2011 Educational Master Plan.

In fiscal year 2008-09, California community colleges were hit with cuts to funding for the year already underway. West suffered from significant levels of unfunded enrollment, ending the year with a $596,119 deficit. As operating budgets contracted over the past three years, West reduced its course offerings and sections proportionally. In consultation with division chairs, the prudent selection of sections for cancellation has protected student pathways to program completion, yet resulted in an increase in average class size and modest growth in enrollment. In the same year, the college developed its strategic Revenue Enhancement Initiative. Academic Affairs was reorganized as a part of this strategic plan, adding offices for professional-level research and planning, grant development, distance learning and new leadership to enhance the effectiveness of teaching and learning for student success. In 2010-11, the initiative contributed approximately $2 million in programs from alternative funding sources whose objectives are compatible with the college’s mission and plans.

For the past two fiscal years, the college has run positive operating balances. The district has also provided each college some financial assistance from reserves; West received $902,125 in 2009-10 and $693,502 in 2010-11. In light of costs associated with new buildings coming on line and significant increases in the cost of benefits, the district has also committed $478,005 to the college for 2011-12. The 2011-12 budget projects a positive balance of $930,000 and a workload reduction of 6%. West has reduced its fall semester course offerings by 5 per cent and its spring semester course offerings by 9 per cent over the previous year to assure that instruction will align with the as-yet-unknown full time equivalent student (FTES) cap, imposed on each college by the district. The college believes that adding additional sections after a class list is published is far less disruptive than cancelling sections in which students have already enrolled.

**STANDARD IV.A LEADERSHIP AND GOVERNANCE**

Leadership at West relies on faculty, staff, students and administrators collaborating efficiently, respectfully and inclusively in a participatory governance process, which not only guides the normal functions of college policy but also handles major problems. The process has been tested and proven, as shown in West’s handling of the current budget crisis and the over-commitment of building funds. The college evaluates and improves its governance processes. Surveyed in spring 2011, 55% of college employees stated that they participate in campus-wide policy decisions through the shared governance process. The college continues to aim for even higher participation. Since the 2006 comprehensive self study, West has had five presidents. The college has functioned well through these changes of administrations because of its shared governance processes.
STANDARD IV.B
BOARD AND ADMINISTRATIVE ORGANIZATION

The District Strategic Plan 2006-2011 identified among its goals the development of a district-wide “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. To that end, the board has directed an assessment of district services and institutionalized it as the District Effectiveness Review Cycle. As a result of its 2010 self-evaluation, the board streamlined its standing committees from seven to four.

In March 2010 the board approved a new LACCD District/College Governance and Functions Handbook, a user-friendly guide to district/college roles and responsibilities and decision-making processes. Continually updated on the web, this guide replaces the 2008 functional map. The development of District Office Service Outcomes, customer satisfaction surveys and the delineation of district-wide committees all contributed to the guide. Beginning in spring 2012, the Handbook will be re-assessed and revised on a two-year cycle (see IV.B.3.g).

Customer satisfaction surveys showed the need to make improvements, and among the results are the inclusion of a new Student Information System in Proposition J bond projects, the publication of Human Resources guides, the establishment of an HR help desk, more training in compliance issues such as sexual harassment and reasonable accommodations and Office of Diversity Programs leadership and direction on diversity and equal employment issues.

In 2007, college public information officers met with district staff and outside consultants to design templates for college web pages. The resulting upgrade of college websites has enhanced district-wide communications.

Several years ago, the district Human Resources and IT Divisions replaced the paper payroll system with an automated SAP version. The district designated and trained personnel (Single Point of Contact staff) on each campus to deal with SAP-related payroll issues. The district created the Benefits Service Center to assist all LACCD employees with payroll, benefits, retirement and other personnel matters. When colleges expressed the need to reduce the time it took to establish budgets for new Special Funded Programs, the Office of Budget and Management Analysis streamlined the process and set up trainings.

District staff is working with the colleges to map business processes in anticipation of the roll-out of the new Student Information System, which will greatly increase efficiency. This new administrative software will support the need for information on college and district finances, student information, and HR/payroll, and assist with open source software, cloud computing and web hosting. District IT is now testing online program review, which all the colleges will be able to use for integrated planning.

Board members work together collaboratively to support the interests of the LACCD. The board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003, and 2008 that have provided more than $5.7 billion in badly needed capital con-
construction funds. The Board takes an active role in advocating for the interests of the colleges and the students they serve and in defending the colleges from undue interference.

West’s five presidents since the 2006 comprehensive self study have worked with established governance structures, preserving and refining the collegial processes that set goals, measuring their achievement, and adjusting plans and structures accordingly. The longest-serving of these presidents established new committees including the Building Program Management Committee and the Joint Council of Administrators, Divisional Chairs and Directors (renamed the College Joint Council); strongly supported the writing of the Educational Master Plan and the Foundation Skills Plan; and helped refine the Faculty Position Identification and Prioritization process to align with the Educational Master Plan.

He reached out to the community by establishing relationships with the City of Culver City City Council, the Culver City Chamber of Commerce, the offices of LA County Board of Supervisor Mark Ridley-Thomas, Congresswoman Karen Bass, and former Congresswoman Diane Watson as well as the college’s immediate neighbors, the surrounding homeowners associations. A fundraising gala raised $136,260 to support educational efforts.

The next interim president oversaw the shared governance process that reallocated funds to bring the bond projects in line with budgeted funds, activated the College Citizens’ Oversight Committee for the bond projects, and kept in close communications with the Culver City Manager regarding major events, construction updates and neighbor relations. She restructured committees to more effectively advise on building and grants.

At present, the priorities for the president in his first year are to work with the college community to build hopefulness and confidence in our students. Strengthening local and regional connections to partners in business, government and education circles will enable West to develop creative opportunities for students. Aligning work and governance processes will further enhance the college’s institutional effectiveness.

In a large district, it is a challenge to balance district roles with those of individual colleges and address all of their needs equitably. The district budget allocation model and the challenges faced by individual colleges continue to be reviewed. The district has been responsive to feedback from the colleges, taking steps to improve communication and streamline operations. The delineation of roles is a continual work in progress. The district’s follow-up regimen ensures that ongoing efforts lead to continuous improvement.
WEST LOS ANGELES COLLEGE SELF STUDY

Organization of the Self Study
ORGANIZATION OF THE SELF STUDY

West’s institutional self evaluation has been a collaborative, inclusive and highly organized college wide effort. This effort began very soon after the 2006 Comprehensive Self Study and continued through two Progress Reports and the 2009 Focused Midterm Report, all of which were accepted by ACCJC.

This timeline and list of participants provide strong evidence of a college fully engaged in a purposeful self-reflective process of continuous improvement for greater effectiveness.

**TIMELINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 6, 2009</td>
<td>At West’s annual college retreat, 103 participants reviewed the college mission statement and identified the 3 essential words in it and submitted 3 words that do not appear but would be important to include.</td>
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<tr>
<td>Nov 17, 2009</td>
<td>First Seaside Coordination meeting at West LA College</td>
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<tr>
<td>Dec 14, 2009</td>
<td>Launched West’s Comprehensive Self Study efforts at the Joint Admin/Divisional Council mtg. Invite participation; noted those who indicated they would participate in the self evaluation and the standards they were interested in. Established standards’ committees and co-chairs for each.</td>
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<tr>
<td>Jan 2010</td>
<td>Developed and submitted accreditation self study budget.</td>
</tr>
<tr>
<td>Jan 2010</td>
<td>Formed working group for alignment: Planning, Review, and Accreditation, made up of the Dean of Research and Planning, Chair of the College Council, the three Vice Presidents, and others to be determined. The group is charged with monitoring and assisting with progress toward achieving the college’s agreed upon strategic planning, review, and accreditation activities. Purpose: to ensure the implementation, timeliness, and the fulfillment of the agreed upon charges, shared governance agreements, and assigned roles and responsibilities of recognized entities--Senate, unions, and committees.</td>
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<tr>
<td></td>
<td>Accreditation is a regular agenda item at college wide committee meetings.</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>Jan 14 &amp; 21, 2010</td>
<td>Held full-day retreats for administrators on the 14\textsuperscript{th} and the Joint Administrative/Divisional Council groups on the 21\textsuperscript{st} to review the work of the college retreat of Nov. 6\textsuperscript{th} and, in groups, developed a vision and mission statement to go to the Accreditation Steering Committee.</td>
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<tr>
<td>Jan 27, 2010</td>
<td>Presented Org Plans and Timelines to the Board.</td>
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<tr>
<td>Jan 28, 2010</td>
<td>Accreditation Steering Committee met. Mtgs. were set for the 4\textsuperscript{th} Thursday of each month at 2:30 p.m. Worked with ASO to encourage student participation. Review of Mission Statement continued.</td>
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<tr>
<td>Feb 2010</td>
<td>With Senate’s help, announced the WASC Leadership Academy to faculty in order to recruit applicants, mentor and prepare future accreditation leaders. Decided which surveys to conduct and a timeline for these.</td>
</tr>
<tr>
<td>Feb-Mar 2010</td>
<td>March 12, 2010 – Standards’ Committees’ Co-Chairs, ALO and Faculty Chair of Accreditation attended ACCJC-sponsored workshop at LA Southwest College. Organized full Accreditation Team, including standards’ co-chairs and committee members. Committees met initially to learn about the purposes and requirements of the accreditation self study process, review timelines, assign work and schedule future meetings, including \textbf{Town Hall meetings for the college community}. Completed work on review of college mission statement, including approval by college constituencies. \textbf{To fully integrate accreditation efforts institutionally, standards’ committees included membership of standing committees of the college.}</td>
</tr>
</tbody>
</table>
### Apr-May 2010
**ACTION:** College Council recommended mission and values statements to the college president.

SCHEDULED: Town Hall meeting, Thursday, April 22, 2010. District accreditation liaison Deborah Kaye presented, along with updates from all Standards’ Committees’ co-chairs. College Accreditation Teams met to interpret/analyze the “Standards,” review past recommendations, examine sample self study reports, and define long-term research needs and define sources of evidence. Mission statement forwarded to the Board.

### May 2010
Updates of college’s Educational Master Plan, including Student Services Plan, Technology Plan completed. Goal: alignment and synthesis.

### May 12, 2010
Mission Statement approved by the Board of Trustees.

### Summer 2010
College researcher prepared data.

### Aug 2010
FLEX Day “Self Study Kick Off” Event – planned with Academic Senate

### Fall ’10 – Spring ‘11
Monthly Standard Team & Steering Committee meetings – wrote the draft report, collected and organized evidence.

### Oct 2010
Appointed Self Study Report Editor, documentation lead and Production Team and conducted training for committee chairs on report format and style.

### Nov 1, 2010
1st draft of report submitted

### Nov 19, 2010
At annual college retreat – focused on Self Study Report.

### Spring 2011
Compiled preliminary draft of *Self Study Report*.

### Apr 20 2011
2nd draft submitted

### June 16 2011
Seaside Colleges met at West; reported progress on self evaluation efforts

### July 27 2011
Reported to Board with draft planning agendas.
### Summer 2011
Edited draft of *Self Study Report* and prepared graphics. Organized, checked evidence.

Finalized history of the college; data; Eligibility Requirements; Evidence CDs

### Aug 17, 2011
Destination: Accreditation Summit – read-around group met in preparation for Flex Day; addressed how best to receive input on the self study report

### Aug 25, 2011
Flex Day – report presented to faculty and the college community; break-out sessions led by standards’ committees’ co-chairs; teams took report to all areas of college. Demonstrated access for review of drafts at GoogleDocs. Communicated timeline for feedback.

### Sep 2011
2x monthly accreditation updates appeared in WestWeek

Tuesday, September 6, 2011 – Academic Senate meeting – reminded senators of timeline for feedback

**Wednesday, September 13, 2011 - ALL feedback was due** to faculty co-chair who will forward these to standards’ committees

Monday, September 19, 2011 - response to comments by standards’ committees were due to faculty co-chair who forwarded these to Accreditation Steering Committee

Sept. 20, 2011 Accreditation Steering Committee reviewed all comments/responses at its scheduled meeting

Emailed all to Alice for her final edits.

### Oct 14, 2011
Retreat held for read-through of the self study report. Group concurred that report now goes to Alice for the final edit of the entire report. Continued work on evidence.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 30, 2011</td>
<td>Delivered 16 hard copies and an electronic version to Vice-Chancellor’s office.</td>
</tr>
<tr>
<td>Dec 7, 2011</td>
<td>Delivered final <em>Self Study Report</em> to District Office for Board review.</td>
</tr>
<tr>
<td>Dec 14, 2011</td>
<td>Presented <em>Self Study Report</em> to the Board’s Institutional Effectiveness Committee for approval and signatures.</td>
</tr>
<tr>
<td>January 2012</td>
<td>Mailed <em>Self Study Report</em> to ACCJC after final BOT approval and continued preparations for site visit.</td>
</tr>
<tr>
<td>March 12-15, 2012</td>
<td>ACCJC Site Visit</td>
</tr>
</tbody>
</table>
## COLLEGE PARTICIPATION IN THE 2012 SELF EVALUATION

### Standard Committees

<table>
<thead>
<tr>
<th>STANDARD I</th>
<th>I.A. Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. B. Institutional Mission and Effectiveness</td>
</tr>
<tr>
<td><strong>Co-chairs:</strong></td>
<td><strong>Members:</strong></td>
</tr>
<tr>
<td>Fran Leonard</td>
<td>Mohamad Alwash</td>
</tr>
<tr>
<td>Faculty, Chair - Accreditation &amp; College Council</td>
<td>Faculty, Mathematics</td>
</tr>
<tr>
<td>Rebecca Tillberg</td>
<td>Mary-Jo Apigo</td>
</tr>
<tr>
<td>Dean, Research and Planning</td>
<td>Dean, Teaching and Learning</td>
</tr>
<tr>
<td><strong>Co-chairs:</strong></td>
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<tr>
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<td>Aracely Aguiar</td>
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<td>Chair, Mathematics</td>
<td>Dean, Career &amp; Technical Education</td>
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<td>Bruce Anders</td>
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<td>Dean, General Education and Transfer</td>
<td>Faculty Grievance Rep.</td>
</tr>
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<td>Faculty, Mathematics; Senate</td>
<td>Past President of Academic Senate, Articulation</td>
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<tr>
<td>Nikki Jacobson</td>
<td>Eric Ichon</td>
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<tr>
<td>Chair, Business; Senate</td>
<td>Dean, Academic Affairs, Distance Learning</td>
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### ORGANIZATION OF THE SELF STUDY

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<thead>
<tr>
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<tbody>
<tr>
<td>David Newell</td>
<td>Faculty, Physical Education</td>
</tr>
<tr>
<td>Clare Norris</td>
<td>Faculty, English; Student Success</td>
</tr>
<tr>
<td></td>
<td>Committee Co-chair</td>
</tr>
<tr>
<td>Mark Pracher</td>
<td>Dean, Advancement &amp; Program Development</td>
</tr>
<tr>
<td>Karen Quitschau</td>
<td>Faculty, ESL</td>
</tr>
<tr>
<td>Timothy Russell</td>
<td>Faculty, Library and Learning Resources</td>
</tr>
<tr>
<td>Barry Sloan</td>
<td>Assoc. Dean, Contract Education</td>
</tr>
<tr>
<td>Buck Stapleton</td>
<td>Chair, Behavioral &amp; Social Sciences; Senate</td>
</tr>
</tbody>
</table>

#### Curriculum Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Norma Barragan</td>
<td>Faculty, Sociology; Senate</td>
</tr>
<tr>
<td>Lisa Kamibayashi</td>
<td>Faculty, Allied Health</td>
</tr>
<tr>
<td>Colleen Matsuhara</td>
<td>Faculty, Physical Education</td>
</tr>
<tr>
<td>Vanita Nicholas</td>
<td>Faculty, Business</td>
</tr>
<tr>
<td>Ashok Patil</td>
<td>Faculty, Computer Science</td>
</tr>
<tr>
<td>Joyce Sweeney</td>
<td>Faculty, Music; Senate</td>
</tr>
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#### II.B. Student Learning Programs and Services

<table>
<thead>
<tr>
<th>Co-chairs:</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy Regalado</td>
<td>Vice President, Student Services</td>
</tr>
<tr>
<td>Yvonne Simone</td>
<td>Director, Child Development Center; Senate</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Members:</th>
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<tbody>
<tr>
<td>Steve Aggers</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Celena Alcala</td>
<td>Associate Dean, Associate Students Organization</td>
</tr>
<tr>
<td>Patricia Banday</td>
<td>Director, Assessment/Matriculation</td>
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<tr>
<td>Carmen Dones</td>
<td>Chair, Allied Health; Senate</td>
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<tr>
<td>Shalomon Duke</td>
<td>Dean, Disabled Student Programs &amp; Services</td>
</tr>
<tr>
<td>Adrienne Foster</td>
<td>President, Academic Senate</td>
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## Organization of the Self Study

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Andrea Frederic</td>
<td>Transfer Counselor, Transfer Center</td>
</tr>
<tr>
<td>Michael Goltermann</td>
<td>Dean, Student Services</td>
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<tr>
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<td>Student Services Aide, International Student Services</td>
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<td>Maria Mancia</td>
<td>Asst. Director, EOPS/CARE</td>
</tr>
<tr>
<td>Sherron Rouzan</td>
<td>Chair, Counseling</td>
</tr>
<tr>
<td>Timothy Russell</td>
<td>Faculty, Library and Learning Resources</td>
</tr>
<tr>
<td>Glenn Schenk</td>
<td>Financial Aid Manager</td>
</tr>
<tr>
<td>Angel Viramontes</td>
<td>Outreach Representative, Admissions &amp; Records</td>
</tr>
<tr>
<td>Helen Young</td>
<td>Counselor, Senate</td>
</tr>
</tbody>
</table>

### II.C. Library & Learning Support Services

| Chair: Judy Chow            | Chair, Library and Learning Resources, Senate |
| Members:                    |                                            |
| Kathy Boutry                | Faculty, English                         |
| Sue DeBord                  | Faculty, Learning Skills, English         |
| Ken Lee                     | Faculty, Librarian                       |
| Ken Lin                     | Librarian, Documentation; Senate          |
| Curt Riesberg               | Director, Learning Skills                |
| Timothy Russell             | Faculty, Learning Skills                 |

### STANDARD III Resources

<table>
<thead>
<tr>
<th>Co-chairs: Meric Keskinel</th>
<th>Faculty, Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Oester</td>
<td>Vice President, Administrative Services</td>
</tr>
</tbody>
</table>

#### III.A. Human Resources

| Members: MD Haque           | Administrative Analyst, Administrative Services |
|                            |                                                |
| Helen Lin                  | Administrative Analyst, Academic               |
### III.B. Facilities

**Members:**
- Allan Hansen, Facilities Director, Plant Facilities
- Lorraine Patriarca, Facilities Assistant, Plant Facilities
- Abel Rodriguez, General Foreman, Plant Facilities
- Melinda Smith, Faculty, Physical Education; Senate

### III.C. Technology

**Members:**
- Marcus Butler, Faculty, Computer Science
- Anna Chiang, Chair, Computer Science
- Nick Dang, College Information Systems Manager
- Henry Feiner, Faculty, Mathematics
- Eric Ichon, Dean, Academic Affairs, Distance Learning
- Meric Keskinel, Faculty, Economics
- Pat Morris, Adjunct Faculty, Senate
- Larry Rowell, Sr. Computer & Network Support Specialist

### III.D. Financial

**Members:**
- Mary Anne Gavarra-Oh, Director, TRiO - Student Support Services
- Rob Hager, Faculty, Physical Education; Senate
- Maureen O’Brien, College Financial Administrator, Business Office
- John Oester, Vice President, Administrative Services
<table>
<thead>
<tr>
<th>STANDARD IV</th>
<th>Leadership and Governance</th>
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<tbody>
<tr>
<td><strong>Co-chairs:</strong></td>
<td>Adrienne Foster</td>
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<tr>
<td></td>
<td>Rose Marie Joyce</td>
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<td></td>
<td>Olga Shewfelt</td>
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<td>Ahmed Mohsin</td>
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<td>Abel Rodriguez</td>
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<td></td>
<td>Scott Stamler</td>
</tr>
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<td></td>
<td>Other College Council members</td>
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</table>
## COLLEGE PARTICIPATION IN THE 2012 SELF EVALUATION

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<tr>
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</thead>
<tbody>
<tr>
<td>Nabil Abu-Ghazaleh</td>
<td>President</td>
<td>Entire report</td>
</tr>
<tr>
<td>Steve Aggers</td>
<td>Athletic Director</td>
<td>II.B</td>
</tr>
<tr>
<td>Aracely Aguiar</td>
<td>Dean, Career &amp; Technical Education</td>
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<td>II.B</td>
</tr>
<tr>
<td>Mohamad Alwash</td>
<td>Faculty, Mathematics</td>
<td>I.B</td>
</tr>
<tr>
<td>Bruce Anders</td>
<td>Faculty Grievance Rep.</td>
<td>II.A, IV</td>
</tr>
<tr>
<td>Mary-Jo Apigo</td>
<td>Dean, Teaching and Learning</td>
<td>I, SLDs</td>
</tr>
<tr>
<td>Holly Bailey-Hofmann</td>
<td>Faculty, English</td>
<td>II.A</td>
</tr>
<tr>
<td>Patricia Banday</td>
<td>Director, Assessment/Matriculation</td>
<td>II.B</td>
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<tr>
<td>Norma Barragan</td>
<td>Faculty, Sociology, Senate</td>
<td>II.A, Curriculum Comm.</td>
</tr>
<tr>
<td>Kathy Boutry</td>
<td>Faculty, English</td>
<td>II.C</td>
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<tr>
<td>Bonnie Blustein</td>
<td>Faculty, Mathematics, Senate</td>
<td>II.A, IV</td>
</tr>
<tr>
<td>William Bucher</td>
<td>Chair, Mathematics</td>
<td>II.A Co-Chair</td>
</tr>
<tr>
<td>Marcus Butler</td>
<td>Faculty, Computer Science</td>
<td>III.C</td>
</tr>
<tr>
<td>Clarissa Castellanos</td>
<td>Graphic Designer</td>
<td>Design, layout, printing</td>
</tr>
<tr>
<td>Anna Chiang</td>
<td>Chair, Computer Science</td>
<td>III.C</td>
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<tr>
<td>Judy Chow</td>
<td>Chair, Library and Learning Resources, Senate</td>
<td>II.C Chair</td>
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<tr>
<td>Eloise Crippens</td>
<td>Past President of Academic Senate, Articulation</td>
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<td>Nick Dang</td>
<td>College Information Systems Manager</td>
<td>III.C</td>
</tr>
<tr>
<td>Sue DeBord</td>
<td>Faculty, Learning Skills, English</td>
<td>II.C</td>
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<tr>
<td>Henry Feiner</td>
<td>Faculty, Mathematics</td>
<td>III.C</td>
</tr>
<tr>
<td>Adrienne Foster</td>
<td>President, Academic Senate</td>
<td>IV Co-Chair, II.B</td>
</tr>
<tr>
<td>Andrea Frederic</td>
<td>Transfer Counselor, Transfer Center</td>
<td>II.B</td>
</tr>
<tr>
<td>Judith Ann Friedman</td>
<td>Dean, General Education and Transfer</td>
<td>II.A Co-Chair</td>
</tr>
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<td>Mary Anne Gavarra-Oh</td>
<td>Director, TRiO - Student Support Services</td>
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<td>Dean, Student Services</td>
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<tr>
<td>Allan Hansen</td>
<td>Facilities Director, Plant Facilities</td>
<td>III.B</td>
</tr>
<tr>
<td>MD Haque</td>
<td>Administrative Analyst, Administrative Services</td>
<td>III.A</td>
</tr>
<tr>
<td>Joann Haywood</td>
<td>AFT 1521A Staff Guild Campus Chapter Chair</td>
<td>IV</td>
</tr>
<tr>
<td>Eric Ichon</td>
<td>Dean, Academic Affairs, Distance Learning</td>
<td>II.A, III.C</td>
</tr>
<tr>
<td>Betty Jacobs</td>
<td>Chair, Language Arts</td>
<td>IV, proofreading</td>
</tr>
<tr>
<td>Nikki Mehrpoo Jacobson</td>
<td>Chair, Business; Senate</td>
<td>II.A</td>
</tr>
<tr>
<td>Rose Marie Joyce</td>
<td>Past President (Interim)</td>
<td>IV</td>
</tr>
<tr>
<td>Lisa Kamibayashi</td>
<td>Faculty, Allied Health</td>
<td>II.A, Curriculum Comm.</td>
</tr>
<tr>
<td>Deborah Kaye</td>
<td>Faculty, District Accreditation Liaison</td>
<td>Entire self evaluation report</td>
</tr>
<tr>
<td>Meric Keskinel</td>
<td>Faculty, Economics</td>
<td>III.Co-Chair, III.C</td>
</tr>
<tr>
<td>Ken Lee</td>
<td>Faculty, Librarian</td>
<td>II.C</td>
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<tr>
<td>Fran Leonard</td>
<td>Faculty, Chair - Accreditation &amp; College Council</td>
<td>I Co-Chair, IV; entire report</td>
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<td>Associated Students Organization, president</td>
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<tr>
<td>Ken Lin</td>
<td>Librarian, Documentation, Senate</td>
<td>I, II, IIC, III, IV</td>
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<tbody>
<tr>
<td>Todd Matosic</td>
<td>Adjunct Faculty, Business</td>
<td>SLOs</td>
</tr>
<tr>
<td>Michelle Long-Coffee</td>
<td>Director, Advertising and PR</td>
<td>Design, layout, printing</td>
</tr>
<tr>
<td>Maria Mancia</td>
<td>Asst. Director, EOPS/CARE</td>
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<tr>
<td>Ahmed Mohsin</td>
<td>ASO Past President</td>
<td>IV</td>
</tr>
<tr>
<td>Pat Morris</td>
<td>Adjunct Faculty, Senate</td>
<td>III.C</td>
</tr>
<tr>
<td>Vicky Nesia</td>
<td>Executive Assistant, President’s Office</td>
<td>Preparation for team visit, proofreading</td>
</tr>
<tr>
<td>David Newell</td>
<td>Faculty, Physical Education</td>
<td>II.A</td>
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<td>Faculty, Business</td>
<td>I.A, II.A, Curriculum Comm.</td>
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<td>Clare Norris</td>
<td>Faculty, English, Student Success Com Co-Chair</td>
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<td>Maureen O'Brien</td>
<td>College Financial Administrator, Business Office</td>
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<td>III.Co-Chair, III D</td>
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<td>Curt Riesberg</td>
<td>Director, Learning Skills</td>
<td>II.C</td>
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<tr>
<td>Darrell Roberson</td>
<td>Student Recruiter, Transfer Center</td>
<td>III.A</td>
</tr>
<tr>
<td>Abel Rodriguez</td>
<td>General Foreman, Plant Facilities</td>
<td>III.B, IV</td>
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<tr>
<td>Timothy Russell</td>
<td>Faculty, Library and Learning Resources</td>
<td>II.A, II.B, II.C</td>
</tr>
<tr>
<td>Sherron Rouzan</td>
<td>Chair, Counseling</td>
<td>II.B</td>
</tr>
<tr>
<td>Larry Rowell</td>
<td>Sr. Computer &amp; Network Support Specialist</td>
<td>III.C</td>
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<td>------------------------------</td>
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</tr>
<tr>
<td>Glenn Schenk</td>
<td>Financial Aid Manager</td>
<td>II.B</td>
</tr>
<tr>
<td>Olga Shewfelt</td>
<td>AFT Chapter Chair – Faculty, Political Science</td>
<td>IV Co-Chair</td>
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<tr>
<td>Yvonne Simone</td>
<td>Director, Child Development Center, Senate</td>
<td>II.B Co-Chair</td>
</tr>
<tr>
<td>Barry Sloan</td>
<td>Assoc. Dean, Contract Education</td>
<td>II.A</td>
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<tr>
<td>Melinda Smith</td>
<td>Faculty, Physical Education, Senate</td>
<td>III.B</td>
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<tr>
<td>Robert Sprague</td>
<td>Vice President, Academic Affairs, ALO</td>
<td>II.A Co-Chair; entire report</td>
</tr>
<tr>
<td>Scott Stamler</td>
<td>ASO vice president</td>
<td>IV.A</td>
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<tr>
<td>Buck Stapleton</td>
<td>Chair, Social &amp; Behavioral Sciences, Senate</td>
<td>II.A</td>
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<tr>
<td>Joyce Sweeney</td>
<td>Faculty, Music, Senate</td>
<td>II.A, Curriculum Comm.</td>
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<tr>
<td>Alice Taylor</td>
<td>Faculty, Humanities</td>
<td>Editor</td>
</tr>
<tr>
<td>Linda Thompson</td>
<td>Phone Operator</td>
<td>Acronyms Chart</td>
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<tr>
<td>Rebecca Tillberg</td>
<td>Dean, Research and Planning, AtD Data Team Co-Chair</td>
<td>I Co-Chair, proofreading</td>
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<tr>
<td>Hansel Tsai</td>
<td>Administrative Analyst, Personnel/Payroll</td>
<td>III.A</td>
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<tr>
<td>Claudia Velasco</td>
<td>Associate Director, TRiO, Student Support Services</td>
<td>I</td>
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<tr>
<td>Angel Viramontes</td>
<td>Outreach Representative , Admissions &amp; Records</td>
<td>II.B</td>
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<tr>
<td>Helen Young</td>
<td>Counselor, Senate</td>
<td>II.B</td>
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</table>
Organization of the Institution
ORGANIZATION OF THE INSTITUTION

N. Abu-Ghazaleh
President

R. Sprague
Vice President
Academic Affairs

J. Oester
Vice President
Administrative Services

M. Long-Coffee
Public Relations Director

Compliance Officer
(Vacant)

- Affirmative Action
- Compliance
- Ombudsman
- Sexual Harassment
- Title IX
- Student Equity

Marketing
- Graphic Arts

West Los Angeles College
President’s Office
LOS ANGELES COMMUNITY COLLEGE DISTRICT
Educational Programs & Institutional Effectiveness
Organizational Structure

Legend
- - - = Administrative Oversight Only
= Unit Manager
= Supervisor

Note:
* Assignments do not begin until 1 September 2011.

Prepared by Human Resources – Data Analysis
As of 22 August 2011
Notable positions:
- Executive Director of Facilities Plan. & Dev.: T. Hall (Provisional)
- Director of Facilities Plan. & Dev.: T. Hall (On Leave)
- Facilities Project Plan. & Scheduler: (Vacant-Unfunded)
- Senior Facilities Assistant: (Vacant-Unfunded)
- Senior Facilities Assistant: (Vacant-Funded)

Notes:
1. Individual on leave from Director of Facilities to the Executive Director of Facilities position within DFPD.
2. Position approved by the Personnel Commission but has not been created in SAP.

Prepared by Human Resources – Data Analysis
As of 22 August 2011
LOS ANGELES COMMUNITY COLLEGE DISTRICT
DISTRICT GOVERNANCE
AND FUNCTIONS HANDBOOK

HTTP://WWW.LACCD.EDU/INST_EFFECTIVENESS/
DOCUMENTS/REVCOPYOFHANDBOOK8-23-2011.DOC
WEST LOS ANGELES COLLEGE SELF STUDY

Eligibility Requirements
The Accreditation Steering Committee has reviewed the eligibility requirements for accreditation. The committee agrees that West Los Angeles College continues to meet the eligibility requirements set forth by the Western Association of Schools and Colleges.

WEST LOS ANGELES COLLEGE

West Los Angeles College presents this comprehensive Self Study with full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all of the Commission’s eligibility requirements as set forth below.

1. AUTHORITY

West Los Angeles College (West) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Los Angeles Community College District (LACCD). The 1967 Legislature authorized a Board of Trustees for the Los Angeles Community College District. The college’s authority has existed since 1969 with accreditation status renewed regularly. The college awards 45 Associate Degrees.

2. MISSION

The Mission Statement of the Los Angeles Community College is included in the Board Rules (Board Rule 1201). It was last amended in October 1997. A copy of West’s current Mission Statement, in keeping with the district’s mission statement, may be found in the 2010-2012 Catalog. The Mission Statement was approved by the Board of Trustees in May 15, 2010. The Mission Statement was last reviewed by the college community at the Leadership Retreat on November 6, 2009. As a result of that review, the college, through its participatory governance and decision-making processes, developed a new mission statement. The college plans to review its Mission Statement in 2015 for revision and updating.

3. GOVERNING BOARD

The governing board of the LACCD consists of seven members, elected by voters, to be responsible for the quality and integrity of the institution. A student trustee is selected by the Associated Student Organizations (ASO) of the nine colleges following the procedures stated in the Board Rule Chapter II, Article X. The Board is an independent, policy-making body, in accordance with the California Education Code. The minutes of the regularly scheduled Board meetings reflect public and constituent interests in activities and decisions for the district’s nine colleges. The board adopted a “Statement of Ethical Values and Code of Ethical Conduct” in October 2005, which establishes principles to which the individual members of the Board will
adhere (Board Rule 2300.10). The Board also has a Conflict of Interest Code in accordance with the Political Reform Act, government Code Section 8100 et seq. to ensure the Board is an “independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.”

4. CHIEF EXECUTIVE OFFICER

The chief executive officer of the Los Angeles Community College District is the Chancellor Dr. Daniel LaVista who has served in this capacity since August 1, 2010. His full-time responsibility is to the institution and to administering the Los Angeles Community Colleges District with its nine colleges in accordance with board policies and rules. The chief executive officer of West Los Angeles College is Mr. Nabil Abu-Ghazaleh, who commenced his duties and responsibilities on August 1, 2011. As president, Mr. Abu-Ghazaleh’s primary responsibilities are to provide effective leadership to complete the self-study process, balance the college budget, manage enrollment, and administer the Proposition A/AA and Measure J bond construction projects. Neither Dr. LaVista nor Mr. Abu-Ghazaleh serves as the chair of the governing board.

5. ADMINISTRATIVE CAPACITY

West Los Angeles College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purposes. Certificated administrators must hold either a California credential authorizing administrative service at the community college level, or an earned master’s degree or higher (from an accredited college or university) and completion of two years of full-time formal training, internship or leadership experience reasonably related to the administrative assignment. Classified administrators are hired through the Personnel Commission testing process and meet appropriate qualifications for the position. Since the last self-study in 2006, West has had four presidents, two vice presidents of Academic Affairs, two vice presidents of Student Services and two vice presidents of Administrative Services. In fall 2008, the college hired a new dean of research and planning. Since 2006, when the college had six deans, an additional four deans have been hired to support grants and contract education programs.

6. OPERATIONAL STATUS

Since its beginning in 1969, the college has been in continuous operation offering degrees and certificates.

Over the past 5 years, West has grown in enrollment – first census credit enrollment – from 8,088 in fall 2006 to a high of 11,140 in fall 2010. West offers day, evening and Saturday classes in a variety of lengths to better accommodate students’ needs:
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<tbody>
<tr>
<td><strong>Fall and Spring semesters</strong></td>
<td>15 weeks</td>
<td>15 weeks</td>
<td>15 weeks</td>
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<td>15 weeks</td>
<td>15 weeks</td>
</tr>
<tr>
<td><strong>Fall &amp; Spring, short term</strong></td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
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<tr>
<td><strong>Winter intersession</strong></td>
<td>6 weeks</td>
<td>5 weeks</td>
<td>5 weeks</td>
<td>5 weeks</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td><strong>Summer session</strong></td>
<td>Early &amp; late start summer, both 6 and 8 weeks</td>
<td>Early 5 Week &amp; late start summer, both 6 and 8 weeks</td>
<td>5 weeks &amp; 8 weeks</td>
<td>6 weeks</td>
<td>6 weeks</td>
<td>not offered</td>
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</table>

Students were enrolled full and part time in credit programs. In addition, students enroll in fee-based community service classes through the Westside Extension. All courses offered on the main campus are listed in the schedule of classes and are posted on the college’s website. Community education classes are published in a separate class schedule and are also posted on the website.

### 7. DEGREES

West’s 2010-2012 Catalog lists 45 associate degrees and 26 certificates of completion. It also details graduation requirements—unit, scholarship, competency, residence and course. Additional information regarding transfer, major departmental requirements and California State University general education and the Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower-division general education requirements at any California State University, and University of California campus are included. In fulfilling its mission, from July 2010 until June 2011, West awarded 314 associate degrees and 188 certificates for programs of at least one year but less than two years. Transfers to California State University totaled 205 in 2008-09 and 141 in 2009-2010 while transfers to the University of California were 43 in 2008-09 and 36 in 2009-10.

### 8. EDUCATIONAL PROGRAMS

West offers a wide variety of educational and vocational programs for both credit and non-credit students. For credit students, West offers general education, transfer, vocational programs and certificates consistent with the missions of the college, the LACCD Board of Trustees and California Community Colleges. The degree programs are two years in length. The names of the degree programs, certificates and skill certificates are listed in the college catalog. West’s courses adhere to levels of quality and rigor appropriate to the degree offered. The courses meet required minimums
in keeping with Carnegie requirements for credit units offered. Vocational programs meet requirements of the agencies responsible for oversight of these programs such as the Federal Aviation Administration for the aviation maintenance program. The college has identified institutional student learning outcomes (SLOs), course and program-level outcomes, Student Services service area outcomes and Administrative Services service level outcomes. Valid articulation agreements with state and private four-year institutions result from associate degrees that meet high standards.

9. ACADEMIC CREDIT

The college catalog clearly describes institutional policies and transfer requirements as well as the awarding of credit. West awards credits based on the Carnegie formula.

10. STUDENT LEARNING AND ACHIEVEMENT

Institutional student learning outcomes, which are detailed in the college catalog and posted at the college web page, provide over-arching guidance, along with the college vision, mission and values statements, to college programs and curriculum. Program level student learning outcomes provide the focus for program roadmaps. Faculty include course level student learning outcomes on all course outlines of record, as well as on all class syllabi as required by the faculty contract. Upon the completion of a course, faculty assess the student learning outcomes for the course. West’s course-level assessments follow a three-semester cycle for each course. Courses are assessed, are revised and changes implemented during this cycle. All courses, regardless of mode of delivery or location, follow the same course outline of records.

11. GENERAL EDUCATION

West’s mission and vision, coupled with the institutional student learning outcomes, ensure that students achieve educational breadth and depth and are in keeping with the general education requirements of Board Rule 6201.14 on General Education Requirements and the Accreditation Standards of II.A.3. Proficiencies in reading, writing, computational skills, oral communication, plus technological awareness and competency are required of students receiving an A.A. degree. In meeting the General Education Requirements for the Associate Degree, students may choose from Plan A – for students whose majors as described in the catalog require less than 36 units – or Plan B – for students whose majors require 36 or more units. Plan B requires 18 units of General Education requirements. The A.A. degree requires a minimum of 60 units. Students completing these courses must earn a “C” (2.0) grade point average or better in all work attempted. Degree credit reflects the level of quality and rigor appropriate to higher education, with six areas designated for general education courses: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education and Mathematics. West maintains articulation agreements with UC and CSU systems and private institutions of higher learning across the United States.

12. ACADEMIC FREEDOM

LACCD Board’s Educational Philosophy states that “We further recognize that academic freedom is essential to excellence in education” (Board Rule 1200). This statement ensures that the college maintains an atmosphere where intellectual freedom and academic indepen-
dence prevail. Faculty and students are free to examine and test knowledge appropriate to disciplines, according to the general academic community even as the Board recognizes “the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges’ communities and to the growing diversity among students.” This information is posted at the district’s website.

13. FACULTY

West’s full-time faculty number 97 with more than 20 hired within the last 5 years in critical areas such as math, administration of justice, dental hygiene, history, counseling and English as a Second Language. Each tenure-track faculty member meets the teaching and minimum qualifications for the discipline they teach and area they serve. More than 300 adjunct faculty also provide key instructional, library and counseling support. Orientation for newly hired and adjunct faculty occurs in the fall semester. Faculty has primary responsibility for curriculum – developing, reviewing and assessing. The Academic Senate policy on ethical and professional standards applies to the faculty and provides a guide to ethical behavior.

14. STUDENT SERVICES

Student Services provides a multitude of important services including counseling, assessment, admissions, financial aid, EOP&S, DSP&S, health services and child care to support student learning. Each area has developed its service-specific SLOs and ways to assess these to further assure quality. Enhancements to student services includes the purchase of the Student Accountability and Record System (SARS), an online telephone-based system that provides students with an equitable way to access counseling services, help the college contact students and track student use of important services. To better meet the needs of West’s predominantly minority student body, four federally funded TRiO and two Title V grants were sought and obtained to provide a supportive learning environment for economically disadvantaged, at-risk, first generation students. A Student Equity Plan provides analysis of student demographics and plans for promoting diversity and insuring equal opportunity and access. Student assessment relies on valid, approved instruments. To celebrate the diverse backgrounds of West’s students, the Associated Student Organization sponsors cultural and civic enrichment activities. Art exhibits and music concerts sponsored by the Humanities and Fine Arts Division further enhance the collegial experience for our students. The Intercollegiate Athletics department manages all athletic teams and provides support to student athletes through specialized enrollment services, tutoring and counseling. Plans for a Student Services building, which will house Counseling, Matriculation, EOP&S, DSP&S, dining services, Admission, Financial Aid, Business Office, International Student Center, Administrative Services and Outreach and School Relations will be ready for occupancy in early spring 2012.

15. ADMISSIONS

The dean of Admissions and Records oversees the college’s admissions policies and ensures that these are consistent with Board Rule 8100, West’s mission and appropriate for the college’s programs. Persons who possess a high school diploma or its equivalent meet the basic eligibility requirement for any public California two-year community college. Persons who
do not possess a high school diploma or its equivalent, but who are 18 years or older who can benefit from instruction may also apply for admission. Other requirements may be applied to those in high school or international F-1 Visa students. Admission of elementary and secondary students in grades K-12 follows Board Rule 8100.01. The college catalog clearly identifies admissions eligibility and provides clear instructions of how to prepare for proper placement and registration.

16. INFORMATION AND LEARNING RESOURCES
West provides access to information and learning resources and services through an automated library system, offers research and periodical databases, an e-book collection and the district-wide online catalog. West has, despite limited resources, continued to provide service to support the educational program. A strong instruction program consists of for credit classes – offered online – and information competency workshops. The Library Instructional Research Lab (LIRL) is equipped with 73 Internet-enabled computer stations that offer access to an online catalog of 62,000 print books, 1,500 e-books and 1,200 videos. A Library Instructional Research classroom, equipped with 23 computer stations with one reserved for the instructor, provides library instruction, including orientations to online research. To accommodate students with disabilities, videos are being close-captioned, and one station is equipped for the visually impaired. The first floor of the library houses Learning Skills, tutoring, the Writing Lab and the Foreign Language Lab.

17. FINANCIAL RESOURCES
Financial planning and information is in keeping with the allocation mechanism of the district, the district’s budgeting process and West’s planning and budgeting cycle. The 2011-12 final budget and Operational Plan are available in the Standard III.D evidence section of the report.

18. FINANCIAL ACCOUNTABILITY
The Los Angeles Community College District “Report on Audited Basic Financial Statements” dated June 30, 2010 prepared by KPMG, LLP is available in the Standard III.D evidence section of the report.

19. INSTITUTIONAL PLANNING AND EVALUATION
West updated the Educational Master Plan, 2011-2014. The Facilities Master Plan was updated in 2010 with a Final Supplemental EIR. The Technology Master Plan, 2009-2016, was updated in 2009. The Student Services Master Plan, 2008-2011, is currently being updated. The annual planning and budgeting cycle is prescribed with a comprehensive program review and annual planning and resource request process. All units in Academic Affairs, Student Services and Administrative Services conduct program review which is the basis for program planning and improvement to student learning and achievement of goals. The college has integrated the institutional, program and course student learning outcomes development and assessment into this process. The
Planning Committee and the Budget Committee are standing committees of the College Council which is the main body to make recommendations to the president. The Planning Committee, Budget Committee and Program Review Committee evaluate the effectiveness of the planning and budgeting process through the annual Committee Self Evaluation procedure to ensure continuous improvement. The Academic Senate has purview over “academic and professional matters” while bargaining units deal with contract labor matters.

20. PUBLIC INFORMATION

The college provides a printed catalog with the required information. The catalog is also available on the college’s website. This information is also found in the Schedule of Classes which is available in hard copy and online. Included in the publication is the Student Grievance Procedure. Brochures and flyers, including those published by Financial Aid, also convey various parts of the required information.

21. RELATIONS WITH THE ACCREDITING COMMISSION

West adheres to eligibility requirements and accreditation standards as indicated in this self-study. It maintains integrity, as reported in the self study, in describing itself to all accrediting agencies and communicates changes in its accredited status. West agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Further, the college will comply with the Commission’s requests, directives, decisions and policies, and makes complete, accurate and honest disclosure.
## RESPONSES TO 2006 RECOMMENDATIONS

**RESPONSES TO PREVIOUS ACCREDITATION RECOMMENDATIONS**
**IN THE VISITING TEAM EVALUATION REPORT 2006**

<table>
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<tr>
<th>RECOMMENDATION</th>
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| 1. *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) | West has thoughtfully and purposefully acted to address this recommendation:

- Governance processes are well-established and practiced, leading to policy recommendations made to the college president that improve institutional effectiveness.
- Through our governance processes, West has established a number of committees, whose cross-divisional collaborative work contributes to a more effective institution. Among these are:
  - the Student Success Committee of the Academic Senate charged with review and leadership for institutional effectiveness in students’ success
  - the Resource Development Committee of the College Council, a recommending and advisory committee to the College Council charged with guiding and overseeing the Resource Development Office (grants, partnerships, contract opportunities)
  - the Technology Committee of the College Council charged with guiding and overseeing the college’s technology needs
- Addressed and resolved the building program overage through Building Program Management Committee’s, stakeholders’ and College Council meetings.
- Through Town Hall meetings and frequent collegewide reports, regarding topics such as the budget, building program overage efforts and accreditation, West keeps the college community “in the loop” and received valuable input.
- Regularly review and update the participatory governance chart
- Established a self evaluation of the Council and its standing committees that is reviewed/assessed at the Council’s August retreat
- Regularly conduct campus climate survey and assess results

**RESOLVED**
## RESPONSES TO PREVIOUS RECOMMENDATIONS

### RECOMMENDATION PROGRESS TO DATE

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| 2. 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. | West’s faculty has identified SLOs at the course and program levels.\(^{1}\)  
- Currently, West has defined 100% of its program SLOs and assessed 97% of its offered courses.  
- Institutional level SLOs are refined on a continuous basis as part of program level SLO assessment and Program Review. West’s participation in the Achieving the Dream initiative will be a further means of using information from outcomes assessment and program review findings to improve student learning, institutional effectiveness, and student success.  
- The course SLO assessment process is based on a three-semester cycle, and the SLO coordinator monitors the timely development of these course assessments within each academic division.  
- The SLO coordinator monitors systematic assessment and ensures that the results are used for student success and institutional effectiveness through the Office of Instruction/Academic Divisions operations, program review and program planning. To more easily facilitate this process, faculty document assessments using SLO assessment tools. |

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\(^{1}\) 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.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 III.A.1.b, III.A.1.c; and Standard IV.A.1, IV.A.2.b, IV.B.1.b

All departments within student services have Service Level Outcomes (SLOs) identified and have incorporated these into their program reviews.

All departments within administrative services have identified appropriate Service Area Outcomes (SAOs) and are conducting point of service surveys.

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| 3. 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) | West has implemented a viable plan to operate in a fiscally responsible fashion.  
- Planning begins in the program review process with requests entered as unit plan objectives.  
- Prioritization of these requests occurs initially within each division (academic, student services and administrative services) by a process determined by each vice president.  
- The three vice presidents then meet and merge these divisional priority lists into one college-wide list, except in the case of tenure-track faculty requests which are addressed through the college’s Faculty Position Identification and Prioritization (FPIP) process. The resulting priority list is then forwarded to the college's Budget Committee for review.  
- The Budget Committee recommends the list, with any modifications, to the College Council for further review.  
- The College Council, in turn, recommends the list, with any modifications, to the President for potential approval and incorporation into the college's operating budget.  
- The college submits its final operational plan which reflects this entire college planning and budget process to the district office.  

In addition, over the past three years the state of California has reduced a number of funding sources which made significant contributions to services rendered to students attending community colleges. These sources included block grants, categorical programs, and general apportionment. The college has addressed these changes by  
- Seeking alternative funding through grants  
- Reorganizing some programs  
- Absorbing selected costs into its operating budget  

RESOLVED |
<p>| 4. The district should evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges. (Standards III.D, Standard IV.B) | After reviewing the District budget allocation and funding mechanisms, in January 2007, the District adopted a new budget allocation model that parallels the CCC funding formula established by SB 361, allocating funds to colleges on a credit FTES basis with a two tiered basis for noncredit. With the current district-wide shortfall, the District Budget Committee (DBC) moved away from the concept of an allocation grant process, and in spring 2011, the committee issued recommendations to the colleges to help them establish balanced budgets for 2011-12. Colleges that find themselves in deficit and need more funding may request access to the District’s balances after meeting certain criteria. |</p>
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<td>The DBC continues to review the District’s budget allocation formula to ensure that the needs of all colleges are being considered.</td>
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| 5. The college should develop a sustainable reiterated cycle of integrated planning, resource allocation, plan implementation and evaluation by strengthening its information collection and dissemination for program review, and concentrating on implementation of the master plan and its ambitions planning agenda. | West has developed a sustainable reiterated cycle of integrated planning, resource allocation, plan implementation and evaluation. |
| (Standard I.A.4, I.B) | **-** Information collection and dissemination through program review has been enhanced and expanded. Expanded reports and data sets are provided to departments and units for their own self-evaluations. Data in the form of responses to program review questions are collected electronically. This process then permits the creation of reports based on program review data. These reports, including budget requests, SLO reflections, program goals and plans, are shared broadly, and are the basis for decision making.  
**-** The implementation of the planning agenda of the Educational Master Plan is monitored by the Planning Committee using the Implementation Matrix. The results of the assessment are shared with the Educational Policies and Standards Committee, which created the Educational Master Plan. The results were used by the EPSC to update and create the next Educational Master Plan.  
**-** West developed a calendar for budget development that incorporates the program review cycles. The budget/planning calendar has been adjusted several times based on experience with the program review process to ensure that planning and budgeting are more closely aligned.  
**-** A 2007-2011 Student Services Plan was developed aligning the division’s goals to the college’s Educational Master Plan. All departments within student services have SLOs identified and incorporated in their program reviews.  
**-** Standing Committees of the College Council – Technology and Resource Development – are charged with monitoring and assessing these plans. |
| RESOLVED       |                  |
6. **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)

   To assess staffing practices, hours of operation and quality of services, student satisfaction points of contact surveys were conducted in 2008, 2009 and 2010. To respond to students’ concerns, the college implemented changes. Our progress includes:
   - Increasing and reorganizing staffing
   - Reviewing and, where possible, expanding available service hours
   - Setting and working towards counseling success priorities
   - Making major headway on the Student Services Plan goals

   **RESOLVED**

7. **The college should address the inadequacy of its library collections.**

   (Standard II.C.1)

   West has met the challenges of shrinking funding through:
   - A one-time grant infusion of approximately $90,000 in 2009 for career-related books
   - Added a subscription to OCLC Catexpress to speed up the processing and increase the accuracy of the catalog records
   - Added a 24/7 Reference Service through a Title V grant
   - Installed a functional security system to reduce book loss
   - The rising costs of library resources and the decreasing budget has been a challenging issue for West’s library, resulting in a serious acquisition budget shortage for the past two fiscal years. The District Library Committee is now working on a district Core Databases budget proposal to pay for the subscription district wide.
   - The library generates over $26,000 of funds annually through copy machine usage and old book sales. The current balance of $50,470 will be used to supplement the library collection.

   **RESOLVED**

8. **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)

   - Program Review is part of this cycle of assessing staffing needs. Human resource needs are identified and requested through program review unit self-evaluation. Faculty needs identified in this way are then prioritized by the Faculty Position Identification and Prioritization (FPIP) Committee. All such requests are consulted through the participatory governance process, which includes the College Council.
   - Hiring has been strategic and selective, focusing primarily on student needs and utilization of services. Data is collected through a queuing system and SARS, an electronic appointment and student contact software module. Each department in student services is required to maintain an annual student contact report, which is used to determine staffing needs.

   **RESOLVED**
| 9. *The college should complete and maintain scheduled employee evaluations.*  
   *(Standard III.A.1.b)* | West completes and maintains scheduled employee evaluations.  
   
   - Vice Presidents are annually evaluated by the college President.  
   - Faculty are evaluated following the procedures set forth in Article 19 of the AFT agreement for persons serving as department chairs, directors, consulting instructors, tenured faculty, and instructor special assignments. The evaluation procedures for tenure review and evaluation of probationary faculty are provided in Article 42 of the AFT Agreement.  
   - Classified employees are evaluated annually in their birth months by their supervisors.  
   - Workshops are offered for faculty and division chairs to share information about the evaluation process and best practices.

**RESOLVED**

| 10. *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)* | West’s Technology Plan 2009-2016 aligns with the college’s Educational Master Plan. Its implementation is reviewed annually and updated every three years by the college’s Technology Committee, a standing committee of the College Council. In concert with the LACCD, West is building a robust and sustainable technology infrastructure that can accommodate the rapidly evolving needs of the students, faculty and staff with an ability to accommodate emerging demands and new technologies. The infrastructure will embrace these goals:  
   - Scalability to assure West’s network can grow  
   - Availability to deliver consistent and reliable performance  
   - Security for access, physical and data protection  
   - Manageability to retain cost efficiency and effectiveness  
   - Open architecture to accommodate different vendors and products  
   - Total Cost of Ownership, including acquisition, upgrades, licensing and training

**RESOLVED**

| 11. *The college should assign a high priority to attaining long-term financial stability.*  
   *(Standard III.D)* | The college has generated operating surpluses in four of the past five fiscal years. The sole exception occurred in 2008-09 when the state’s mid-year reduction in funded growth severely impacted the college during a year when it grew by 944 FTES. The Revenue Enhancement Initiative (REI) was started in 2009. Five percent of the 2010-11 budget was derived from REI alternative sources, and the REI projection for 2011-12 is eight percent.

**RESOLVED**
| 12. **The college should develop and execute enrollment management strategies to achieve stable enrollment and growth.** (Standard III.D) | The work of the established, college-wide Enrollment Management Committee, co-chaired by the VP of Student Services and a faculty member, acted on this recommendation in these ways:  
- Established noncredit, positive attendance classes in student services  
- Despite budget reduction, delivered an effective marketing campaign  
- Installed a new searchable schedule to address enrollment issues and to accurately report closed and cancelled sections  
- Collaborated with LACCD to develop and pilot a new student email system  
- Established regular reports to inform enrollment management decisions  
- Developed a regularly-updated Enrollment Management Plan  
- Developed detailed reports to inform the schedule preparation process  
- Linked class schedule development with budgeting  
- Enrollment management is addressed at the division level through program review data and reflection thus, achieving stable enrollment.  

**RESOLVED** |
| 13. **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) | Cooperatively and collegially, West has engaged in meaningful, timely dialogue to increase participation in governance while acknowledging different perspectives and ideas for making informed decisions.  
- The Academic Senate and the AFT Faculty Guild agreed in 2010 to hold an annual workshop during Flex Day on the benefits, opportunities and faculty obligations of participating in college wide, shared governance committees.  
- A Shared Governance Manual has been developed and will be made available online under West's webpage for all employees.  
- Committee's charge, membership and minutes have been made available online for all employees.  
- Development of Academic Divisions's links to the college webpage that includes relevant academic information as well as Divisions' meetings schedules and faculty contact information - in progress.  
- Concerted efforts by constituency leadership to recruit and appoint new committee members.  

**RESOLVED** |
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. (IV.B.3.a, c)

The District addressed this recommendation by replacing its functional map with a greatly improved 2008 version. In 2009, responding to a recommendation by the ACCJC evaluation teams visiting three of our colleges, the District embarked on a comprehensive effort to evaluate the accuracy of the delineation of district/college roles and responsibility to use the information to improve effectiveness. These efforts results in the creation of the LACCD District/College Governance and Functions Handbook, providing employees with a more accurate and informed understanding of the District’s role in relation to the colleges. It will be reviewed and revised on a two-year cycle, beginning in spring 2012. The District instituted Customer Satisfaction Surveys for every major service unit in the District Office. Results are being used to improve unit performance and further refine District Office operations.

RESOLVED

15. 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 addresses liability for retiree health care by pre-funding a portion of its unfunded obligation. The District annually directs 1.92% of the previous fiscal year’s fulltime employee payroll and diverts an amount equivalent to the District’s annual Medicare D refund into an irrevocable trust managed through CalPERS. As of June, 2011, the balance in the trust was $30,311,536.07. The Fair Market Value of the Trust on June 30, 2011 was $34,185,180.73.

Under the current plan, the District commits to fund the annual retiree health benefit payments each year out of the General Fund. The contribution for fiscal year 2010-11 totaled $33,804,289, which was more than 82% of the Annual Required Contribution (ARC) of $40,908,000. The District monitors its liability and continues to assess the adequacy of its annual contribution.

Since the District annually prefunds 1.92% of the total full-time salary expenditures in addition to the annual pay-as-you-go amount, it will accumulate sufficient funds invested in the irrevocable trust over the next 15 to 20 years to fully fund the ARC and significantly reduce the unfunded liabilities. Even though the District received less funding from the State over the last three years due to the budget crisis, the District has not interrupted its annual contribution under the plan. The District is committed to continuing the current contribution plan and will ensure that adequate cash will be available to pay for OPEB liabilities when those costs become due.

RESOLVED
Standard I - Institutional Mission & Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I. A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY:

West Los Angeles College’s mission statement focuses on the college’s purposes, its students and their learning. The college vision and values support and enhance West’s mission statement (I.A-1).

The college mission statement is:

“West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success.

Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.”
The college vision and values statements are:

**West’s Vision:**

A gateway to success for every student.

**West’s Values:**

**Excellence**

West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices.

**Ethics**

We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration.

**Empowerment**

At West, everyone—students, staff, faculty, administration—is empowered by high expectations, respect and acknowledgement in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations.

**Engagement**

To be fully engaged—academically, locally and globally—is to embrace learning with passion, commitment and energy (I.A-1).

**SELF EVALUATION:**

The mission statement captures the broad educational purposes of the college to help students “earn certificates and degrees, to transfer, to build careers and to pursue life-long learning.” The mission statement references a diverse student population. All guiding statements of the college—the vision statement, the mission statement and the values statements—highlight the primacy of student success and learning. Standard II.A.1.a. provides more detailed description of how the college’s mission, vision and values respond to the learning needs of the students and the community.

**PLANNING AGENDA:**

None.

I.A.2. *The mission statement is approved by the governing board and published.*

**DESCRIPTIVE SUMMARY:**

The Los Angeles Community College District Board of Trustees approved the most recent update of the college mission statement on May 12, 2010. The mission statement is published in the College Catalog, in the Class Schedule and on the college web site. (I.A-2; I.A-3)

**SELF EVALUATION:**

Board approval of the college mission statement affirms West’s sense of purpose and publicizes the college’s intentions.

**PLANNING AGENDA:**

None.
I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY:
The college relies on its participatory governance processes to regularly review and update its mission statement. The process begins with community input and dialogue at the college’s annual Leadership Retreat.

The Leadership Retreats of 2006, 2007 and 2008 found no need to revise the mission statement. The mission statement had been regularly reviewed at the annual Flex Day meetings, and in 2009, the college community decided an update was needed. At the 2009 Leadership Retreat, West began a collaborative participatory governance process to revise the mission statement. The college president asked the 103 participants, including faculty, staff, students and administrators, to circle the three most meaningful words in West’s mission statement and to also indicate three words they would like to see included. The input from the retreat served as a basis for additional discussion and revisions at an Administrative Retreat and a Joint Council Retreat in January 2010, where the consensus was that the current mission statement needed to be more concise. Constituent groups such as the Academic Senate and the AFT Faculty Guild discussed the mission statement at their meetings, resulting in further refinement. During this mission statement review, the college vision and values statements were also reviewed and revised. The College Council approved the new, more concise mission statement by consensus at its April 8, 2010, meeting. (I.A-4; I.A-8; I.A-9)

SELF EVALUATION:
The process through which West’s mission statement was developed is the same process by which the college engages in deliberate, collaborative, iterative decision-making. Members from all parts of the college community participated in the process and agreed that the previous mission statement required reconsideration. It had remained unchanged for many years and was too long and unwieldy.

The survey evaluating the fall 2009 Leadership Retreat showed that 74 percent of participants felt that the “Connecting to the Mission” exercise was very positive. It set the stage for a collaborative and inclusive process to reconsider the mission statement which followed shared governance processes. (I.A-4)

PLANNING AGENDA:
None.
I.A.4. *The institution’s mission is central to institutional planning and decision making.*

**DESCRIPTIVE SUMMARY:**

West’s mission statement affirms the college’s commitment to “provide a transformative educational experience.” Further, the mission affirms that the college “fosters a diverse learning community dedicated to student success.” This is accomplished “through quality instruction and supportive services,” which “develops leaders who encourage excellence in others.” A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.”

West’s mission statement is embedded in its organic, iterative process of shared governance and decision making. Standard I.B.6 describes how, as each element of the planning and decision-making puzzle is updated, other related elements are impacted.

The mission statement appears prominently on committee documents and planning documents as a constant reminder of the purpose of each group and activity. It is central to the planning and budgeting process: all resources requests identified in the program review process must be connected with one or more goals of the Educational Master Plan. During the 2010-2011 budgetary crisis, the college turned to its core mission to guide difficult decisions. The Planning Committee developed Principles for Prioritizing Programs and Services, which members of the committee then reviewed with their constituencies. After extensive review, the College Council adopted the principles in March 2011, and the college president accepted the recommended principles on April 7, 2011. The Principles for Prioritizing Programs and Services explicitly references the mission statement: “Focus on core mission: certificates and degrees, transfer, build careers. Lifelong learning programs (credit, noncredit and not-for-credit) that are not State funded must be supported with funds other than general funds. Lifelong learning although a desirable goal is not a part of the core mission of the college, particularly the not-for-credit classes and programs.” (I.A-5; I.A-6)

The 2010-2011 Enrollment Management Plan also demonstrates the centrality of the mission to institutional planning and decision-making. As the college grappled with mandates from the district to reduce spending on college-funded course sections, the plan focused on maintaining academic excellence. To do this, the plan supports the Educational Master Plan goals of institutional commitment to student learning, transfer, effective basic skills programs, success in vocational education and diversified modes of instructional delivery. Following the Enrollment Management Plan, academic divisions have mapped the curricula of certificates and degrees to support retention, persistence and program completion by students. Academic Affairs used the maps to create a schedule that supports students carrying a full-time load, even in a climate of class cuts. (I.A-7)
SELF EVALUATION:

The college mission statement provides guidance for the major master plans and governance and decision-making processes of the college. The process for adoption of the Principles for Prioritizing Programs and Services demonstrates how the college uses its governance and decision-making processes effectively. Using extensive dialogue the college strengthened connections between its mission and its resource allocation. The process generated much interest, participation and deliberative thought, resulting in satisfactory outcomes along with the recognition that a change in one element necessitates further thoughtful consideration, in this case, of West’s integrated master plan as it relates to the college’s governance policy.

Despite having had to cut the annual total of class sections by 43 percent since 2008-09, West’s headcount of students, Fall 2008 to Fall 2011, has remained virtually unchanged.

PLANNING AGENDA:

None.

STANDARD I.A DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard1a


I.A-3 Board of Trustees Action to approve West’s Mission Statement: http://www.laccd.edu/board_of_trustees/board_minutes/documents/5-12-10minutes.pdf

I.A-4 Leadership Retreat 2009: http://www.laccd.edu/board_of_trustees/board_minutes/documents/5-12-10minutes.pdf


I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.

The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY:

Through participatory governance, West’s diverse committees, faculty, staff, administrators and students engage in collegial, self-reflective dialogue focusing on the continuous improvement of student learning and institutional processes. As described below (Standard I.B.2), all these processes play integral roles in the college planning at all levels; as living documents, West’s integrated plans evolve through collegial dialogue.

The College Council is the capstone of West’s participatory governance. Representatives of all college constituencies serve on the council:

- Academic Senate
- AFT Faculty Guild
- AFT Staff Guild
- SEIU
- Local 99
- ASO
- Teamsters
- Vice presidents
- President (non-voting)

The College Council makes recommendations on college-wide policy and issues to the college president. College-wide committees reporting directly to the College Council include the following (I.B.1-1):
• Accreditation Steering Committee
• Budget Committee
• Enrollment Management Committee
• Facilities Committee (formerly Building Program Management Committee)
• Planning Committee
• Program Review Committee
• Resource Development Committee
• Technology Committee

Charged under California law with making recommendations to the college president on academic and professional matters, the Academic Senate holds discussions about the continuous improvement of student learning. Committees that report to the Academic Senate include the following:

• Curriculum Committee
• Distance Education Committee
• Educational Policies and Standards Committee
• Faculty Position Identification and Prioritization (FPIP) Committee
• Student Success Committee
• Transfer Committee

The Divisional Council brings academic deans and academic division chairs together on a monthly basis during the academic year to discuss instructional plans, operations funding, policies and regulations (I.B.1-2).

In 2006, the college received a recommendation related to 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.” To respond to this recommendation, development of student learning outcomes (SLOs) and assessments has presented opportunities for major dialogue and discussion throughout the college for the past decade. As a result of this dialogue, and as reported in the 2010 Comprehensive Program Review, the Economics discipline plans to “review more intermediate algebra at the beginning of the semester or encourage students to visit math tutors more often.” In ESL, more collaboration among district faculty and regional faculty is occurring via the Student Success Initiative. Under the auspices of the Academic Senate, divisions worked with West’s SLO coordinator and a consultant to describe their programs and associated learning outcomes. Through dialogue, all Student Services departments have identified and assessed SLOs. (I.B.1-3; I.B.1-4)

Program review is designed to facilitate collaboration, dialogue and reflection throughout each unit. Annually each unit of the college updates its planning goals, aligning them with the goals of the Educational Master Plan. The unit identifies measurable actions and resources needed to implement them. In addition, it evaluates its progress toward the goals identified in the previous year’s program review. The program review process relies on groups of colleagues, together reviewing data about their programs, thus transforming data into information for improvement. Student learning outcomes are also accounted for in program reviews that ask four key questions about assessment of SLOs as well as changes to be made to improve outcomes. (I.B.1-5)
Additional forums for collegial and self-reflective dialogue occur regularly and frequently throughout the year. For example, the annual Leadership Retreat provides a forum for faculty, staff and administrators to gather and consider educational issues of importance to the college. Conference themes have included “Imagine the Future of West LA College,” “Tool Up! New Tools & Using Old Ones Better” and in 2010, “Building CommUnity.” One Leadership Retreat, “Moving into the Fast Lane” with a focus on technology, basic skills, SLOs and participatory governance, received special commendation as one of the exemplary staff developed programs statewide from the Academic Senate for California Community Colleges (I.B.1-6)

Additional dialogue occurs at the faculty Flex Day and during Tech Fair. Flex Day opens each academic year with communication and dialogue among faculty on key issues, including information on Achieving the Dream (ATD), the book rental program designed to help students lower the cost of their textbooks and “211,” which provides “free and confidential information and referrals” for a range of needs, including housing, employment, health care and counseling. At Tech Fair faculty and staff teach each other instructional technology tools and best practices in small groups. See Standard III.C.1.b for a detailed description of Tech Fair.

West embarked on a Revenue Enhancement Initiative in spring 2009 to seek additional funding sources, such as federal, state and foundation grants. The initiative was presented at college committees such as Divisional Council, College Council, Academic Senate and AFT Faculty Guild. To advance the initiative, the college formed the Grants Management Committee through its governance process. The college community identified the need to align the activities of the revenue enhancement effort with the college’s vision, mission, goals and objectives. Following the dialogue and alignment efforts, the committee refined the charge, which included renaming itself the Resource Development Committee to more accurately reflect its expanded scope to include “partnership and contract opportunities aligned with and facilitating the college’s mission and strategic plan.” (I.B.1-7)

Shared reflection on data and information threads through all the college processes described above. In summer 2010, 31 faculty and staff from diverse disciplines, services and offices collaborated collegially in the Foundation Skills Think Tank. Drawing extensively on the expertise of the dean of planning and research, the think tank used data, including the conclusions of program review reports about student needs related to basic skills, to draft a new Foundation Skills Plan. (I.B.1-8) The Student Success Committee presented the plan to the Academic Senate in spring 2011, where it was approved at the March 8, 2011, meeting. Its adoption fulfilled one of the goals of the 2008-2011 Educational Master Plan. The Student Success Committee has prioritized the goals of the Foundation Skills Plan and is implementing the goals as prioritized, the first of which is to “promote effective instructor best practices including self-assessment as part of faculty learning communities” (Strategy 3.1.C). A breakout session for the college’s annual Leadership Retreat in December 2011 will feature on-campus instructor best practices and self-assessment. (I.B.1-9)
Data and information is widely shared and discussed on campus. Some of the major documents about student characteristics and student achievement outcomes include ARCC data, ARCC basic skills data, LACCD Institutional Effectiveness measures and the college fact book, which includes student demographic information, student outcomes information, equity information, assessment/placement information, fiscal data, employee information and community information. This information is discussed at committee meetings across campus: College Council, Planning Committee, Educational Policies and Standards Committee, Academic Senate, AFT Guilds, Enrollment Management Committee, and others. (I.B.1-10)

In fall 2011, West undertook a major initiative, Achieving the Dream, a national effort joined by all the colleges in the district. The first year of engagement with ATD is a planning year to reflect on data and drill down into areas of interest and concern. The college will identify and confront the barriers to students’ completion and will develop goals and objectives to pursue in subsequent years. This effort represents an enhancement of the college’s current plans. (I.B.1-11)

Other major forums for dialogue and reflection include the following:

<table>
<thead>
<tr>
<th><strong>Enrollment Management Committee</strong></th>
<th>Brings together diverse faculty and staff to consider all issues related to enrollment management. Beginning with detailed, carefully tailored reports that display historic enrollment trends and current enrollment, the committee routinely considers student outcomes, recruitment, marketing and fiscal implications.</th>
</tr>
</thead>
</table>
| **Facilities Committee**  
(Formerly Building Program Management Committee) | Deals with bond-funded construction projects. Significant college-wide dialogue occurred in 2010 around the $124,000,000 over-commitment in the college’s bond-funded building program. (See Standards III.B.2.b and IV.A.1.) Considerable time and energy were devoted in collegial, self-reflective dialogue by the College Council to establish the process to be followed. Principles, agreed-to priorities and meeting guidelines were considered by the committee and the stakeholders to determine which projects and buildings to eliminate, downsize and/or modify. The stakeholders included the division chairs, AFT Faculty and Staff Guilds, the Teamsters, SEIU, Associated Students Organization as well as all those interested and concerned. The agreed-to priorities specified the primacy of student learning needs to drive these difficult decisions, taking precedence even to the budgetary imperatives. In spring 2011, the Building Program Management Committee evolved into Facilities Committee with a new charge in overseeing the college alteration and improvement projects and the bond construction projects. |
**Resource Development Committee** (formerly Grants Management Committee) | Discusses the ways in which actively seeking funding enables the college to pursue and fund strategic objectives such as improved student learning through technology, improved student health through student peer educators, improved student retention through tutoring and support, globalization of the curriculum and student learning experience, and other activities that otherwise the college would not be able to implement.

| Student Success Committee | Focuses on student learning and the institutional processes that support that learning. This committee evolved from the Basic Skills Committee and the Summer Foundation Skills Think Tank 2010. |

**SELF EVALUATION:**

Through the well established governance and working committees, West continuously engages in dialogue focused on student learning. In the current trying times of funding reductions and uncertainty and building program delays, the college community has successfully focused on problem solving and maintaining collegiality even when pressed by tight deadlines.

West effectively addresses the continuing state budget crisis through judicious class scheduling (described in Standard II.A.2.c), systematic fiscal planning (described in Standard III.D.1.b) and by seeking alternative funding sources. The Resource Development Committee was developed through a collegial process grounded in participatory governance. In this way, the work of resource development links and aligns with the college mission, vision, values and goals and enhances student learning.

West received a Commission recommendation as a result of its 2006 site visit regarding 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.” The college has made substantial progress in this regard. According to responses to the most recent Campus Climate Survey in spring 2011, 72.4 percent of respondents feel “This is a great place to work.” (I.B.1-12)

At the same time, the survey highlights room for improvement.

<table>
<thead>
<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is regular and transparent communication among faculty, administration and staff.</td>
<td>48.2%</td>
</tr>
<tr>
<td>We discuss and debate issues respectfully to get better results.</td>
<td>49.2%</td>
</tr>
<tr>
<td>Senior administration communicates regularly and transparently about important matters.</td>
<td>54.9%</td>
</tr>
<tr>
<td>I trust senior administration, even when I disagree with their decisions.</td>
<td>56.4%</td>
</tr>
</tbody>
</table>
Despite the many opportunities provided to discuss issues, there will always be some who do not wish to participate. The lack of trust reflected in the survey may stem from the California budget crisis and the suddenness with which budget news arrives and related decisions are made, producing both financial constraints and continuing uncertainty. The disruption of major bond-supported construction work adds another element of uncertainty that is not resolved despite regular and numerous newsletters, emails and town hall meetings.

PLANNING AGENDA:
None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY:
West sets goals which are aligned with its mission and vision, the institutional learning outcomes and the needs of students. These goals are articulated in the Educational Master Plan, the Technology Master Plan, the Facilities Master Plan and the Student Services Plan. These plans have grown out of, and thus largely superseded, the 2003 Integrated Master Plan. They are loosely integrated under the umbrella of the institutional strategic plan which is aligned with the LACCD Strategic Plan. (I.B.2-1; I.B.2-2; I.B.2-3; I.B.2-4; I.B.2-5; I.B.2-6; I.B.2-7; I.B.2-8; I.B2-9)

The strategic college goals are as follows:
1. Access
2. Student Learning
3. Transfer
4. Career Technical Education
5. Foundation Skills Program
6. Diversified Modes of Instructional Delivery
7. Campus Infrastructure

There are campus-wide discussions of the master plans and goals as they are developed and subsequently as achievement is monitored and, finally, assessed. The process to develop the college’s integrated strategic plan grows organically from the college’s four master plans:

Educational Master Plan
The Educational Policies and Standards Committee (EPSC) presented the Academic Senate with a draft Educational Master Plan in 2008. The EPSC reviewed data and information about the educational needs of West’s students, for example Accountability Reporting for the Community Colleges (ARCC) outcomes for West, Los Angeles Community College District Environmental Scan, statistics and data prepared by the West Office of Institutional Research, Report of the Annual Leadership Retreat (Fall 2006) and S.W.O.T. Analysis
(Strengths, Weaknesses, Opportunities, Threats). The committee had developed the goals of the Educational Master Plan in alignment with the goals of the District Master Plan and the California Community College Chancellor’s Office State Strategic Plan. After review by the Academic Senate and the College Council, the college adopted the plan. In 2010, the EPSC updated the plan, which was adopted as the 2011-2014 Educational Master Plan. (I.B.2-1; I.B.2-2)

The updated goals of the Educational Master Plan are as follows:

- Goal 1. Affirm institutional commitment to student learning.
- Goal 2. Support students in preparing for transfer.
- Goal 3. Build on West’s success in Career Technical Education (CTE) to improve the entire college.
- Goal 4. Improve the number of students advancing into transfer preparation and Career Technology Education programs by supporting the college’s Foundation Skills Program.
- Goal 5. Ensure highest levels of educational quality within West’s diversified modes of instructional delivery.

The 2011-2014 Educational Master Plan incorporates both quantitative and qualitative measures of progress. Quantitative measures include ARCC and college effectiveness metrics. The Educational Master Plan Implementation Assessment Grid includes these as well as qualitative measures. This grid includes a description of the actions taken to implement each of the goals, objectives and action items of the Educational Master Plan. The Planning Committee completes the grid, which provides recommendations for further action, as well as a summative assessment of progress. The EPSC used the assessment and recommendations contained in the grid to inform the next update of the Educational Master Plan. Other plans explicitly align with the Educational Master Plan. (I.B.2-10; I.B.2-11)

Objective 1.c of the Educational Master Plan Goal 1 (affirm institutional commitment to student learning) calls for the college to “Evaluate the effectiveness of all college courses and programs using assessment of student learning outcomes.” Progress toward reaching this objective is reported in the “Program SLO and Course Assessment Analysis by Certificate and Degree.” (I.B.2-6)

**Student Services Strategic Plan**

In 2007, the Student Services administrative and management team developed its strategic plan, including articulating the vision statement for student services: “Student Services assists students to define and reach their personal and educational goals.” Updated three times since then, the plan documents: (1) organizational challenges facing West and student services, (2) student services strengths and areas of improvement and (3) major goals for 2007-2011. (I.B.2-9)

The 2008-2011 Student Services Plan identifies six goals to support the college’s academic mission:

- Goal 1. Decrease the percentage of applicants who never enroll at the college by streamlining the enrollment process.
- Goal 2. Help students identify career interests and goals so that they can declare a major no later than the end of their first year at West.
- Goal 3. Work to reduce the number of students on academic probation, progress probation and disqualification.
- Goal 4. Increase the number of students who graduate with an AA degree, transfer or become transfer prepared.
- Goal 5. Increase the academic preparedness of pre-collegiate students.
- Goal 6. Increase the awareness and utilization of student services programs.

The Student Services Plan states specific objectives and strategies to attain each of the goals. Each strategy includes the responsible department(s) and a target date for completion. The 2009 update of the plan summarizes these activities, highlighting the division’s progress on reaching its goals. In spring 2010, the college Planning Committee reviewed and endorsed the updated plan; it provides the model for monitoring ongoing progress over the course of the Educational Master Plan. Standard II.B.4 contains additional detail about the Student Services Strategic Plan.

**Technology Master Plan**

The Technology Committee developed the 2009-2016 Technology Master Plan (TMP) to advance the Educational Master Plan goals. The plan was presented to the College Council. The committee identified seven goals for technology to support the Educational Master Plan goals. Each TMP goal includes background information about the goal and recommended strategies to meet each goal.

(I.B.2-5)

**Facilities Master Plan**

Environmental Impact Reports in support of bond-funded campus building projects have included facilities plans that flesh out the Facilities Plan volume of the integrated master plan and guide West’s building programs (I.B.2-6).

Using input from the Building Program Management Committee, Work Environment Committee and the administration, Plant Facilities submits a Scheduled Maintenance Five-Year Plan to the state of California.

In order to secure state funding for campus facilities, West participates in a state-wide building planning process. West annually produces space inventory documents and submits them to the State, contributing to the LACCD Facilities Planning and Development Department Space Inventory Report. In competition with other community colleges, West has successfully demonstrated the need for new buildings and deferred maintenance funding.

**SELF EVALUATION:**

The following responses on the Campus Climate Survey suggest that faculty, administration and staff understand West’s goals and mission and work collaboratively toward their achievement:

<table>
<thead>
<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job contributes to this college’s mission.</td>
<td>90.1%</td>
</tr>
<tr>
<td>I understand my role in working to achieve the College’s stated goals and educational mission.</td>
<td>83.3%</td>
</tr>
<tr>
<td>I am familiar with West’s mission, values and goals.</td>
<td>82.8%</td>
</tr>
<tr>
<td>I am proud to be part of this college.</td>
<td>77.2%</td>
</tr>
</tbody>
</table>
More than half of respondents feel that planning is connected with student achievement and resource allocation, and that there is dialogue about student success.

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<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide dialog occurs that addresses issues of student access, progress and success.</td>
<td>64.4%</td>
</tr>
<tr>
<td>The College connects ongoing planning to student achievement and resource allocation.</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

To determine the extent to which the college has achieved the goals in both the Educational Master and the Student Services Plans, each of these plans produces an assessment report. The 2008-2011 Educational Master Plan Implementation Assessment report indicates the progress made to “Evaluate the effectiveness of all college courses and programs using student learning outcomes.” This progress is monitored by the SLO Coordinator and the SLO Committee. Responding to the Educational Master Plan’s student success goal to “develop new vocational education program offerings in growth areas the college is well-equipped to serve,” the college developed the following programs: Pharmacy Technician, Certified Nursing Assistant, Motion Picture and Television Crafts and Hospitality.

The Student Services Plan indicates the “Attainment Date” for each goal’s objectives and strategies. As of February 2010, many strategies were completed such as the following:

- Implemented an online admissions process for international students living abroad.
- Expanded computer self-service stations to address the goal of decreasing the number of applicants who never enroll in the college.
- Implemented an online alert system that provides a list of students to counselors who then conduct group counseling sessions (Goal 3: Reduce the number of students on academic probation).
- DegreeWorks, a student tracking system from entry to graduation, is now fully operational (Goal 4, Increase the number of students who graduate or transfer).

As part of the college’s ATD efforts, West has formed a data team, whose membership includes faculty from diverse disciplines, such as English, economics, English as a Second Language, sciences and Learning Skills as well as the dean of research and planning, the vice president of Student Services and the matriculation coordinator who manages assessment. Their work includes deeper analysis of data, which will provide evidence for systemic improvement of programs and services. (I.B.2-13)
PLANNING AGENDA:

- The Planning Committee, together with the Academic Senate’s Student Success Committee, will apply ATD’s focus on combining strategic improvement and data-driven decision making to improving students’ learning outcomes. (Also in II.A.2.f.)

- The Planning Committee will lead the development of a new college master plan to reflect the components of the integrated master plan and to align with the District’s current strategic planning efforts.

**I.B.3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY:

Motivated by the college mission to improve student learning, West assesses progress toward reaching its goals at many levels in an iterative process, measuring progress on college-wide goals, programmatic goals and student learning outcomes. The college also systematically assesses the processes of individual committees, in addition to college-wide processes of participatory governance.

West’s linked approach to planning and resource allocation is an integral part of the college’s ongoing and systematic cycle of improvement. The planning and budgeting cycle begins with the college’s four major plans, which are periodically reviewed and updated through the shared governance process. Program review serves as the organizational link between the college’s plans, unit plans and the budget process.

West has engaged in program review over a number of years. In 2006, West received a recommendation to “develop a sustainable reiterated cycle of integrated planning, resource allocation, plan implementation and evaluation by strengthening its information collection and dissemination for program review…” Since then West has made substantial modifications to program review and related processes under the guidance of the Program Review Committee. In 2007-2008, the committee developed an online program review software for implementation in Fall 2008. This online system incorporated the data needed by each division to assess its enrollment trends and student outcomes without having to refer to other documents. The committee ensured that West’s program review aligned with the “LACCD Framework for Program Review.” (I.B.3-1; I.B.3-2) At the same time that plans for a new program review document were under development, the previous program review model was sustained. (I.B.3-3) Following implementation in fall 2008 of the new program review system, a detailed assessment of the process was conducted by the Program Review Committee, number of modifications were proposed for adoption by the Academic Senate and Planning Committee and later implemented. (I.B.3-4)
Program review is conducted comprehensively in a six-year cycle with annual updates. Units use results from the program review assessment to improve programs, services and set goals and action plans for the unit. (I.B.3-1; I.B.3-5, I.B.3-6; I.B.3-7; I.B.3-8; I.B.3-9)

Through the program review process, the college assesses how well it implements its goals and objectives to improve the teaching and learning environment for West’s students. Each year when units, programs and services set, review and update goals, those goals are linked upward with broader goals, such as program SLOs, Educational Master Plan goals and College Strategic Plan Goals. In like manner, they are linked downward with specific objectives, strategies and outcome measures. (I.B.3-10)

Institutional Learning Outcomes are as follows:

1. Critical Thinking
2. Communication
3. Quantitative Reasoning
4. Self-awareness/ Interpersonal Skills
5. Civic Responsibility
6. Technical Competence
7. Cultural Diversity
8. Ethics
9. Aesthetics

In program review, the units align their goals with the college-wide master plan to ensure that their actions plans and resource requests support these goals. Units can identify potential funding sources for resource requests including the college general fund, basic skills funds, VTEA funds, and grants. In this way, program review can inform grant activities to help ensure that grants support and align with the college goals and needs. (I.B.3-11; I.B.3-12)

Planning and budgeting is linked through program review in three ways:

1. Resource requests are prepared as part of the program review unit plan process and grow out of unit assessment of relevant data and past progress in reaching goals.

2. Academic divisions build on the self-assessment of the program review to identify faculty position needs. Resource requests regarding faculty positions are incorporated into the FPIP.

3. Academic divisions reflect holistically on SLO assessments in the program review process. The results of these SLOs reflections and assessments are used to identify division needs and to prepare resource requests.

Each division prioritizes its resource requests using a division-specific approach. The priorities are merged with a campus-wide list of funding priorities. The list is presented at the Budget Committee for review, discussion and modification and forwarded to the College Council for its review, and endorsement and forwarding to the college president. Budget expenditures, including identification of positions to fill, are guided by this list during the coming year.

Further, the college community makes use of a variety of resources prepared by the district’s
Office of Educational Programs and Institutional Effectiveness, including the LACCD Strategic Plan (I.B.3-13), College Effectiveness Report (I.B.3-14), Student Survey (I.B.3-15) and the Department/Division Databook (I.B.3-16). For example, these documents framed part of the discussion in developing the Foundation Skills Plan (I.B.3-17).

West uses several types of data in assessing its progress in meeting its goals. The quantitative data – ARCC reports, enrollment management data, schedule preparation data, student characteristics – that groups use permit longitudinal comparisons, peer group comparisons and aspirational goal comparisons. The college also uses qualitative data – student surveys, Campus Climate Survey, point of service surveys – in the form of implementation assessment matrices and surveys.

Progress toward reaching the goals of each of the major college plans as well as other plans, such as the Foundation Skills Comprehensive Plan, is assessed first by the committee with direct responsibility for the plan. These assessments are subsequently discussed at the Planning Committee and next at the College Council and Academic Senate. The results of this college-wide dialogue provide additional input to committee review of progress toward meeting the goals and objectives of each plan.

Annual committee self-evaluations, initiated in 2009 by the Planning Committee, reinforce college-wide focus on continuous improvement. Guided by a form that includes a continuously-updated summary of activities and accomplishments throughout the year, each committee conducts a discussion about challenges, achievements of the prior year and changes and goals for the coming year. The College Council, the Accreditation Steering Committee, the Budget Committee, the Enrollment Management Committee, the Planning Committee, the Resource Development Committee and Technology Committee all conducted this evaluation. Following the Council’s lead in 2011-12, the Academic Senate has also adopted the committee self-evaluation mechanism for its committees. Additional detail about the annual committee self-evaluations is included in Standard IV.A.5.

The participatory governance process itself is also subject to systematic review through dialogue and analysis of accomplishments and challenges. For example, since 2006, all committees that report to the College Council and the council itself now complete a Committee Effectiveness template to reflect on and assess their accomplishments and goals in the previous year and to set goals for the coming year. The College Council reviews the completed “Campus-wide Governance Committee Self-Evaluation Forms” annually to assess how well the participatory governance processes work to continually improve. In August 2011, at the council’s retreat, members began work on merging and updating West’s separate governance documents. The result, an improved document, was approved and signed by all members in October 2011.

West links planning and budgeting in a complex interlocking set of processes geared to continuous improvement of student learning. Over the years, West has tried various approaches, reviewed and assessed the processes, modified the processes and tried
revised processes. For example, in 2007, West used a presidential set-aside process to link planning and budgeting. Proposals were designed to enhance enrollment growth and student retention and were aligned with the Educational Master Plan objectives. Proposals were required to make extensive use of data to support the description of the need for their projects. Guidelines were developed and used through the participatory governance process to prioritize program needs, and funds were allocated through the participatory governance process accordingly. (I.B.3-18; I.B.3-19)

SELF EVALUATION:

West has developed processes that integrate planning, budgeting and participatory governance and sustained them over several cycles of improvement and through changes in administration with substantial changes over time. For example, there was wide participation in the fall 2008 program review and unit planning process. The online system in use at the time was difficult to use; divisions often did not know where to record their unit goals and action items in the system. Further, there was not a way to retrieve the information provided by divisions. These significant difficulties were remedied in the next iteration of program review, which used PDF forms.

Following the next iteration of program review, in fall 2011, the Program Review Committee reviewed and evaluated the processes and concluded that several additional aspects of the process needed improvement. The committee found that the program review process as it links to budgeting was not well understood and that the process itself did not include monitoring and feedback loops to ensure completion of each step. Several parts of the process need enhancement, specifically, validation and prioritization (I.B.3-21). In subsequent meetings of the Program Review Committee, these issues will be addressed in more depth.

Since the 2006 Accreditation, the Office of Research and Planning has provided increasing amounts of data and information through a variety of formats: online, summary reports, customized reports and reports in response to the requests of specific committees. The result is the quantity and availability of data and information has improved. The dean of research and planning regularly presents data for discussion at committee meetings. In this manner, data is turned into information, and groups create knowledge together to make evidence-based decisions. Individual meetings and formal trainings enhance the usability of data. Examples of these evidence-based decisions include class scheduling and the prioritization of tenure-track faculty positions for hiring and the Student Services program reviews which include analysis of point-of-service surveys as well as SLO assessment results. The latter has led to better coordination among services, updated and revised policies and added online services for students. Individual meetings and formalized trainings enhance the usability of data.
In fall 2011, West’s involvement in the ATD initiative began with the forming of a data team. This team’s work will further promote deeper analysis of data to enhance decision making, especially related to improving student completion rates.

In the spring 2011 Campus Climate Survey, 72 percent of respondents agreed that “I am aware of the different data sources available for use on the college website.” However only, 49 percent agreed that “The data provided by the Office of Research and Planning are accessible to me and are easily used in meaningful ways by my department/division.” The Planning and Program Review Committees have reflected upon the disjunction between these two data points. Further, the ATD Core and Data teams discussed the issue of getting the data out to divisions and developed the concept of data facilitators. The data team members meet with divisions at their regular meetings to discuss and reflect on data for the individual divisions. (I.B.3-20)

PLANNING AGENDA:

- Coordinated efforts by the Planning and Budget Committees will develop, propose and implement additional modified procedures to further strengthen the linkage between program review, planning and budget.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY:

Broad involvement in the planning process is structurally formalized and institutionalized through our governance committees and college-wide program review. All of these processes are broad-based and incorporate input from appropriate constituencies such as representative(s) of the Academic Senate, the AFT Faculty Guild, the AFT Staff Guild, SEIU, the Teamsters, the ASO and senior administration, all of which are selected by the relevant body. The college’s major plans each began within one committee and moved through the college-wide participatory governance process with discussion, reflection, input and modification at each step.

All the Student Services departments collaborated and consulted in the development of the Student Services Plan as mentioned in I.B.2. These departments are Admissions & Records, ASO, Child Development Center, Counseling, Disabled Students Programs & Services (DSP&S), Extended Opportunity Programs & Services (EOP&S), Cooperative Agencies Resources for Education (CARE), Financial Aid, Intercollegiate Athletics, International Students Center, Matriculation & Assessment, Outreach
and Schools Relations, Puente Project, Student Health Center, Student Activities, University Transfer Center and the Veterans Office.

The planning process allocates necessary resources and leads to improvement of institutional effectiveness. (See Standard IV.A.2 for more detail on the participatory governance process.) The strategic planning process at West is a collaborative ground-up effort of the college, embedded in participatory governance: each of the key master plans is developed under the leadership of an entity of participatory governance and is shared college-wide before adoption. Most plans are developed with college-wide input. All plans help guide allocation of resources.

In addition to the resource requests in the program review process, the college has systematically expanded its alternative funding source efforts ensuring broad-based input in the development of grants to align with the college goals. Through a collegial dialogue in 2009-2010, West restructured existing grants efforts under a Resource Development Committee.

In addition to the College Participatory Governance Process chart, the Committee Handbook describes each committee’s charge and membership. Each committee has a website for posting meeting agendas and minutes that serve to extend the participation beyond its membership. Additional operational groups that engage in planning include the Divisional Council, Student Services Council and the academic divisions. Overall, there are multiple opportunities for broad-based involvement in all levels of planning.

Improvements in institutional effectiveness and student learning that have occurred as West has implemented its plans include the following:

- **Revised program review process:** To better align with the budget preparation cycle, the Program Review Committee moved the annual update and resource request to occur during the spring semester rather than during the fall semester. The Committee instituted the use of program review reports to support other college processes and decision-making such as resource allocation and SLO assessment. These reports were made possible by the new use of fillable PDF forms to collect and store unit responses to program review questions. (I.B.4-1)

- **Foundation Skills Think Tank:** In response to the Educational Master Plan’s call for a comprehensive plan for a basic skills program that would meet the needs of all, West’s students, faculty, administrators and staff met through the summer of 2010 to lay the groundwork for the plan, which the Student Success Committee then ushered through shared governance processes to adoption as the Foundation Skills Plan.

- **Revised vision, mission and values statements:** These are periodically reviewed, and at the 2009 Leadership Retreat, West examined the mission statement initiating a fundamental revision to the college vision, mission and values statements.
FPIP Horizontal position prioritization:
To connect faculty hiring to the Educational Master Plan goals, each proposed probationary tenure-track position is placed into one of five categories: 1) Instructors for pre-collegiate instruction, 2) Instructors for general education, transfer preparation and degree preparation, 3) Instructors for career technical education and professional education, 4) Counselors, librarians, athletic coaches and other faculty, 5) Faculty for new program development and for special programs. Position requests are prioritized within each category resulting in five positions ranked number one. (I.B.4-2)

SELF EVALUATION:
Survey results indicate that the college community believes that West’s planning process is broad-based and offers opportunities for input by appropriate constituencies, even if a minority elects not to participate.

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<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
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<tbody>
<tr>
<td>My job contributes to this college’s mission.</td>
<td>80%</td>
</tr>
<tr>
<td>Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).</td>
<td>62%</td>
</tr>
<tr>
<td>I can speak up or challenge a traditional way of doing something without fear of harming my career.</td>
<td>63%</td>
</tr>
<tr>
<td>I participate in campus-wide policy decisions through the shared governance process.</td>
<td>55%</td>
</tr>
<tr>
<td>Faculty, administration and staff are meaningfully involved in institutional planning.</td>
<td>56%</td>
</tr>
<tr>
<td>The role of faculty in shared governance is clearly stated and publicized.</td>
<td>56%</td>
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</table>

The decision not to participate may result in a substantial number of faculty and staff lacking knowledge of how planning and resource allocation work.

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<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College connects ongoing planning to student achievement and resource allocation.</td>
<td>56%</td>
</tr>
<tr>
<td>I am well informed about campus-wide policy decisions.</td>
<td>55%</td>
</tr>
<tr>
<td>Program review processes are effective in evaluating whether or not courses, programs and services are viable, current and/or appropriate quality.</td>
<td>49%</td>
</tr>
<tr>
<td>The college’s financial planning and budget development processes are adequately linked to the college’s mission and purpose.</td>
<td>42%</td>
</tr>
<tr>
<td>Financial planning and budget development processes are clearly defined.</td>
<td>40%</td>
</tr>
</tbody>
</table>
Facilities planning is adequately linked to the college’s mission and purpose. 49%

The Program Review Resource Request is a satisfactory tool for requesting needed resources. 36%

I understand the college’s process for how funds are prioritized and distributed. 41%

Since the state budget crisis has made this a very challenging time financially, there is widespread feeling that resources are inadequate.

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<tr>
<th>Campus Climate Survey Item</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current district budget and planning processes adequately address the needs of the college.</td>
<td>29%</td>
</tr>
<tr>
<td>The current college budget and planning processes adequately address the needs of my department/division.</td>
<td>31%</td>
</tr>
</tbody>
</table>

Despite understandable anxiety, the effectiveness of West’s planning and resource allocation is attested to in positive year-end balances in 2009-10 and 2010-11 and a projected ending balance in 2011. West has effectively responded to the financial crisis. Among a number of expenditure-reducing actions, the college reduced class offerings to reflect the decreased state funding while maintaining curricular integrity so students can complete their academic programs.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY:

West communicates documented assessment results both internally to the campus community and externally to the surrounding community by a variety of methods. Assessment of student learning at the course level and of individual students is often an integral part of discussion and dialogue at division meetings. As use of the SLO assessment form has become more widespread, the resulting dialogue about student attainment of SLOs is becoming more widespread as well. Results of quality assessment are communicated to a general college constituency through program review, minutes of participatory governance meetings, presentations by college leadership at flex day, at the LACCD Board of Trustees (Board) meetings.
and through the college web page. Accreditation self studies and progress reports, presentations to the Board and the ARCC data communicate assessment results to the general public.

The Office of Research and Planning publishes a range of assessment results on the college web site for reference by the surrounding community as well as routine use by the campus community. The web site offers student demographic information, student achievement outcome information and student assessment and placement information, as well as data about incoming students based on high school information and about the population and employment trends in the service area. (I.B.5-1)

This information supports regular campus processes and informed decision making. For example, the Enrollment Management Committee uses a variety of reports to guide decisions about how to reach college enrollment goals and balance budgetary requirements and limitations. The reports include enrollment trends, graduation, transfer and student demographic trends. The committee meetings provide a forum for collegial discussion and shared understanding of the factors involved in student enrollment and student achievement outcomes where Student Services staff from Admissions, Counseling and other offices share issues and insights with academic deans and division chairs. The committee explores implications for marketing and advertising, and the data informs marketing and public relations plans. (I.B.5-2)

Regular surveys assess how well the college is doing in a variety of areas. The Campus Climate Survey assesses the college community’s sense of trust and respect and the functioning of participatory governance. The LACCD Student Survey provides a view into student perceptions of the educational experience on campus, as well as about the services and facilities provided. The Planning Committee, the Academic Senate, Divisional Council and other groups across campus discuss survey results at their meetings. Survey results also inform departmental self-reflection and dialogue during the program review process. (I.B.5-3; I.B.5-4; I.B.5-5; I.B.5-6)

The college communicates assessment results to the Board for a shared dialogue about the progress of the college in enhancing student learning. Annually, a team of college faculty and administrators present an update to the Board’s Institutional Effectiveness Committee on the Institutional Effectiveness Indicators, ARCC information and the implications for college action planning. (I.B.5-7)

Career Technical Education (CTE) programs use documented assessment results to communicate matters of quality assurance to their constituencies, including advisory boards and specialized accrediting agencies. CTE Advisory Committee meetings provide opportunities to share data on the success rates of students. The Dental Hygiene Advisory Board meets at least once a year. During 2009-2010, the advisory board met twice because of the Dental Hygiene accreditation site visits in December 2010. The Pharmacy Technician Advisory Board met in May 2010 and March 2011. The Allied Health Division informs advisory boards of survey results such as student exit surveys, SLO assessments, graduates’ surveys, employer surveys and patient satisfaction surveys. In addition, statistical data, such as the number of
graduates and certificate recipients, employment rates and national/state board results are shared with students at program orientations and with the college community. (I.B.5-8)

The Computer Science and Applications Division Advisory Committee meets each spring. The division presents data on the completion rates of degrees, certificates and specific industry certificates. The advisory committee discusses how to increase the success rates of students and how to help more students complete the training and become industry certified. (I.B.5-9)

Collegial dialogue with other colleges in the LACCD and with staff in the district office enhances the design and creation of reports that document and communicate assessment results. Through an iterative process, reports of institutional effectiveness and student tracking were designed, modified, produced and shared within the college community and districtwide.

West communicates matters of quality assurance internally through the annual Celebrating Excellence event, at which students who receive scholarships and are on the dean’s and president’s honor lists are recognized. This is an important means of not only recognizing the excellent work of students but also letting the campus community know about the quality of education at West. (I.B.5-10)

The Advertising/Public Relations Office uses a variety of media to communicate the quality and breadth of education options and services offered at West to both internal and external audiences. WestWeek, which is the online weekly calendar of events and activities, also reports on such indicators as the number of graduates and certificate recipients, employment rates and national and state board results. Recently, two students attended a national research conference; WestWeek publicized this achievement. WestWeek also announced the successful reaffirmation of accreditation for the Dental Hygiene program. (I.B.5-11)

A standing feature on West’s home web page is a link to a feature story about a professor’s recent accomplishment or background. Periodically, alumni, student and program successes are highlighted on the campus home page. West’s alumni pages always feature examples of student success and typically mention particular campus resources that helped the alumni advance. (I.B.5-12)

The college president represents the college and communicates matters of quality assurance to West’s community through his participation in the Culver City Chamber of Commerce, Rotary Club and also the District Citizens’ Oversight Committee for the building program.

As part of the first year Work Plan for ATD, West’s core team and data team will conduct focus groups with community members and organizations to solicit input on perceptions of the college and needs of students. (I.B.5-13)
SELF EVALUATION:
Since the last comprehensive self study, West has improved its collection, distribution and utilization of data. The information is distributed for discussion at participatory governance and operational meetings. The college has used its website to make ever more information available to both internal and external constituencies.

On the Campus Climate Survey, which is conducted regularly, and most recently in spring 2011, 72 percent of respondents agreed that “I am aware of the different data sources available for use on the college website.” In addition, 49 percent agreed that “The data provided by the Office of Research and Planning are accessible to me and are easily used in meaningful ways by my department/ division.” These were shared with the college community at meetings of the Planning Committee. The results are further reflected upon through the program review process.

PLANNING AGENDA:
None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY:
West has reviewed, evaluated and modified its planning and resource allocation policies and processes regularly over the last decade and continues to do so. Since the adoption of the 2003 Integrated Master Plan (IMP) the college has replaced several segments of the plan, and these updated areas have served as the basis for further planning. A consulting firm organized the participatory process used in developing the IMP. In fall 2006 the college adopted a memorandum of understanding that specified how the planning processes would be grounded in existing participatory governance committees: The MOU charged the Academic Senate’s Educational Policies and Standards Committee with the writing of an Educational Master Plan, which was subsequently approved. It charged the Technology Committee with writing the Technology Plan focusing on academic computing. The Student Services division prepared the first Student Services Master Plan. This aligned with the goals of the Educational Master Plan and is evaluated and updated annually. The budget plan schedule is also subject to the same scrutiny by the Budget Committee, the Planning Committee and the Program Review Committee. These updated plans have incrementally replaced the IMP.
As described in its 2006 self study, the college has revised its program review and unit planning processes several times since 2000 in an effort to make the process more effective. These processes, key to linking planning and resource allocation decisions, have been further refined since 2006. Under the leadership of the Program Review Committee, which connects with the College Council through the Planning Committee, the program review process and documents are evaluated each year. Because of this close attention to the process, difficulties are promptly identified and addressed. For example, after the college had used an online process and document for program review in 2008, that software became unavailable. At the same time, new online program review software that was under development at the district level was not ready for implementation. As a result, the Program Review Committee quickly developed an alternative process and document and provided user training for the 2010 cycle. In another review of the program review process, the college more closely aligned the budget prioritization process with program review. (I.B.6-1)

The work of FPIP flows from the program review process, in which divisions identify the needs for full-time faculty positions. A substantial change was made in the FPIP process in 2009. The criteria for prioritization, explicitly aligned with the college mission, were completely revamped through a participatory governance process as described in the FPIP Policy, April 2009. (I.B.6-2; I.B.6-3)

College-wide focus on continuous improvement is reinforced through the annual committee self evaluations that were initiated in 2009 by the Planning Committee. Guided by a form that includes a continuously updated summary of activities and accomplishments throughout the year, each committee conducts a discussion and dialogue about challenges, achievements of the prior year and changes and goals for the coming year. The Educational Policies and Standards Committee, the FPIP Committee, the College Council, the Accreditation Steering Committee, the Budget Committee, the Enrollment Management Committee, the Planning Committee and the Resource Development Committee all conduct this evaluation. (I.B.6-4)

In 2011, another level of review and assessment was added to the self evaluation process through the College Council retreat first held in August 2011. This retreat fosters shared governance dialogue to evaluate and assess all aspects of the shared governance, planning and budgeting processes. As a result of this retreat, the council reached consensus on a merged updated governance document. (I.B.6-4)

The process for developing the class schedule, one of the major planning and budget activities, is continually refined. The strategic guide for the class schedule is the ‘Enrollment Management Plan’ (I.B.6-5) which is used by the Enrollment Management Committee to monitor the progress of the college in meeting its enrollment goals. This plan is updated annually in response to the needs of the community and the budget priorities for the year. The goals and guidelines in the plan are used in the schedule preparation process, together with detailed data. (I.B.6-6; I.B.6-7; I.B.6-8; I.B.6-9) The schedule
development process itself is documented in the “Timeline for Class Schedule Preparation” (I.B.6-10) so that all parties involved in schedule development know when and what needs to be done. This document is updated and fine-tuned with each cycle of the process.

The calendar by which college plans and processes occur is reviewed and updated annually. For example, the timing for program review was modified, so that the budget prioritization that flows from the program review process could feed into the annual budget preparation process in a more timely way.

SELF EVALUATION:
West assures the effectiveness of its ongoing planning and resource allocation processes through systematic review, resulting in modifications, as appropriate.

The new program review document was a major improvement over the previous documents because the response data is now stored in a database. This provides much improved access to the data. This capability then enhances review and evaluation of planning activities and of budget prioritization.

PLANNING AGENDA:
None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY:
The primary evaluation mechanism for improving instructional programs, student support services, library and other learning support services is program review which occurs comprehensively every six years with annual updates. In program review, programs and units assess progress over the prior year and set goals for the coming year, requesting resources to support the identified, needed improvements.

All aspects of this process are continually evaluated and modified as needed. What began as a paper-based set of forms in 1996 was guided by the Program Review Committee into a web-based process in 2008. This new process was evaluated by the Program Review Committee, and a number of improvements were recommended. Modifications to the online program review were made in 2009-10. A major review and revision was done in 2010. One of the major changes was the inclusion of the evaluation of progress in developing and assessing SLOs. The implementation of a database system for storing and retrieving program review responses was also a major improvement (I.B.7-1).
SLO assessment at the course, program and institution levels, including academic programs, Student Services and Administrative Services provide a more qualitative look at student success. The college modified a number of processes to incorporate the assessment of SLOs. First, the course outline form was changed to include a description of SLOs, their assessment tools and the scoring rubric. Next, faculty members were required to include SLO information on all syllabi. In addition, the contract with the faculty union was changed in 2008 to explicitly include SLO assessment as a professional responsibility, and to include evaluation of meeting this professional responsibility on the evaluation form (I.B.7-2).

A secondary evaluation mechanism is surveys. Major surveys, including the LACCD Student Survey, the campus climate surveys and point-of-service surveys are used to assess the effectiveness of campus processes and services. The surveys themselves are evaluated to determine their effectiveness in assessing what the college needs to review, and updated or changed accordingly (I.B.7-3; I.B.7-4).

SELF EVALUATION:

Through its iterative processes, West effectively evaluates its assessment mechanisms to continuously improve instructional programs, student support services and library and learning support services.

PLANNING AGENDA:

None.

STANDARD I.B DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard1b


I.B.1-3 SLO web site: http://www.wlac.edu/slo/


I.B.1-7 Resource Development Committee web site: http://www.wlac.edu/resource/
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<td>I.B.1-12</td>
<td>Recommendation 1, on Campus Climate: <a href="http://www.wlac.edu/accreditation/documents/West%20Rec%20CamClim%20111908%20315FL.pdf">Link</a></td>
<td>I.B.2-7</td>
<td>Campus Master Plan and Landscape Guidelines, Spring 2010: <a href="http://www.wlac.edu/masterplan/documents/WLACMasterPlan062910.pdf">Link</a></td>
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I.B.2-12 Program SLO and Course Assessment Analysis by Certificate and Degree: http://www.wlac.edu/slo/forms/index.htm

I.B.2-13 Achieving the Dream Data Team: http://www.wlac.edu/studentsuccess/atd/datateam.htm

I.B.3-1 Program Review Committee Minutes: http://www.wlac.edu/orp/planning/program_review/pr0708_docs/Minutes4-17-08.pdf

I.B.3-2 LACCD Framework for Program Review: http://www.laccd.edu/inst_effectiveness/Program_Review/

I.B.3-3 Program Review Committee Minutes: http://www.wlac.edu/orp/planning/program_review/pr0708_docs/Minutes11-1-07.pdf

I.B.3-4 Program Review Committee Minutes: http://www.wlac.edu/orp/planning/program_review/pr0809_docs/PRS_Proposal-5-1-09.pdf

I.B.3-5 Program Review Committee Minutes: http://www.wlac.edu/orp/planning/program_review/pr0708_docs/ReportonProgRev3-11-08.pdf

I.B.3-6 Planning and Budgeting Calendar: http://www.wlac.edu/orp/planning/documents/Budget_Development_Calendar_2009-10.pdf

I.B.3-7 Fiscal Year, Planning and Budgeting Integrated Linkages: http://www.wlac.edu/orp/planning/Plan-Budget-Integrated-Linkages2.pdf

I.B.3-8 Classified Hiring and other Discretionary Resources Request Procedure: http://www.wlac.edu/orp/planning/CLASSIFIEDHIRING-PROCEDURESChart-V2%20_5-12-10.pdf

I.B.3-9 Goal Alignment Chart: http://www.wlac.edu/orp/planning/Goal-Alignment_5-2010.pdf


| I.B.3-13 | LACCD Strategic Plan: [http://www.laccd.edu/inst_effectiveness/strategic_plan/](http://www.laccd.edu/inst_effectiveness/strategic_plan/) |
| I.B.3-16 | LACCD Department/Division Data Book: [http://research.laccd.edu/instructional-staffing/index.htm](http://research.laccd.edu/instructional-staffing/index.htm) |
| I.B.3-18 | 2008-2009 Presidential Set Aside Funding – Request Form for Enrollment Growth & Retention |
| I.B.3-19 | Presidential Set Aside Funding, Program Review 2007-08, October 18, 2007 Minutes: [http://www.wlac.edu/orp/planning/program_review/pr0708.html](http://www.wlac.edu/orp/planning/program_review/pr0708.html) |
| I.B.3-20 | AtD Planning Year Work Plan: [http://www.wlac.edu/studentsuccess/atd/atddocuments/AtD_Work_Plan.pdf](http://www.wlac.edu/studentsuccess/atd/atddocuments/AtD_Work_Plan.pdf) |
| I.B.3-21 | Program Review Committee Minutes 9/21/2011 |
| I.B.4-1 | Planning and Budgeting Calendar: [http://www.wlac.edu/orp/planning/documents/Budget_Development(Calendar_2009-10.pdf](http://www.wlac.edu/orp/planning/documents/Budget_Development(Calendar_2009-10.pdf) |
| I.B.4-2 | Faculty Position Identification and Prioritization Policy. |
| I.B.5-1 | Environmental scan data about incoming students and about high school information: [http://www.wlac.edu/orp/research/college_profile.html](http://www.wlac.edu/orp/research/college_profile.html) population and employment trends: [http://www.wlac.edu/orp/research/WLAC_Regional_Scan_and_Program_Demand_Report_2010.pdf](http://www.wlac.edu/orp/research/WLAC_Regional_Scan_and_Program_Demand_Report_2010.pdf) |
| I.B.5-2 | Enrollment Management Committee Charge and Minutes: [http://www.wlac.edu/EMT/index.html](http://www.wlac.edu/EMT/index.html) |
| I.B.5-3 | Campus Climate Survey: [http://www.wlac.edu/orp/research/Campus_Climate_Survey_Spring_2011.pdf](http://www.wlac.edu/orp/research/Campus_Climate_Survey_Spring_2011.pdf) |
| I.B.5-5 | Program Review Part 1 Reflection and Assessment (see page 3): [http://www.wlac.edu/orp/planning/program_review/pr1011docs/Program-Review-Part1_distributed.pdf](http://www.wlac.edu/orp/planning/program_review/pr1011docs/Program-Review-Part1_distributed.pdf) |
| I.B.5-12 | Faculty profile on college homepage: [http://www.wlac.edu/events/westweek/faculty/bannerstory.pdf](http://www.wlac.edu/events/westweek/faculty/bannerstory.pdf) |
| I.B.6-1 | Program Review Committee Minutes |
| I.B.6-3 | Faculty Position Identification and Prioritization Policy. [http://www.wlac.edu/accreditation/documentation/standard1b/I.B.6-3_FPIP_POLICY_effective_April_14_2009.doc](http://www.wlac.edu/accreditation/documentation/standard1b/I.B.6-3_FPIP_POLICY_effective_April_14_2009.doc) |

I.B.6-5 Operational Enrollment Management Plan

I.B.6-6 FTEF Allocation Worksheet


I.B.6-8 Schedule Preparation Spring 2012 Term Detail, Spring 2011

I.B.6-9 Timeline for Class Schedule Preparation

I.B.7-1 Program Review Committee Minutes


I.B.7-3 District Research Committee Minutes
http://www.wlac.edu/accreditation/documentation/standard1b/I.B.7-3_DRC%20Minutes%204-16-09.doc

I.B.7-4 WLAC Planning Committee Minutes: http://www.wlac.edu/orp/planning/Planning_Committee_Minutes_October_25_2010.pdf
WEST LOS ANGELES COLLEGE SELF STUDY

Standard II - Student Learning Programs & Services
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

II.A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY:

In keeping with its mission, West Los Angeles College commits to meeting the ever-changing educational needs of its students as they earn certificates and degrees, transfer, build careers and pursue life-long learning. The faculty recognizes teaching as its primary responsibility and provides opportunities
for learning in and outside the classroom and online. The college’s values lead to an educational environment where all students have the opportunity to develop to their potential.

- Excellence and ethics encourage independent learning, critical thinking and participating in the democratic process;
- Empowerment and engagement support an appreciation for cultural and individual differences and nurture an environment of intellectual freedom, respect and collaboration.

West is proud of its diverse student population. Of the 11,140 people registered in fall 2010, 41 percent were African Americans, 34 percent were Latinos, 15 percent were Whites and 8 percent were Asian or Pacific Islanders. They were diverse in age: 16 percent of students were 19 or younger, 30 percent were 20 to 24 years old, 26 percent were 25 to 34 and students 35 and older comprised 23 percent of the student body. Female students outnumbered males 60 percent to 40 percent.

Most of West’s students attend part time: 39 percent and 40 percent of fall 2010 students enrolled in 6 to 11 units and fewer than 6 units respectively, while 21 percent of students enrolled in 12 units or more. Continuing students made up 58 percent of the fall 2010 population, first-time students were 17 percent, new transfer students were 12 percent, students returning after a break in their studies were 8 percent and concurrently-enrolled high school students comprised 6 percent of the student body.

Vocational students were 25 percent of the total, while 44 percent indicated their educational objective as transfer. Standard II.A.2.d further addresses the college’s approach to the diverse needs of its students.

West provides an extensive array of instructional programs and resource offices to meet the varied needs of its diverse students.
The following areas comprise the Academic Affairs Division:

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<tr>
<td>Dean of Career and Technical Education (CTE)</td>
<td>Supports the following divisions: Advanced Technologies, Allied Health, Behavioral and Social Sciences (CTE disciplines), Business, Computer Science, Humanities and Fine Arts (CTE discipline). Chairs the CTE Committee. Supervises Associate Dean of Westside Extension and Contract Education. Supervises the Associate Dean of Hospitality.</td>
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<tr>
<td>Associate Dean of Westside Extension and Contract Education</td>
<td>Directs the Language Academy, Educational Tourism, community services, contract education, contract and memoranda of understanding with partnering agencies and institutions.</td>
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<tr>
<td>Associate Dean of Hospitality</td>
<td>Directs not-for-credit training with partnering hotels and Unite Here Local 11, funded by the City of Los Angeles.</td>
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<td>Dean of Curriculum and Educational Services</td>
<td>Supports the following divisions: Counseling Division’s Personal Development discipline; Dance, Health and Physical Education; Library and Learning Resources. Supports Curriculum Committee, Technical Review Committee, Catalog and Schedule courses and programs. Supervises the Articulation Officer. Directs the West Institute of Student Excellence (WISE) —TRIO grants (Student Support Services, Upward Bound 1 &amp; 2, Talent Search, Educational Opportunity Center); Tech Prep; CalWORKS; Young Black Scholars and Predominantly Black Institutions’ LEARN.</td>
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## Distance Learning

**Dean of Distance Learning**

- Supports the online instructional programs and support services—online, hybrid and Internet-based supplemental instruction for on-campus classes.
- Supports staff development for Etudes and ADX training, which are the primary Internet platforms.
- Supports online international education and international education development of partners.

## Sponsored Programs and Development

**Dean of Development**

- Develops grants, partners, foundation, global initiative, contract education and enterprise accounts.

## Research and Planning

**Dean of Research and Planning**

- Supports the college-wide needs for research and data and provides research frameworks and analysis. Develops reports and conducts surveys. Conducts specialized research projects. Supports the college-side needs for planning at the master planning level, enrollment management and FTES income projection and review levels. Designs, modifies and conducts the college-wide program review process. Chairs the Planning Committee and is a major resource on the Program Review Committee.

## Teaching and Learning

**Dean of Teaching and Learning**

- Directs the Tech Fair. Directs the Title V grants; grant partners include City & West, Pierce & West, East, Trade Tech & West; CSU Dominguez Hills & West. Developing the Harbor & West and Mission & West Title V Cooperative grants. Develops STEM, basic skills and institutional effectiveness federal grants. Major resource for the Student Success Achieving the Dream initiative. Supervises the SLO coordinator. Develops staff development to enhance learning and teaching effectiveness. Supports faculty in the tenure process.
To address its students’ needs, the college has adopted an Educational Master Plan (EMP). Among its goals are:

- Support students in preparing for transfer.
- Build on West’s success in Career Technical Education to improve the entire college.

The college offers learning community programs designed to increase transfer. As described in Standard IIB, UMOJA is designed to meet the needs of African-American students and Puente especially targets Latino students on a transfer track.

General education (GE) requirements are intended to introduce undergraduates to the richness and diversity of the various academic disciplines. Students are encouraged to explore the different possibilities for further university study. Whether students have a specific educational goal, general education requirements are designed to broaden their intellectual perspective and to set them on the path to becoming educated members of society.

General education provides a wide range of abilities: reasoning, critical thinking, quantitative expression, understanding of science, cultures and societies and to value the arts. General education provides a body of information that includes the gathering and analysis of information by using the library, computers and the scientific method and reasoning. Courses teach quantitative skills that can be applied to everyday life, how to exercise logical and critical judgments; how to communicate effectively orally and in written form and how to collaborate with others and be able to function within diverse groups.

Additional learning communities include a community that studies transfer general education courses together with their high school completion programs in conjunction with the Los Angeles Police Department developing a cadre of potential police cadets especially from under-represented groups. West’s athletes form a learning community with its own counselor and transfer education planning to blend with athletic training and participation. A program with Culver City High School offers college-level performing arts courses within the high school curriculum.

Innovation is a part of the continuous review for improvement of effectiveness of general education. Seven recent examples include: (1) pairing English As a Second Language with general education courses to increase student success; (2) developing hybrid courses that blend online with on-campus delivery; (3) developing new global studies courses of study in Latin American, African, Asian and Middle Eastern studies and an International Business program; (4) two approved substantive changes, one in 2008 and the other in 2011, to continue the development of online programs of study; (5) using personal development courses for two-year degree requirements; (6) investing in STEM curriculum by developing programs for funding to the federal Department of Education, hiring new science faculty in geology and physics, adding new science labs and equipment in the new Math Science Building; (7) opening spring 2012 a new building with smart classroom technology for the disciplines in language arts and behavioral and social sciences, created an online literature magazine at West for students and faculty and completing an anthropology classroom.
that supports the discipline as a natural science. West is further strengthening its Library services with the completion of its Teaching and Learning Center (TLC), a technology-based training and education room for faculty and staff and a committed digital classroom that can serve 50 students to meet the growing general education needs for online research, MLA citation and using online sources—both on the fourth floor of the library building. By 2009, West added two full-time faculty to join the staff of three classified staff to meet the needs of the Learning Center for learning assistance, tutorial and learning skills courses for concurrently enrolled students across the college curriculum, but especially in mathematics and language skills. To support the increased use of Apple computers in art, film production and graphic arts especially, the Library has added 20 Mac stations. To meet the research needs of Paralegal Program students, 30 laptops will be added this academic year.

The college uses data from multiple sources to plan its curriculum and course offerings. Student enrollment, retention, success, persistence and progression data enables the faculty, division chairs and academic administration to determine basic skills, general education and transfer majors development and course sequencing in all disciplines. Economic forecast data for the region is used by faculty, division chairs and academic administration to plan career technical education (CTE) course and program design and scheduling. The CTE faculty and dean use empirical data gathered from industry partners, employers and members of advisory committees to inform and validate decisions on courses, programs and course delivery methods. (See II.A.2.b for more detail on advisory committees.) These data sources provide valuable input to the college’s program review and master planning processes. They are the backbone of the Office of Academic Affairs-led revenue enhancement initiative (REI) that seeks to augment normal funding streams with grant and other resource development activities so that the college has the resources it needs to meet emerging programmatic needs across the curriculum, implement innovative curriculum, increase student success, deploy instructional technology and deepen the connection between the college and the numerous communities it serves. (II.A-1; II.A-2)

The college’s general education offerings are strong. Using student success data, English and mathematics have revised courses and, through REI funding, have strengthened their connection with the Learning Center. Science and Mathematics division faculty have used student success data to develop a plan to implement high impact educational practices such as faculty mentoring, undergraduate research and developing student internships and are seeking funding from the National Science Foundation to support these activities. With REI support, Humanities and Fine Arts faculty have upgraded the computer graphics laboratory, the recording arts studio and curriculum and are actively engaged in efforts to build relationships with Los Angeles’ vibrant arts and entertainment community that enrich the learning experience for students.

Through REI, West has partnered with unions, employers and the Workforce Investment System to meet the need for both highly qualified new hires and to upgrade the skills of the incumbent workforce. This activity has generated a number of grant-funded projects that result in the courses,
certificates and degrees that meet both college and employer requirements. Successful students include:

- new line employees in housekeeping and food services and language and green skills upgrading in the hospitality industry,
- men and women conversant with composites and structures in the aerospace manufacturing industry,
- below-the-line crafts persons in stagecraft, property/set dressing, grip, camera, editing, sound, costume, set lighting, set painting and scene painting in entertainment industry unions and
- certified nursing assistants, home health aides, environmental services staff and medical assistants in the healthcare industry.

The college’s non-credit branch, Westside Extension, has expanded its CTE programming as part of REI. Westside Extension collaborates with the dean in charge of CTE to determine areas where community services programs can address workforce needs. This reorganization and expansion of Westside Extension’s programs and services will be part of a complete report presented regularly to the College Council for review and feedback in terms of its fit within West’s mission and how Westside Extension’s role is integrated into the college governance structure, in addition to its current involvement in the College Council’s Enrollment Management and Resource Development Committees. Data sources used include those available through the California Economic Development Department, the State Chancellor’s Office, Office of Vocational and Adult Education, Next 10 for Green Jobs, Career Ladders Project, Los Angeles/Orange County Workforce Development Leaders, Los Angeles County Economic Development Corporation, student surveys, employer-driven demand and input from other programs in the state to identify areas of high-demand and high-growth.

Westside Extension offers five certificate programs and operates 11 contract education programs as well as job-related skills enhancement programs for new and incumbent workers. It offers online as well as on-campus classes and contract education programs leading to employment and career enhancement. (II.A-3)

Westside Extension offers a growing number of short-term training courses that are offered through the program and various REI grant programs:

- Certified Nursing Assistant-Home Health Aide (ACRoss-HHA). This 8.5-unit program prepared nearly 160 participants to become licensed CNAs/HHAs to work in nursing and retirement homes and to start them on a pathway in healthcare. (II.A-4)
- Aviation Composites and Structures. This customized 324-hour credit training program prepared participants for a variety of positions in aerospace, including composite technicians, structures technicians, assembly line mechanics and quality specialists. (II.A-5)
- Dale Carnegie Training. Now in its 8th year, this partnership with three Dale Carnegie franchise operations
in Southern California allows West to provide not-for-credit training in leadership, communication, presentation, time management and interpersonal skills. (II.A-6)

The college reaches out to underserved high school populations through a number of REI initiatives. West’s Institute for Student Excellence (WISE) offers instruction and support services to first generation high school students from underrepresented ethnic groups. WISE serves young adults in transition from high school graduation to college and work; students transitioning from social support programs to college and work; currently enrolled students who qualify as first generation and are from underrepresented ethnic groups.

WISE has developed community partnerships with:

- Educating Young Minds, a non-profit providing services to students from elementary levels to high school completion, college enrollment and beyond. Educating Young Minds provides scholarships to graduates of the programs. (II.A-7)
- DaVinci Schools, a charter school with a rigorous program of study that is deliberate in providing knowledge and skills needed to succeed in college and the 21st century global workforce. (II.A-8)
- Manifest Your Destiny, a foundation which supports a Summer Empowerment Academy for 9th Graders. This is a one-week intensive program, followed by Saturday academies throughout the year and concludes with a business plan competition and laptop computers provided to participants. (II.A-9)
- Young Black Scholars, a college preparatory program operated by 100 Black Men of Los Angeles, with which West has partnered informally for more than 10 years and formally since 2010. The college supports YBS students during their weekend orientations and provides instruction for college credit. The Young Black Scholars model is potentially significant for students at the college as longitudinal data show that the program’s activities result in 100 percent of YBS students succeeding academically while in high school and 100 percent of graduating seniors matriculating at college immediately after high school graduation. (II.A-10)

Through its partnerships and TRiO grants, WISE hosts a summer Upward Bound program and programs for middle school students in partnership with Educational Talent Search and Educational Opportunity Center grant programs. Summer projects have included Summer Youth Employment, Children's Defense Fund and recently a LEARN summer academy, all enabled by REI activities.

WISE has prepared a publication used with middle and high school teachers, counselors, administrators, students and parents titled “College, Careers, & You.” This colorful and visually interesting publication features West Los Angeles College’s varied occupational programs. (II.A-11)
In partnership with the Los Angeles and Beverly Hills Unified School Districts’ law enforcement magnet programs, the Los Angeles and Beverly Hills Police Departments and the Police Academy Magnet School Foundation, the college developed and implemented the Police Orientation Preparation Program (POPP) at the Los Angeles Police Department’s Ahmanson Recruit Training Center. POPP recruits 11th and 12th grade and community college students into a fast-paced career-oriented program to complete both the high school diploma and two college certificates and an associate degree in Administration of Justice. The program currently enrolls 45 students. Graduates of POPP are ready for employment as community police aides, detention officers, security officers, fingerprint experts, school safety officers, police cadets, custody assistants, evidence technicians, security officers, 911 dispatchers, code enforcement officers, traffic enforcement officers and airport screeners. (II.A-12)

The Jumpstart Program, which is administered by Student Services, offers courses and student support services to high school students at 12 area high schools (Beverly Hills, Central High-Mar Vista, Culver City, Dorsey, Hamilton, LACES, Los Angeles, Palisades, University, Venice, Verbum Dei and Westchester). Student success and retention rates for Jumpstart students are among the highest at West Los Angeles College. In fall 2009, Jumpstart retention rate was 97 percent; student success was 85 percent. (II.A-13; II.A-14)

Westside Extension addresses college goals through not-for-credit classes for adults and children in a wide variety of academic and recreational subjects. The classes are fee-based and the program is completely self-sustaining. Westside Extension offers more than 1,200 courses and serves nearly 8,000 students. Westside Extension has established partnerships with 15 companies, organizations and schools in the community to deliver instruction requiring specialized facilities. (II.A-3)

All community services classes are taught by professional experts who have demonstrable experience in the subject matter. Many teachers are full-time or adjunct faculty. To ensure quality, class evaluations are distributed to all students towards the end of their class, and the Extension office collects and reviews them. These evaluations, with both quantitative and qualitative measures including learning objectives, offer recommendations for improvement. The program and teacher will work together to implement changes for subsequent classes. Extension is directed by academic administration and an instructor on special assignment, which provides qualified instructional expertise in reviewing curriculum, teaching and support to students.

In today’s increasingly globalized society and economy, the college believes that study abroad and curricular globalizing efforts are essential to preparing our students for rewarding careers. As part of the REI initiative, the college has started a Global Initiative with three areas of interest:

1. Globalizing the instructional program with new certificate programs of study in Latin American, African, Asian and Middle Eastern studies, adding global aspects to existing courses, debating the value of a global education course as a degree requirement, supplementing global issues to the intellectual life of the college.
2. Supporting more study abroad, faculty exchange, teaching abroad and sponsored conferences on global issues.

3. Recruiting and enrolling international students to become an important segment of the college community in degree and certificate programs for transfer and for vocational education in short-term programs of study that complement interests in professional development (such as Architecture, Aviation, Baseball, Dental Hygiene and Film) and in personal development (such as the culture, entertainment and travel opportunities possible through a college experience).

West has offered a Study in Spain Summer Program since 2003. Students study at Pontificial University and live with Spanish families. This program has been highly successful. The college has joined with the Center for the Global Advancement of Community Colleges and several other colleges across the country to participate in the 100,000 Strong initiative proposed by President Obama and the U.S. Department of State. The project is planning short-term and semester-length study abroad opportunities in China in conjunction with the senior advisor to the assistant secretary of State for East Asia and the Pacific. (II.A-15; II.A-16)

A global studies taskforce including representatives from Student Services and Academic Affairs spent considerable time and effort the past two years developing programs for international students. International student enrollment has nearly doubled over the past two years. The college now matches international students with student mentors who speak their languages and who can guide international students through the cultural adjustments necessary for success at West. Included are cultural events such as the annual Thanksgiving celebration, sponsored trips, and a dedicated space with a lounge-like feeling and Internet-connected computers on the first floor of the library. Among the new programs are the West Language Academy and customized online distance learning for international students. In summer 2010, West inaugurated the West Language Academy, a 20-hour-per-week intensive English program for international students who wished to enroll at the college but who first needed to improve their English skills. Once students attain sufficient English skills, they can seamlessly transfer into the credit program. The Academy sessions are seven weeks long and are offered six times a year, twice each in spring and fall and once each summer and winter. (II.A-17)

West Los Angeles College’s Film Studies program is developing online cinema courses. These courses will be available to the college’s normal student body, as well as to international students and in particular online in a cooperative partnership with Jawaharlal Nehru Architecture and Fine Arts University in India.

As the emerging globalized curriculum approaches implementation, West Los Angeles College is anticipating that nascent institution-to-institution relationships with universities in other countries can develop to the point of supporting student learning opportunities that will enable them to function as citizens in the increasingly globalized world and that will offer opportunities for faculty exchange and teaching abroad.
West employs the program review process described in Standard I.B.3 in planning programs to best serve students and the community and in judging educational quality of those programs and the courses which comprise them. Program review update data are used in the planning process to prioritize goals across all areas of campus.

In addition to providing the data used in the program review process, the Office of Research and Planning provides data that inform all the analyses of enrollment and student success. The College Profile webpage is a convenient resource for data on student demographics, enrollment trends, access and outcomes, including accountability data from the College Effectiveness Report, ARCC and IPEDS (Integrated Postsecondary Education system). (II.A-18)

West’s Student Success Committee recommended and the Academic Senate endorsed engaging in the Achieving the Dream initiative. Key college leadership including the college president, Academic Senate president, the vice presidents of Academic Affairs and Student Services and the dean of Research and Planning attended the kick-off conference in June 2011. Achieving the Dream was introduced during a two-day college-wide session held on September 26-27, and another college-wide kickoff is planned for the first week of December 2011. The college will send a team of 10 Achieving the Dream team members to the week-long national Achieving the Dream conference in February 2012 to institutionalize a college-wide approach to improve student success outcomes for 2012-2013.

Achieving the Dream has four principles for institutional improvement (Committed Leadership, Use of Evidence to Improve Programs and Services, Broad Engagement and Systemic Institutional Improvement) and eight critical outcomes for improving student success by adding data-driven decision-making to the reviewing and planning of instructional programs to improve student success. It has identified five core indicators of success: (1) completion of developmental courses and progression to credit courses, (2) completion of gatekeeper courses, particularly first college-level or degree-credit courses in math and English, (3) completion of attempted courses with a C or better, (4) persistence from term to term and year to year and (5) attainment of credentials. Each will be analyzed by race, ethnicity, age, level of preparedness and other student demographic characteristics.

The college has adopted these measures in its schedule production, assignments and its master planning and in its various levels of committee review: Student Success, Enrollment Management, Transfer Taskforce, Divisional Council and the program review process.

Over the last several years, the college has paid special attention to developing and implementing practices across campus that assess student learning needs and progress toward achieving stated learning outcomes. Through the practice of course-level assessment feeding into college-wide program review guided by the Planning Committee and the Office of Research and Planning, the college has discovered value in the research gathered, analyzed and evaluated at the course and program level, especially as it
is discussed within the discipline and reported out in program review. With annual program review and the recently implemented phases of Achieving the Dream, faculty are better able to track minor changes to programs that make improvements to student learning outcomes, which will be further enhanced as the college implements the Achieving the Dream phases.

SELF EVALUATION:

West’s general education and career technical education programs prepare students to transfer to four-year universities, to function effectively in an international setting, to gain professional licensure, to upgrade skills or to become a member of a union. The college offers a wide range of pre-collegiate and collegiate courses, degrees, certificates, transfer, community education and workforce development programs designed to fulfill the academic goals of the students, meet the needs of local employers and articulate with four-year institutions. Innovative programs connecting the college to feeder high schools, middle schools, community based organizations and employers round out the full range of programs that respond to the varied educational needs of the college’s students.

As noted in Standards II.B and II.C, all students have access to a wide array of services designed to support them in their pursuit of a certificate or degree:

- foundation skills courses in mathematics and English,
- Extended Opportunity Programs & Services (EOP&S), Student Support Services (SSS) provide services for economically disadvantaged students,
- Disabled Student Programs & Services provides services for students with various types of learning challenges,
- Personal Development courses
- Library research courses,
- Learning Center tutorials and Learning Skills courses and
- access to on-campus and online versions of tutoring, counseling, library services, writing lab and financial aid.

West Los Angeles College uses research data and information on diverse student populations and the community it serves as the basis for informed decision-making and curriculum development. Program review is a key element in incorporating educational trends into the institutional and instructional planning processes. Information is reviewed and shared with wide opportunities for input at the College Council, the Academic Senate and the Divisional Council. (II.A-19; II.A-20; II.A-21)

The Revenue Enhancement Initiative has enabled the college to update equipment in instructional programs, enhance existing curriculum, develop new courses and programs, support faculty exploration of high impact educational practices and augment the academic infrastructure.

As described in Standard II.A.2.F, research gathered through varying types of assessment at the discipline level is growing more prevalent as the college continues to focus on improving student learning.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY:

West Los Angeles College commits to meeting the ever-changing educational needs of students who live and work in a fast paced, technological and global society by offering courses in a variety of formats, times and places. West uses a variety of delivery systems to meet students’ varying needs. There are lecture, laboratory, studio, workshop and computer-based courses and many that combine these modalities. Students take classes entirely on the web, entirely on campus and in combinations of the two. In cooperative education classes, students learn on the job. Courses can run from a full 15-week semester to a few weeks and some are open-entry, meaning that a student may begin at any time. These different course schedules help meet the timing as well as delivery requirements of different student groups. (II.A-22)

Most of West’s students still come to campus for classes; in fall 2010, 39 percent of students took classes that started before noon, 16 percent took classes that started between noon and 6:30 p.m. and 17 percent took evening classes. For many students, online classes are the best option. Traffic alone creates barriers for students to travel to classes. After work, five miles of West Los Angeles can be a 70-minute commute. Students who cannot afford transportation and who have disabilities also benefit from online classes that remove the barrier of physically travelling to the college. West’s online classes accounted for 21 percent of fall 2010 enrollment, while hybrid classes, which include both online and on-campus instruction, were 5 percent. Weekend classes identified 3 percent of all class enrollments.

The 2008-2011 Educational Master Plan (Appendix B) identified as one of its four primary objectives, “Build upon and support WLAC’s diversified modes of instructional delivery.” In support of that objective, West submitted a Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges in 2007 (Reference Standard IIA.1.b, attachment 2). In 2008, the college received approval from the commission to offer 11 certificates and 15 associate degrees fully online. In summer 2011, West identified the need to submit a Substantive Change Proposal for an additional eight associate degrees, 13 certificates of achievement and six skills certificates that are offered primarily, or in some cases, completely online. In fall 2011, the Distance Education Committee, Curriculum Committee and Academic Senate approved this proposal. The District Institutional Effectiveness Committee approved it in October 2011 and it was
subsequently approved by the Accrediting Commission’s Substantive Change Committee in November 2011.

The college Distance Education Committee (DEC), a standing committee of the Academic Senate, advises on best practices in online pedagogy. The Academic Senate’s Educational Policies and Standards Committee collaborates regarding delivery systems and modes of instruction. The DEC is currently reviewing best practices in distance learning to develop a comprehensive Online Instructor Handbook. The handbook will offer a faculty-centered quality-assurance rubric. It is undergoing a peer-review process and will be distributed to all faculty teaching online and hybrid courses.

West uses a single course management system, Etudes (described in Standard II.C.1.a), in all online classes, allowing students to progress confidently from one class to another without having to learn a new system. Standard III.C.1.b outlines how West makes sure that instructors are fully prepared to teach online through a mentoring program and formal classes and supports them via a robust distance learning website, one-on-one consultations with staff in the Distance Learning Office, access to the Etudes user group and workshops including West’s Tech Fair.

These pioneering projects have contributed to West’s leadership role in the district. The college now makes its planning and procedures for online programs available to the other district colleges.

In light of recent research that demonstrates the higher effectiveness of hybrid classes than either on-campus or fully online classes, West has prioritized the expansion of hybrid learning. From 2007 to 2009, hybrid class enrollment grew from 65 to 275, a increase of 423 percent. Since fall 2010, all classes in West’s Accelerated College Transfer (ACT) program have included online as well as face-to-face instruction. (II.A-24; II.A-14)

Students benefit when faculty use the web to support classes they teach entirely on campus. Faculty post syllabi and supplemental materials such as lecture notes, assignments and practice problems to the web through one of two online support systems: ADX, a customizable, easy-to-use support system for faculty who are not teaching online or hybrid courses and Etudes, the college’s online course management system. Currently, 200 faculty use ADX and 254 faculty use Etudes. (II.A-25; II.A-26)

Hands-on learning takes place across the college, well beyond the familiar science labs. West has received a California Community Colleges Chancellor’s Office Responsive Training Fund grant award to implement a pioneering apprenticeship-based medical assistant curriculum and a City of Los Angeles grant to conduct job preparation boot camps and skills upgrade training for incumbent workers in the hospitality sector. On the recommendation of the aviation advisory board members and supported by an REI Predominately Black Institutions grant, West established two new computer-assisted instruction labs where interactive
training aides enhance lectures with hands-on experience of fuel injection systems, fire detection systems and ice and rain protection systems. The use of these simulators introduces students to the latest technologies used in the aerospace and aviation industry. A clinic in the new Math and Science building provides dental hygiene students the opportunity for extra clinical rotations in accordance with the American Dental Association accreditation standards. A new dental hygiene lab enhances the lecture with hands-on demonstrations and exercises. Advisory board members and faculty participated in the clinic design and equipment selection to provide a state-of-the-art educational opportunity for students. Standard III.B.1. provides examples of more facilities included with faculty and administrative guidance in West’s bond-funded classrooms and laboratories. (II.A-27)

SELF EVALUATION:

The dean of Research and Planning compiles student success data in all disciplines by mode of instructional delivery and reports the data to academic administrators, division chairs and faculty. In program review, these data help faculty monitor and compare student success rates. (II.A-14)

Online and hybrid classes have shown marked improvements. The success rate for online classes has increased from 49 percent in fall 2005 to 57 percent in fall 2009 and for hybrid classes from 49 percent to 72 percent. From fall 2007 to fall 2009 the retention rate in online classes increased from 78 percent to 84 percent and in hybrid courses from 62 percent to 85 percent. The Curriculum Committee’s approval process for online courses may have had an impact here, as it is an ongoing dialogue about the effectiveness of methodologies and online teaching and learning styles. (See Standard II.A.2.a for the curriculum development process.) (II.A-14; II.A-28)

In May 2010 the LACCD Office of Institutional Research and Information reported on successful course completion rate for 2007 - 2008 and 2008 - 2009. Students enrolled in West’s online Family and Consumer Studies, History, Learning Skills, Management, Marketing, Political Science, Sociology and Speech classes completed the courses at rates higher than those in face-to-face classes. (II.A-29)

In January 2011, West participated in the California Community Colleges Chancellor’s Office survey of students who dropped a distance education course in the fall 2010 term. Of the 1,846 students from West who were contacted, 514 responded to the survey. They indicated their reasons for enrolling in distance education were work, convenience, personal circumstances and previous good experiences with distance education. In this group of students who had dropped one or more online classes, 86 percent indicated that they were “very” or “somewhat likely” to register for another online course. (II.A-30)
II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY:
West Los Angeles College views transformational student achievement as central to its mission and has institutionalized a systematic process for identifying, measuring and assessing student learning outcomes (SLOs) as the primary instrument by which to achieve that mission through continuous monitoring and regular assessment of instructional quality, rigor and effectiveness.

The college has developed three levels of SLOs: institutional, program and course. As described in Standard II.A.2.b, the faculty takes responsibility for identifying SLOs. All degrees, certificates, programs and courses have SLOs tied to the nine institutional SLOs that are assessed and inform a continuous cycle of renewal. The nine institutional SLOs are (II.A-31):

A. Critical thinking  
B. Communication  
C. Quantitative thinking  
D. Self-awareness  
E. Civic responsibility  
F. Technical competence  
G. Cultural diversity  
H. Ethics  
I. Aesthetics

All of West’s programs and majors have SLOs, as do the college’s 27 certificates of achievement. The Student Services Division has defined comprehensive SLOs (student learning outcomes and service level outcomes), and the Administrative Services Division held a workshop in early July 2011 to define and begin assessments of their service area outcomes (SAOs). The division completed this round of assessment and is planning to perform another series of analyses in the spring 2012. The Curriculum Committee assures that all course outlines of record include SLOs.

West Los Angeles College has long benefited from active leadership and broad-based involvement in the development, review, assessment and revision of SLOs at the institutional, programmatic, course and syllabus levels. Since 2007, faculty in 15 SLO training workshops held to refine SLOs and the assessment process have written, created the mapping process, defined and refined program learning outcomes, designed scoring guides and collected and tracked data. SLO training continues both in one-on-one and small group formats as well as in formalized workshops throughout the academic year. These workshops include full-time and adjunct faculty as well as managers and administrators from across the campus to develop, broaden and deepen West’s SLO knowledge base and its practice of outcomes assessment. In these participatory, hands-on workshops, faculty work on their own discipline and get assistance as they develop improvement strategies. Tech Fair and Flex Day sessions use SLO assessment to stimulate dialogue about best practices, discuss what is working and what is not and ensure that course-level assessments are aligned to services, programs, degrees and certificates. (II.A-32; II.A-33; II.A-34)
To determine if students are achieving stated learning outcomes, West established the three-semester assessment schedule described in Standard II.A.2.f. In spring 2011 the college identified 518 courses that had been offered in the past two years; 97 per cent of those courses have been assessed. By spring 2012, 100 percent of all West’s courses will have entered and or completed one or more assessment cycles. (II.A-34)

The college has assigned a faculty member to coordinate the assessment, review and revision of SLOs at all three levels. The SLO coordinator maintains records of course-level assessments and a web page supporting the process, including institutional and program SLOs, assessments, assignments and sample student work illustrating achievement of SLOs. He serves on the SLO Committee that includes the dean of Teaching and Learning, the multimedia specialist for learning and teaching and a counselor. By bringing faculty and administrators from both Student Services and Academic Affairs together, the committee helps make certain that the issues of student service and instructional programs are considered. Its work is submitted to the Curriculum Committee. The committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from course to program through certificates, degrees and transfer. It monitors that process. (II.A-34)

This effort closes gaps in communication from division to division and from faculty member to faculty member. The SLO Committee meets regularly during fall and spring semesters to encourage and ensure college-wide SLO implementation and continuous assessment and improvement. The SLO coordinator meets with all division chairs, division faculty and all interested college community members on SLO standards and processes and on the college’s SLO status. The committee has worked with faculty, division chairs, Divisional Council and Academic Affairs to collect, review and provide feedback on syllabi.

The SLO Committee created a tracking sheet that summarizes progress in SLO development, assessment and changes at all levels of the college on a single sheet. Brief narrative reports trace the steps being taken in specific areas of the summary sheet. The SLO coordinator and the SLO Committee report assessment results from selected courses in every program to the Curriculum Committee and to the Academic Senate. The SLO Committee reviews SLO-related recommendations; it also distributes summaries and reports to Divisional Council and the Academic Senate, which sends recommendations to the college president. The deans of Instruction and division chairs use SLO results in planning class schedules and mapping program sequencing out over three years to continue to improve student success. (II.A-34)

In support of this process, the college has charged the SLO coordinator and the SLO Committee to:

- guide and facilitate faculty in implementing outcome and assessment processes;
- consult with faculty in person and by phone and email to encourage active faculty participation and to answer questions about SLO development and assessment;
• educate faculty about institutional, program and course level SLOs and the processes and timing for establishing and assessing them;

• develop an assessment schedule and necessary supporting documentation;

• provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and assessment;

• work with division chairs to organize meetings with faculty to edit program and course SLOs and gather, record, organize and store data to improve SLO and assessment progress for programs and courses;

• assist faculty in analyzing the results of assessment to improve and further align institutional, program and course SLOs;

• attend conferences, institutes, workshops and meetings related to SLOs and report back to the college community; and

• maintain open and frequent communications about SLO development and assessment with the division chairs, Curriculum Committee, Academic Senate and the Office of Academic Affairs.

Working with the Office of Research and Planning, the Planning Committee links SLOs to the annual program review process, action plans and budgeting ensuring that institutional mission goals regarding student achievement are met. Throughout the overall process, reporting provides a mechanism for reflection and discussion, for institutionalized commitment to continuous improvement and for sharing the achievements of excellence. Each stage has a clearly delineated checklist to guide faculty and staff through the process.

SELF EVALUATION:

West Los Angeles College has spent significant time, effort and resources to ensure that the improvement of student learning is the focal point of student success. The college has SLOs at the course, program and institutional levels that frame the regular conversation about institutional effectiveness. These efforts and accomplishments illustrate that the assessment of SLOs is an ongoing process at every level and is thoroughly ingrained in the institution’s planning and budgetary process.

The SLO coordinator’s efforts have helped the SLO process to gain acceptance by the campus community through collegial leadership, by systematically recognizing outstanding achievements in SLOs, and by regularly identifying divisions that have met their goals and divisions that still have goals to meet. The committee connects with chairs, deans of Teaching and Learning and of Instruction and others to formalize, organize and facilitate the improvement of student learning.

The Academic Affairs’ Offices of Research and Planning and Instruction work closely with the SLO coordinator and the SLO Committee to coordinate assessment design, use and improvements and the application of findings to decisions about serving students in all programs of the college: general education, CTE and basic skills.
The college’s implementation of the Achieving the Dream’s goals and objectives will further empower faculty and other decision-makers to use information from outcomes assessment and program review findings to improve student learning and outcomes.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY:

Faculty at West Los Angeles College play the central role in the development and evaluation of courses and programs. Faculty are responsible for establishing quality and improving instructional programs and courses. These highly qualified educators bring vast expertise that guides the development of curriculum, the delivery of instruction and the assessment of course and program quality. Faculty use established procedures to design, revise and update courses and programs, identify SLOs, approve new and revised courses and programs and evaluate them. The California State Chancellor’s Curriculum Handbook describes the approval process for all courses and programs. (II.A-35)

Academic divisions meet regularly and discuss courses and programs and changes or new developments and technologies in their fields. CTE faculty, using the input of advisory committees and industry partners, constantly modify and design existing and new programs to respond to the changing needs of employers and industry. For example, the Computer Science and Application Division responded to industry demand by creating a pioneering network security degree program and is currently developing a cloud computing program. (II.A-36)

West follows a rigorous curriculum approval process established in accordance with California Title 5 regulations. It is centralized to ensure that it is consistent and standardized and to ensure that the curriculum fits with the college’s mission. Division chairs draw upon the expertise of full-time and adjunct faculty to design curriculum. All proposed new programs
and courses developed by faculty go to the Technical Review Committee for initial screening and vetting before going to the full Curriculum Committee. The Curriculum Committee consists of representatives from the 12 academic divisions, the articulation officer, the curriculum dean and the committee chair. All courses approved by the Academic Division and the Curriculum Committee then go to the Academic Senate for final review and discussion. After Senate approval, they go to the college president. The approved course or program is forwarded to the Board of Trustess for acceptance and then to the state’s chancellor’s office for final ratification. (II.A-37)

Requests for new courses in any instructional format require inclusion of SLOs that are aligned with the institutional and program SLOs. The Curriculum Committee’s approval process includes additional requirements if any part of the instruction will occur online. Faculty seeking approval for a hybrid or online course must complete additional forms to demonstrate that that instructional delivery method is appropriate for the subject matter, which assists them and the college to better understand the benefits and the limitations of technology in delivering instruction. The Distance Learning Office and the Office of Teaching and Learning offer services that support the faculty’s ongoing dialogue about using online and hybrid forms of instruction. There is an ongoing dialogue about modalities, effectiveness and student success. The Curriculum Committee formally reviews and approves pedagogical methods as part of the course approval process. (II.A-28)

New CTE technical programs have additional approval steps. Labor market data, employer surveys, advisory board recommendations and community support must demonstrate the need for the program. The CTE deans from all nine colleges in the LACCD discuss each new program to ensure minimal program duplication among the LACCD colleges. After college approval, a new or revised certificate or degree program must garner the support of the LOWDL Los Angeles and Orange County Workforce Development Leaders (CTE deans at colleges in Region 7) before being sent to the state Chancellor’s Office for final approval.

In 2008, the LACCD created the Electronic Curriculum Design (ECD), a web-based system to assist faculty with the process of developing courses and programs. The ECD system maintains all LACCD official course outlines for convenient review by deans, chairs and faculty. Training workshops on ECD and course development have been conducted and there is a clearly-written help section available on the ECD web page. (II.A-38; II.A-39)

West has established processes to evaluate courses and programs. Assessment of the quality of a course begins at the curriculum development stage and is continual. General education and transfer courses must be updated every six years and CTE courses must be updated every two years to remain current. At these points, program and course SLOs for the courses are reviewed by the Curriculum Committee. (II.A-40)
Division chairs rely on student feedback, surveys and classroom/lab observation to evaluate the effectiveness of a course and instruction. As detailed in Standard III.A.1.b, the LACCD/AFT contract establishes the process for the evaluation of faculty - chairs, committees and administration use program review, program viability and the SLO assessment cycle as well. (II.A-41; II.A-42)

As explained in Standard I.B.3, West uses its program review process to encourage reflection on the current state of each program, discipline and division, to set new directions and to provide input into overall college planning activities including personnel, equipment, supplies, new directions/programs, budget and resource development.

Responsibility for establishing and monitoring program and course quality and for improving instructional methodologies and effectiveness in program review lies with the faculty. Additional results of the assessment and continuous improvement processes include creating new or modifying courses, programs, certificates and degrees, changes to major requirements and the use of different delivery modalities.

As detailed in Standards II.A.1.c and II.A.2.b, the college’s three-semester SLO assessment plan provides valuable data to assess how well program and course SLOs are being met. The cycle includes revision of SLOs, instructional methodologies and courses, as needed. (II.A-43)

**SELF EVALUATION:**

West Los Angeles College is committed to student success. The faculty incorporate that commitment into the design and delivery of courses and programs. The established procedures for curriculum development and course and program evaluation work smoothly and effectively. Courses and programs meet the standards established by the state Chancellor’s Office as they undergo rigorous committee, college and district vetting processes. Through comprehensive planning, West provides courses in all modes of delivery that lead students to successful learning experiences and outcomes.

Dialogue about SLOs and assessment is widespread at West; as a result, significant progress is being made in outcomes assessment and the improvement of learning. Working closely with the Curriculum Committee and the Office of Academic Affairs, the SLO coordinator and the SLO Committee continue to actively engage and assist colleagues in evaluating instruction and student achievement of learning outcomes through regular assessment.
II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Through the Academic Senate, West Los Angeles College’s faculty have affirmed their responsibility for identifying measurable student learning outcomes. The Academic Senate passed the following resolution in October 2008, “Be it resolved that the Academic Senate of West Los Angeles College strongly urges and supports all faculty in their efforts, through workshops and continuous dialogue 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.” West’s revised Educational Master Plan, approved by the Academic Senate in May 2010, affirmed “institutional commitment to student learning” and mandated that the College “evaluate the effectiveness of all college courses and programs using student learning outcomes.” (II.A-44; II.A-45)

As noted above (Standard II.1.c), 100 percent of West’s programs, majors and 27 certificates of achievement have SLOs. All courses at the college have SLOs in the course outline of record. Class syllabi provided to students include SLOs. Faculty submit course syllabi to their deans and divisions for review to ensure that institutional and program SLOs have been included. (II.A-46)

West follows the Guiding Principles for SLO Assessment from the Academic Senate for California Community Colleges. The Academic Senate’s Curriculum Committee oversees the process of approving a new course outline or updating an existing one, as described in Standard II.A.2.1. In this process, faculty authors must state SLOs and the methods of instruction and evaluation to be used in each course. The SLO coordinator together with department chairs and their deans review all outlines for institutional, program and course SLOs before they move on to the Curriculum Committee and the Academic Senate for approval. (II.A-47)

The academic divisions develop program and major-level SLOs that reinforce course SLOs and are available to students via departmental publications and web sites. The SLO Committee reviews all SLO work, which is posted on the Curriculum Committee website in pages devoted to SLOs. At its monthly meetings, the Curriculum Committee monitors and reports progress on course updates ensuring that courses are updated on a six-year cycle, with the required institutional, program and
course-level SLOs. To assist faculty with SLOs, the SLO coordinator has created concise yet comprehensive assessment forms for individual courses and academic programs. Parallel forms for student services and service areas such as facilities have been created. (II.A-34; II.A-48)

Standard II.A.2.f contains a summary of West’s assessment of SLOs and the college’s use of the assessment results to improve student learning.

As noted in Standard II.A.2.a, CTE programs pass through additional layers of review before they can be implemented, including that of the LACCD CTE deans, the Los Angeles and Orange County Workforce Development Leaders (LOWDL) and the state Chancellor’s Office. This approval process for all CTE programs includes input from program advisory committees—individuals in the businesses and industries that may be hiring the students who complete CTE degrees and certificates—to ensure that competency levels and student learning outcomes meet employment needs.

Recent examples of CTE programs at West Los Angeles College that have been approved through this process are: the Pharmacy Technician AS degree and certificate, Medical Assistant AS degree and certificate, Film/TV Production Crafts certificate, legal secretary certificate and four new certificates in Computer Science. The Paralegal and Dental Hygiene programs use graduate and alumni surveys to evaluate program outcomes.

All CTE programs conduct annual advisory committee meetings to validate program content, ensure that instruction is aligned with the skills that employers need employees to have and to be eligible for Carl D. Perkins funds. All CTE advisory committee meeting agendas and minutes are available in Academic Affairs Committee members include discipline faculty, the CTE dean, local employers and, if appropriate, representatives from community based organizations. At the advisory committee meetings, faculty report on program trends including enrollment, completion rates, certification and program needs. Advisory committee members provide the program with trends in the industry such as employment needs, skills new-hire and incumbent workers need and new technologies in the field. The program responds to the external needs by modifying program learning outcomes and course objectives. (II.A-49)

SELF EVALUATION:

West Los Angeles College has relied on and will continue to rely on the expertise of its faculty in the development of institutional, program and course learning outcomes and the associated measurement rubrics. Advisory committees in CTE areas provide local, state and national standards, which inform the SLOs for these programs.
II.A.2.c.  High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY:

The extensive peer-reviewed nature of West Los Angeles College’s curriculum, SLOs and faculty evaluation processes ensure high quality instruction and the appropriate academic rigor and time to completion of all programs. SLO assessment is the subject of Standard II.A.2.f.

The Curriculum Committee reviews and approves all programs, certificates and majors. It reviews and approves outlines for all courses that make up the programs and reviews course sequencing and the total number of units needed to complete a program to make certain that students can attain their educational goal in a reasonable period of time. As described in Standard II.A.2.a, after Curriculum Committee approval, programs and courses are reviewed and approved by the Academic Senate, the college president and the Board of Trustees prior to submittal to the state Chancellor’s Office for final approval. The curriculum, SLO and program review processes provide for continuous data gathering and monitoring of all courses and programs offered at West Los Angeles College, ensuring the viability and vitality of courses and programs. (II.A-34; II.A-50)

In the four-year tenure review process for newly hired full-time faculty, tenured faculty members and administrators annually review tenure-track faculty in the classroom. They consider the instructor’s course syllabi and assignments and look at the instructor’s participation in college committees and governance as a measure of commitment to students and the college. The tenure committees provide support for new faculty as do division chairs and deans in the Office of Instruction. In addition, the dean of Teaching and Learning tracks the tenure process, develops and shares best practices in tenure process evaluation and provides support activities such as “Meet and Greet” for new faculty and orientations to the college’s organization and services. New tenure-track faculty are offered a faculty member mentor to enable them to more thoroughly understand the professional expectations of full-time faculty. The peer review of all faculty is designed to ensure constant oversight of the quality of instruction; peer observation also provides opportunities for faculty interaction and exploration of innovative teaching methodologies. (II.A-51)

As described in Standards III.A.1.b and III.A.1.c, tenured and adjunct faculty members are evaluated every three years. Standard III.A.5.a describes professional development activities including Flex Week, the college-wide Leadership Retreat and individual undertakings that develop the solid underpinnings in each faculty member’s discipline and in pedagogical methodologies designed to strengthen instruction. Standard III.C.1.b explains the role of the annual Tech Fair in helping faculty to effectively use technology in instruction. In fall 2011 Tech Fair offered division chairs workshops detailing the evaluation process for online instructors and updates on new and enhanced Etudes tools. (II.A-52; II.A-53; II.A-54; II.A-38; II.A-55)
As discussed in Standard I.B.1, in summer 2010, a college-wide think tank explored a number of ideas and activities to strengthen foundation skills development. The college adopted a new prioritized Foundation Skills Plan growing from this work in spring 2011, and the Senate’s Student Success Committee is spearheading its implementation. Students have access to a wide array of services designed to support them in their pursuit of a certificate or degree. (II.A-56)

Standards II.B.1 and II.B.3.a outline the programs West offers to support students who face particular challenges, including:

- Extended Opportunity Programs & Services (EOP&S) and Student Support Services (SSS) provide services for economically disadvantaged students,
- Disabled Student Programs & Services provides services for students with various types of learning challenges,
- Online and on-campus counseling and financial aid.

Standard II.C.1.c describes learning support services, including:

- foundation skills courses in mathematics and English,
- Personal Development courses
- Library research courses,
- Learning Center tutorials and Learning Skills courses and
- on-campus and online tutoring, library services and writing lab.

The revised annual program review process has enabled the college to develop a common vocabulary for student success, evaluation and planning. The program review process and findings inform the program planning and scheduling that takes place a year in advance of each semester. Academic Affairs, the academic division chairs and the faculty in the divisions use program review findings to better understand which parts of scheduling and sequencing need to be sustained or altered. They balance day and evening offerings, classes on campus and online, and special programs such as Jumpstart, ACT and learning communities. Adjustments are made continuously to improve opportunities for students. (II.A-57)

Class scheduling and sequencing are data driven and involve input from faculty, students, staff, deans, counselors and administration. The strategic guide for the class schedule is the Enrollment Management Plan (I.B.31); the Enrollment Management Committee uses it to guide the college in meeting its enrollment goals and updates and fine-tunes the plan with each cycle of the process in response to the needs of the community and the budget priorities for the year. The Office of Research and Planning provides detailed data to support scheduling and the allocation of course sections. (I.B.32; I.B.33; I.B.34; I.B.35) The College Profile webpage provides data on student demographics, enrollment trends, access and outcomes, including accountability data from the College Effectiveness Report, ARCC and IPEDS (Integrated Postsecondary Education system). Each fall and spring, the office develops a three-year data array, which shows the past three falls (or springs), the current semester and the future semester. It breaks down enrollments by dis-
cipline, by day and evening, by full-time and adjunct faculty assignment and by modalities of instructional delivery (on campus, online, hybrid, ACT and Jumpstart). The deans in the Office of Instruction and the division chairs review this information as they schedule the semester one year ahead. (II.A-58; II.A-50; II.A-59)

The Office of Research and Planning produces data on a monthly basis that describes the college’s student demographics and its student success factors. This is presented at the Enrollment Management Committee, Divisional Council, Student Services Council, Academic Senate, Planning Committee and the College Council. The dean of Research and Planning meets with the three vice presidents twice monthly to review demographics, enrollment trends and student success outcomes. The dean is developing a prototype college factbook for the Research and Planning webpage to be updated annually starting in the 2011-2012 academic year. (II.A-60)

During registration, the Office of Instruction tracks and distributes a daily email on current enrollments to academic and student services divisions. The enrollment reports include all classes with closed enrollment or with open seats. The list of all open classes is updated throughout the day. It is available to all students on the interactive, searchable class schedule http://webapps.wlac.edu/. At monthly Divisional Council meetings, division chairs review the full time equivalent student report, which the monthly Enrollment Management Committee also considers in its monthly meetings.

The college has developed curriculum maps for certificates, degrees and transfer majors for the CSU and UC transfer student to ensure that transfer and vocational programs are available and to assist students in their planning. Academic Affairs and the division chairs have master copies of the course maps. Standard II.B.3.c explains how counselors use the course maps in conjunction with DegreeWorks. (II.A-61)

CTE disciplines build and revise curriculum based on input from practitioners through advisory committees as discussed above. (II.A.2.b) Student pass rates on the national and state Dental Hygiene exams and industry certification exam results from Computer Network Security program confirm that students are well prepared to enter the job market at the completion of their training. The Dental Hygiene students have achieved a 100 percent passing rate on National and State examinations for the past 10 years and the employment rate is 97 percent, according to the California Chancellor’s Office reports on core indicators for CTE programs. Employer surveys are conducted for the dental hygiene graduates and 100 percent of employer respondents are “very satisfied” with outcome measures linked to the Dental Hygiene Program SLOs.

Faculty from disciplines supporting transfer participate in IMPAC, the Intersegmental Major Preparation Articulated Curriculum project, where faculty from community colleges, CSU
and UC work to ensure that community college students are prepared for transfer to CSU and UC. Faculty are actively pursuing the Transfer Model Curriculum project, with Administration of Justice, Mathematics and Psychology taking the lead.

**SELF EVALUATION:**

West Los Angeles College course outlines, course syllabi and catalog descriptions clearly articulate required course content. Faculty develops new programs and courses so that content adequately reflects that of similar courses at other institutions. This process ensures that students are able to transfer in credit to complete certificates and degrees and transfer West credits to other institutions of higher education, particularly to baccalaureate-degree granting institutions.

Multi-year faculty evaluation provides ample opportunity for guidance and growth of new tenure-track faculty. Periodic peer evaluation ensures continuing monitoring of current instructional practices. Faculty syllabi are reviewed as part of the evaluation process. The review includes discussions about student success, relationship to the course outline, course section SLOs, textbooks and other supplemental materials, the use of technology and services, and the ways that faculty contribute to the college’s academic and professional life.

**DESCRIPTIVE SUMMARY:**

As an urban community college, West Los Angeles College enrolls a diverse student population in terms of race, ethnicity, age, gender, learning styles and educational experiences. (II.A-62)

West Los Angeles College’s demographics show an extremely diverse student body. For example, of the 11,140 students registered in fall 2010,

- African Americans were 41 percent, Latinos were 34 percent, Whites were 15 percent and Asian/Pacific Islanders were 8 percent;
- 16 percent of students were 19 and under while those 20 to 24 years old were 30 percent and students 25 to 34 were 26 percent. Those 35 and older were 23 percent of the student body;
- Female students outnumbered males 61 percent to 39 percent;
- Students enrolling in 12 units or more were 21 percent of fall 2010 students while 39 percent and 40 percent of students enrolled in 6 to 11 units and fewer than 6 units, respectively;

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
• Of all students in fall 2010, those indicating their educational objective as transfer were 44 percent, while 25 percent of students indicated they were enrolled in vocational programs;

• 58 percent of students in fall 2010 were continuing students while new transfer students were 12 percent, first time students were 17 percent, returning students were 8 percent and concurrently enrolled high school students made up 6 percent of the student body;

• 62 percent of students had obtained a U.S. high school diploma, 17 percent already had earned an associate or bachelor’s degree, 7 percent had a GED, 6 percent were concurrently enrolled in high school, 4 percent had earned their high school diploma in a foreign country and 4 percent were not high school graduates;

• 62 percent of students hold a U.S. high school diploma, 4 percent a foreign one and 7 percent a GED. Only 4 percent were not high school graduates and 17 percent already had earned an associate or bachelor’s degree. Nonetheless, West Los Angeles College serves a population that is not college-ready, as evident in the students’ initial assessment scores;

• 52 percent of tested students placed into math basic skills courses, 46 percent into pre-college math and only 2 percent into college level math courses;

• 6 percent of tested students placed into an English as a Second Language course, 33 percent placing into English basic skills level courses, 37 percent into pre-college level English and 24 percent placing into college level English. (II.A-62)

One of the goals of West’s Educational Master Plan is to “Improve the number of students advancing into transfer and CTE programs by supporting the college’s Foundation Skills Program.”

The Foundation Skills Plan adopted in spring 2011 reaffirms West’s commitment to a basic skills program integrated throughout all of its educational programs and services. The Office of Research and Planning reports underpin discussion and review of course and program effectiveness, reporting retention and persistence, course completion and grades. In conjunction with the Office of Admissions & Records, Academic Affairs tracks grades, trends, withdrawals, exclusions and final grades of W and INC.

Research has been done correlating students’ entering proficiencies with their success in courses with and without prerequisites in English, reading and mathematics. Thus, the ESL discipline is now pairing its classes with appropriate general education transfer classes. The Mathematics division is reviewing its course sequencing in an effort to reduce the number of courses needed both to complete an AA and to transfer. Analysis of student performance led math faculty to institute a book rental program to place a textbook at minimal cost in the hands of every foundational skills student the first day of class. The success
of this program led to the college bookstore’s REI-supported FIPSE grant-funded book rental program that reduces the barrier of book costs to all students.

Faculty recognize that some students at all levels include visual learners, auditory learners and kinesthetic learners. Some benefit from a combination of all three. The Office of Teaching and Learning conducts workshops on teaching methodology created to appeal to learning styles as well as other distinct student learning characteristics. Currently several faculty are exploring mobile learning, and others are pursuing grants that include the implementation of high impact educational practices. (II.A-63)

Some of the teaching methodologies employed by faculty at West Los Angeles College are lecture, demonstration, repetition/practice, laboratory, technology-based instruction, activity, clinical, discussion, video and computer-based instruction, presentations, collaborative and team-based instruction, tutorials, debates, individualized study, self-exploration, journaling, e-portfolios, experiential learning, case studies, guest speakers, virtual chat, podcasts, virtual office hours, role playing, posted audio and video, observation, performance, poster sessions, FAQs, participation and supplemental/external activities.

To facilitate the wide range of instructional approaches, the college has a number of support structures in place:

- **Smart classrooms**: Smart classrooms provide instructors with equipment to enhance lectures, show videos and access and display information from the internet during class. (see III B and C);

- **Hands-on Learning**: The film production, aviation maintenance technology, computer science and computer graphics, music, allied health and administration of justice programs offer hands-on education as either a significant or dominant part of instruction;

- **Distance Education**: Faculty can develop online and hybrid courses;

- **Audio and Video Podcasts**: Several instructors create audio or video podcasts to reinforce classroom learning and allow students to review lectures numerous times on their computers at home, elsewhere on campus or on their mobile devices;

- **Disabled Students Programs & Services**: The Disabled Students Programs and Services Office supports faculty in working with students with a variety of impairments;

- **Learning Skills Computer-Based Instruction**: The Learning Center continually reaches out to faculty to provide supplemental or co-enrollment courses and tutoring to enable students to solidify classroom knowledge;

- **Office of Teaching and Learning**: The office provides support for teaching and improving student learning through faculty development.
(see Standard III.A) and through REI researches and assists faculty to implement new tools, technology and resources in instruction (Standard III.B and C); and supports strategies for student success.

Through REI support, the Office of Teaching and Learning has worked closely with Dental Hygiene, Language Arts and Administration of Justice faculty to incorporate ePortfolios into their classes and is currently working with Aviation Maintenance and Motion Picture/Television Production on developing an effective ePortfolio strategy, which also addresses different modes of delivery as well as diversity. The office also supports the Write Your Story Project piloted by the Language Arts Division. English and ESL faculty teach students to write their autobiographies as they move through a sequence of courses.

In addition to the UMOJA and Puente learning communities, discussed in Standard II.B. 3. D, programs in which students move through as cohorts help build academic camaraderie and increase long-term success. (II.A-64) (II.A-65) Among such programs are West’s:

- Accelerated College Transfer program, an intensive transfer track with short-term courses in six pathways or majors; (II.A-66)
- Aviation Maintenance Technology and Film Production, both scheduled in eight-week sessions; (II.A-67; II.A-68)
- Dental Hygiene and other Allied Health disciplines in which all students must take their courses in a defined sequence.

Student athletes also coalesce into an informal learning community.

Through REI, West pursued and was awarded a $2.4 million Predominately Black Institutions grant to lay the groundwork for improved African American student success through reading skills and student engagement. (II.A-69)

**SELF EVALUATION:**

Faculty and administrators are actively engaged in exploring and implementing delivery modes and teaching methodologies that are responsive to the diverse needs and learning styles of students at West Los Angeles College. Faculty members determine the most appropriate method of assessing student learning based on the content of the course, the course SLOs and the instructional delivery method employed. At division meetings, when new courses are being proposed or existing courses revised, faculty engage in discussion about methodology and student performance.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.**

**DESCRIPTIVE SUMMARY:**

West Los Angeles College evaluates all courses and programs regularly and systematically.
through curriculum, SLO assessment and program review processes to determine their relevance, appropriateness, learning outcomes, currency and future needs and plans. Each course comes before the Curriculum Committee every six years, every two years for CTE courses and programs. Academic Affairs, the division chairs and discipline faculty assist the Curriculum Committee in a process to archive courses which have not been updated. (II.A-70)

As described in the Standard II.A.2.f, faculty assess course SLOs on a three-semester cycle. As they make improvements to courses and programs based on assessment information, faculty may choose to revise the course SLOs prior to the required two or six-year update. (II.A-40)

The college also evaluates the effectiveness of its courses and programs through program review. Every entity of the college—Academic Affairs, Student Services and Administrative Services and their component programs, services and academic divisions—completes the process annually. The Office of Planning and Research provides each area of the college with a thorough set of questions with which to complete the review and with a variety of data from which they can develop, assess and revise their goals and make resource requests. Academic divisions review college-wide and discipline data regarding enrollment trends, degrees and certificates awarded, number of students as majors, number of degrees awarded, number of students transferring to baccalaureate programs, number of new courses and course updates, modes of delivery, FTES generated, average class size, student retention rates, pass rates, number of full-time and adjunct faculty and student demographic information. (II.A-50)

As outlined in Standard I.B.3, the program review process encourages improvement based on reflection on the current state of a program, discipline and division. By reflecting on data, divisions are able to determine if class offerings or course sections need modification, how many additional personnel are needed for current/future needs and what supplies, materials and equipment are necessary. The Office of Research and Planning maintains the data and analysis, become the basis for college-wide decisions for personnel and budget allocations. (II.A-58; II.A-71; II.A-72)

Responsibility for establishing and monitoring program and course quality and constantly improving instructional methodologies’ effectiveness lies with the faculty. Additional results of the assessment and continuous improvement processes include:

- creating new or modifying courses, programs, certificates, degrees;
- changes to major requirements: and
- the use of different delivery modalities.

The transfer requirements of four-year universities often help academic divisions determine the relevancy of course offering; articulation plays an important role in this process. In CTE disciplines, the advisory committees validate that the curriculum is relevant to the needs of employers. Review, assessment and findings from advisory committees are critically important to CTE disciplines, because they enable faculty to ensure the relevance of their curriculum to the workplace. National board exams, licensure and certification rates provide an indirect measure of program outcomes. The
Computer Science Division responded to industry demand by creating a pioneering network security degree program and is currently developing a cloud computing program. (II.A-73; II.A-36)

SELF EVALUATION:
West Los Angeles College is committed to student success. The faculty incorporate that commitment into the design and delivery of courses and programs. The established procedures for curriculum development and course and program evaluation work smoothly and effectively ensuring that courses and programs constantly undergo systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.

The program review process exemplifies a comprehensive and evidence-based college approach to data-driven decision making. The research provided to departments enables programs to align their SLOs from the course level to the institutional level. The goal of the program review is to provide a continuing self-study and assessment for all the college’s educational and support programs through which improvements in all areas of campus life and student learning become possible. Program reviews make recommendations about staffing, facilities, curriculum improvements, needs, outcomes achievement, which leads to aligning all areas of planning from each discipline within college-wide budgeting. West takes pride in the commitment in time and energy and thoughtfulness that faculty and staff are devoting to improving planning and making decisions that are rooted in the mission of the college.

Annually, the college makes a presentation to the Board of Trustees on institutional effectiveness that is shared with Divisional Council, Academic Senate and the College Council. (II.A-61; II.A-19)

Participation in Achieving the Dream includes access to resources such as a data coach and formation of a data team comprised of the dean of Research and Planning and West faculty to guide West in evaluating students. Data will be identified to facilitate discussions about data and outcomes in division meetings across the campus.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY:
West Los Angeles College systematically evaluates courses, certificates, programs and degrees to assure currency and to measure achievement of stated student learning out-
comes through the SLO assessment, program review and curriculum review process.

The three-semester SLO assessment cycle guides faculty in thoughtful collaborative analysis of student learning in courses and programs. Each stage of the cycle provides opportunity for dialogue and reflection and for faculty to revise or update SLOs and instructional methodologies as needed. In the first semester of the cycle, a course or program is assessed. With guidance from the SLO Committee and the SLO coordinator, faculty select courses and SLOs for review. During the second semester, faculty in conjunction with their division chair analyze the assessment data, determine any changes that the data may point to and report any findings. The SLO coordinator, dean of Research and Planning and instructional deans are available as resources. In the third semester of the cycle, faculty implement the changes that emerged from the assessment and analysis. The course-level assessment loop closes as the course begins the cycle anew, now tracking the course changes. These steps and the completed process are reported in the Comprehensive SLO Summary document, updated regularly and shared with the Curriculum Committee, Academic Senate, College Council and division chairs and faculty. (II.A-43)

As of fall 2011, 85 percent of courses offered in the last two years have been assessed. Starting in fall 2011, all faculty file a comprehensive SLO assessment form for each course taught each semester. This form identifies the instructor by name, the course taught, a detailed description of the assessment instrument, a grading rubric and requirement for a narrative of the faculty member’s reflection on the process of developing SLOs. By this ongoing reflective process, instructors consider the relevance and rigor of their learning outcomes and refine or adjust them to challenge the evolving skills and abilities of their students. Finding are shared within academic divisions. Annual Flex activity requires faculty to formally reflect on the successful achievement of curricular objectives and student learning outcomes. (II.A-34)

The SLO Committee establishes, reviews and monitors SLO development and assessment for all college courses and certificates. The SLO coordinator tracks all of the college’s work on SLOs for the committee, which reports findings to the Academic Senate and its Curriculum Committee. He has developed a strategic timeline and a comprehensive summary with a narrative. In program review academic divisions report on SLO assessments and changes that will be made based on these assessments. Curriculum Committee, SLO and program review pages on the college website all offer current information on SLO assessment. The SLO web page contains SLOs, assessments, assignments and sample student work illustrating the achievement of SLOs. In this way, there is college-wide awareness of SLOs as a part of the curriculum, and the college community has the opportunity to review progress in detail. Faculty and administration are part of an ongoing dialogue to assure that teaching content, methodologies and learning outcome assessment meet standards in currency, scope and rigor. (II.A-34; II.A-74; II.A-70; II.A-75)

The annual program review process links SLO assessment to institutional planning. In program review, disciplines and divisions report SLO assessment plans and changes that will be made based on that assessment. These steps, combined with the three semester course and
program SLO review cycle, enhance the college’s commitment to continuous quality improvement and ensure that programs are regularly reviewed for alignment with the college mission and institutional outcomes. (II.A-50)

Research gathered through varying types of assessment at the discipline level is growing more prevalent as the college continues to focus on improving student learning. For example, Mathematics has collected and analyzed division exit exam data in the remedial courses to redesign curriculum, on a semester basis, based on dialogue and analysis of their data. As a result, courses have been divided to improve student acquisition of skills.

West’s participation in the Achieving the Dream initiative provides a systematic, ongoing effort to evaluate student outcomes, implement strategies for improving outcomes and share results widely with the campus and community. Faculty, staff, administrators and students are engaged in using evidence and data to improve programs and services. The Achieving the Dream framework involves campus-wide discussions on student outcomes, identification of gaps and development of intervention strategies to improve student success and completion.

**SELF EVALUATION:**

Dialogue about SLOs and assessment is widespread at West Los Angeles College and significant progress is being made in outcomes assessment and the improvement of learning as a result. The college is committed to ongoing, systematic evaluation of course, certificate, program and degree SLOs to ensure currency and to measure student achievement. This evaluation is integrated with planning.

The SLO coordinator, the SLO Committee, the Curriculum Committee, Academic Senate and the Planning Committee all analyze data regarding student success in instructional courses and programs, providing the college with the opportunity for review, assessment and continuous improvement. Evidence evaluated in program review and elsewhere underlies program planning and scheduling. To further embed SLOs in the college culture, the SLO coordinator produces an annual tracking report to evaluate and review SLO progress and to link this process to planning actions and resource requests. (II.A-75)

The Offices of Instruction and Research and Planning support the work of faculty to assess and institutionalize SLOs. They help faculty interpret data and make instructional choices that will improve student achievement of course, program and institutional SLOs. The Office of Instruction, the SLO coordinator and the SLO Committee coordinate evaluation and the use of its findings to better serve students in all areas of the college: general education, career and technical education and basic skills. Working closely with the Curriculum Committee and the Office of Instruction, the SLO coordinator and the SLO Committee will continue to actively engage and assist colleagues in regularly evaluating instruction and student achievement of learning outcomes. (II.A-76)

The Office of Research and Planning will ensure that student learning outcomes are linked to the annual program review process, action plans and budgeting, so that institutional mission goals regarding student achievement are met.
The college’s implementation of the Achieving the Dream’s goals and objectives will be a further means to empower faculty and decision makers to use information from outcomes assessment and program review findings to improve student learning and outcomes.

These separate but overlapping activities and processes and the information and data generated through them ensure that college and divisional planning are constantly focused on student learning in the future tense of planning and scheduling and in the past tense of review and assessment. There is a direct link between program planning of the instructional program and budgeting as well.

**PLANNING AGENDA:**

- The Planning Committee, together with the Academic Senate’s Student Success Committee, will apply Achieving the Dream’s focus on combining strategic improvement and data-driven decision making to improving students’ learning outcomes. (Also in I.B.2.)

**II.A.2.g.** _If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias._

**DESCRIPTIVE SUMMARY:**

The Mathematics Division administers departmental final exams in Math 105, 110, 112, 115, 117, 118, 125, 127 and 128). The divisional final exam counts for one-third of a student’s final grade in Elementary Algebra (Math 115 or 117 and 118) and Intermediate Algebra (Math 125 or 127- and 128). The AA degree requires Intermediate Algebra. The Mathematics Division continually evaluates the effectiveness of the final exams by correlating the final exam score with the student’s semester cumulative grades. Generally, there is a very high correlation, indicating the exam accurately measures the material learned throughout the semester. The division also studies exam results to determine if any particular question was missed by a significant number of students.

The Allied Health and Aviation disciplines use standardized industry certification exams that the respective accrediting or certification agencies have released. These exams are used in the program capstone course; students must pass with a 75 percent minimum for program completion.

**SELF EVALUATION:**

The faculty teaching the affected courses in mathematics revise each of the divisional final exams annually. The departmental finals have been used for 20 years to ensure that all concepts for a course are covered by all instructors teaching all sections of the course. The division reviews the test results, looking for indicators such as too many students correctly or incorrectly answering a question. This triggers an analysis of the test and instruction to determine whether the test question does not measure student learning, or if some of the required material is not being taught. Faulty questions are revised, and the department chair and faculty examine and revise course outlines and explore other factors that might enhance students’ learning.
The exams used by the Allied Health and Aviation programs are released versions of nationally standardized exams used for certification and licensure. The program faculty analyzes examination results to identify curriculum areas that may need focus and provide students areas to review prior to taking the industry certification or licensure examinations.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY:
West Los Angeles College awards credit based on student achievement of a course’s stated learning outcomes. SLOs are part of the course outlines of record. As the Curriculum Committee processes courses, members examine SLOs along with the content and scope of each course. The SLO coordinator assists in the review of each course outline to ensure that SLOs are identified. California education code (Title 5) defines one unit of credit as 18 hours of standard lecture (the Carnegie Unit). Furthermore, the number of units granted must correspond with the scope and integrity of the course itself. As courses come due for Curriculum Committee review, faculty evaluate and modify them to reflect current discipline standards and generally accepted norms in higher education.

Faculty at West Los Angeles College use grades from a wide variety of measurements as the major indicator of student course mastery. The measurements vary by course and discipline and include, among others, quizzes, tests, research papers, class discussion, experiments and documentation, presentations, hands-on proficiency in specific skills areas, projects and performance. Syllabi clearly describe the grading procedure established by individual faculty. Faculty exchange views on grading philosophy and methodologies in discipline and division meetings.

SELF EVALUATION:
As a result of the ongoing comprehensive evaluation process occurring through the Curriculum Committee, the college ensures that the award of credit for courses is based on students’ achieving SLOs. Faculty and deans continually monitor courses to make certain the review process is accurate and current. Articulation agreements and transfer agreements with baccalaureate degree granting institutions further guarantee that West Los Angeles College’s coursework is current and has appropriate academic rigor.
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY:

Program learning outcomes are the basis for awarding degrees and certificates at West Los Angeles College. The college catalog description for graduation requirements incorporates the nine institutional SLOs. In addition to the institutional SLOs, West Los Angeles College’s 45 academic programs each have developed between 5 and 10 program-level SLOs. These program SLOs serve as the basis for determining depth of knowledge in a specific field. Students must successfully complete the required courses from a program’s core and elective units to earn either a degree or certificate. Students must also successfully complete the required general education course work for the degree they are pursuing. (II.A-77)

Career Technical Education programs that prepare students for external exams and licensing align their program SLOs with the requirements of the external licensing agencies. The Dental Hygiene program incorporates learning outcomes to directly prepare students to pass the national dental hygiene board licensing exams. The program prepares its students so well that for the last eight years 100 percent of dental hygiene graduates pass the national and state exam. The graduates also continually rank higher than the national average in national board test scores. Aviation Maintenance Technology learning outcomes are designed to prepare students to pass national FAA exams to become a licensed Airframe and/or Powerplant Technician. Again, 100 percent of West graduates taking the FAA exams pass. Other exemplary CTE programs that have met the requirements for industry certification and that prepare students to successfully pass external certification or exams include Paralegal, Cisco Certified Network Associate, Microsoft Network Professional, Microsoft Network Professional, CompTIA A+, CompTIA Linux+, Certified Nursing Assistant, Home Health Aide, Alcohol and Drug Studies and Real Estate. (II.A-78; II.A-73; II.A-79; II.A-36; II.A-80; II.A-81; II.A-82)

SELF EVALUATION:

West Los Angeles College awards degrees and certificates based on students’ achievement of a program’s stated SLOs. Disciplines and programs, through thoughtfully-developed program review and curriculum approval processes, certify that degrees and certificates are awarded based upon achievement of outcomes. Through outcome assessment at the program level, the certification process is validated.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences and the social sciences.

b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

DESCRIPTIVE SUMMARY:
West Los Angeles College provides students an opportunity to engage in meaningful learning experiences that challenge them and encourage them to become lifelong learners. All academic and vocational degree programs offered at West Los Angeles College require that students complete a general education curriculum in addition to the specific major requirements for the degree. Students pursuing one of the four Liberal Arts and Science degrees (areas of emphasis: Arts and Humanities, Behavioral and Social Sciences, Health Professions and Math, Science and Computer Science) may choose to complete West’s general education curriculum to complete the California State University General Education (CSU GE) requirements, or the Intersegmental General Education Transfer Curriculum (IGETC). The CSU GE and IGETC curricula both offer fewer options and demand higher-level coursework in mathematics than West’s general education curriculum; transfer-
bound students are encouraged to complete CSU GE or IGETC requirements for optimal preparation for upper-division coursework. (II.A-83)

Every program and course offered at West is designed to reflect the college’s distinctive mission, vision and values (II.A-84). Faculty have determined that the purpose of general education is to create an integrated and comprehensive educational framework that is both broad and deep and introduces students to skills, knowledge and patterns of learning that enable them to more clearly understand themselves and the world in which they live. The general education requirements prepare students to gain new knowledge and skills and to develop an appreciation and readiness for lifelong learning. West Los Angeles College’s six general education areas are:

- Natural Sciences—lay the foundation for understanding living and non-living systems and introducing students to the scientific process of inquiry,
- Social and Behavioral Sciences—increase students’ knowledge of social, political and economic institutions and human life and expression in contemporary, historical and geographical contexts,
- Humanities—enable students to develop a sense of aesthetics and perspectives on the human endeavor in art, philosophy, culture and literature,
- Language and Rationality—develop students’ abilities to undertake logical thought and communicate clearly in both oral and written form,
- Health and Physical Education—widen students’ knowledge of their physical and emotional health and
- Mathematics—advance students’ quantitative reasoning and logical thought processes.

A variety of courses have been approved to fulfill the required general education areas for each degree type and graduation plan. These are listed in the West Los Angeles College catalog and schedule of classes. The six major areas of knowledge represented by West’s general education coursework largely align with those of the general education curricula at local four-year institutions. In many cases the specific courses approved for inclusion in the college’s general education curriculum are articulated to meet the corresponding general education requirements at these four-year institutions. (II.A-85 pp. 60-64; II.A-23)

The Curriculum Committee has primary responsibility for the evaluation, selection and review of courses that satisfy the general education requirements, following Title 5, section 55806 and LACCD Board Rule 6201. The committee relies on the expertise of the faculty regarding the course content and the appropriateness of student learning outcomes in recommending these courses to the Academic Senate.

**SELF EVALUATION:**

West Los Angeles College’s general education curriculum prepares students to learn, adapt, adopt, respond to, synthesize knowledge and grow as individuals and as members of society in the diverse and rapidly changing 21st century world. It enables them to respect
others, think critically in personal and professional environments, lead a more enriched life and contribute to community and societal growth and development.

West Los Angeles College has embarked on a ground-breaking curricular and institutional globalization effort which will strengthen the general education component. This effort is developing regional studies course groupings in Asian, African, Latin American, Middle Eastern, European and American studies and will include language, history, economics, literature and humanities courses. Concentrations in these areas and International Business will prepare students to think and act ethically, critically and inclusively in a global and multicultural world. These efforts are enabled by REI’s continuing activities to obtain funding and forge relationships that support their development and implementation.

Faculty at West Los Angeles College take professional pride in identifying the skills, attitudes and behaviors that students develop as a part of the general education course requirements. Faculty are responsible for teaching classes according to the official course outlines, engaging the students in the active pursuit of knowledge and assessing SLOs at the course level.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY:
West Los Angeles College offers two associates degrees, with majors, areas of focused study or interdisciplinary study. Degrees require 60 units, a minimum of 18 of which must be completed in the discipline or related defined courses for the major. All students who were admitted to West since fall 2009 must complete all courses for the major area requirements or area of emphasis with a minimum of a grade of C or P. (II.A-86; II.A-87)

SELF EVALUATION:
All degrees at West Los Angeles College require focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY:
West Los Angeles College offers innovative, industry-responsive career and technical education leading to Associate degrees in 14 majors, 27 Certificates of Achievement and 33 LACCD Skill Certificates. These programs prepare students for technically sophisticated and highly rewarding careers as paralegals, dental
hygienists, airframe and powerplant technicians, network and computer management and security and a wide variety of below-the-line entertainment industry craftspersons. (II.A-77)

West Los Angeles College’s CTE programs with external accreditation, licensure and certification requirements follow the standards recommended by the appropriate approving, certifying or accrediting agency.

- Dental Hygiene, accredited by Commission on Dental Accreditation
- Alcohol and Drug Studies, accredited by California Association of Alcohol and Drug Abuse Educators (CAADE)
- Aviation Maintenance Technology, certified as meeting standards by the Federal Aviation Administration
- Paralegal, approved by the American Bar Association
- Certified Nursing Assistant, approved by the California Department of Health Services which provides certification administered through the American Red Cross
- Home Health Aid, approved by the California Department of Health Services which provides certification administered through the American Red Cross
- Emergency Medical Technician, approved by the Los Angeles County Department of Health Services Paramedic, accredited by Commission on the Accreditation of Allied Health Education Programs (CAAHEP) and approved for operation by the Los Angeles County Department of Health Services.

The college is seeking accreditation for the Medical Assistant program from CAAHEP.

The International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts (IATSE) recognizes West’s Motion Picture and Television Production programs through Hollywood Cinema Production Resources.

Among the programs that prepare students for examinations are Pharmacy Technician, (the California State Board of Pharmacy licensing examination), Emergency Medical Technician (the California certifying examination to work as an EMT or paramedic), Dental Hygiene (national dental hygiene board licensing exams) and Aviation Maintenance Technology (FAA national exams). West’s graduates have long had a 100 percent pass rate on the dental hygiene and FFA exams.

The California Community College Chancellor’s Office has identified core indicators for all CTE programs to determine eligibility for Carl D. Perkins VTEA funding. The core indicators are technical skill attainment; credential, certificate or degree completion; student or transfer; placement; training leading to non-traditional employment. The chancellor’s office requires additional data on special populations, such as students receiving financial aid, single parents and displaced homemakers. West Los Angeles College provides these data annually and uses the data in its own evaluations. (II.A-88)
SELF EVALUATION:

West Los Angeles College’s stimulating, innovative CTE programs redefine employer- and employee-focused best practices. Faculty are fully engaged, creating responsive certificate and degree programs that enable students to develop the skills required for career preparation and career advancement. Many programs also prepare students to transfer in pursuit of bachelor’s degrees.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY:

West Los Angeles College requires that students provide transcripts for coursework completed at other institutions. The college has a designated lead transcript evaluator in the Office of Admissions and Records who reviews student applications for transfer credit and makes a determination of equivalent credit. The evaluator certifies that expected learning outcomes for transferred courses are comparable to the learning outcomes of West Los Angeles College courses.

Transfering students to four-year colleges and universities is a key part of West’s mission. The college articulation officer tracks patterns of student transfer to other institutions and develops articulation agreements to support transfer. The articulation officer works closely with instructional faculty and academic deans to ensure that West’s classes receive appropriate transfer credit under these agreements. Keeping faculty and administrators informed of new UC and CSU transfer requirements helps them as they direct the development of new courses and the revision or archiving of existing courses. ORP collects and evaluates data on effectiveness indicators including awards, grades and transfers to universities. (II.A-89) (II.A-90)
Standard II.B.3.c discusses the role of counselors in helping students achieve their transfer goals.

**SELF EVALUATION:**

Generally students transferring credit into West Los Angeles College in pursuit of a certificate or degree do so from a local, regionally accredited community college. This greatly facilitates the acceptance of credit.

Through articulation agreements, the California State Universities, the University of California and other baccalaureate-degree granting institutions recognize West’s courses and programs and accept work done at West for transfer credit. The college has developed exemplary 2+2 articulation agreements with Regis, Fort Hays, CSU Dominguez Hills and Brandman Universities. Administration of Justice and Aviation have established articulation agreements with CSU Los Angeles, Dominguez Hills and Long Beach. The college is proud of this significant professional recognition and of the energy and expertise faculty brings to the academic integrity of West’s courses and degrees.

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**DESCRIPTIVE SUMMARY:**

In 2003, the LACCD Board of Trustees established a program viability policy which assigned to each college the responsibility of developing “its own procedures for initiating and conducting a viability review.” In 2005, West’s president and Academic Senate president agreed on a Program Viability Review Process for the college. (II.A-91; II.A-92)

West takes its responsibility to protect the investment students have already made in their education very seriously. The Program Viability Review Process provides that in making a recommendation for program discontinuance, the college must consider the following:

- the effects on students and student success if the program is discontinued,
- provisions that can and should be made for students in progress to complete their training and
- the effects of the program’s discontinuance on transfer to four-year colleges and universities.

**SELF EVALUATION:**

In adopting its Program Viability Review Process, West determined that programs should only be discontinued “after a serious attempt has been made to improve the program effectiveness and efficiency and when it is clear that future efforts at remediation is not warranted.”

West has never needed to implement this process. Some programs have shrunk as student enrollments declined, changes occurred in faculty availability, or other events limited the college’s ability to support the program. The
practice is to reduce scheduling of the classes or to archive the courses with the intent of revising or reinstating the program as circumstances allow. An example is the Broadcasting program. The college reduced its offerings over several years because it could not match industry technical equipment advancements and because of changes in faculty availability. The college has obtained grant funding and purchased upgraded equipment and software for the revamped recording arts program. Humanities and Fine Arts Division and the Office of Academic Affairs are reconceiving the Broadcasting program as a Voice-over program. (II.A-93)

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs and services.

DESCRIPTIVE SUMMARY:
West Los Angeles College represents itself clearly, accurately and consistently to all constituencies through its catalog, schedule of classes, brochures and public announcements. All official publications are available in print and on the college’s web site. Every effort is made to ensure that information is accurate, correct and graphically interesting. (II.A-94)

The Office of Academic Affairs oversees the publication of a new college catalog every two years, updated to reflect changes. For example, the transfer curriculum for the University of California and California State University systems in the 2010-2012 catalog reflects newly-articulated courses. Production follows a timeline that incorporates multiple levels of review. In the Academic Affairs Division it flows from deans to division chairs; from division chairs to faculty and from faculty back to division chairs; from division chairs to deans and administrative assistants and from administrative assistants to the director for Public Relations & Advertising. At the same time, it moves through the Student Services Division, from the vice president to deans; deans to faculty and staff and from faculty and staff back to deans; from deans to vice president and from the vice president to the director for Public Relations. Between publications, Academic Affairs maintains an official list of addenda.

The district’s Information Technology Department scribes the finalized college catalog into DegreeWorks, the interactive degree planning and auditing tool described in Standard II.B.3.c. Academic Affairs also produces a schedule of classes for each semester, again following a timeline that provides for review by the academic divisions and by multiple college departments to ensure it contains the most recent and accurate information. The “Timeline for Class Schedule Preparation” documents the schedule
development process (I.B.36) so that all parties involved in schedule development know what needs to be done when. All full-time instructors have the opportunity to review the class offerings section prior to publication. In addition to its print form, the schedule is available in searchable electronic form on the college website. (Standard II.B.3.a describes more features of the electronic schedule.) (II.A-23)

West’s Office of Public Relations publishes a weekly online newsletter, West Week, with updated information on activities at the college and reminders of key dates. Faculty, staff and students receive glimpses of each West Week at their West Los Angeles College email addresses, with links to the full issues. (II.A-95).

West ensures that all students, staff and faculty can access relevant academic and student service information at the college website, including information about courses, transfer, counseling, financial aid, enrollment, the library, tutoring, special programs, degrees and certificates and the bookstore. (II.A-96)

SELF EVALUATION:

Online publication of the catalog, a searchable semester schedule, all college policies and information about each academic program and student services function greatly facilitates the ease of updating information as it changes and enables anywhere, anytime access to information that students, faculty and staff need.

The fall 2009 Student Survey indicates that 89 per cent of students agreed or strongly agreed that college publications reflect the college’s policies and procedures.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY:

The AFT contract strongly supports the academic freedom of faculty to seek the truth and guarantees the freedom to learn for students. The college catalog publishes “Our Values” and “Institutional Student Learning Outcomes.” These values hold faculty and students alike to the highest standards of ethics, personal and professional integrity, honesty and fairness and promotes the critical thinking and analysis that differentiates fact from opinions. (II.A-97) (II.A-98)
College faculty are entitled to freedom in the classroom in discussing their subject. Individual faculty members have license to present whatever they may feel is appropriate and the faculty members use individual judgment and discretion to exercise this freedom responsibly.

West’s Academic Senate has adopted a Statement on Faculty Professional Standards. One of the requirements of faculty is to “create a learning environment free of insensitivity, hostility and coercion.” (II.A-99)

SELF EVALUATION:
West Los Angeles College takes academic freedom seriously. Faculty members are secure in their right to hold and express personal convictions.

Faculty are citizens as well as members of the learned professions. When they speak as citizens, they are free from institutional censorship or discipline. As learned persons and members of the college faculty, they remember that the public may judge their profession and the college by their statements. As citizens engaged in a profession that depends upon academic freedom for its health and integrity, college faculty have a particular obligation to promote conditions of free inquiry and the responsibility to further public understanding of academic freedom.

The Academic Senate’s Educational Policies and Standards Committee will revisit the Senate’s Statement on Faculty Professional Standards to augment it with a policy on faculty professional ethics similar to that suggested by the American Association of University Professors.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY:
Student conduct standards, including discipline and student grievance procedures, appear in the West Los Angeles College Catalog both printed and online under “Student Conduct” and in each semester’s class schedule under “Important Things to Know.” The standards include a statement on dishonesty. This section clearly explains college policies and procedures in these areas, including Standards of Student Conduct, Student Discipline Procedures and Student Grievance Procedures. (II.A-100 pp. 40-44; II.A-100 p. 121; II.A-101)

The Academic Senate’s Statement on Faculty Professional Standards requires that instructors include statements on academic honesty in their syllabi. The vice president of Student Services asks instructors to report dishonesty so that students can receive counseling and repeat offenders can be identified. Plagiarism and other issues related to academic ethics receive considerable attention in English courses and Library Science courses. The college subscribes to Turnitin for faculty who teach online, hybrid or web-enhanced courses and the Tech Fair conducts workshops on how to use it. (II.A-102; II.A-99)
SELF EVALUATION:

Information regarding student academic honesty is clearly stated and well publicized in the West Los Angeles College Catalog, both in print and online. This information is reinforced and reiterated through course syllabus, referrals to the vice president of Student Services and at division-level meetings. Strong links between the instructional faculty, Academic Affairs and Student Services staff enhances the process of maintaining academic rigor and of encouraging students to take responsibility for academic honesty.

The fall 2009 Student Survey indicates that 89 per cent of students agreed or strongly agreed that policies and penalties for cheating are provided and are followed. (II.A-103)

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Does not apply

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies

Does not apply

STANDARD II.A DOCUMENTATION

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard2a


II.A-7 Educating Young Minds: http://www.educatingyoungminds.org/.

II.A-8 DaVinci Schools: http://www.davincischools.org/.


II.A-10 Young Black Scholars: http://www.youngblackscholars.com/.


II.A-13 Jumpstart Program: http://www.wlac.edu/jumpstart/.


II.A-15 100,000 Strong Initiative: http://www.state.gov/p/eap/regional/100000_strong/.


II.A-17 West Language Academy: http://www.wlac.edu/westlanguageacademy/.


II.A-20 Academic Senate Agenda and Minutes: http://www.wlac.edu/academicsenate/agendasandminutes.html.


II.A-22 Class Schedule: http://webapps.wlac.edu/.


II.A-26 Etudes course management system: https://myetudes.org/portal.


II.A-28 Distance Learning Curriculum Documents and Other Forms: http://www.wlac.edu/online/forms.asp.

II.A-29 LACC Success in Regular and Online Classes by Discipline: http://www.wlac.edu/accreditation/documentation/substantivechange/Success in regular and online classes by discipline.xls.


II.A-33  Flex Week Workshops: http://www.wlac.edu/accreditation/documentation/standard2a/Flex_percent20Week_percent20Workshops.pdf

II.A-34  WLAC SLO web page: http://www.wlac.edu/slo/index.html


II.A-36  Computer Science and Applications (CSIT) Division: http://www.wlac.edu/csit/


II.A-38  Tech Fair Presentations: http://www.wlac.edu/techfair/presentations.html


II.A-41  LACCD Contract, Article 19: Evaluation: http://www.laccd.edu/faculty_staff/extranet2/AFTFacultyContract.htm#ARTICLE19


II.A-49  CTE Advisory Board Meeting Minutes March 5, 2011: http://www.wlac.edu/accreditation/documentation/standard2a/CTE_Advisory_Board_Mtg_Minutes.pdf


II.A-56 Student Success Committee: http://www.wlac.edu/studentsuccess/.


II.A-59 Set of Reports and Guidelines for Scheduling and Sequencing: http://www.wlac.edu/accreditation/documentation/standard2a/Set percent20of percent20Reports percent20and percent20Guidelines percent20for percent20Scheduling percent20and percent20Sequencing.pdf.

II.A-60 College Profile: http://www.wlac.edu/orp/research/college_profile.html.


II.A-64 WLAC Umoja: http://www.wlac.edu/WLAC-Umoja/.


II.A-71 Enrollment Management Committee Minutes: http://www.wlac.edu/emt/minutes.html.


II.A-79 Paralegal Program: http://www.wlac.edu/paralegal/.

II.A-80 Nursing Program: http://www.wlac.edu/alliedhealth/nursing/.

II.A-81 Real Estate - Degrees & Certificates: http://www.wlac.edu/realestate/.


II.A-83 LACCD Board Rule 6201.4, Ch. VI, Article II. Graduation Requirements: General Education Requirement: http://www.laccd.edu/board_rules/documents/Ch.VI-ArticleII.pdf.


II.A-86 Board Rule 6201: Associate Degree: http://www.laccd.edu/board_rules/documents/Ch.VI-ArticleII.pdf.


II.A-89 Degrees and Certificates Awarded 2005-2010: http://www.wlac.edu/orp/planning/program_review/Data-Section-6-Degrees-Certificates.pdf.


II.A-93 Humanities and Fine Arts Division application for Berklee Alumni Grant: http://www.wlac.edu/accreditation/documentation/standard2a/Berklee_percent20Grant1.pdf.


II.A-95 WestWeek: http://www.wlac.edu/events/westweek.html.

II.A-96 For Students: http://www.wlac.edu/studentlife/.


II.A-100 Fall 2011 Class Schedule - Things to Know: http://www.wlac.edu/wlac2-schedule/pdf/Fall_things_toknow.pdf.


II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.

II.B. 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY:
West Los Angeles College Student Services addresses the college mission by serving a diverse student population of approximately 11,000 individuals, providing an extensive array of student services supporting student access, retention, persistence and student success in every part of the college.

The following programs report to the Vice President of Student Services:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records (A&amp;R)</td>
<td>Enrolls students in the college and registers them for courses. Maintains and provides transcripts. Verifies graduation requirements (II.B-2).</td>
</tr>
<tr>
<td>Associated Students Organization (ASO)</td>
<td>Oversees West’s student governing body, student clubs and organizations. The ASO also represents West’s student body at the college, district, regional, state and national levels (II.B-3).</td>
</tr>
<tr>
<td>Child Development Center (CDC)</td>
<td>Provides childcare services to students who are parents of preschoolers. The center is also a training site for students in child development courses (II.B-4).</td>
</tr>
<tr>
<td>Counseling Division</td>
<td>Assists students to develop and set academic and vocational goals and prepares their Student Educational Plans (SEP). Advises for transfer (II.B-5).</td>
</tr>
<tr>
<td>Disabled Student Services and Programs (DSP&amp;S)</td>
<td>Provides assistance to students who have verified permanent or temporary disabilities. Helps students overcome physical and educational barriers by providing appropriate accommodations (II.B-6).</td>
</tr>
<tr>
<td><strong>Extended Opportunities Programs and Services (EOP&amp;S)</strong></td>
<td>Offers services to economically and educationally disadvantaged students.</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Cooperative Agencies Resources for Education (CARE)</strong></td>
<td>Offers additional services to single parents receiving public assistance with children under the age of 12 years old, under the EOP&amp;S umbrella (II.B-7).</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>Offers a variety of federal and state financial support to assist students in achieving their educational goals (II.B.8).</td>
</tr>
<tr>
<td><strong>Foster/Kinship Care Education (FKCE)</strong></td>
<td>Provides specialized training for adults and relatives who want to serve as foster parents.</td>
</tr>
<tr>
<td><strong>Intercollegiate Athletics</strong></td>
<td>Manages all West athletic teams and provides support to student athletes through specialized enrollment services, tutoring and counseling. Maintains West’s membership in good standing of the Western State Conference (WSC) and the Southern California Football Association (SCFA).</td>
</tr>
<tr>
<td><strong>International Students Center</strong></td>
<td>Recruits, advises and assists qualified, non-immigrant student applicants who have or seek F-1 visas and who wish to obtain career and/or occupational certificates or to prepare for academic transfer.</td>
</tr>
<tr>
<td><strong>Matriculation/Assessment Services</strong></td>
<td>Assesses students in English, English as Second Language (ESL) and math. Together with counseling, offers online and on campus new student orientations.</td>
</tr>
<tr>
<td><strong>Outreach &amp; School Relations</strong></td>
<td>Coordinates outreach activities to high schools and community agencies. Assists high school students with pre-admission advisement and the enrollment process. Manages the JumpStart concurrent enrollment programs.</td>
</tr>
<tr>
<td><strong>Puente Program</strong></td>
<td>Seeks to increase the transfer rate of underrepresented students to the University of California through a learning community that embraces Latino culture, pairing personal development with English classes and matching students with mentors from the community.</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Health Center</strong></td>
<td>Provides immunizations, check-ups, first aid and psychological counseling to West’s students through a contract with Mosaic Family Services. Funded through student health fees.</td>
</tr>
<tr>
<td><strong>Transfer Services</strong></td>
<td>Prepares students to meet transfer requirements to public and private colleges and universities. Hosts transfer fairs, transfer preparedness workshops and field trips.</td>
</tr>
<tr>
<td><strong>Veteran Services</strong></td>
<td>Assists veterans and their dependents with educational certification and reimbursement benefits.</td>
</tr>
</tbody>
</table>

The following programs report to the Vice President of Academic Affairs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institute for Student Excellence</strong></td>
<td>Implements federal and state specially funded programs including TRiO (Student Support Services, Educational Talent Search, Upward Bound and Educational Opportunity Center), California Work Opportunity and Responsibility to Kids (CalWORKs)/GAIN and Tech Prep.</td>
</tr>
<tr>
<td><strong>Learning Skills Center</strong></td>
<td>Provides tutoring in multiple subjects, foreign language and writing labs in-person and online.</td>
</tr>
<tr>
<td><strong>Library Services</strong></td>
<td>Provides resources to students including hard bound, eBooks, eCatalog access services, orientations, instructional research and a variety of database search programs.</td>
</tr>
<tr>
<td><strong>UMOJA Program</strong></td>
<td>Prepares students who have assessed at pre-collegiate levels in English and math to advance to college-level work. Intended to raise the retention rates of African-American students.</td>
</tr>
</tbody>
</table>

The following programs report to the Vice President of Administrative Services:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bookstore</strong></td>
<td>Provides students with books, including used and rental textbooks and supplies. Sells convenience food and supplies at two locations on campus.</td>
</tr>
<tr>
<td><strong>Business Office</strong></td>
<td>Assists students with fee payments for tuition and other services.</td>
</tr>
</tbody>
</table>
SELF EVALUATION:
The college assures the quality of its student support services through systematic review and analysis. All West student services programs and departments participate in annual program reviews in which they generate, analyze and review data to modify service for improvements. Critical source of data comes from the point-of-contact surveys which each Student Services program disseminates.

Since the 2006 accreditation visit, all Student Services programs have developed student learning outcomes (SLOs) or service level outcomes, which are embedded in their program reviews. In addition to annual updates, each department has completed two comprehensive program review cycles since the last accreditation visit. In response to the SLO assessment results, Student Services programs have enhanced coordination among services, updated and revised policies and added online services for students. The matriculation process has been expanded with online services in Counseling, Financial Aid and Admissions and Records.

As discussed in Standard I.B.2., the 2007 Student Services Plan set critical goals for West’s student support services. In yearly program reviews, all of the units which provide student services have tracked their successes in meeting these goals and adjusted their strategies accordingly. Periodic updates of the plan have summarized the steady improvement in student services.

PLANNING AGENDA:
None.

II.B. 2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

II.B. 2. a. General Information
- Official Name, Address(es), Telephone Number(s) and Web Site Address of the Institution
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

DESCRIPTIVE SUMMARY:
West Los Angeles College 2010-2012 catalog is available in hard copy at the Business Office, college bookstore and on the college website (II.B.24). The college’s Facebook page and several other West micro-sites also link to the schedule of classes and catalog.
ITEM          PAGE
Address, Telephone Number ............................. Inside front cover
Web Site Address .............................................. 4
Educational Mission ........................................ 6
Course, Program and Degree Offerings .................... 54-66
Academic Calendar ........................................... 3
Available Student Financial Aid ............................ 21, 28, 31-33
Available Learning Resources ............................. 35-39
Names and Degrees of Administrators and Faculty .... 165-168
Names of Governing Board Members .................... 1, 165

SELF EVALUATION:
The college catalog does not include explicit statements of program duration. Students can infer the amount of time required to complete each program from the catalog’s description of the coursework required. The Gainful Employment link on the financial aid website provides the duration of vocational programs (II.B-8).

The Academic Freedom clause was omitted from the 2010-2012 West catalog. Future college catalogs will include the Academic Freedom clause from the AFT contract: “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students.”

PLANNING AGENDA:
None.

II.B. 2. b. Requirements
• Admissions
• Student Fees and Other Financial Obligations
• Degree, Certificates, Graduation and Transfer

DESCRIPTIVE SUMMARY:
ITEM          PAGE
Admissions ..................................................... 9
Student Fees and
Other Financial Obligations .......................... 11-14
Degree and Graduation Requirements ................ 54, 60-62
Certificate Requirements ............................... 65
Transfer Requirements ............................... 55-57, 63-67

SELF EVALUATION:
The college catalog provides precise, accurate and current information concerning all of the categories listed in Standard II.B.2 b.

PLANNING AGENDA:
None.
II.B. 2. c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

DESCRIPTIVE SUMMARY:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Regulations</td>
<td>40-53</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>40</td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td>7, 41</td>
</tr>
<tr>
<td>Grievance and Complaint Procedures</td>
<td>17, 44</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>7</td>
</tr>
<tr>
<td>Refunds of Fees</td>
<td>10</td>
</tr>
</tbody>
</table>

SELF EVALUATION:

The college catalog does not include a discussion of the acceptance of transfer credits. Students are instructed on how to submit transcripts (II.B-25) and the residency requirement (II.B-26).

The Office of Academic Affairs will include a statement on the acceptance of transfer credit in the next catalog.

PLANNING AGENDA:

None.

II.B. 2. d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY:

West publishes its catalog every two years and distributes it broadly to college constituents. The 2010-12 catalog contains accurate information covering the topics listed above; other time-sensitive information (i.e., tuition, class times, class locations) is published in each term’s schedule of classes.

Since many more of West’s students consult the schedule of classes rather than the catalog, the college has focused on making the class schedule more student-centered. West’s homepage offers a printer-friendly version of the schedule of classes. Using a customizable version of the schedule on West’s homepage, students can search for classes by subject, time, day, start date, professor and mode of instructional delivery. The college is considering moving the schedule of classes exclusively online.

SELF EVALUATION:

The college catalog contains most of the policies and regulations affecting students (B.II-27). New, prospective and continuing students interested in receiving additional information on the academic policies and regulations, may view the LACCD Administrative Regulations on the LACCD website under “About Us,” Administrative Regulations, Section IV Educational Services www.laccd.edu/admin_regs anytime. New and updated policies that affect students are publicized in
the schedule of classes, on the college website, Facebook and in the college’s online newsletter WestWeek.

PLANNING AGENDA:
None.

II.B. 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B. 3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY:
Like all California Community Colleges, West admits anyone who has a high school diploma or has reached the age of 18 or can benefit from instruction. Students may come to West campus for courses, study online or take West’s classes on high school campuses through the JumpStart program. West offers the Associate’s degree and sixty vocational certificates and prepares students to transfer in pursuit of the Bachelor’s degree (II.B-28). Students also enroll at West for personal enrichment and to gain job-related skills without pursuing a degree or certificate.

High school students may enroll part-time in courses that supplement their education in ways not available at their school. In 2008-2009, West offered 74 sections offsite at local feeder high schools through its JumpStart program; in 2010-2011, JumpStart offered 56 sections at off-site locations (II.B-29). JumpStart courses are held at local feeder high schools but are open to the public and all JumpStart instructors meet the LACCD minimum qualifications (II.B-30).

West’s more than 11,000 students are diverse not only in their educational backgrounds but also in their reasons for enrollment. According to the 2010 student demographics and enrollment trend study, West’s students are 41 percent African American, 34 percent Hispanic, 15 percent White and 11 percent other. English is the primary language for most of West’s students (86 percent). Like other community colleges, West serves an older population of students: 23 percent are over 35 years of age, 26 percent are between 25-34 years of age, 30 percent are between 20-24 years of age, while only 16 percent are 19 years of age and under (B.II-32).

By the fall of 2009, 40 percent of students were enrolled in at least one online class. In spring 2010, West offered 27 percent of its classes in either an online or hybrid format. Seven associate degrees and nine certificates may be completed entirely online.

From admission to graduation, West’s students can access services in a variety of ways. As an example, the series of steps in matriculation can be taken in various formats, designed for efficiency and student convenience.
Complete an Application
Students may apply for admission to West in person or online (B.II-33). Students abroad may apply through West’s International Students portal. Whichever route they use, students are asked to identify a goal (II.B.34) and to indicate an interest in various services listed on the application. The dean of planning and research produces reports identifying students who have indicated an interest in these specialized services for departments that request them.

Concurrently enrolled high school students must apply in-person and must also submit a “supplemental application” showing the consent of a parent or guardian and of a high school official.

The matriculation department emails students who do not identify a major on their application and encourages them see a counselor for career and/or major exploration.

Complete Assessment
Students can schedule an assessment either in-person or online. The Assessment Center has 24 computer stations available on Mondays and Thursdays, 7:00 a.m. to 5:30 p.m., Tuesdays and Wednesdays, 7:00 a.m. to 7:00 p.m. and Fridays, 7:00 a.m. to 1:00 p.m. During peak registration time, Assessment Center hours are expanded to Monday through Thursdays until 7:00 p.m., Friday until 2:00 p.m. and three Saturdays, 8:30 a.m. to 2:00 p.m. Students without appointments may assess immediately if a computer station is available. With the inauguration of the new Student Services Building in the spring of 2012, West’s assessment capacity will double.

West uses COMPASS (a computer adaptive college placement test) for its English, ESL and math assessment. High school students may use their Early Assessment Placement (EAP) scores issued at participating high schools for college placement in English and ESL.

Out-of-state students and students outside of the Los Angeles area may arrange to have the COMPASS exam proctored at an educational institution in their community. Students who live abroad may take the Test of English as a Foreign Language (TOEFL) exam. The math SAT and other testing instruments available worldwide serve as math assessments for students living abroad.

Participate in Orientation
At the conclusion of assessment, matriculation staff direct students to the interactive orientation on the college website (II.B-53). The orientation introduces students to college resources and student responsibilities. Staff do not release the results of the assessment until the student completes orientation. The counseling division encourages students who do not sign up for an assessment to complete an online orientation or enroll in a one to three-unit personal development class.

Meet with a Counselor
During the fall and spring semesters, students may schedule counseling appointments in-person, by phone or online. Distance education students can complete SEPs online. For ten hours a week, any student can reach a counselor via eChat. When the counselor is not on duty, students can leave questions to be answered by email. (B.II-35)
Register for Classes

Students register at the Admissions Office or online through the student information system (SIS). A student can use the walk-up computers in the student entry lobby for self-service, or request directions or assistance at the information desk in the same lobby. Telephone registration was discontinued in 2009 due to low usage (3 percent).

West’s online schedule of classes updates the printed version daily and interfaces with online registration through a user-friendly planner. While browsing the schedule, students can select classes of interest, which the online planner places on a grid to provide a visual representation of the potential class schedule. A link to the district’s online registration system makes it simple to register online (II.B-36).

The Business Office staffs a station in admissions so that students can pay their fees steps away from where they register. Fees may also be paid online. In 2007, the college implemented an electronic queuing system to provide an orderly process for service and to collect data on the types of service and length of time students wait.

Students have access to computers in the Financial Aid Office, student entry lobby and the library to use the online services. ASO members have access to computers in the ASO lounge. In addition, West provides wireless connectivity so that students with laptops can access services anywhere on the campus.

In-person and online support services to students are publicized through the college Facebook page, posters, flyers, the schedule of classes, the college catalog, WestWeek and the college website.

The following services are available online:

Admission and Records
- Registration (adding and dropping classes)
- Email address changes
- Official and unofficial transcript requests
- Institutional hold inquiries
- Grade information

Business Office
- Fee payment (e.g., health, ASO, student representation, enrollment and parking)

Orientation
- New student orientation
- Career resource library
- DegreeWorks orientation video
- English, ESL or math assessment appointment scheduling

Counseling Services
- DegreeWorks, a degree tracking system
- Frequently Asked Questions
- Live eChat with an academic counselor
- Career assessment tools (Eureka and Discover)
- Counseling appointment scheduling

Transfer Center
- Transfer eChat with representatives from public and private four-year universities
- University selection and admission tools (CollegeSource)
- Transfer information system for California public colleges and universities (Assist)
Financial Aid

- FAFSA Applications and tutorial video
- Supplemental financial aid documents
- Financial aid status and receipt information
- Financial aid podcasts
- Financial aid warrant disbursement schedule information
- Budgeting tool (Net Calculator)
- Financial aid debit card (Higher One) information

Library Services

- Tutoring services
- Librarian eChat
- Electronic books and periodicals
- Library catalog

Bookstore

- Online bookstore

Distance Learning

- Student help desk
- How to succeed online tutorial

West offers programs to support specific student populations:

Pre-College Students
Outreach and School Relations assists high school students with pre-admission advisement and the enrollment process and manages the JumpStart program.

A TRiO grant supports three closely-targeted programs:

- Educational Talent Search educates middle school students and their parents about higher education.
- Upward Bound provides high school and college courses in an intensive program, including six-week summer sessions, in which students complete high school and prepare for college.
- Educational Opportunity Center addresses high school completion and college readiness for participants 19 years and older (II.B-18).

Freshmen
West offers two programs to help freshmen establish strong support networks in small learning communities during their first year of college:

- UMOJA focuses on raising the retention rates of African American students. Working in cohorts, students who have assessed at pre-collegiate levels in English and math prepare to advance to college-level work.
- Puente seeks to increase the transfer rate of underrepresented students primarily to the University of California through a learning community embracing Latino culture. Pairing personal development and English classes, Puente teaches the student to set and attain goals using college resources.

Student-parents
The Child Development Center provides childcare services to preschoolers while their parents attend college.
CARE assists single parents with subsidized childcare services and community referrals.

**Disabled Students**
Disabled Students Programs & Services (DSP&S) provides specialized services and coordinates student accommodations for students with disabilities.

**Disadvantaged Students**
EOP&S supports students with social, economic and educational disadvantages by providing academic and support counseling and financial aid. CalWORKs/GAIN provides coordinated support services such as childcare, counseling and work-study jobs to adult students who are currently receiving Temporary Assistance to Needy Families (TANF) funding from the Department of Social Services.

TRiO Student Support Services serves first-generation, low-income college students who plan to transfer to a four-year college or university. Transfer assistance includes workshops and university visits. The program also provides academic advising, tutoring, stipends and mentors.

**Athletes**
Intercollegiate Athletics manages all West athletic teams and provides support to student athletes through mandatory, personalized counseling and orientation.

**Veterans**
The Veterans Services assists veterans and their dependents with educational certification and reimbursement benefits.

**International Students**
International Students Center recruits, advises and assists qualified, non-immigrant student applicants who have or seek F-1 visas and who wish to obtain career and/or occupational certificates or to prepare for academic transfer.

**SELF EVALUATION:**
Since its 2006 accreditation, West and the Student Services division have pressed to make services available to all students in-person and online, in day, evening and weekend hours. To assess students' needs, West deploys surveys tailored to the mode and location of contact. Several student surveys had revealed that physically scattered services were a barrier to enrollment. Online services help address this problem and the new Student Services Building will house service departments in close proximity.

According to LACCD registration data for spring 2008 – fall 2009, 58 percent of West students applied and registered for classes online; 56 percent of West students who used CCC Apply were “very satisfied” with it, 26 percent were “satisfied” and only 1.4 percent were “very dissatisfied”.

According to the spring 2011 Campus Climate Survey, 91 of the 174 respondents either “agreed” or “strongly agreed” with the following statement: “The college provides sufficient student support services to meet student educational needs;” 43 of the respondents neither agreed nor disagreed with the statement.
In West’s fall 2010 point-of-contact student satisfaction survey, West students rated the college’s services highly, regardless of location or delivery method. In West’s Admissions and Records survey, 91 percent of the respondents indicated that they “strongly agreed” or “agreed” that they received the help that they needed from Admissions and Records. The Office of Outreach survey indicated that students taking Jumpstart classes at local high schools were overwhelmingly “satisfied” or “very satisfied” with their experience (II.B-40).

**PLANNING AGENDA:**

None.

**II.B. 3. b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.**

**DESCRIPTIVE SUMMARY:**

Many students at West have said that the college has a “small private school” feel. West is a tightly-knit community where faculty and staff work together to encourage student growth and success.

West fosters and supports students’ personal and civic responsibilities as well as intellectual, aesthetic and personal development through campus clubs, student representation on campus-wide committees, athletic programs, social, cultural and diversity events. In addition, the college offers a variety of courses that enhance personal and civic responsibility.

The Associated Student Organization (ASO) is a governing body managed exclusively by students. In ASO, students organize elections, maintain a working constitution, hold meetings and lobby on behalf of the student body’s interests. Because students administer the ASO and charter clubs, participants learn leadership and collaborative skills necessary for a successful transition into the working world. The ASO executive board and senators participated in state and federal lobbying days; training; seminars; March in March (lobby day in Sacramento) and Hands Across California, a state-supported initiative which contributed to the Osher Scholarship Fund. With the support of faculty and staff advisors, students form clubs, which the ASO charters. (II.B-54)

The ASO provides opportunities for all students to become personally and civically engaged, sponsoring:

- social and cultural outings
- campus events
- charity and humanitarian fundraisers

The Humanities and Fine Arts Division fosters personal development and artistic expression in various classes from piano, painting and ceramics to photography, jazz ensemble and web design. The college displays students’ coursework in various media in the Fine Arts Gallery, alternating with exhibiting the work of professional artists. The exhibits in the Fine Arts Gallery attract the campus community and the broader public.
The Counseling Division offers personal development courses emphasizing college survival skills, career exploration and study skills in semester-length and short-term schedules, on campus or online (Fall 2011 Class Schedule, page 69 - http://www.wlac.edu/wlac2schedule/pdf/FALL_wlac_classes.pdf). These courses help students understand their academic responsibilities at West. Students develop time-management skills and learn how to schedule their courses and read a college catalog.

The intercollegiate athletic program hosts a two-hour sexual harassment and sexual assault educational workshops facilitated by a licensed psychologist every other year for West’s student-athletes.

In 2011, West celebrated Women’s History Month with music, film screenings and sculptures. The festivities included a sculpture exhibit in the Fine Arts Gallery and free screenings of films dealing with the social and economic status of women ranging from Sense and Sensibility to For Colored Girls. The Caine Sextet paid tribute to female jazz legends and composers with an original composition. The keynote speaker was Ramona Ripston, the first woman to head a major American Civil Liberties Union affiliate.

In addition, West celebrated Black History Month to recognize contributions of African Americans, enhancing students’ civic awareness and intellectual development.

Guest lecturers and workshops have included:

- Pulitzer-Prize winning LA Times writer Hector Tobar
- Former Senior Economist of the Federal Reserve Bank of San Francisco, Gary Zimmerman
- Senior Financial Analyst of the Milken Institute, James Barth
- A workshop titled “In Defense of Public Education”

SELF EVALUATION:

Through seminars and events, West provides students with an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, cultural and personal development for all of its students.

PLANNING AGENDA:

None.

II.B. 3. c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY:

In successive academic, career, retention and personal counseling sessions, West’s students learn about the educational process, career and personal options and acquire the skills necessary for academic success.
Counseling services are available Monday and Thursday, 8:30 a.m. to 5 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7 p.m.; Friday from 8:30 a.m. to 1 p.m. and from 8:30 a.m. to 2 p.m. on three Saturdays during the peak registration period each semester.

The majority of the counselors work in the General Counseling Office; the college also supports full-time and part-time counselors (when funding is available) in EOP&S, DSP&S, Intercollegiate Athletics and the Transfer Center. Half of the full-time counselors have ten-month assignments. During the summer months, the five counselors with twelve-month assignments provide academic, retention, probation and career counseling services to continuing and prospective students preparing to enroll for fall. Ten-month counselors on hourly assignment augment these summer counseling services. When resources are limited these hourly assignments are restricted to the month of August.

To serve the maximum number of students possible, the General Counseling Office offers thirty-minute counseling sessions by appointment, with walk-in counseling available to answer quick questions. Students can schedule a counseling appointment in-person, over the telephone or online. Between the 2008-09 and 2009-10 academic years, the number of thirty-minute counseling appointments available dropped by more than 800 because of the elimination of part-time counselors. For the 2009-10 academic year, counselors had 2,858 thirty-minute appointments and 13,630 walk-in sessions. The average wait time for walk-in sessions was ten to twelve minutes. The Transfer Center assisted transfer-bound students and students seeking general information in approximately 4,600 contacts (II.B.41).

The EOP&S program served 749 students for the 2009-2010 academic year, while the CARE program served 60 students. The Athletic Department served 429 students; this number includes all students who matriculated at West with aspirations of competing on an athletic team. In total, counselors served over 23,000 students in general as well as special programs. This number reflects students who received counseling services in one or more of the programs or on more than one occasion.

West has a high ratio of students to counselors and cannot provide one-on-one counseling for every student. New students are encouraged to enroll in Personal Development (PD) 40, “Student Success Seminar” in their first semester. PD 40 offers sixteen hours of academic planning, sixteen hours of career exploration and sixteen hours of study strategies. PD 20 addresses career planning. Students finish either course by developing a Student Educational Plan (SEP). Matriculation, in conjunction with the Financial Aid Office, offers SEP prep workshops where students work with a counselor and several peer advisors to develop their first semester educational plan using DegreeWorks, an interactive web-based degree planning and auditing system.

West also meets student needs with fewer counselors through innovative technology:

**DegreeWorks**
In fall 2009, the college introduced DegreeWorks. Students use the self-service feature of DegreeWorks to view their SEP or their
vocational template at any time. They can declare multiple objectives in the system to track their progress to completion and to project their graduation date. They can use the “What If” feature to determine if the coursework they have already completed in the district would apply to a different major or transfer to a University of California or California State University. The feature assists students in mapping their courses leading to an associate degree, vocational certificate or to transfer to a four-year college.

The counselors have worked closely with instructional faculty to develop “roadmaps” or degree templates, which were scribed into DegreeWorks. The following vocational templates are available in DegreeWorks: administration of justice, paralegal, dental hygiene, accounting and business administration. Counselors and instructional faculty are developing templates for the remaining vocational disciplines on campus. There are templates available in DegreeWorks for the online AA degrees in English, liberal arts and sciences with a humanities emphasis, marketing, real estate and travel. DegreeWorks also displays the degree requirements for the four liberal arts and sciences degrees and 45 Associate Arts or Associate of Science degrees.

To use DegreeWorks to its full advantage, a student needs a SEP. Students can develop a SEP by meeting in-person with a counselor or by attending a SEP prep workshop. The workshop provides a mini-orientation on acquiring AA degrees, transfer and general education requirements; pre-requisites, co-requisites and advisories, English, math and ESL placement and an overview of the support and instructional services available on campus. At the end of the SEP workshops, students are encouraged to visit the Counseling Services Division to further develop their educational plan. Since SEP workshops began in October 2010, more than 913 students have completed a SEP utilizing this new counseling mode (II.B-42). In spring 2010, there were approximately 1,600 SEPs in DegreeWorks and as of September 2010, 1,044 of students had used the software to monitor their academic progress.

There are 26,864 SEP records in an older electronic student educational planning system. The company that developed the software for the college is no longer in business and the software license cannot be renewed or maintained. These older SEP records are still available to counselors whenever they need students’ academic histories in order to counsel them. (II.B-43).

**Frequently Asked Questions (FAQ)**

Students often have quick questions about matriculating to the college or about their academic plans. In response to this need, the Counseling Services Division created an online FAQ website which now offers over 500 questions and answers (II.B-44).

**Web-based Counseling**

West offers live online counseling through eChat on the counseling web page for 10 hours a week. Students can leave a question on the eChat system during off hours, and the online counselor responds within 48 hours. The online counselor has assisted more than 700 students since live chat counseling began in spring 2007. Online counseling services were offered to approximately 1,100 distance learning students (II.B-5).
Transfer eChat
In the face of reduced state funding for higher education, many university representatives’ on-campus hours have been reduced or eliminated. The Counseling Services Division has responded to the shortage by partnering with Coastline Community College to develop the Transfer eChat online program. With this instrument, university representatives continue providing transfer advisement to West students virtually (II.B-35).

Early Alert System
Instructors use the online alert roster to advise low-performing students to meet with the instructor during office hours, to see a counselor, or to use the tutoring center. More than 500 Early Alert referrals were recorded for the fall 2010 semester. The majority of the referrals encouraged students to meet with their appropriate instructor concerning absences and missing assignments (II.B-45).

Online Courses
Both PD 40 and PD 20 are available online as well as on campus (II.B-46).

The college evaluates the Counseling Division in a thorough and comprehensive manner through annual program review. In weekly faculty and staff meetings, counseling services continually reviews its work in order to enhance services to students. All counselors jointly developed the service level outcomes for the division. These SLOs have been assessed during program review. As a result, several improvements have been made:

- Matriculation and the Graduation Unit implemented an introductory video on how to use DegreeWorks.
- Matriculation integrated the DegreeWorks system into the SEP Prep Workshops.
- Matriculation updated the New Student Online Orientation. The orientation can be viewed in English, Spanish and with captioning (II.B-50).
- Matriculation developed an Online Virtual Career Center for students to explore careers through referrals to online career links and personal development career courses at the college.
- The Graduation Unit and the Counseling Services Division revamped counseling-related petitions such as the grade review petition process which was assessed and changed to be more timely and efficient. Students can now self-initiate a graduation petition process by completing the graduation petition and attaching a DegreeWorks graduation check to it. They may still choose to meet with a counselor to complete the form.
- The Counseling Services Division assigned a counselor to the Puente and UMOJA programs to teach the personal development components in these learning communities.
- WestWeek and the Welcome Week Magazine advertised transfer and counseling-related activities.
The Division of Student Services was concerned that new counseling positions were not being considered fairly under the former Faculty Position Identification Process (FPIP). The FPIP policy was restructured to include a category for non-instructional faculty positions. The division will continue to seek additional counseling positions through FPIP to decrease the counselor/student ratio on campus, expand online counseling services and increase the number of 12-month counselors on campus to properly serve students during the summer months.

West’s counselors recognize the value of effective communication of information. Weekly staff meetings keep all counselors informed of college and district news and allow them to confer on articulation agreements with four-year institutions and to discuss changes to degrees, certificates of completion and transfer agreements. The lead online counselor keeps the group informed of developments in online counseling and the eChat system. Counseling faculty serve on college committees, including the Academic Senate, College Council and the Distance Education, Student Success and Matriculation Advisory Committees. Guest speakers from four-year universities or divisional chairs from the instructional disciplines often bring information about new programs, majors, degrees or newly-articulated courses.

To assure that the counseling department is abreast of academic changes, the chair of the counseling division attends the monthly Divisional Council meetings where division chairs discuss curricular issues and program development.

**SELF EVALUATION:**

West has addressed the 2006 accreditation recommendation #6: “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.”

Point-of-contact surveys conducted by Matriculation indicated that in all categories more than 90 percent of all students surveyed agreed or strongly agreed that they are satisfied with the assessment, orientation and matriculation services (II.B-47).

West’s Office of Research and Planning conducted a student survey in the fall 2009. The results reflected that approximately 70 percent of students surveyed had met with a counselor, for 66 percent of the students the primary purpose for seeing a counselor was to prepare a long-term SEP and obtain information about transfer requirements. Of those surveyed 54 percent had completed a SEP in the past two years, 76 percent agreed or strongly agreed that it was easy to secure an appointment with a counselor and 80 percent felt that the appointment provided enough time to have questions and concerns addressed and that they were satisfied with the outcome of the appointment. The survey also indicated that 70 percent of the students agreed that one-on-one appointments and group sessions were best for obtaining information, while 40 percent felt email and the website were good ways to obtain counseling information. Finally, 80 percent of the students felt it would be best if a student met with a counselor when first enrolling in college (II.B-48).
The survey results show that students need counselors to be available prior to the start of each semester to help them prepare for the fall and spring semester. The Counseling Division annually conducts point-of-contact surveys; the most recent survey was conducted in spring 2011. The survey results showed that the most requested services were SEPs and transfer counseling (II.B-48).

**PLANNING AGENDA:**
None.

**II.B. 3. d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.**

**DESCRIPTIVE SUMMARY:**
West celebrates its diversity through several programs, practices and services designed to enhance our students’ understanding and appreciation. Annual events such as Black History Month, Women’s History Month, Multicultural Day and the International Student luncheon honor diversity. Campus clubs, activities, lectures and art exhibitions further highlight diversity at West.

Students can choose from several clubs such as the Christian Club, the International Student Club, Puente Club, UMOJA Black Student Movement and the Value Creation Buddhist Club that respect the student body’s cultures and interests.

In 2011 West celebrated Women’s History Month with music, film and sculpture. Black History Month events included broadcasts of blues and hip-hop music and faculty and expert-led discussions with musicians and speakers on the evolution of black music. The Hispanic Heritage Celebration Committee hosted lectures and a film series.

West is working to infuse international themes into the curriculum and to increase the number of students completing courses with global content. By working together around common themes each semester and intertwining these with course content through readings and student activities the faculty aim to prepare students for expanded roles in a society that is rapidly globalizing.

West’s International Center Program serves 130 students from 38 countries. A Thanksgiving celebration hosted by the International Student Ambassadors exposes international students to American traditions. The presence of international students provides opportunities for all students to learn and collaborate with their peers and to respect diverse customs, values and traditions.

West offers opportunities for students to study abroad. West students are able to practice their Spanish in Spain and Mexico. These six-week programs allow students ample time to explore on their own, developing a firsthand understanding of the country’s history and culture.

The college’s Student Equity Plan was developed in 2005 to highlight the success, retention and student outcomes of our diverse student population. Based on the data, the college
developed specialized programs and learning communities to address the inequities among underserved students (II.B-31). In particular, the freshman experience programs UMOJA and Puente encourage students and faculty to celebrate cultural similarities and differences while learning and growing as a community. UMOJA and Puente also sponsor clubs that all students are welcome to join.

SELF EVALUATION:

Clubs, events, special programs and services provide a positive and supportive climate to diverse students while enhancing an understanding and appreciation of diversity for all faculty, staff and students. The Office of Student Activities and ASO take the lead in developing activities and events to increase understanding and appreciation of diverse people and perspectives. West seeks grants that address the needs of the student body and surrounding communities. West was awarded a Predominantly Black Institutions grant from the Department of Education to address key outcomes that affect African-American students. West is the lead college for a district-wide Department of Education Hispanic Serving Institutions grant that focuses on the development of online associate degrees, services and curriculum development. West’s TRiO grant provides an array of services designed to counteract the socioeconomic and educational disadvantages that area residents experience.

PLANNING AGENDA:

None.

II.B. 3. e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY:

Beyond the college application, there are no other admission requirements, with the exception of those for special populations such as international students.

Every student who declares that his/her academic goal is to complete a degree or a certificate or who seeks enrollment in English, ESL and math courses that are above the basic skills level must take an assessment exam. In addition to test scores, a student’s academic history may determine course placement. Students who feel that their assessment scores do not reflect their skills may either challenge the test score with the chair of the division or retake the assessment exam the following semester. Sample tests are available online and in the matriculation office for students who would like to review and practice the principles prior to taking the assessment (II.B-52).

West uses an online assessment instrument called COMPASS for its English, math, reading and ESL placement. The COMPASS instrument has been approved by the State Chancellor’s Office and the U.S. Department of Education. Every six years, West participates in the State Chancellor’s Office process for evaluating placement instruments and practices to validate effectiveness and minimize bias. The
college researcher and matriculation director assure that these requirements are met. In the same process, the college adjusts cut scores and placement recommendations for the changing student demographics.

The Matriculation Advisory Committee ensures that West is placing students in the appropriate English, math and ESL courses. The committee meets biannually; its membership consists of the matriculation director, college researcher, chair of the Language Arts Division, chair of the Mathematics Division and a counselor.

The matriculation director works closely with the Office of Research and Planning, the director of the LACCD Admission Placement Management Systems and West’s Math Division chair, Language Arts Division chair and ESL coordinator to develop and manage the pre-requisites for their courses. All pre-requisites undergo an extensive validation study before the college programs restrictions into the student information system to prevent students from registering into a course without an approved pre-requisite. Students who have satisfied the pre-requisite at another accredited institution may present their unofficial transcript or assessment scores to a counselor for equivalency and placement.

Students currently enrolled in a pre-requisite course may register in the next level class. A week prior to the start of the new semester, the Admissions Office conducts a review of students’ transcripts to confirm that each student has successfully completed the prerequisite course. Students who did not successfully pass the prerequisite course are withdrawn from the subsequent class and notified of this by email.

**SELF EVALUATION:**

In May 2009, COMPASS in conjunction with matriculation surveyed English and math faculty on the content of their assessments. English faculty indicated that all English courses have an appropriate rating, and that the COMPASS instrument did a good job of matching writing and reading skills with class placement. Furthermore, the chairs of the Language Arts Division and Mathematics Division were satisfied that the faculty had excellent input into the process and determination of cut-off scores.

The math faculty differed in their evaluation of the appropriateness of the assessment ratings. The math faculty found the May 2009 COMPASS Study flawed in a variety of ways. They agreed with the study’s authors own criticism the instructors’ ranking sample sizes were only sufficiently large to draw conclusions for Math 105, Math 112, Math 115 and Math 125. The math faculty took exception with the study’s interpretation of the five-point scale used, the lack of measures of dispersion such as the standard deviation on the test scores in each category, the failure to put the mean scores into the context of the cut-off score intervals and, lastly, the failure to use any statistic methods more sophisticated than simple arithmetic averages and percentages.

The math faculty pointed out that if one considers the 1 and 5 scores (indicating students definitely placed too high or definitely placed too low, the percentage of students in these combined categories were 11 percent in Math 105, eight percent in Math 112, 17 percent in Math 115 and 13 percent in Math 125. In these last two courses, these percentages represented entirely students who were considered placed too high. Raising the cut-scores for these courses was discussed. It was pointed out that the cut intervals are designed to give students
some benefit of the doubt. Success in a math course is a complex phenomenon. It is better to have generous cut-scores than to deny a student the opportunity to succeed. The faculty decided not to raise the cut-scores on these courses.

As noted in the COMPASS Study, the students’ self-ranking results show that all of the math courses had sufficiently high percentages of students who thought that they were appropriately placed with the exception of Math 112 which missed that 75 percent threshold by four percent. It should be pointed out that any student can contest a math placement and ask for an interview with the chairperson of the Mathematics Division. The division has faculty-designed instruments for the purpose of retesting, refining and re-evaluating the COMPASS placement. About 25-30 students use this opportunity each semester.

The math faculty were in general agreement that students should be warned not to take the placement exam “cold.” Every effort should be made to adequately inform students of the importance of the math placement exam and to encourage students to prep, with ample lead time, before committing to taking the exam. Such a policy will result in both more student and math faculty satisfaction with the process. The matriculation office is currently working with the Learning Skills division to develop an online self-paced math review to assist students prepare for the assessment test.

The LACCD Matriculation directors are considering adopting one assessment instrument for all nine LACCD campuses to enhance student success as well as to save money.

**PLANNING AGENDA:**

None.

**II.B. 3. f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**DESCRIPTIVE SUMMARY:**

West Los Angeles College maintains student records in accordance with LACCD Board policies that govern security, confidentiality and methods of storage. The college adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code (Title 5 of the California Code of Regulations).

West’s Admission and Records Office supervises document imaging practices in keeping with these policies and periodically reviews policies regarding confidentiality (II.B-55). To ensure that staff members are continually trained in the area of records confidentiality and maintenance, admissions staff attends the LACCD legal counsel’s workshops on confidentiality, proper security and maintenance of student records.

LACCD’s Student Information System (SIS) maintains student academic and registration records for all nine campuses. Students view the “front end” of this system through the SIS, linked at West’s website. Employees view and change the “back end” interface of this same system; the district refers to the “back end” of this system as DEC. Although the DEC and SIS
interfaces provide different options for viewing and changing information, they are both portals into the same overarching SIS.

LACCD’s information technology department develops and maintains DEC and stores the records held there in accordance with customary information systems procedures, including daily backup; data are completely recoverable. To ensure confidentiality, DEC requires an access code. There are two types of access: view-only access and access that permits the user to change a record. West assigns access based on the nature of the employee’s job, through a multi-level approval process (II.B-56).

West’s 2006 accreditation self study noted plans for the Division of Student Services to electronically scan student records in the Admission and Records, Financial Aid and Matriculation offices. As of spring 2010, all permanent student records from 1998 onwards had been moved to a Viatron document imaging system. Every semester’s records are now placed in the document imaging system. In the event of flood, fire or earthquake, student records are safe and easily retrievable through this system.

Since students rarely ask for records prior to 1998, West does not plan to scan such records. Records not saved in Viatron are stored on campus in a locked fireproof storage container or in the Office of Admissions and Records.

Recently LACCD legal counsel informed the colleges that they could destroy hard copies of Class 1 student records if they are stored in an electronic format (II.B-57). In the spring of 2011, the LACCD board authorized the destruction of paper records that had been scanned into the Viatron system (II.B-58). Admissions keeps materials only as long as necessary (II.B-59). For example, admissions and records staff destroys transcript requests once they have filled the transcript order.

Until summer 2006, a student’s social security number served as the student ID number. To comply with California state law, LACCD converted all student social security numbers to a randomly generated nine-digit number that begins with “88.” Every new student is issued a student ID number either in-person or through an acceptance email.

West publishes its records and privacy rights policy in the college catalog, on the college’s website and in each semester’s schedule of classes (II.B-27). These publications inform students that the college may release directory information as defined by FERPA unless the student indicates on the admission application that he or she does not wish such information to be released without prior consent.

SELF EVALUATION:

West meets the standards for confidentiality, security and maintenance of student records. Information is released only in accordance with published policies and applicable laws.

The LACCD is in the process of replacing its existing SIS. DEC is a brittle COBOL-based platform; DEC system modifications are difficult to execute and can have unintended consequences. A request for vendors’ proposals for a new SIS was posted in November 2010 with approval anticipated by the Board of Trustees late fall 2011.
Until the new system is fully implemented, admissions and records deans, through their district-wide committee, request various updates and changes to the DEC system to address issues of security and confidentiality. For example, in the fall of 2011, eight of the nine LACCD colleges will implement an electronic transcript exchange through the DEC system. This new exchange will reduce transcript fraud and increase transcript security for students.

**PLANNING AGENDA:**

None.

**II.B. 4.** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY:**

The Student Services Division conducts regular evaluations of its practices and their impact on students utilizing those services. It uses the results to make improvements to its services and learning outcomes. The Student Services Plan (described in Standard I.B. 2) is the compass for the division. Across the Student Services Division, staff and faculty collaborate to fulfill the responsibilities assigned to them in the plan. As the division takes part in the college-wide program review process described in Standard I.B.3, the plan provides the goals and objectives for all its program reviews and program reviews gauge the progress of the plan. Student service’s administrative team, led by its vice president, evaluates and validates each program review in the division. Program and department heads update the Student Services Plan (II.B-1) annually using information developed in their program reviews. In 2009, a summary of activities was added to the plan, highlighting the division’s progress on reaching its goals. In spring 2010, the college Planning Committee commended the student services planning process and its results (II.B-1, II.B-60).

Program review also initiates resource requests. Reviewing the division’s program reviews, the student services administrative team prioritizes all requests for resources. The three college vice presidents—Academic Affairs, Administrative Services and Student Services—then create a master priority list for the entire college and forward it to the Budget Committee to inform its funding recommendations. This links student services program reviews to the division’s eventual budget.

All the managers of student services programs meet monthly at the Student Services Council to discuss and review the division’s goals and objectives outlined in the Student Services Plan (II.B-1). As described in Standard I.B.3, the annual program review and planning process specifically analyses each program’s success and looks for ways to improve. Each area begins by reviewing the previous year’s outcomes, including institutional and departmental
student learning or service level outcomes and deciding if each outcome was achieved or if a new approach is warranted.

Data-driven program reviews thus highlight areas of success and areas needing improvement, leading to the development of new strategies and their implementation, to be assessed in the continuing cycle (II.B-61).

**Surveys**

Student Services utilizes various assessment instruments to evaluate its services to students. Many student services departments utilize SurveyMonkey, a web-based survey instrument, to obtain student feedback about the quality of the services they have received. Other departments offer paper, point-of-contact surveys to students visiting their offices. Surveys request feedback from students on their level of satisfaction with the services provided in a given department. The surveys encourage students to rate the level of service and provide suggestions for program improvement.

Every two years, the LACCD conducts a district-wide Student Satisfaction Survey to collect information on instructional, facilities and student services utilization. Department managers use the results of both the annual point of contact surveys and the biannual district survey to assess student satisfaction with their departments and to assess the student learning or service level outcomes (SLOs). Annually, the Office of Student Services conducts a faculty/staff satisfaction survey to solicit feedback from the college personnel on ways to strengthen, improve or enhance the division (II.B-63).

Responses in several student surveys revealed that physically scattered services were a barrier to enrollment (II.B-37). In response, the Student Services Division placed more of its services online, as described in Standards II.B.3.a and II.B.3.c. In addition, a new Student Services Building will be inaugurated in spring 2012. The new building will house the entire student services division, with the exception of ASO, the Student Health Center, the Child Development Center and Intercollegiate Athletics. The college bookstore and food service will be focal points in the new building (II.B-62).

**Performance Reports**

Many student service programs submit annual reports to the State Chancellor’s Office that summarize the outcomes of their programs. Others report to the LACCD or to the federal government. Based on a program’s funding source, the program may also undergo review(s) by their accrediting agencies (i.e. DSP&S, EOP&S, matriculation, Child Development Center, intercollegiate athletics and financial aid).

**Student Contacts**

Two tracking systems capture student contacts and the type of services rendered:

- the electronic queuing system installed in admissions and records, financial aid and matriculation office.
- SARS, the appointment system used by General Counseling, EOP&S, DSP&S, Transfer Center and Intercollegiate Athletics.
Departments use the information collected to determine staffing needs and to determine if a particular service needs to be increased, reduced or eliminated.

**SELF EVALUATION:**

The college meets this standard by continually evaluating student support services. Student Services uses a variety of evaluation tools to meet student needs and to achieve student learning outcomes or service level outcomes. The Summary of Activities in the Student Services Plan documents the college’s steady progress in identifying student services goals and steadily progressing towards them. (II.B-1)

Having embedded student success into West’s program review model, the college’s Student Success Counsel participated in the development of a new district-wide online program review instrument, scheduled to go live in fall 2012. Target questions geared to the mission of student services address the critical role student services has on student success.

**PLANNING AGENDA:**

- The Student Services Council will update the Student Services Plan for 2011-2016, including annual summary of activities.
STANDARD II. DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard2b

II.B-2 Admissions and Records webpage: www.wlac.edu/admissions/index.html
II.B-3 Associated Student Organization webpage: www.wlac.edu/asofacebook
II.B-4 Child Development Center webpage: http://www.wlac.edu/cdc/
II.B-5 Counseling Services Division webpage: http://www.wlac.edu/counseling/counselor.html
II.B-6 Disabled Students Programs and Services webpage: www.wlac.edu/dsp/index.html
II.B-7 Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education webpage: www.wlac.edu/eops/
II.B-8 Financial Aid webpage: www.wlac.edu/financialaid
II.B-9 Foster/Kinship Care Education webpage: http://www.wlac.edu/Fkce/
II.B-10 Intercollegiate Athletics webpage: http://www.wlac.edu/athletics/index.html

II.B-11 International Student Services: http://www.wlac.edu/international_online/
II.B-12 Matriculation/Assessment Services webpage: http://www.wlac.edu/counseling/counselor.html and http://www.wlac.edu/matriculation/Assessment.html
II.B-13 Outreach and School Relations webpage: www.wlac.edu/highschool and www.wlac.edu/jumpstart
II.B-14 Puente Program State webpage: www.puente.net
II.B-15 Student Heath Center brochure: http://www.wlac.edu/services/brochures/healthcenter.pdf
II.B-16 Transfer Services webpage: http://www.wlac.edu/transfer/transfer_center.html
II.B-17 Veterans Services webpage: http://www.wlac.edu/veterans/index.html
II.B-18 Institute for Student Excellence: http://www.wlac.edu/institute/indexnew.html
II.B-19 Learning Skills Center: http://www.wlac.edu/library/index.html
II.B-20 Library Services: http://www.wlac.edu/library/index.html
II.B-21 UMOJA Program: http://www.wlac.edu/WLAC-UMOJA/index.htm
II.B-22 Bookstore: http://www.wlac.edu/bookstore/
II.B-23  Business Office: http://www.wlac.edu/services/index.html

II.B-24  West College Catalog: http://www.wlac.edu/academics/catalog.html


II.B-26  Residency Requirements: http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Academics.pdf


II.B-28  West Vocational Certificates: http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Academics.pdf

II.B-29  West Schedule of Classes: http://webapps.wlac.edu


II.B-31  Student Equity Plan: www.wlac.edu/orp/Student_Equity_Plan_9-05.pdf

II.B-32  2010 West Student Information: Demographics and Enrollment Trends: http://www.wlac.edu/orp/research/1_Students2010.pdf

II.B-33  West CCC Apply: http://www.cccapply.org/applications/CCCApplapply/West_Los_Angeles_College.html

II.B-34  West Admission Application: http://www.wlac.edu/admissions/forms/AdmissionApplication.pdf

II.B-35  West Transfer eChat: http://www.wlac.edu/transfer_echat/

II.B-36  LACCD Student Information System: https://eweb2.laccd.edu/WebStudent/signon.asp


II.B-38  CCC Apply SLO Statewide Analysis for West LA College: http://www.wlac.edu/services/documents/CCCApplapplyData.pdf

II.B-39  College Climate Survey, spring 2010: http://www.wlac.edu/orp/research/1_Survey_Results_Package_Report_Overview_FINAL.pdf

II.B-40  Outreach Point of Contact Survey: http://www.surveymonkey.com/sr.aspx?sm=pvrUX7lxBQuEyYzfaG2SQRrPXwFV5hZ2kZOnn826c_3d


II.B-43 Legacy SEP data: http://www.wlac.edu/services/documents/LegacySEPDataHistory.pdf

II.B-44 West Counseling Services Division FAQ webpage: http://mycusthelp.com/wlac/cs/FindAnswers.aspx?SessionID=19818813279RROOFMZLRZKVR[DLXPIYWWOVXCTDW

II.B-45 West Early Alert: http://www.wlac.edu/staffandfaculty/index.html


II.B-47 Matriculation Services Point of Contact Survey: http://www.surveymonkey.com/s/9XRSKQ7


II.B-49 West General Counseling Division Point of Contact Survey: http://www.surveymonkey.com/s/KC9CLZLR

II.B-50 West Matriculation Plan: http://www.wlac.edu/matriculation/DOC/MATRICULATION percent20PLAN percent202007 percent20FINAL.pdf

II.B-51 Charter a Club at West: http://www.wlac.edu/aso/index.html#campus clubs

II.B-52 West Matriculation Practice Tests: http://www.wlac.edu/matriculation/Practice.html

II.B-53 West Online Orientation: http://www.wlac.edu/matriculation/Orientation.html

II.B-54 ASO Club List: http://www.wlac.edu/aso/index.html#campus percent20clubs


II.B-56 Information Technology Access Form: http://www.wlac.edu/forms/facultystaff.html

II.B-57 LACCD Board Rule 7709: http://www.laccd.edu/board_rules/documents/Ch.VII-ArticleVII.pdf


II.B-59 LACCD Board Rule 7708: http://www.laccd.edu/board_rules/documents/Ch.VII-ArticleVII.pdf

II.B-60 Planning Committee Meeting Minutes: http://www.wlac.edu/orp/planning/planning_committee_documents/Planning_Committee Minutes_02-22-10.pdf

II.B-61 Student Services Program Review: http://www.wlac.edu/orp/planning/program_review/Part1StuServNew2.pdf

II.B-62 Student Services Building Movie: http://www.wlac.edu/staffandfaculty/index.html

II.B-63 Student Services Faculty/Staff Satisfaction Survey: http://www.wlac.edu/services/documents/SSStaffSurveySummary02032009.pdf
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY:

By maintaining proven operating procedures, nourishing collaborative relationships with instructional faculty, strictly managing diminishing budgets and tapping outside funding sources, West’s librarians have achieved significant incremental gains in library resources since 2006.

Since 2006, the annual book budget has dropped from $20,000 to $10,000, and the hardcopy periodicals budget from $15,550 to approximately $8,500. The library has offset the impact of cuts in funds for the purchase of books and serial publications by purchasing the electronic book collections EBSCOhost eBooks (formerly NetLibrary) and Gale Virtual Reference Library and subscribing to electronic periodical and research databases:

- CountryWatch
- CQ Researcher
- Facts on File
- Gale Literary Databases
- JSTOR
- LexisNexis
- Literature Resource Center
- Opposing Viewpoints Resource Center
- Oxford English Dictionary Online
- Proquest

At the end of the 2009-2010 fiscal year, categorical funds provided $90,000 to add hardcopy books, DVDs and CDs.
Working collaboratively with instructional faculty, the Library selects materials, whether hard-copy and electronic, to help students learn to think critically, succeed in their courses and become life-long learners. Library faculty work with instructional faculty to identify collection needs. At the beginning of each semester, the collections development librarian sends an email to each faculty member requesting a prioritized list of recommended book purchases. Once a list of titles in subject areas is compiled from book reviews, academic review sources and faculty, staff and student input, the collections librarian sends it to the faculty in the appropriate disciplines for their approval. (II.C-1)

As a permanent member of the Curriculum Committee, the library chair reviews all course outlines as they are submitted. The course outline form requires a sign-off signifying that the faculty author has met with the librarian to review library collections and periodical databases and determined that both the content and currency of the collections are appropriate for the topics covered in the course.

Librarians base both weeding and purchasing decisions on circulation statistics. In the daily reference log, reference librarians note when students seek sources on topics for which the library has no titles or has titles that are outdated. They also record faculty requests for titles that are not in the collection.

The Library maintains a 100-seat Library Instructional Research Lab (LIRL), which provides PC and Mac computers for students to use in accessing the electronic databases and the web as well as for other academic uses such as word processing and accessing online classes. Students can check out PC laptops to use in the library.

**SELF EVALUATION:**

Given the current economic situation, it might be expected that the West’s library would have lost ground since the last accreditation report. It has not. In fact, West has augmented resources, services and infrastructure, led by librarians working creatively and aggressively to balance competing needs. For instance, Macs provided for the LIRL and laptop circulation program were needed elsewhere on campus, but ten desktop Mac minis will replace the original Mac desktops in the library.

Both student and faculty cohorts on campus seem to approve of and appreciate the efforts of the Library and Learning Resources Division. In the spring 2007, District-wide Student Survey Base reported 93.9 percent were satisfied with the library’s services (II.C-2).

Librarians review database offerings from various vendors to determine the appropriate level of academic rigor, navigational logic, appropriate features and most importantly, their suitability to help students fulfill the study and homework requirements. For example, LexisNexis Academic Universe supports the Paralegal Studies program and provides extensive newspaper coverage for the social sciences, speech and English curricula. JSTOR and ProQuest offer both scholarly and non-scholarly resources for research. The Library adds editions to its e-book collection annually.
Learning skills faculty participate in college and district governance by serving on the Student Success Committee, Distance Education Committee, Educational Policies and Standards Committee and district-wide Equivalency Committee, in addition to representing the Library and Learning Resources Division at meetings of the Academic Senate and the Curriculum Committee and participating in special initiatives such as Achieving the Dream and an interdisciplinary literacy project.

PLANNING AGENDA:
None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY:
Library faculty and staff play a key role in helping West’s students develop skills in information competency. Library science classes help students learn how to search and locate information in print and electronic formats and to analyze and synthesize that information into accurate, coherent, well-supported essays and research papers, as well as to effectively apply knowledge in other academic and vocational settings. The Library Education Department of California State University, San Francisco has commended West’s online version of Library Science 101 for its educational quality. West offers the following Library Science classes:

- Library Science 101 – Library Research Methods (1 Unit)
- Library Science 102 – Internet Research Methods (1 Unit)
- Library Science 103 – Information Literacy (2 Units)
- Library Science 104 – Advanced Internet Research (1 Unit)
- Library Science 088 – Business and the Internet (1 Unit)
- Library Science 117 – Online Legal Research (1 Unit)
- Library Science 130 – Travel and the Internet (1 unit)

These classes have been offered in online, face-to-face and hybrid modes to meet the varying needs of West’s students.

The Library’s instructional program also includes library orientations, information competency workshops and one-on-one consultations at the reference desk. Librarians offer a series of bibliographic aids developed by the bibliographic instruction librarian.

Each semester, instructors bring an average of 40 students per class from approximately 30 classes in a range of disciplines such as English, history, anthropology, health, speech, dental hygiene and paralegal studies to the
library for orientations. On a daily basis, students come to the reference desk to ask questions about research projects and homework assignments.

The Library plays a further role in meeting this requirement via ongoing dialogue with the English discipline on how to train students in information-needs assessment, search, retrieval, evaluation, organization and documentation. Library faculty participated in the creation of West’s Institutional Student Learning Outcomes, which align with the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education.

The LIRL and a Library instructional research classroom support information competency instruction. Faculty librarians cover the reference desk online and in the Library, while an instructional assistant in information technology and student tutors in a variety of disciplines help students deal with any problems they encounter printing and using the Microsoft Office suite, Etudes and other software.

SELF EVALUATION:

The college meets this standard through two of its student learning outcomes (SLOs):

- SLO-A: Critical Thinking requires that students be able to “analyze problems by differentiating fact from opinions, using evidence and using sound reasoning to specify multiple solutions and their consequences.”

- SLO-F: Technical Competence requires that students “utilize the appropriate technology effectively for informational, academic, personal and professional needs.”

The Library faculty have identified key skills students must master to achieve these outcomes:

- Students will select and evaluate the accuracy, credibility and relevance of information sources.
- Students will use technology effectively to organize, manage, integrate, create and communicate information and ideas.
- Students will evaluate critically how media are used to communicate information through visual messages.
- Students will identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.

Librarians assist students with these skills at the reference desk (both online and face-to-face), in library workshops and orientations and in library science courses. These programs should grow with the college to meet the needs of students across the curriculum. Currently, the college is only offering Library Science 101, 102, 103 and 104.

PLANNING AGENDA:

None.
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY:

The Heldman Learning Resource Center (HLRC) plays an essential role in the provision of learning support services and library resources at West. In addition to the library itself, it houses Disabled Students Programs and Services (DSP&S), the Distance Learning Office, the Tutorial Center, the Learning Skills lab, the Writing Lab, the Foreign Language Lab and the 70-station Library Instructional Research Lab. The Library and Learning Resources Division runs the library and most of the learning support services. This organizational relationship allows the division to share personnel and infrastructure and better deal with reduced funding.

The Library offers standard library resources, services and bibliographic instruction. Although staffing has been reduced since 2006, replacing two librarians with one technology specialist and carefully selecting temporary librarians has shielded the college from serious impact. Within the last seven years, six regular certificated and classified staff (four in the library, two in learning skills) resigned or retired. Only one, a librarian, has been replaced with a permanent hire; neither of the two classified staff was replaced. These losses resulted in a 33.3 percent reduction in evening and weekend service, and the loss of certificated (faculty) in the Library and Learning Resources Division has necessitated a reliance on temporary hires.

The three full-time library faculty members and their part-time peers have identified effective technologies enabling fewer personnel to serve greater numbers of students. West has subscribed to Library Thing and to QuestionPoint. Library Thing is a semi-automated system by which the library premieres its new book arrivals on its home page. QuestionPoint, a consortium of libraries throughout the country, an online reference service is provided.

The Library faces a challenge in covering the reference desk when the college has a year-round instructional calendar, as additional staff have not been hired for the winter and summer sessions. By subscribing and providing a few hours a week of reference service to the consortium, West provides students with year-round, 24-hour online access to reference service from many of the country’s most prestigious universities. The library’s presence in Web 2.0 venues like Facebook, Flickr and Twitter helps welcome students to the library.

West has had to calibrate the library and Learning Center hours very carefully in response to budget constraints. Among respondents to the Spring 2007 Student Survey, 95 percent agreed that the library and the Learning Skills lab were open at convenient times; and 93 percent agreed that computers were available for use on campus when they needed them (IIC.1-2). Between fall 2008 and fall 2009, there was a
46 percent increase in the number of Learning Skills course enrollments, with a 31 percent increase in the number of hours captured for positive attendance. During that same period, tutoring hours increased by 29 percent. However, hours of operation were cut back in response to the state budget crisis. Student dissatisfaction registered in the fall 2009 user survey, and the college identified the means to increase hours. As of fall 2011, both the library and the Learning Center are open a total of 54 hours over 6 days.

The Learning Center on the first floor of the HLRC is an open learning area, housing the Learning skills courses, tutoring services, the Writing Lab, a Foreign Language lab and DSP&S instructional staff so that students move seamlessly from one service to another. Free Wi-Fi access and 50 computer workstations are available in this learning area. Many West’s students depend on the college for access to these technology tools.

Learning skills faculty offer credit courses in the Learning Skills lab. In these courses, computer-assisted instruction (CAI) in the PLATO system helps students master the skills necessary for their college courses by reintroducing and reinforcing pre-collegiate skills, mostly in math and English. Under the direction of two full-time learning skills faculty (one in math and one in English) and three highly-qualified and effective staff persons, West provides a comprehensive subject tutoring program and a writing lab. This makes for an engaged learning community of faculty, students and student tutors. Technological innovations have helped students and faculty to maintain access to these services.

Learning skills classes offer revolving enrollment enabling students to add support courses beyond the regular add date for content-area classes. The learning skills classes are self-paced and mastery-based, allowing for in-depth review and/or relearning of material that is essential for adult learners lacking foundational skills. Multimedia-based, multi-sensory PLATO lessons engage students at beginning, intermediate and advanced levels and incorporate “adaptive” software that individualizes instruction based on pre- and post-unit test results.

Learning skills classes both complement and prepare students for college coursework requiring proficiency in basic mathematics, pre-algebra and both beginning and intermediate algebra. The Math Division also offers a math workshop course (Math 100) in which a math instructor provides tutorial assistance to students enrolled in any other math course.
### Learning Skills Class

<table>
<thead>
<tr>
<th>Learning Skills Class</th>
<th>PLATO modules</th>
<th>Courses Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A: Math Fundamentals A</td>
<td>Emphasis on basic math and pre-algebraic concepts</td>
<td>MATH 105, 110 and 112</td>
</tr>
<tr>
<td>10B: Math Fundamentals B</td>
<td>Emphasis on beginning and intermediate algebraic concepts</td>
<td>MATH 115, 117, 118, 125, 127 and 128</td>
</tr>
<tr>
<td>15A: Overcoming Math Anxiety</td>
<td>Emphasis on strategies and techniques to help students overcome barriers impeding their success in mathematics courses</td>
<td>All mathematics courses, but especially MATH 105, 110, 112, 115, 215, and Learning Skills 51F</td>
</tr>
</tbody>
</table>

Learning skills classes in language arts support all college courses by addressing every facet of the writing process. Classes in grammar, spelling, sentence structure, vocabulary, reading comprehension and essay writing address skill levels from third grade through post-secondary. Mastery-based and/or project-based assessments provide valuable feedback to the student to bolster self-esteem and confidence in these skills areas. Learning Skills 50 is recommended for students taking English 21, English Fundamentals, the gateway course two semesters before English 101: College Reading and Composition. Additional learning skills language arts courses include PLATO-based modules that support development of skills at the sentence and paragraph level in preparation for content-area courses taken concurrently or subsequently. Specialized support of English language learners is available through Azar software supplements in PLATO, linked to the English as a Second Language (ESL) curriculum.

<table>
<thead>
<tr>
<th>Learning Skills Class</th>
<th>PLATO modules</th>
<th>Courses supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A: English Fundamentals</td>
<td>Essential grammar skills</td>
<td>English 20A, 21, 28, 94 and ESL 4A</td>
</tr>
<tr>
<td>2B: English Fundamentals</td>
<td>Continued work on grammar skills, with focus on verbs and modifiers</td>
<td>English 20A, 21, 28, 94 and ESL 5A</td>
</tr>
<tr>
<td>3C: Vocabulary Development</td>
<td>Vocabulary building and strategies for understanding complex words</td>
<td>English 20A, 21, 28; ESL 4B, 5B, 6B and 7B</td>
</tr>
</tbody>
</table>
### Learning Skills Class PLATO modules Courses supported

<table>
<thead>
<tr>
<th>4: Mechanics of Spelling</th>
<th>Recognition and use of different sounds, blends, double vowels, silent letters, sound-alikes, look-alikes and spelling-rule exceptions</th>
<th>English 20A, 21, 28; ESL 4A, 5A and 6A</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: English as a Second Language Fundamentals</td>
<td>Language skills building in vocabulary, reading speed, listening, reading comprehension and basic writing</td>
<td>ESL 4A, 5A, 6A; English 20A, 094; ESL 4C, 5C and 6C</td>
</tr>
<tr>
<td>30: Reading/Computer-Aided Instruction</td>
<td>Reading skills improvement through increased reading efficiency and comprehension</td>
<td>English 20A, 21, 28; ESL 4B, 5B, 6B, 7B; Learning Skills 51A and 51D</td>
</tr>
<tr>
<td>50 (1376)</td>
<td>Review of grammar elements, spelling rules and the writing process, including editing and revising</td>
<td>English 21; Learning Skills 2B, 4, 73 and ESL 8</td>
</tr>
<tr>
<td>50 (1377): Essay Writing and Reading Skills</td>
<td>Reading speed improvement and review of essay-writing skills</td>
<td>English 20A, 21, 28; ESL 4B, 6A, 6B, 7B, 8 and Learning Skills 51D</td>
</tr>
<tr>
<td>73: Online Grammar and Writing Lab</td>
<td>Introduction to foundations of grammar in the writing process through 50 online writing labs and instructor/peer review</td>
<td>English 21, 28; ESL 6A,6B, 7B and 8</td>
</tr>
<tr>
<td>SLA/Tutor 001T: Supervised Learning Assistance, Internet Use</td>
<td>Students work one-on-one or in small groups with tutor-coaches. No required hours/no grade.</td>
<td>A variety of subject areas</td>
</tr>
</tbody>
</table>

Computer-assisted instruction is also available through PLATO for Chemistry and Political Science, with PLATO modules supporting students in Political Science 1, Chemistry 51 and Chemistry 60. Non-credit foundational skills instruction is available as Supervised Learning Assistance (SLA). All of these services use the PLATO software platform through West’s local area network. Transitioning to a web-based version of PLATO will give students access from many more computers at any given time.

The Learning Center also maintains the Foreign Language Lab, a one-unit corequisite for almost all foreign language classes at West. The Foreign Language lab resources are offered through internet “super sites” as well as via educational software that has been pre-loaded on dedicated computer terminals in the Learning Skills Center.

In addition to teaching classes, learning skills faculty oversee the campus’s tutorial program and the Writing Lab, hiring between 15 and
STANDARD II: STUDENT LEARNING PROGRAMS & SERVICES

20 tutors each semester in approximately 29 subject areas. Most of the tutors are West students who are familiar with the college’s courses, textbooks and instructors. As part of the hiring process, each tutor must submit a letter of recommendation from a professor in the discipline or course area for which she or he desires to tutor. Prospective tutors must have earned an A grade in the course in order to be hired as a tutor for that subject area. Tutors conform to strict LACCD guidelines and are trained and regularly monitored for the quality and effectiveness of their assistance by learning skills faculty. In fall 2010, a tutor training program was implemented to better prepare tutors. In spring 2012, this program will add a reading component linked to the Student Success Committee’s Literacy Project to begin training subject-area tutors in reading comprehension strategies as part of their preparation for assisting students with college-level textbook reading and general reading comprehension.

The Language Arts Division operates the Writing Lab, with Learning Center staff supporting lab operations and supplementing tutoring services. Writing Lab staff and tutors work with students through all stages of the college-level writing process. The majority of students seeking assistance in the Writing Lab are completing essays for English 28, 101, 102 and 103, history, psychology, child development, art history and appreciation and dental hygiene. The Writing Lab also offers assistance with college applications, resume preparation and academic research and documentation.

Through enrollment in free non-credit courses, West students get individual and group tutorial assistance in math, biology, English and other subjects on a first-come, first-served basis in the HLRC during all hours of operation from Monday through Saturday. Learning skills faculty also work closely with the LAUSD Center for Advanced Transition Skills (CATS) Program, which enables special-needs students to enroll in West’s learning skills courses while they complete the CATS curriculum.

Using grant funds, the college implemented a successful online tutoring program in 2008. Student tutors on campus at West provide subject tutoring online in math statistics, economics, Spanish, ESL, sociology and political science. An online writing lab (OWL) was introduced and online tutoring is now delivered Etudes, the course management system for West’s online classes. Education 230, Online Student Success Lab, supports students in online classes. Education 230 itself is offered online. These programs have been well received by West students, who are “technology savvy” and very engaged by technology-based education. A web-based Student Learning Center would enrich this learning process and extend its reach beyond the physical campus.

SELF EVALUATION:

Despite budget cuts, West has sustained learning support and library and learning skills service that matches or exceeds levels of service at the time of the last accreditation review in 2006. A knowledgeable and caring staff enables the HLRC to serve as a one-stop support center for students of all levels and abilities who desire to develop themselves academically in achievement of personal and professional goals.
The fall 2010 Learning Skills and Tutor Program Student Survey indicated that the Learning Center is meeting the needs of the students who use its academic services, learning skills courses and subject tutoring. Of the students polled, 74 percent were enrolled in a learning skills language arts course, and 61 percent of that number reported that they benefitted highly from the class; 60 percent of those surveyed were enrolled in a learning skills math course, and 50 percent of that number reported that they benefitted highly from the support class they completed. In addition to respondents enrolled in learning skills classes, 66 percent of surveyed students used tutoring concurrently or independently during the year with 56 percent reporting that resource as highly beneficial. According to the survey results, students are very satisfied with instruction, tutoring, staffing, hours of operation and accommodations in the Learning Resource Center at West.

Students access services in the HLRC regularly: in the fall 2010, more than 41 percent of the students surveyed use the Learning Center every day they are on campus; 47 percent use the center at least 2 days a week; and 13 percent use the center less than once a week. Students report that they are very satisfied with staff and tutoring services: more than 94 percent of the students surveyed rated the learning skills and tutoring services excellent or good; 94 percent considered the staff knowledgeable and helpful to students; 98 percent strongly agree or agree that the Learning Center is effective in helping them with their academic goals; 83 percent agree or strongly agree that the center is open for an adequate number of hours each week; and 98 percent of responding students would recommend the center to other students to help them reach their academic goals. The survey of students’ academic goals reveals that 31 percent were working toward a certificate or degree, 44 percent intended to transfer to a four-year institution, 17 percent were completing community college classes for personal interest, and the remaining 8 percent were undecided about their long-term objectives at this time (II.C-3).

The educational structure and design of the learning skills program lends itself to technology-based delivery. The Learning Center is increasing its offerings of open-entry and open-exit classes and services to better meet students whose needs are immediate. Once they can use PLATO or other learning systems on the web, students will be able to complete online learning skills classes at any time and from any location with internet-accessible computers; hybrid learning skills classes will allow West to reach a segment of its student population with limited time and transportation to attend traditional campus-based courses. Locating funding for this licensing should be a priority. Additional educational equipment (such as whiteboards in study rooms, video devices to support virtual tutorials and materials such as web-based reading software, hands-on teaching aids instructional manipulatives) will continue to be incorporated into the current program based on its effective support of student success.

Learning skills faculty and the division chair continue to work with the campus researcher to determine how well instructor-guided and computer-assisted instruction, as well as tutorial services, support achievement of student learning outcomes in academic disciplines. Following up on the 2010 program review and unit plan for the division, learning skills faculty will continue to evaluate the current technology delivery system and will compile a detailed report
of technical equipment, software and staffing needs to support a web-based program. The learning skills faculty serving on the Academic Senate and Student Success Committee will promote the benefits of achieving a web-based program and assist in seeking grant funding for development and implementation of such a program at West.

PLANNING AGENDA:
None.

C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY:
The Learning Center (housing the Learning Skills and Foreign Language labs and the Tutoring and Writing Centers) is located on the first floor of the Heldman Learning Resources Center. The college library is located on the second and third floor of the same building. Building security sweeps, alarms and emergency lighting are in place for both of these areas. Campus Security and emergency services are readily accessible with a phone call. Campus Security also completes routine checks of the building and grounds when the campus is closed.

An electronic book security system was installed in 2008 with every book in the library’s collection now RFID (Radio Frequency Identification) tagged to prevent theft. Prior to the installation of the RFID book security system, the entire book collection underwent a major collection weeding. A bond-funded project updated the video surveillance system in Library and the Learning Center in 2009. This seems to have reduced the number of books going missing; an inventory done while the library is closed in the winter of 2012 may provide hard data.

By design, the glass walls of the Learning Center give a clear view of activity in the center when it is open or closed. Instructional staff is in the lab to oversee operations and student safety, handling disruptions as they occur; intervention from Campus Security is a phone call away, and serious incidents are referred to the vice president of Student Services. Student behavior issues have been minimal, with all past incidents dealt with swiftly and safely.

SELF EVALUATION:
The key to having a secure and safe facility is adequate instructional staffing; this staffing presence promotes an educational environment conducive to learning and student success.

Theft and vandalism of campus equipment are rare inside the HLRC. Although students do report the loss of unattended personal property, there has been no equipment theft or facilities vandalism since computer-based laboratories opened in the library and the Learning Center. To use the computers in the Learning Center, students must provide a valid and current student ID number and must provide photo ID to check out instructional materials such as headphones and lab manuals.

PLANNING AGENDA:
None.
II.C.I.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The Library ensures that these services and resources are adequate by regularly polling faculty across disciplines regarding the usefulness of the SIRSI catalog and the CCL databases in helping students successfully complete class assignments, as well as soliciting recommendations for additional database resources (II.C-1). Librarians also seek student input directly, such as by monitoring the number and content of students’ research and reference queries at the reference counter (II.C-4) in order to assess the effectiveness of current database resources. Librarians compare West’s databases with the database offerings of similar institutions in a continual effort to analyze their user-friendliness, scope and suitability for college-level study and research. The library’s technical staff resolves most technical issues, sometimes with help from the college’s Information Technology department or from independent vendors; the LACCD Library Automation Committee addresses any issues that arise on a broader scale.

DESCRIPTIVE SUMMARY:

West’s Library, together with other LACCD college libraries, participates in institutional collaborations to ensure that students and faculty have access to appropriate resources and can utilize them effectively. Among these joint contractual collaborations are SIRSI, an online library system incorporating catalog, circulation and cataloging features and the Community College League (CCL), a state-wide consortium for subscription databases.

SELF EVALUATION:

The Library takes active responsibility to ensure that any agreement it enters into for services and resources will ultimately benefit West’s students. These agreements must be formalized and approved at both the college and district levels. Library staff and faculty regularly measure the adequacy, appropriateness and usefulness of such services and resources through ongoing review and solicitation of feedback from college faculty and students. The college meets the standard.
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY:
The Library and Learning Resources Division undergoes annual program review to assess its support services (I.B.3). The division uses qualitative data from the annual student and faculty surveys on library and learning center usage, which ask about the adequacy of library and learning center resources. Beginning in spring 2012, the division will administer surveys via SurveyMonkey. The Student Services experience has shown that this gets higher participation rates than paper surveys. Student and faculty assessments of library orientations provide additional qualitative data.

Quantitative data comes from library surveys, library Reference Desk records, tutoring and lab hours, positive attendance reports, numbers of students successfully completing library science and learning skills classes, Basic Skills End-of-Year reports to the LACCD. It also comes from student success in completing course(s) for which the learning skills or library science classes served as an academic support.

Through annual program review, the division identifies areas improve and requests resources, which the formal budget process considers. A key improvement resulting from this process was the restoration of library and Learning Center hours starting in 2010.

Division faculty are in a prime position to support students in achieving their academic goals, whether those ambitions include a vocational certificate, degree or transfer to a four-year institution. Ongoing self-evaluation and program review is a vital part of this process.

SELF EVALUATION:
West has made improvements in areas where students’ concerns registered:

<table>
<thead>
<tr>
<th>Fall 2009 Library Use Satisfaction Survey</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 percent of students who said they used both the library and the Learning Center asked for hours to be aligned so that they could visit both in one visit to campus.</td>
<td>Operating hours for the library and the Learning Center have been expanded to align with one another.</td>
</tr>
<tr>
<td>81 percent of library users needed online reference and research options.</td>
<td>Library databases previously available only onsite at West are now accessible to students through the internet</td>
</tr>
<tr>
<td>75 percent of library users had to wait 20 to 60 minutes for access to a computer in the library in order to access the online catalog.</td>
<td>Additional computers with library catalog access have been installed in the Learning Center</td>
</tr>
<tr>
<td>94 percent of respondents said they would prefer the option of bringing their own laptops/notebooks to use rather than waiting for a free computer terminal.</td>
<td>Free Wi-Fi now serves the entire campus</td>
</tr>
<tr>
<td>91 percent of survey respondents indicated that access to printing capabilities on every floor of the HLRC was very important to them.</td>
<td>A printer for student use is ready for installation on the first floor.</td>
</tr>
</tbody>
</table>

Data from user surveys collected by the Learning Center - cited previously in II.C.1.c - indicates that the basics skills resources and tutoring programs successfully support the needs of students at West in achieving academic success. Plans to improve included in the 2010-2011 Basic Skills End-of-Year reports to the LACCD include:

- Transitioning to a minimum of 50 percent internet-accessible educational resources, rather than primary reliance on Learning-Center-based software that requires students to complete all components of learning courses on site
- Expanding the range of learning skills and content-area course pairings to support student success across disciplines and programs
- Designing a hybrid format for learning skills classes that combines computer-assisted instruction with face-to-face interaction and instructional support
- Widening the range of the Literacy Project with a Reading Across the Curriculum emphasis to support discipline faculty in assisting students with comprehension of assigned reading materials in their courses
- Introducing a “bridge” program between semesters to intensively prepare students for placement exams in math and English, addressed to both incoming students as well as those who need to re-test after completing learning skills coursework
- Rethinking space layout and use of existing physical resources in the Learning Center to serve the most students in the most efficient manner possible, including returning temporary office spaces to study rooms
- Broadening tutor training efforts to include literacy, PLATO familiarity and computer-assisted instruction, as well as “virtual tutoring” and online basic skills support
- Developing an advisory panel comprised of faculty and students who most use Learning Center resources and can contribute to ongoing program review through interactive feedback.
A think tank met in summer 2010 to review and evaluate West’s Basic Skills Program, recommending at its conclusion that the program be more accurately re-labeled Foundational Skills. The Basic Skills Committee, subsequently re-labeled the Student Success Committee, used the findings of this group to write a comprehensive foundational skills plan with an emphasis on collecting relevant data and formulating a specific planning agenda. Several of these constituencies have suggested a name change in keeping with the Learning Center’s program review and Action Plan, transitioning from a “Learning Resource Center” to an “Academic Support Center” that functions as an interdisciplinary resource to support student success both in and beyond learning skills courses. (II.C-5)

In conjunction with learning skills faculty, the dean of planning and research is gathering data to more precisely assess the effectiveness of current learning skills courses and tutoring in its present configuration in successfully moving students from pre-college English and math classes into college degree-applicable courses for which they are academically prepared. This study will compare students who complete learning skills support classes paired with content-area courses with those who attempt the content-area course without the support structure to determine the impact of the academic support on longer-term student success. For instance, the academic success of students enrolled in English 21 who are concurrently enrolled in Learning Skills 50 will be compared with the success of students who completed English 21 without Learning Skills 50 in the same academic term; similarly, the academic success of students enrolled in Mathematics 105 who are concurrently enrolled in Learning Skills 10A will be compared with the success of students who completed Math 105 without a learning skills class in the same semester. Additionally, the success of students enrolled for subject-specific tutoring while enrolled in a related content-area course will be compared with the success rates of students who complete the content-area course without the support of tutoring.

The objective of this data collection is twofold: to measure the effectiveness of existing academic support structures as presently configured and offered through the LRC and to identify area where improvements can and must be made to better support the academic success of all students at West. Related to this action item is the promotion of instructional best practices, including the introduction of student evaluations of courses, self-assessment as part of faculty learning communities and interdisciplinary development of literacy curriculum. The need for instruction in developmental reading as part of broad-based literacy education, including faculty training in reading across the curriculum, is a challenge that all institutions of higher education face today; during the 2011-2012 academic year, literacy consultants from Steverson and Associates are working with faculty to develop a comprehensive approach to literacy instruction. Integrating a developmental reading curriculum at the college will not only lay the foundation of this important effort, but will align West with the other colleges in the district and carry us to the front lines of pro-active student success intervention. The foundational skills program is poised to meet the needs of today’s WLAC students while ensuring that the college is ready for tomorrow’s students, as well.
**STANDARD II.C DOCUMENTATION:**

**ALL LINKS MAY BE ACCESSED FROM:**
www.wlac.edu/accreditation/documentation/standard2c

<table>
<thead>
<tr>
<th>II.C-1</th>
<th>Faculty Evaluation of Library Services: <a href="http://www.wlac.edu/accreditation/documentation/standard2c/FacultyEvaluationofLibraryServicesSurveySummary_10272010.pdf">http://www.wlac.edu/accreditation/documentation/standard2c/FacultyEvaluationofLibraryServicesSurveySummary_10272010.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>II.C-4</td>
<td>Reference Desk Tally form: [<a href="http://www.wlac.edu/accreditation/documentation/standard2c/Reference">http://www.wlac.edu/accreditation/documentation/standard2c/Reference</a> percent20Desk percent20Tally.pdf](<a href="http://www.wlac.edu/accreditation/documentation/standard2c/Reference">http://www.wlac.edu/accreditation/documentation/standard2c/Reference</a> percent20Desk percent20Tally.pdf)</td>
</tr>
</tbody>
</table>
STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
DESCRIPTIVE SUMMARY:
The Los Angeles Community College District (LACCD) Personnel Commission assures the qualifications of classified staff at West. The Personnel Commission maintains a merit system for hiring classified employees, classifying positions, administering qualifying examinations and interviews and placing qualified candidates on an eligibility list for each job classification. The Commission publishes duties, responsibilities and qualifications for all classified staff positions on its website and in job announcement bulletins. When West identifies a classified position to be filled, the Commission provides the names of the top three ranks on the eligibility list and the college interviews them to determine whom to hire. Campus selection committees oversee the appointment of faculty and administrators. The college president makes the final decisions on all hires. (III.A-4)

When a faculty position is to be filled, a selection committee composed of at least three members, a majority of whom shall be faculty members in the discipline of the position to be filled (or, as determined by the college president, a closely related discipline), at least one (1) academic supervisor, an Academic Senate representative and a non-voting compliance officer. The faculty members on the committee must be tenured or tenure-track. The compliance officer ensures uniformity in the selection process and an equal opportunity to all applicants for employment. All committee members shall be voting members, except the compliance officer. (III.A-5)

The district decentralized faculty hiring processes effective July 1, 2004. West is responsible for recruiting and verifying the qualifications of candidates for faculty vacancies. The committee members meet and develop a position announce-
SELF EVALUATION:

The college ensures that all faculty members meet the state minimum qualifications and additional requirements as deemed desirable for programmatic and institutional needs. Personnel commission exams at the district level and interviews at both the district and the college level ensure that classified staff members are sufficiently experienced. The creation of the District Human Resources Council has led to increased input from the colleges in the creation and implementation of hiring policies and position classifications.

DESCRIPTIVE SUMMARY:

Almost all West employees are unionized and evaluated according to collective bargaining agreements.

<table>
<thead>
<tr>
<th>Positions</th>
<th>Governing Agreement</th>
<th>Evaluator</th>
<th>Evaluation period</th>
<th>Evaluation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, including consulting instructors, directors, instructors special assignment and division chairs</td>
<td>Los Angeles College Faculty Guild, Local 1521, AFT/AFL-CIO, Article 19 (III.A-9)</td>
<td></td>
<td>Every three years</td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>Los Angeles College Faculty Guild, Local 1521, AFT/AFL-CIO, Article 19 (III.A-9)</td>
<td></td>
<td>By second semester and then every six semesters</td>
<td></td>
</tr>
<tr>
<td>Positions</td>
<td>Governing Agreement</td>
<td>Evaluator</td>
<td>Evaluation period</td>
<td>Evaluation date</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Probationary faculty</td>
<td>Los Angeles College Faculty Guild, Local 1521, AFT/AFL-CIO, Article 42 (III.A-9)</td>
<td>Senior administrators and self</td>
<td>Yearly for four years</td>
<td>Fall semester</td>
</tr>
<tr>
<td>Deans, Associate Deans and Assistant Deans</td>
<td>California Teamsters Public, Professional and Medical Employees Union Local 911 (Teamsters Contract)</td>
<td>Senior administrators and self</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Automobile mechanics, gardeners, instructional aides, instructional media specialists, physical education facilities assistants and pool custodians</td>
<td>Los Angeles City and County School Employees Union Local 99, S.E.I.U, Article 12 (III.A-10)</td>
<td>Supervisor</td>
<td>Third and six months of employment, and yearly</td>
<td></td>
</tr>
<tr>
<td>Administrative analysts, admissions and records office supervisors, assistant bookstore managers, carpentry supervisors, custodial supervisors, electrical supervisors, financial aid managers, graphic arts designers, office supervisors, operations managers, senior accountants, stock control supervisors and supervising accountants</td>
<td>Supervisory Employees’ Union, S.E.I.U. Local 721, Article 11 (III.A-11)</td>
<td>Manager or administrator supervising the employee</td>
<td>Yearly</td>
<td>During employee’s birth month</td>
</tr>
<tr>
<td>Carpenters, electricians, heating and air conditioning technicians, painters, plumbers, locksmiths and computer technicians</td>
<td>Los Angeles/Orange County Building and Construction Trades Council (III.A-12)</td>
<td>Supervisor</td>
<td>Third and fifth months of employment, and yearly</td>
<td>During employee’s birth month</td>
</tr>
</tbody>
</table>
The college president evaluates the vice presidents and other unrepresented employees annually according to district and Personnel Commission rules. The review process includes input from faculty, administrators and staff. (III.A-35)

The district chancellor evaluates the college president’s performance. Informal evaluations serve to assist a president’s personal and professional growth and development and are a routine aspect of the relationship between the chancellor and the college presidents. Formal evaluations, basic or comprehensive, are documented and occur at least annually. (III.A-13) The performance evaluation process communicates standards and expectations to each employee and evaluates the extent to which the employee meets those standards. The collective bargaining agreements spell out the expectations for the various positions. For example, in evaluating any faculty member, evaluators note the extent to which he or she:

1. Keeps current in discipline.
2. Interacts or communicates with peers.
3. Accepts constructive criticism well.
4. Maintains adequate and appropriate records.
5. Submits grades and/or other required information on time.
6. Attends required meetings.
7. Is regularly available to students.
8. Fulfills professional development responsibilities.
9. Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi.)
And for full time faculty, how he or she:

1. Makes appropriate contribution to the college by serving effectively on a committee, projects, special assignments, etc.
2. Makes appropriate contributions to the discipline/department and assumes an appropriate share of faculty responsibilities.

There are additional, specific expectations for faculty depending on whether they are classroom instructors, division chairs, directors, librarians, or counselors. Division chairs or their designees evaluate instructors according to the process established in the AFT contract. For faculty teaching online, this process includes a web based student evaluation and a review of the instructor’s online course shells. Distance Learning staff set up the student online evaluations in accordance with the AFT Contract. The Office of Academic Affairs provides support on faculty evaluation for individual faculty, division chairs and administrators in order to clarify the process and communicate evaluation expectations. All courses are evaluated for effectiveness. On-ground courses generally use a paper-based survey while alternate delivery methods generally use web based student and faculty surveys. In January 2011, West participated in the California Community Colleges Chancellor’s Office survey of students who enrolled in and dropped a distance education course in the fall of 2010. (III.A-14; III.A-15; III.A-16)

The evaluation of supervisors addresses attainment of progress towards established annual goals; fulfillment of the responsibilities of the position; and professional skill and ability, including leadership, communication, administrative, managerial and professional knowledge and expertise. (III.A-11)

Classified staff are evaluated on the quality and quantity of work, work habits, personal qualities, relationships with others and, if applicable, supervisory qualities.(III.A-9; III.A-12)

**SELF EVALUATION:**

The district, together with the AFT Faculty Guild, holds annual department chair workshops generally at the beginning of each fall semester at which faculty evaluation is a major topic. The district office also routinely hosts staff development workshops for supervisors regarding employee evaluation and progressive discipline. In addition, a special workshop was offered when the district implemented its electronic evaluation reminder system in 2008. Through this system, supervisors receive weekly email reminders of evaluations that are due beginning with the start of each classified employee’s birth month.

West carefully completes and maintains scheduled employee evaluations as recommended in the 2006 self-study report. Vice presidents are annually evaluated by the college president. Faculty are evaluated following the procedures set forth in the AFT Faculty Guild agreement. Since January 2009, the AFT agreement has called for faculty evaluations to include a section on faculty involvement in the student learning outcome identification and assessment process. Classified employees are evaluated annually in their birth months by their supervisors. The employee evaluation process
is clearly defined in the collective bargaining agreements with the specific unions. The evaluation criteria are sufficient to measure the effectiveness of an employee and give the employee specific feedback on how to improve work performance.

According to the 2008 Chronicle of Higher Education Great Colleges Survey, seventy-two percent of college employees agree or strongly agree that supervisors provide regular feedback on job performance. Seventy-four percent of employees agree or strongly agree that the evaluation process accurately measures job performance. The college’s evaluation tracking systems ensure that permanent employees are being evaluated on a regular basis. (III.A-18)

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY:
Student learning outcomes have been incorporated as a component of faculty evaluations since July 1, 2008. “(For all Faculty) Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi)” appears as one of the “Professional Responsibilities” on the evaluation form in the AFT Faculty Guild collective bargaining agreement.

Section B (Knowledge, Skill and Ability as a Classroom Instructor) of the basic and comprehensive evaluation summary form (Appendix C) addresses the evaluation of student achievement according to stated course grading criteria. (III.A-9)

The comprehensive faculty evaluation process includes a self-assessment of the faculty member’s professional development activities, an assessment of contributions to campus-wide and departmental SLO assessment and improvement and a clear statement of future goals and action plans. These personal goals should support or link to overarching college goals and objectives.

In addition to the inclusion of SLO participation in faculty evaluations, the college has established structures to assist divisions and units in the development of SLOs and to ensure an ongoing dialogue on student learning. The college has incorporated SLOs into the Program Review and Program Review Annual Update. In this manner, each division or unit is evaluated based on the development, implementation and use of SLOs as a method to improve student learning. The inclusion of faculty, staff and administrators in the Program Review process allows for a thorough discussion on each department’s progress toward the improvement of SLOs. This process also allows divisions the opportunity to report changes they have made as a result of SLOs and associated improvements in student learning. The college also has an open Student Learning Outcome Task Force that serves as a venue through which each faculty member is able to gain insight into the SLO process and discuss his or her own opinions on the issue. In addition, this
task force has established a Student Learning Outcome Assessment Committee to review all SLOs to ensure that they are measured and that these measures are reliable and valid. In this manner, each division will be able to receive quality feedback on their SLOs, assessment measures and the manner in which results can be used to improve student learning. The establishment of this committee should lead to increased discussions on the use of SLOs to improve student learning and the manner in which the college can work to “close the loop” in the assessment process.

**SELF EVALUATION:**

Since 2008, the contract between the district and the AFT Faculty Guild has provided for all full-time faculty to be evaluated on their participation in establishing and assessing SLOs. While adjunct faculty are not required to participate in the creation of SLOs, participation in the SLO assessment cycle is included in their evaluations. This and in combination with West’s Senate-led efforts to include SLOs in course curricula and course syllabi have helped SLOs become a greater part of the college culture. (III.A-19)

The use of SLOs as a component of program review will also assist in the development of interdisciplinary discussions on student learning and the effective use of SLOs.

**III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

**DESCRIPTIVE SUMMARY:**

All faculty employed by West Los Angeles College are held accountable to the Faculty Professional Standards as provided by the Academic Senate. Included within this statement is the faculty’s obligation to ensure that students conduct themselves according to principles of academic honesty specified in the Standards of Student Conduct. Faculty disciplinary action can result in an unsatisfactory notice, a demotion, a suspension or dismissal. (III.A-36, III.A-37)

District employees who are not covered by the Faculty Code of Ethics shall adhere to ethical standards specified in the district Board Rules. Classified employees adhere to the Standards of Conduct in the Personnel Commission’s Employee Handbook, emphasizing that every employee must comply with all approved policies and procedures, are accountable for their actions and should conduct themselves in a professional and productive manner. (III.A-20)

Disciplinary action is warranted for an employee who commits acts that are detrimental to the success of the college, such as instances of dishonesty, misuse of college email, sexual harassment or frequent unexcused tardiness. Disciplinary action can result in an unsatisfactory notice, a demotion, a suspension or dismissal. (III.A-21)
SELF EVALUATION:

Efforts to uphold professional ethics include an email policy for the college that was developed collaboratively, discussed and voted on in fall of 2005. The district regularly conducts required sexual harassment workshops for all managers, supervisors, division chairs, faculty and classified staff. An online training is also in place for those who were unable to participate in person. The training involves a test with a minimum required 86 percent score to demonstrate understanding of sexual harassment policies. The district also initiated Workplace Violence Training for supervisors and managers in August of 2011. The compliance officer has the duty of ensuring that professional ethics are upheld and is obligated to investigate and respond to the instances where those ethics may have been violated. The compliance officer position at West has remained vacant since July 2009, but these services are being provided to the college by the district office.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY:

West makes a continuous effort to maintain a sufficient number of qualified faculty, staff and administrators to fulfill its mission. Each department is responsible for determining the appropriate staffing level needed to fulfill its mission and programmatic goals. The college is organized into three major divisions: Academic Affairs, Student Services and Administrative Services. Through the program review process, which commences in the spring semester, each area evaluates its effectiveness in achieving its goals of the past year, indicates how it will address areas of concern and evaluates whether it needs additional staff to properly service the college community. Program Review feeds into unit planning for the coming year. Staff and administrator hiring requests appearing in program reviews, and unit plans are evaluated by the respective deans and vice presidents. Those which are deemed essential by the vice presidents are prioritized and forwarded through the normal budgetary channels to the Budget Committee, the College Council and the President. They are filled as funding permits.

West has a well-established, continually refined Faculty Position Identification and Prioritization (FPIP) Committee, discussed more fully in III.A.3.a, which prioritizes vacant probationary full-time tenure-track faculty positions. These are also filled as funding permits.
SELF EVALUATION:
West makes a substantial effort to comply with the state’s goal of 75 percent fulltime faculty to 25 percent part time by employing a reiterated cycle of planning, resource allocation, plan implementation and evaluation for the staffing of tenure-track faculty positions. The college has regularly been in compliance with the district’s Full-time Obligation Number (FON). The college met its FON of 93.7 in 2011-12. The district considers each college’s budget situation as a key factor in determining each college’s FON target. The college added three tenure-track faculty positions in the fall of 2011 and, prior to the state-wide waiver of the FON requirement, planned to add five or six more, in addition to any vacancies which arise, in the fall of 2012.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY:

The State Education Code, the District Personnel Commission, Board Rules, Personnel Guides and the collective bargaining agreements that cover faculty and classified staff govern personnel policies. Agreements are negotiated between the Los Angeles community colleges and district administrative staff and the union representatives and are approved by the LACCD Board of Trustees. Each agreement specifies procedures that employees may use to ensure compliance with the agreement. West adheres to and implements these personnel policies and procedures.

SELF EVALUATION:
Union and grievance representatives are responsible for ensuring that West adheres to fair employment procedures established in the collective bargaining agreements, Board Rules and personnel guides. All union contracts are made available online for employees to refer to as needed. Many unions distribute hard copies to their members.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY:
The District Division of Human Resources maintains official personnel files. The files contain an employee’s working history, the original employment application, performance evaluations, leave of absence requests, requests for transfers, notices of outstanding work perfor-
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III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

West publishes its non-discrimination policy in publications such as the college catalog, schedules of classes, brochures and advertisements and is committed to establishing and maintaining an atmosphere of harmony and mutual respect among its administrators, faculty, staff and students without regard to racial, religious, cultural, ethnic or gender differences. The college plans activities related to such events as Black History Month, Cinco de Mayo, Hispanic Heritage Month and Women’s History Month.

Equal Employment Opportunity Commission (EEOC) funds support of Project MATCH...
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(Mentors Act to Change History) and the annual EEO Community College Job Fair. Members of the college faculty annually serve as mentors to aspiring teacher interns from diverse backgrounds under the LACCD’s Project MATCH program.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY:

All faculty, staff and administrators are treated equitably as established through their negotiated contracts, where applicable and, in the case of students, through procedures governed by district guidelines and state and federal regulations. There is an established grievance process for all parties. When warranted, progressive discipline is used, including an employee performance plan with benchmarks to review progress. Everyone has the right to due process.

Hiring and evaluation processes and practices are under constant scrutiny and examination. They are themselves open to review and re-evaluation at the district level through the appropriate district procedures and organizations such as the District Academic Senate and related district committees and departments.

The District Office of Diversity Programs’ mission is to “promote diversity and equal opportunity” on all nine campuses and at the District. This group investigates and attempts to resolve issues pertaining to discrimination complaints. (III.A-26)

SELF EVALUATION:

Understanding and appreciation of diversity is a central feature in West’s hiring process. West participates in an annual EEO Community College Job Fair in order to publicize the college’s EEO policies and attract a diverse job applicant pool when positions are available at the college. A recent poll shows that eighty seven percent of the faculty and staff felt that the college places sufficient emphasis on having diverse faculty, administration and staff. This has led to faculty and staff who are able to promote diversity and cultural awareness on campus. The 2009 Campus Climate Survey shows that seventy one percent of the faculty and staff at West Los Angeles College felt that policies and practices ensure fair treatment for faculty, administration and staff. The same poll shows that eighty two percent of the faculty and staff at West Los Angeles College felt that people are supportive of their colleagues regardless of their heritage or background. (III.A-27)
III.A.4.c. *The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

**DESCRIPTIVE SUMMARY:**

The Personnel Commission and classified staff unions provide personnel policies, procedures and agreements that ensure employee rights, good working conditions and compliance with relevant laws and regulations. Union contracts and District policies ensure that employee rights are maintained for faculty and administrators. In addition, the campus has a Work Environment Committee, which seeks to ensure a safe and comfortable place to work for all employees. Employees also have the ability to file a grievance and there are policies in place to ensure a fair process. The policies and procedures ensure that all employees are treated fairly and equitably.

Student guidelines are provided by the District’s rules and regulations. The Student Services division under the leadership of the vice president of Student Services ensures that all students are treated fairly and offers students the ability to file complaints in cases where they feel that they were treated unfairly.

**SELF EVALUATION:**

The college has policies and procedures that ensure fair treatment for all students and employees. The shared governance process gives a voice to all constituencies to participate in college planning and the grievance process acts as a means of correcting any situations deemed to be unfair. The college has been successful in the implementation of these policies and maintaining a just working environment.

III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

The district provides opportunities appropriate to all categories of staff for professional development that are in keeping with the College’s mission. For example, classified staff and faculty, by contractual agreement, may enroll in college and university classes and receive 50 percent reimbursement for tuition costs. The contracts of most classified employees provide that they receive paid released time while taking classes during working hours if the classes will ultimately benefit these employees in the performance of their duties. In addition, the District provides some funds each year to assist faculty with the costs of conference attendance and special funds to help classified employees gain new skills. There are also provisions for administrators to take classes and attend conferences. The college supports programs that help to ensure information technology is maintained and that staff are provided
with opportunities to attend training seminars that are specific to their disciplines.

Selected faculty may also participate in the LACCD Faculty Teaching and Learning Academy (FTLA), founded by the Student Success Initiative. This is a joint effort between the District administration and the District Academic Senate to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced. The FTLA is designed to develop a widening community of faculty who:

- Explore and test methods of teaching and learning
- Facilitate the design of new classroom approaches to student success
- Increase knowledge and skills in a variety of new learning technologies
- Contribute to an ongoing dialogue about pedagogy, curriculum, and technology
- Form strategic partnerships that advance learning-centered practices and encourage and reward innovation in teaching and learning (III.A-3)

Professional development activities including Flex Week, the college-wide Leadership Retreat and individual undertakings develop the solid underpinnings in each faculty member’s discipline and in pedagogical methodologies designed to strengthen instruction. (III.A-28; III.A-29; III.A-30; III.A-31)

West makes numerous staff development activities available to faculty and classified employees throughout the academic year. Flex day takes place annually before the start of the fall semester, and the faculty contract requires that all full-time instructional faculty attend. All classified staff are invited and many attend. In planning this activity, the Academic Senate has leveraged the skills available on campus to create lively breakout sessions in which exchanged ideas about new technologies, emerging programs and innovative approaches to significant challenges.

Since 2003, West has held annual Leadership Retreats with increasing numbers of administration, faculty, staff and students participating. The retreats focused initially on planning but have evolved to include best practices in instruction and services. (III.A-32)

In 2007 the theme/title was “The Future of West LA College Can Be as You Imagine…” It included an overview of basic skills, accreditation progress and a marketing update.

The 2008 retreat, “Moving into the Fast Lane,” focused on instructional and student service innovations, including topics such as “Creating a Technology Plan that is Strategic, Effective and Enjoyable” to “Counseling in a Virtual World,” “SLOs – Panic, Panacea or Good Pedagogy?” and “Reaching and Teaching the iPod Generation.” That year’s retreat garnered an Exemplary Program Award Honorable Mention from the Academic Senate for California Community Colleges and the Chancellor’s Office.

“Tool Up!” in 2009 continued the focus on best practices, featuring sessions on “Closing the Loop: How West Faculty Are Using the Results of SLO Assessment to Improve Student Success,” “Communication, Culture and Con-
conflict: Sources of Bias and Responses to Conflict” and “Get Hip, Get Techie, Use Online Support Services to Enhance Student Retention and Outcomes.”

The 2010 retreat theme of “Building Community” highlighted topics like “De Anza College’s Math Performance Success Program,” a “Student Struggles Panel,” “Are You Listening? Active Disengagement” and “Lessons from the iPod Generation.”

As part of an ongoing Title V grant, West hosts a Tech Fair consisting of faculty- and staff-led workshops for other faculty and staff on innovative uses of technology to improve the student experience in online, hybrid and on-campus courses. Each year the Tech Fair also presents a keynote address by a nationally-recognized expert. Please refer to the fuller description of the Tech Fair in Standard III.C.

SELF EVALUATION:

While the college has received no state earmark funds to spend on staff development, it has used grant funds to fill in the gap. This meant tailoring staff development opportunities to specific grant objectives related to increasing the use of technology in the classroom, designing a system of SLO assessment and linking Personal Development courses with basic skills and general education courses. The college has been able to use its Title V grant to offer workshops in areas that specifically meet grant objectives and performance indicators. Workshop participants had to submit revised lesson plans in order to receive modest stipends for participating. Each year West hosts a leadership retreat. It offers a wide array of professional development opportunities for the faculty and staff members to improve instructional delivery methods and processes for increased efficiencies in various departments. It also provides training on personal development through enhanced communication, conflict resolution and team-building, SLO development and assessment and improving the understanding of shared governance. The leadership retreat in 2009 received a ninety percent favorable rating among participants in terms of interest, importance and relevance. (III.A-33)

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY:

In 2006, the District developed a five-year district strategic plan in which it stressed the importance of coordinated and continuous professional development for the faculty and staff. The Program Review template contains a segment that asks each division, program, or office to list the staff development opportunities in which the faculty, staff and administrators participated during the past year. Each professional development activity also follows up with a survey that assesses the success of that activity and evaluates the information gained by those who participated. (III.A-34)
SELF EVALUATION:

Program reviews and event surveys provide data on the value of West’s professional development programs. Event planning committees review and interpret their survey data in preparation for their next event. However, no single body has been charged with interpreting these data to improve staff development opportunities. The college has therefore undertaken the rejuvenation of its Staff Development Committee to develop a more systematic process to assess and meet the professional development needs of its staff.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY:

West formally assesses the effective use of its human resources during the annual program review process. In program review, each organizational unit evaluates its ability to achieve its objectives in terms of the required human, financial and technology resources.

Budget constraints in recent years have limited the college’s ability to fill vacancies. Only those vacancies that threaten the successful operation of the college have been earmarked for staffing. However, despite the budget crisis, certain human resources needs that have been identified in program review and unit planning have been met by reallocating resources or by reassigning people.

The annual program review process has proven to be effective in articulating a department’s human resources needs.

Classified personnel requests are included in the office and departmental unit plans. Each vice-president prioritizes these requests. The vice-presidents, as a group, merge their individual priority lists into one campus-wide priority list. This list follows the traditional budget process through the Budget Committee, the College Council and the president. The college president approves classified position requests when he/she deems the need to be strong and the funding to be available.

Adjunct faculty are hired as needed to teach classes, provide counseling and staff the library.

Permanent faculty hiring is guided by the Faculty Position Identification and Prioritization (FPIP) process that relies on a discipline identifying its needs through its annual data-based program review and unit plan.

The college’s planning process for staffing tenure-track faculty positions begins with Program Review and culminates with a list of prioritized recommendations. As noted in the college’s 2006 accreditation self-study, this Faculty Position Identification and Prioritization (FPIP) policy was first adopted in 1994 to establish procedures for implementing the LACCD board rule pertaining to the identification and prioritization of full-time probationary faculty positions. The 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 committee regularly evaluates the effectiveness of the FPIP process. As a result of this evaluation, revisions to refine and improve the FPIP Policy were adopted in 1995, 2000, 2001, 2005, 2007 and 2010. (III.A-22)

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. 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. 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 proposed 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; and 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 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 committee. If more than 7 hires are authorized for funding, the college president would reconvene the committee 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 was received from division chairs and senators during the months of March and April 2009. The proposed revisions to the FPIP policy were approved by the Academic Senate in April of 2009. (III.A-1 FPIP Policy Effective April 14, 2009)

Over the past six years, sixty-three proposed tenure-track faculty positions have been identified through the program review process and subsequently prioritized in various years according to the provisions of the FPIP Policy. The college president accepted the prioritized recommendations and authorized funding to fill four tenure-track faculty positions from the 2005-06 Priority List, two tenure-track faculty positions from the 2006-07 Priority List, nine tenure-track faculty positions for the 2007-08 and 2008-09 academic years from the 2007-08 Priority List, seven tenure-track faculty positions from the 2009-10 Priority List and ten tenure-track positions for the 2010-11 and 2011-12 academic years from the 2010-11 Priority List. (III.A-2)

**SELF EVALUATION:**

The college bases its program review and unit planning process on goals as outlined in the College Strategic Planning document. In turn, the college’s human resource decisions flow from the program review and unit planning documents which feed directly into the FPIP and shared governance budget processes.

**STANDARD III.A DOCUMENTATION:**

**ALL LINKS MAY BE ACCESSED FROM:**

[www.wlac.edu/accreditation/documentation/standard3/](http://www.wlac.edu/accreditation/documentation/standard3/)


III.A-4. Personnel Commission Website: http://www.laccd.edu/perscom/

III.A-5. LACCD Human Resources Guide R-120 Faculty Selection, Tenure Track: http://www.laccd.edu/faculty_staff/hr/documents/HRGuide_R-120_FacultySelection-TenTrack.pdf


III.A-8. HR Guide R-120 Faculty Selection, Tenure Track: http://www.laccd.edu/faculty_staff/hr/documents/HRGuide_R-120_FacultySelection-TenTrack.pdf

III.A-9. AFT Faculty Guild Contract: http://www.laccd.edu/faculty_staff/extranet2/AFTFacultyContract.htm#AppendixC


III.A-14. AFT Faculty Guild Contract Appendix C: http://www.laccd.edu/faculty_staff/extranet2/AFTFacultyContract.htm#AppendixC


III.A-23. LACCD Human Resources Guides: http://www.laccd.edu/faculty_staff/hr/hr_guides.htm


III.A-25. Collective Bargaining Agreements: http://www.laccd.edu/faculty_staff/hr/union_contracts.htm


III.A-33. WLAC Planning Website: http://www.wlac.edu/planning/index.html

III.A-34. LACCD Strategic Plan: http://www.wlac.edu/LACCD_Strategic_Plan/LACCD_Strategic_Plan_1-24-07.pdf


III.A-37. Board Rules, Chapter 9, Article XI: http://www.laccd.edu/board_rules/documents/Ch.IX-ArticleXI.pdf
**Standard III.B. Physical Resources**

*Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

### III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**DESCRIPTIVE SUMMARY:**

In conformity with the college’s Facilities Master Plan, a number of improvements and renovations have been made on campus between 2006 and 2011 and more are planned for the near future. The college is undergoing a transformation that will result in a more beautiful, welcoming and efficient campus, with fully-equipped and safe spaces that support all of our services and programs. (III.B-12)

New facilities and projects already in use include the following:

- Construction of a Math Science complex, including Science and Allied Health labs, smart technology classrooms, faculty offices and a Dental Hygiene clinic
- Renovation of three Allied Health classrooms, one Allied Health lab and four faculty offices in the old Science building (SC)
- Renovation of an Anthropology classroom in SC
- Completion of a 1,000-space parking structure and adjacent 132-car surface lot
- Construction of a second access road onto campus (College Blvd.)
- Installation of smart technology in six classrooms in the Aviation complex
- Construction of a central plant (CP) for cooling and heating
- Relocation of the Motion Picture and Television Production program from the airport campus to the Aviation Technology complex, including a post-production computer lab
- Introduction of campus-wide recycling programs
- Campus-wide introduction of drought-tolerant landscaping
- Introduction of energy-efficient systems such as solar technology and light emitting diode (LED) fixtures
- Installation of emergency call stations in eighteen locations around the campus

Nearing completion are the following:

- A 44,000 square-foot General Classroom (GC) Building
- A 42,000 square-foot Student Services (SS) Building
- Major improvements to the college’s information technology infrastructure
SELF EVALUATION:

Ground has already been broken for an 87,000 square-foot Teaching and Learning Center (TLC) to house classrooms and administrative offices. Planned for completion over the next three years are additional Physical Education and Dance facilities, Motion Picture and Television Production facilities, Plant Facilities structures, associated student offices, development offices, extension offices, specially funded program offices, a digital library and a new mailroom/reprographic center. Upon completion of these bond funded projects, the college will have addressed all of its current plant improvement needs.

III.B.1.a. The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY:

West’s comprehensive planning has included extensive facilities planning since 2002. As described in Standard I.B, plans evolve and adapt to changing situations even as they guide West’s development. Three large bond measures have allowed the college to make great strides in building out the campus as envisaged in the 2003 Integrated Master Plan (subsequently renamed the College Strategic Planning Documents). Overseeing a $413,997,105, building program has been a challenge, to which leaders across the college have risen in ways which ultimately demonstrate the strength of open, data-driven facilities planning at West.

West’s 2005 Environmental Impact Report (EIR) lays out the college’s plans to use the $111 million allocated for college improvements from Proposition A (approved by voters in 2001) and the $67 million from Proposition AA (2003). A/AA building projects were the Student Services Building, the General Classroom Building, the bleachers, the Math-Science Buildings, the recycling center, the parking structure and College Boulevard. The plan also lists the buildings needed to complete the college, which were still not funded by 2005: a media arts building, a high-tech classroom building, a Student Union, a building for plant operations and a second parking structure. With the passage of Measure J in 2008, West had an additional $236 million for these projects. In order to conform the college’s facilities master plan to Measure J, a new campus master plan was created in spring 2010 as part of the Supplemental Environmental impact Report (SEIR) process. This SEIR along with the 2010 master plan was approved by the LACCD Board of Trustees on August 11, 2010. The results of this planning process are described more fully in section III.B.2.b. (III.B-13; III.B-14)

In order to supplement bond funding by securing state funding for campus facilities, West participates in a state-wide building planning process. The college annually produces space inventory documents and submits them to the State of California, contributing to the LACCD Facilities Planning and Development Department’s annual Space Inventory report. In competition with other community col-
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leges, West has successfully demonstrated the need for new buildings, deferred maintenance and hazardous waste funding. The Scheduled Maintenance Project Plan required by the state, which is updated annually, guides facilities upgrades to meet safety standards, assuring that the college’s learning environment continues to be safe, secure and healthful. Input for the plan comes from the Facilities Committee, Work Environment Committee and the College Administration. (III.B-1)

The 2003 Integrated Master Plan predicted annual enrollment growth at four percent, bringing the on-campus enrollment to approximately 18,900 students by the year 2022. The 2009 Final Supplemental Environmental Impact Report (FSEIR) modified those numbers and predicted West would accommodate approximately 11,000 students by the year 2022.

The Facilities Master Plan, initially completed in April 2003 and updated in 2010, “sustains a commitment to the State of California Master Plan for Education.” This plan serves to illuminate the goals and objectives found in the Plant Facilities’ annual program review and unit planning process and aids Plant Facilities in assessing the effective use of physical resources. The unit plan lists steps that are being taken to support the additional square footage addressed in the FSEIR.

Students, faculty and staff at West have enjoyed the 86,000 square-foot Math and Science Buildings (MSA/MSB) since their opening in fall 2010. They include labs, classrooms, high-capacity lecture halls and a fully-equipped dental hygiene clinic. Numerous resources were used to plan the dental hygiene, certified nurse assistant and pharmacy technician laboratories. Division meetings, input from advisory board members and business partners, publications regarding technology changes in the respective professional fields and standards by certification and accreditation agencies were all employed.

Drought-tolerant landscaping fringes a new plaza connecting this complex with the library and Fine Arts complex. The plaza’s broad pathway links the campus to the new parking structure and provides a variety of seating options in a welcoming social space. New bleacher and restroom facilities at the athletic field will greatly enhance football and track competitions. The bleachers will also provide seating for graduation and other major events.

New technology keeps campus interiors comfortable while mitigating the impact of ever-increasing energy costs on West’s budget. A photovoltaic farm on the roof of the parking structure has the potential of generating 356 Kilowatts (kW) of electricity. A central plant includes two 500-ton centrifugal chillers, a 1000-ton cooling tower, four boilers and 45 thermal ice storage tanks. The system produces cold and hot water for air conditioning and heat during off-peak hours when electricity is less expensive. It currently acclimates the newly-constructed Math and Science Buildings and the Heldman Learning Resource Center (HLRC). This represents 30 percent of the campus. For the three years prior to the central plant, the HLRC had been connected to a trailer-mounted temporary chiller. The central plant will also serve three additional buildings when their construction is completed -- the General Classroom Building, the Student Services Building and the Teaching and Learning Center.
In an effort to reduce our electricity usage and reduce our carbon footprint, West has installed LED energy-efficient lighting fixtures on College Boulevard and in the new pedestrian walkway located in the center of campus. West has also rescheduled cleaning from night to day. This change has allowed the college’s custodial department to lower energy costs by operating during daytime hours, thereby requiring less use of lights, heating and air conditioning.

Plant Facilities has implemented Leadership in Environmental and Energy Design (LEED) standards and operating procedures for sustainable green cleaning policies to maintain West’s LEED designations. West has purchased and installed 30 “Big Belly” solar trash compactors around the exterior of the campus. The Big Belly Solar intelligent waste collection system will lower the operating costs, fuel consumption and greenhouse gas emissions associated with the waste collection process by combining solar-powered trash compaction, efficient recycling solutions and network management software and services, a powerful approach that will enable the college to reduce the operating costs associated with collection by up to 80 percent. West has designed and has fabricated 200 other attractive waste receptacles that invite students, faculty and staff to sort trash and recyclables to assist in the recycling program.

At our new refuse collection facility, West stages and sorts all refuse to make it available for pickup. Currently, the recycling center houses green waste, a cardboard baler, a solar powered paper compactor, recycling bins and wood chips. The college is in the process of installing a specially designed PET/can and bottle crusher to compact recyclables into compact stackable bales. The college is also creating an area for storage of unused furniture, equipment and material for reuse or for sale as surplus assets.

A four-story Student Services Building (SS) is nearing completion. Its 42,000 square feet will house the bookstore, a food court, the business office and the majority of Student Services Division offices. Students will be able to carry meals onto a terrace opening onto the plaza facing the new General Classroom Building (GC). The four-story GC building will provide 44,000 square feet of instructional space along with faculty offices for two of the college’s academic divisions. Both are scheduled to open in the spring of 2012.

The latest building to break ground is a seven-story building called the Teaching and Learning Center (TLC). It encompasses a new information technology data center that will be the hub for the entire campus on its ground floor, four floors of general classroom space, a floor of instructor offices and a floor for administrative offices. The TLC is scheduled to open in late 2013.

Keeping our beautiful hillside campus functioning while such massive construction is underway requires ongoing attention. The construction firms and West’s facilities personnel have separated the areas under construction from those in use with extensive fencing which West’s public relations department has used as space to provide students with messages ranging from new programs and events to encouragement, such as “Keep going—you’ve almost reached Admissions!” Underground infrastructure has been frequently interrupted as utilities have been rerouted. Plant Facili-
ties works with the contractors and building program managers to provide advance notice of these disruptions. Plant Facilities personnel have repaired or replaced irrigation piping, controllers, control valves and wiring on a constant basis to maintain a presentable landscape.

Skilled and knowledgeable craft persons operate and maintain campus facilities. A director manages the Plant Facilities department with the assistance of an operations service manager, a mechanical trades general foreman, a carpentry trades general foreman, a senior custodial supervisor and two custodial shift supervisors. The remaining staff includes 1 facilities assistant, 1 carpenter, 1 painter, 1 locksmith, 1 plumber, 2 electricians, 2 heating ventilation and air conditioning technicians, 2 maintenance assistants, 5 gardeners, 24 custodians, 1 stock control clerk and 1 pool custodian. A hiring freeze across the district has resulted in several vacant positions: a power equipment mechanic, a maintenance assistant, a senior office assistant, a gardening supervisor and a custodial supervisor.

Without the use of bond funds, Plant Facilities has completed a number of projects that make the campus more welcoming. A number of state funded improvements and renovations, along with some college budget funded projects, have been performed on the campus between 2006 and 2011 and more are being projected and planned for the near future.

**SELF EVALUATION:**

West is undergoing a transformation which has already made the campus more welcoming and efficient. New and newly-renovated classrooms and faculty offices more fully support the interactions that underpin meaningful learning. Very recently completed projects include the former Science Building remodel, landscaping enhancements beside the Plaza Walkway, the Fine Arts Building hillside re-stabilization and the Physical Education Complex parking lot resurface. The college believes that smaller projects such as these which greatly improve exterior spaces support a richer college experience for our students.

As new buildings are completed, the college plans to:

- Replace aging air conditioning units with new energy efficient air handlers connected to the new central plant for the SC, FA and Career Education (CE) Buildings.
- Install low-maintenance, drought-tolerant landscaping.
- Adopt future LEED/Green technology and cleaning.
- Install energy-efficient lighting fixtures, such as LED and solar technology.

**III.B.1.b.** The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.
DESCRIPTIVE SUMMARY:

West provides a healthful learning and working environment by systematically ensuring access control, safety and security.

Since West’s opening in 1969, Freshman Drive provided the only access to the campus, connecting the campus to the north-south Overland Avenue. In 2010, a level-of-service analysis determined that major intersections near West were operating with acceptable conditions of traffic flow during peak hours, but the first weeks of each semester produce traffic snarls from Overland Avenue well into the campus and raised concerns for safety in the event of an emergency. In February 2011, College Boulevard opened, connecting West to a major east-west artery -- Jefferson Boulevard. Full amelioration of the beginning-of-semester traffic will be seen when College Boulevard becomes the primary entrance to the college from the east and the surrounding on-campus roads cease being one-way construction roads.

Most of West’s students and employees drive to the campus. Construction activities and temporary classroom bungalows required to accommodate construction have displaced most of Parking Lot 7, leading West to set up temporary parking on the soccer field for the first three weeks of each semester. The newly constructed four-level, 1,000-space parking structure and adjacent 132-space surface lot opened in 2009, have provided much-needed additional parking for students, staff and faculty. The college now has sufficient parking to meet its projected enrollment.

To accommodate those who use handicap access vans and the transit buses, West has provided a bus stop on the west side of B Street along with a shuttle cart service to transport students to their destination around campus until the new permanent bus stop can be utilized beside the SS/GC Buildings currently under construction. That location provides elevators that will allow access to all campus elevations.

The Los Angeles County Sheriff’s Department provides security on campus. Two deputies, nine security officers and six cadets staff its office on Freshman Drive. The cadets are students at West. The college website features a link to the Campus Safety website that provides crime statistics and safety advice. (III.B-2; III.B-3; III.B-4)

West has recently installed security surveillance cameras and emergency call boxes in eighteen strategic locations throughout the campus. The campus escort service, staffed by cadets and security officers, provides assistance to the handicapped and produces increased visibility of law enforcement on campus. Plant Facilities is continually in the process of upgrading exterior lighting to improve safety for evening classes.

In 2010, safety systems on campus were evaluated, and West determined that the pump station that delivers fire and domestic water to the campus grid was outdated, undersized and in need of serious repair. State Scheduled Maintenance funds allowed the college to complete its repair and replacement in April 2011. The existing internal electrical notification fire alarm system also is undergoing continual upgrades throughout the new construction.
The college’s Plant Facilities department conducts weekly safety review sessions. At these meetings, all observations and/or suggestions by the staff are noted and actively pursued. Those which require more significant funding require further review and consultation, but many are implemented immediately.

West maintains a high level of commitment to its emergency response plans by reviewing and upgrading them annually and conducting evacuation drills each semester. The college’s Emergency Evacuation Plan and emergency procedures meet all current code requirements of California Title 24 State Code. The Facilities Master Plan also features a security plan. The college’s Key Control Policy was updated in January of 2008. (III.B-5; III.B-6; III.B-7; III.B-8; III.B-14)

The State Hazardous Materials fund allowed West to remove underground fuel tanks, which had served both the maintenance and aviation programs and to install two above-ground split-system tanks in 2010. This brings West into full compliance with pollution standards set by the Southern California Air Quality Management District and State Water Control Board.

**SELF EVALUATION:**

The college provides a safe, secure and healthful environment. Crime statistics compiled by the Sheriff’s department indicate that West has a safe campus 77 percent of those polled in spring 2011 report feeling “the college takes reasonable steps to provide a safe and secure environment for the campus.” (III.B-3; III.B-4; III.B-9)

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**DESCRIPTIVE SUMMARY:**

Plant Facilities struggles with crucial challenges. West is an aging campus. As it moves towards more permanent structures and improvements, it must still cope with the maintenance of 43-year-old “temporary” buildings. In general, Plant Facilities has done a very good job of maintaining the physical structures of the campus and supporting a productive learning environment. Seventy-one percent feel that “the overall appearance of the campus is pleasing” (III.B-9).

Working with the college’s Facilities Committee, Administrative Services is in the process of integrating total cost of ownership thinking into our capital planning processes. Replacing the college’s 43-year-old buildings will actually save the college significant operating and repair costs. The college would have been forced to
replace every roof on its numerous bungalows if the opportunity to replace that square footage with state-of-the-art buildings had not arisen.

Total cost of ownership has played a significant role in the district’s and the college’s motives in implementing a variety of conservation programs. All of the college’s new buildings are LEED certified. LEED certified buildings are intended to use resources more efficiently when compared to conventional buildings built simply to code. Higher initial costs of such construction are effectively mitigated by the savings incurred over time due to the lower-than-industry-standard operational costs typical of LEED certified buildings. Additional economic payback may come in the form of employee productivity gains experienced as a result of working in a healthier environment. Studies have suggested that an initial up-front investment of 2 percent extra will yield over 10 times that initial investment over the life cycle of the building.

Another example of total cost of ownership consciousness is the district’s bond funded Stormwater Pollution Prevention Plan. While helping California to conserve a scarce resource, this program will actually save the college money through the years by capturing storm water and retaining it for use in meeting the college’s irrigation needs. The college believes that the combination of this program with the use of drought-tolerant landscaping around all newly constructed facilities will eliminate the use of regular tap water for campus irrigation purposes.

SELF EVALUATION:
As already mentioned, Plant Facilities completes an annual program review and unit plan to help guide the needs of an expanding campus; and with this information brought forward through the governing process, West has taken preliminary steps towards integrating the total cost of ownership into our facilities planning and budgeting. Physical resource planning is integrated with institutional planning and assures this support. Plant Facilities’ efforts focus on prioritizing the many needs across the campus.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY:
In July 2006, a new president took the leadership of the college. Given the intense building activity on campus, he formed an administrative committee, the Building Program Management Committee (BPMC), to deal with all construction matters. This committee was to be a recommending and advisory body to the president, participating in the operational decisions for implementing the master facilities plan and the bond construction program. In addition to representatives of all campus constituencies, the construction project manager always attended, along with other personnel as needed from
Turner Construction Company, the district and BuildLACCD (the district agency that oversees all bond construction projects). For all intents and purposes, the BPMC replaced the Facilities Committee. The BPMC reported directly to the president, so that decisions could be made expeditiously, sometimes in the monthly meeting itself.

In December 2008, at the request of the campus constituencies, the president agreed to reconfigure the BPMC as a shared governance committee reporting to the College Council and making recommendations on construction matters to the president. The president remained as chair.

In the BPMC, the president announced decisions on issues as widely varied as setting up a cart service for handicapped access during construction to the purchase of classroom furniture. The BPMC reviewed proposals to lease the property the college had bought in order to build College Boulevard and oversaw the selection of design-build teams for Measure J projects. However, the BPMC was not consulted on the bond budget nor informed of the cost of each construction project in relation to the available funds, thus impairing the ability of the college shared governance bodies to make informed recommendations.

In Spring 2010, concerned with the lack of regular reports on the budget of the overall construction bond program, BPMC members requested the college project manager to provide a budget report on all of the Measure J projects. The BPMC reported their concerns to the College Council which seconded the request and asked the president to share this information with both the BPMC and the council. (III.B-15)

On June 29, 2010, the president informed the College Council’s executive committee that West had committed to spend about $75 million more than its allotment of bond funds. Shortly thereafter, the president left for a new post and a short-term acting president, followed by an interim president, was appointed. West’s shared governance bodies continued to request budget information and in July 2010, BuildLACCD informed the college that the actual extent of West’s over-commitment was over $124 million. (III.B-16)

Under the leadership of the interim president, West investigated how the over-commitment of bond funds had taken place. Through the College Council, all constituencies participated in the development of a process to reduce construction projects to match the funds remaining. The BPMC, now co-chaired by a faculty member and vice president of Administrative Services, established a series of weekly meetings with well-defined agendas and agreed-upon rules of participation to determine the highest building priorities for the construction bond funds still available. It was decided that buildings already under construction would be finished according to plan.

By September 2010, painstaking budget analysis showed that West had $21 million available for all other planned construction; about $100 million needed to be cut. The committee developed a strategy to identify buildings that needed to be built as soon as possible and others that could be decided on and built in future phases.
The college vice presidents held many long discussions with the potential users of the buildings to determine which projects could be downsized and still meet the goals identified in the planning documents. Stakeholders recommended their prioritized instructional and program needs to the BPMC, which reviewed them and reported to the College Council. By spring 2011, the remaining bond funds had been allocated, with the decisions vetted in a well-understood and widely-supported governance process. The BPMC was reconstituted as the Facilities Committee in July 2011. Its charge now includes the full array of Plant Facility issues. The committee also requires a construction budget report as a requirement on its monthly agenda. (III.B-17)

The College Citizens’ Oversight Committees (CCOC) was activated in December 2010. The CCOC meets at least three times a year to provide better advice to the college on bond construction matters. The college and homeowners association meetings have also been re-initiated after a pause of several months. The college firmly believes that these groups increase transparency and further address concerns about concentration of power. (III.B-10; III.B-11)

**SELF EVALUATION:**

Plans are living documents, so they can change. Through the experiences described above, the college learned a great deal about how to manage change.

The college did not have adequate internal dialogue between the 2003-2005-2010 plans. Overseeing these bond project changes has allowed the college to gain valuable experience in managing change in a transparent and inclusive manner. It is also important to distinguish between plans that were postponed to a later phase and those that have been abandoned.

West still has more to do to design its next phase.

Although West anticipates future growth in satellite locations, these will be developed through later planning processes.

To conform to the 2010 Master Plan and the FSEIR associated with it, West will re-evaluate whether to build the 1,500-car north parking structure called for in the plan. Sale of the excess property that was purchased to allow construction of College Boulevard may provide funding for that structure if it remains a priority at that time.

Approximately 60 percent of the campus facilities are permanent. However, many classes are taught in facilities that were designated as temporary in 1969. The initial goal to reduce the number of temporary classrooms and increase permanent structures on campus is being met.
STANDARD III.B DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard3/


III.B-10 Amendment to Settlement Agreement: http://www.wlac.edu/accreditation/documentation/standard3/III.B-10%20Amendment%20to%20Settlement%20Agreement.pdf


III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY:

At West Los Angeles College, technology services are provided through a combination of district-based systems supported by personnel at the downtown district office and college-based systems supported by college personnel in West’s Information Technology Department (IT).

The College has a centralized IT department staffed by a manager of information technology, a senior computer and network support specialist and three computer and network support specialists. The manager reports to the vice president of Administrative Services. A Technology Committee, co-chaired by the vice president of Academic Affairs and a full-time faculty member elected from within the committee, offers advice regarding websites, college applications, faculty and staff needs and the prioritization of new projects to be carried out by the Information Technology Department.

High-speed fiber optic cables and wireless access points connect all existing buildings to the centralized campus data center. This infrastructure supports college applications, district applications and Internet access in administrative, faculty offices and all classrooms. Buildings constructed in the last ten years feature network cabling to all rooms. Information Technology, in collaboration with the Public Relations Department, maintains a variety of college websites, the college email system and the telephone voicemail system in addition to the inventory of computer hardware and software.

Individual academic disciplines have developed facilities which uniquely support specific learning objectives. Allied Health, Art, Aviation, Business, Computer Science, Distance Learning, Music, Paralegal Studies and Science all have specialized computer laboratories. These facilities were created by and are managed by, faculty who teach the classes that utilize the hardware and software on a daily basis. IT provides technical assistance when required or requested.

In addition to smart classroom technology, all science laboratory equipment was replaced with cutting-edge equipment. The college’s nationally ranked dental hygiene program now benefits from a complete 22-station state-of-the-art dental hygiene laboratory that enables
greater faculty-student interaction. The new General Classroom Building to be opened in spring 2012 features smart classrooms throughout. Using Title V, Predominantly Black Institutions (PBI), U.S. Department of Labor (DOL) and other grant funds, significant investments in new technology have transformed the learning experience of students in Aviation Maintenance Technology, Film Production and Computer Science. These same funding sources have provided workshops to faculty on the use of and access to laptop computers, digital cameras and iPods for use in developing web-based components and online instructional materials. The opportunity to request equipment was announced widely at Divisional Council, Academic Senate, division and staff development meetings.

The college created a prototype high technology smart classroom, called The Learning Studio in the Heldman Learning Resource Center (HLRC). This room is equipped with 15 laptop computers, a smartboard and a smart podium enabling faculty and trainers to utilize videos, online resources and DVD excerpts. In their training sessions, instructors write on the board and the material is captured in podcasts and published to the web notes and diagrams.

The HLRC also maintains computer laboratory facilities open to all students. The HLRC employs three instructional assistants who help students use the computers and who assist with the maintenance of the hardware and software. The Computer Science Information Technology Division employs one instructional assistant.

The college is heavily dependent upon technology. Appropriate technologies have been implemented at all levels. These include, but are not limited to, the following:

1) Admissions & Records:
   a. Online student application, registration and fee payment
   b. Online grade and transcript access for students
   c. Queuing system to assist students in receiving service
   d. District-wide student information system
   e. Viatron student record imaging system
   f. Digital media player system for public communication

2) Faculty:
   a. Smart classrooms
   b. Utilization of Etudes
   c. Online access to rosters, grades and student information
   d. ADX web-based content management system to assist faculty in posting course syllabi and other materials

3) Academic Administration:
   a. Electronic publishing and dynamic online class schedule
   b. Electronic posting and tracking of faculty assignments
   c. Online digital curricular material storage
   d. ECD system used to maintain existing course outlines and to electronically create new courses
4) Library and Learning Resources Center:
a. A website to support student awareness of resources including online periodical and reference databases and 24/7 reference services
b. A computer lab, laptop checkout and smart classroom to support student access to Microsoft Office software, online classrooms and online reference sources
c. An integrated library system to automate the record keeping and lending of library resources and equipment
d. An instructional media center which provides training and support to faculty, staff and students in the use of audio and visual media to enhance teaching and learning
e. A language lab, which incorporates multimedia and online resources to accompany foreign language textbooks.
f. Computer assisted instruction - PLATO software provides self-paced training to improve student's skills in many topics including Math and English
g. Vocabulary and spelling instruction software
h. A video conferencing facility for collaborative learning environments

5) Counseling Center:
a. DegreeWorks - online tracking of students’ progress toward degrees and certificates
b. E/Chat online counselor advising system

6) Administrative Services:
a. SAP accounting, financial, purchasing, personnel and payroll system
b. District-wide employee portal
c. Work order systems for Information Technology and Facilities Management
d. Nebraska Book Company point of sale (POS) system

7) Financial Aid Office:
a. ED Express award software system
b. Higher One aid disbursement system

8) Matriculation Office:
a. Accuplacer online Math and English assessment software
b. SARS online appointment system
c. APMS placement software

9) Transfer Office:
a. EUREKA online college catalogue system
b. Discover career assessment instrument
c. FAQ software
d. E/Chat online counselor advising system

10) Distance Education:
a. Utilization of Etudes
b. Omni Update content management system to update websites
c. ADX content management system which allows faculty to post their syllabi
d. FileZilla file transfer protocol
STANDARD III: RESOURCES

The college assures that its diverse technological needs are identified by completing periodic assessments of the current environment in order to match West’s information technology infrastructure with college and district requirements. Historically, the college has found it difficult to meet storage requirements as digital utilization has grown.

Students can access the college’s online curriculum using Etudes, West’s Learning Management System. The college also provides remote access to campus email for faculty and staff.

SELF EVALUATION:
The college is confident that this wide variety of software applications has successfully enhanced the operation and effectiveness of the institution.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY:
West provides a variety of computer and Internet literacy classes to students. The Computer Science Information Technology Division offers an Introduction to Computers class that exposes students to word processing, spreadsheet, presentation and database applications as well as Internet security and technology ethics. This class is open to students, faculty and staff on ground and online. Students can also enroll in Internet research and library research classes. Online students are encouraged to enroll in Education 230, the Online Student Success Lab.

There is a diminishing demand for traditional computer science classes because students have been exposed to computer technology most of their lives. As a result, enrollments in introductory computing classes have fallen significantly. Concurrently there is an increasing need for more narrowly focused technical classes leading to certificates in Computer Network Management, Computer Network Security, Computer Web Support & Database Administration and a combination Computer Network & Security Management option. The Computer Science Information Technology Division hosts an annual advisory committee, consisting of a group of industry professionals, to help assess if West’s programs are relevant, to provide input about employer’s expectations of West’s students and to determine how the technology currently taught meets their needs. The advisory committee has documented these needs. (III.C-1 ;III.C-2)

The college’s library offers library science courses in library research methods, internet research methods, information literacy and advanced Internet research. The library also provides students with online 24/7 access to a reference librarian.

The effective use of technology depends to some extent on the initiative of individual faculty members. The Office of Teaching and Learning provides training to faculty in ADX-Studio, a web-based tool to upload course information, such as syllabi and other essential course documents. ADXStudio enables faculty who are teaching on-campus lecture courses to post their syllabus and additional materials online providing increased access to vital course information for students before and during each semester. Two hundred faculty
have been trained in using ADXStudio and 175 course syllabi are available online. (III.C-4)

The college provides many opportunities for training through its Tech Fair workshops. The Tech Fair provides faculty and staff with development workshops on various aspects of technology, specifically to enhance teaching and provide training on the use of instructional technology to improve student success. Faculty and staff lead workshops for other faculty and staff on innovative uses of technology in the classroom to improve the student experience in online, hybrid and on-campus courses. (III.C-5)

The Tech Fairs include workshops on using technology in the classroom and encourage faculty-to-faculty exchanges in using technology in courses and student services. Tech Fair supports objective four of the college’s 2008-11 Educational Master Plan (“Build upon and support the college’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.

The first annual Tech Fair workshops were held on April 16-19, 2007, and focused on the theme Integrating Technology to Enhance Student Success. The four-day fair included 22 workshops on topics ranging from “Programs for Language-Impaired Students,” “Online Counseling Programs,” “Podcasting in Education,” “Online Tutoring Program,” “Student Learning Outcomes,” “How to Enrich Your Lecture with Multimedia” and “Online Cheating and Plagiarism.” In addition, Tech Fair 2007 featured keynote speaker Dr. Cecilia Macheski, director of Curriculum and Assessment at LaGuardia Community College. She led a session with The division chairs, faculty leaders and administrators on “Making the Freshman Year Experience Happen.” She also led general sessions open to all faculty and staff on “Overview of LaGuardia’s First Year Experience,” “Learning Community Programs” and a workshop on ePortfolio. LaGuardia Community College is a recognized leader in the growing ePortfolio field.

The second annual Tech Fair: Teaching Technologies and Student Learning was held on April 21 - May 1, 2008. The two-week fair included 24 workshops in these topics:

- Putting Your Syllabi Online
- Voice Recognition Software
- Simple Answers to Your Etudes Questions
- The Digital Media Lab: A Technical Hub for Educational Institutions
- Cohort Building Through Paired Courses – Ground ESL 8 with Online Art 102
- Museum Workshops as Supplement to Online Classes
- Blogging for Education and Educational Use of Video

The 2008 Tech Fair included keynote speaker Dr. John Ittelson, director of Instructional Technologies, K-20 California Educational Technology Collaborative. He discussed ePortfolio, the implications of electronic portfolio technology
for students, faculty and staff and how to build a successful roadmap. Dr. Ittelson represented the CSU Chancellor’s Office as the lead on involvement with ePortfolio initiatives in the CSU system and other national collaborative activities on ePortfolio.

The college also held Tech Fair 2 from May 21 - June 5, 2008, focusing on the theme *Technology and Best Practices for Retention*. Faculty meetings with deans were scheduled to discuss enrollment, retention, persistence and facilitation of student success. Nineteen workshops were scheduled with topics including these topics:

- Online Counseling – Reaching All Students
- Online Teaching Components for Math and Science Courses
- Putting Your Syllabi Online
- The Hybrid and the Wide-Awake Student
- Actualizing the Global Classroom.

Since fall 2008, Tech Fair has been held every semester with a keynote speaker invited every spring. Tech Fair workshops are organized into four tracks:

1) Digital Campus: Presentations in this track focus on technologies that enhance campus services, activities or processes, for examples “Alternate Media for Persons with Disabilities,” “Using Smart Classrooms” and “Online Learning and the Role of Multimedia in Improving Students’ Understanding of Difficult Concepts.”

2) Teaching and Learning: Presentations in this track focus on sharing and discussing pedagogy to improve teaching and learning, such as “How Good is my Online Class?” “Understanding the Articulation Process,” “The SLO Assessment Cycle and How to Approach It,” “Building Academic Roadmaps,” “Ways to Evaluate an Online Instructor” and “Backwards Design for Creating Learning Plans.”

3) Technology and the Classroom: Presentations in this track focus on discussing and demonstrating instructional technology strategies, techniques, issues and solutions. Several examples are “Alternate Media for Persons with Disabilities,” “Using Smart Classrooms” and “Online Learning and the Role of Multimedia in Improving Students’ Understanding of Difficult Concepts.”

4) Web 2.0 and Social Software: Presentations in this track focus on tools that support the joint creation of content, user-centered design and collaboration, for examples “Using Video to Enhance Online and Hybrid Classes,” “ePortfolio using eFolio,” “Embed Technology into Instruction.”

Tech Fair workshops are offered year-round. Tech Fair-fall 2011 offered online webinars to expand access to faculty and staff who could not attend a face-to-face session. The Tech Fair schedule is shared with faculty and staff on Flex Day for fall offerings and in the campus mailboxes before the start of the spring semester. The schedule is also emailed to the campus community and is available on the Tech Fair website. (III.C-5)
Tech Fair has been well attended by faculty and staff from across the campus.

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The college organizes workshops, which are designed for a small group setting, so that faculty and staff can hold more discussion; and ideas can be shared and customized for individual disciplines and departments. The real benefit has been the faculty-to-faculty exchanges as we all learn more about what is possible in using technology in West’s courses and student services to enhance student success. To be efficient and cost-effective, all the training workshops use the existing available computer classrooms on campus; all the facilitators are selected among the faculty, staff and administrators with areas of expertise within the district. The schedule of workshops is emailed to faculty, staff and administrators; placed in campus mailboxes and reminders are sent on a regular basis.

The Tech Fairs are sponsored in part by the college’s Title V and Title V Cooperative grants. The grants have also funded training for faculty to put course information such as syllabi and other essential course documents online using the previously mentioned ADXStudio.

Instructors who wish to teach online must first be certified to use the Etudes platform. This meets the AFT contract requirement that all online and hybrid instructors must receive training. It also gives the instructors access to Etudes’ lively user group, an online forum in which faculty discuss ideas for effective instruction, and Etudes staff promptly answer instructor questions about using the system. Etudes organizes a yearly summit for face-to-face exchange and a Cyber Teachers’ Institute consisting of three professional development classes on best online practices.
The Distance Learning Office has developed initiatives to assist new and continuing online and hybrid faculty through an email distribution list, online materials, ongoing workshops and training opportunities, a mentoring program and one-on-one support for those in need of assistance at any stage of the course development and delivery process. An ever-growing array of materials is regularly posted to the online courses web page. This ensures that new instructors have the resources and support necessary to develop and deliver highly interactive and pedagogically sound courses. This investment leads directly to enhanced student learning outcomes and retention, increased instructor satisfaction and guaranteed overall instructional quality. (III.C-6)

West piloted an online and hybrid instructor mentoring program that:

- provided much needed support to new online and hybrid instructors as they developed and teach their first courses.
- created a “community of practice” connecting online and hybrid instructors and empowering them to continue learning and improving their courses and teaching skills.
- created opportunities for experienced online and hybrid faculty to take on leadership roles, fostering a sense of commitment, professionalism and pride in West’s online instruction.

Since the program’s inception in the summer of 2008, over 20 mentor-mentee pairings have led directly to increased instructor confidence and improved courses. The Office of Teaching and Learning is evaluating the pilot program to determine how to institutionalize and sustain the mentoring program.

The College gauges the need for faculty technology and staff development training by sending out surveys, such as the Technology Master Plan (TMP) eSurvey, which allows faculty to state their knowledge of and desire for training in various technologies. This information, as well as information gathered from surveys conducted at past Tech Fairs, is compiled and becomes the basis for planning West’s year round technology fairs. Also, since the State no longer funds staff development, the college uses similar surveys to establish the evidence of the faculty’s desire for training in various technology fields when grant applications are prepared. (III.C-3)

The district Information Technology Office provides training on the enterprise resource program for SAP and for other applications that are used districtwide, such as Business Warehouse, Protocol, eBTA and PCR. The training for the new HR SAP system has been initially made available to technical and key staff, so they can train others on campus. The district encourages faculty and staff to use Business Warehouse to access data.

SELF EVALUATION:

There has been some difficulty in ensuring access to computer labs for faculty/staff training. The Teaching Learning Center (TLC) was closed in fall 2008 as part of the campus construction project. The space was desperately needed by the IT Department for additional computer servers.
Unfortunately, the TLC had to be closed before a new training facility was completed. For 2009 and a portion of the spring of 2010, classroom computer labs were used for training. At times there was difficulty getting the necessary access to these facilities and ensuring that trainers had access to the Internet and specific computer software. However, a new Learning Studio which includes a Smartboard and a Smart Tablet podium opened in the spring 2010 semester. This allows trainers to incorporate videos, online resources, DVD excerpts and podcasts into their training sessions and provides for live lecture capture. The facility is now fully functional, equipped with 25 laptops and wireless Internet access.

The need for technology training and technical support was identified by the electronic survey which focused on faculty and staff with 138 eSurvey participants. More than 30 individuals offered suggestions and recommendations, addressing special expertise, specific technologies, various professional points of view and the Technology Master Plan committee’s recommendations and suggestions.

III.C.1.c. The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY:
The Academic Affairs and Student Services Divisions submit resource requests connected to their goals and action plans through the program review process. Resource needs are submitted annually and include faculty or staff positions, equipment and specialized software requests. The Office of Teaching and Learning (OTL) reviews submitted program reviews and works with faculty regarding equipment needs and recommends instructional technology tools. OTL provides support for teaching and improving student learning through faculty development; researching and implementing new tools, technology and resources for instruction; and supporting strategies for student success. OTL supports faculty and staff requests for equipment to use in support of developing hybrid/online courses or for smart technology in the classroom. As many as one hundred-seventy requests for instructional technology tools, such as laptops, podcasting tools and flip-cams have been fulfilled over the past six years through the Title V grant funding for the following areas: Academic Affairs, Accelerated College Transfer (ACT), Behavioral & Social Sciences, Business, CEMA, Child Development, Counseling, Distance Learning, DSP&S, EOP&S, Humanities & Fine Arts, Language Arts, Library, Math, Physical Education, Science and Student Services. Division/department goals and resource requests are continually reviewed by the Sponsored Programs & Resource Development Office for inclusion in new grant proposals. In this way, grant development is linked to college planning and division/department goals. The Office of Distance Learning, Office of Teaching and Learning and the Sponsored Programs & Resource Development Office work together, identify student learning needs, put in place support mechanisms to enable faculty to teach effectively using technology and develop funding proposals that seek to garner the resources necessary to accomplish this. (III.C-7)
Consistent with the TMP, the college’s bond projects have included updating and expanding the technology infrastructure of the college. Each new and refurbished building has integrated the technology standards established in the TMP. Previously existing classroom space is being transformed, and newly-constructed classrooms include technology designed to take full advantage of modern teaching and student learning methodologies. The college has used a combination of the voter-approved bond measures and grants to equip these classrooms.

The furniture, fixtures and equipment (FF&E) in the Math and Science Buildings which was completed and occupied in 2010 included $2,491,000, for audio/visual and computer equipment, including “smart classroom” technology in all general classrooms and seminar rooms. The dental hygiene clinic within that complex also included 22 dental chairs at a cost of $173,500.

Included in the furniture, fixtures and equipment of the new General Classroom and Student Services Buildings was $475,000 for audio/visual equipment. This investment has allowed sixteen classrooms to be fully equipped as “smart classrooms” according to standards established by the college’s faculty. This will increase the total number of such classrooms on the campus to sixty. All conference and seminar rooms have also been equipped with sound and projection systems as requested by the offices and departments utilizing the spaces.

Similarly, the furniture, fixtures and equipment budgets also provided $625,000 for computer equipment in these buildings. New computers were provided to all faculty and staff at the time they moved into the buildings. The college bookstore received new cash registers and a Nebraska Book Company point of sale (POS) software system in keeping with the district’s latest bookstore standard.

Incorporated in the construction contract of the two buildings is $2.5 million to upgrade server, storage, backup, email, power, wireless access and telephone support structures. This upgrade provides a robust, redundant, fast, cost effective and manageable solution for the network and telephone connectivity for the two buildings. The primary components of the project include the following:

**Network Design & Implementation for Student Service and General Classroom Buildings and Data Center:**

The design for both of the new buildings provides a layered approach. Each building is configured with a distribution switch called a Building Distribution Feed (BDF) and access layer switches (Cisco 2960s) in each floor Intermediate Distribution Feed (IDF) closet. All of the access layer switches will be connected via dual 10GB links to the distribution switches. In turn, the distribution switch in each building is connected on a dual 10GB link to the core switches in the data center. All the data ports on the switches will be capable of “power over Ethernet” and also provide 1GB bandwidth to the user desktops.
Network Core Upgrade:

The college has only one Cisco 6509 network switch in its data center performing the core switch function for the entire campus. This creates a single point of failure situation for network and internet connectivity. As a part of this project, the college is adding another Cisco 6509 Data switch which will serve as a redundant core switch to the college network. Besides simply providing redundancy, both the core switches will be connected together via a dual 10GB link to provide double bandwidth and load balancing for the network. The core switches will also provide 10GB connectivity to network switches in all of the other campus buildings.

Multiple UPS Installations and a Generator:

The existing data center for the campus does not have an uninterruptible power supply (UPS) or a back-up generator. In such an environment, interruption of the power supply can cause long-term server outages and even data corruption due to improper shutdown of servers. Under this project, an 80KW power generator will be installed for the data center. In addition, a 40KW blade UPS (expandable to 100KW) will also be installed in the data center to bridge the time gap between loss of power and initiation of the generator. This solution will serve to avoid any risk of data corruption (especially to the email servers) and will also help in keeping all downtime to a minimum.

Exchange Server Upgrade:

Additional blades will be added to the existing HP blade server in the data center to house Exchange 2010 which will provide the upgraded environment essential for high availability. Fully redundant Exchange and Microsoft environments will reside within the virtual environment housed within the HP blade servers. The solution will include migration of all existing mailboxes, upgrade to active directory and creation of a fully redundant environment for Exchange and all related applications.

The Storage Solution:

The project includes the installation of an Enterprise Storage Array in the data center. This consolidated array will support fiber channel connectivity and will have the following features:

- Dual front-end network attached processors
- Dual network array processors
- Dual 10GB connectivity per processor with 18TB useable space
- Block compression
- Virtual provisioning
- All components have a redundant spare.
The Data Backup Solution:

A new backup solution (hardware & software) will be put in place in data center. The new environment will have:

- A dedicated backup server
- Enterprise backup software
- A 12TB disk-based backup target
- A 40TB tape-based backup device

VoIP Implementation:

The campus has an existing Cisco infrastructure for Voice over Internet Protocol (VoIP) service. The VoIP has only been implemented in a limited number of areas on the campus. Under this project, the VoIP will be implemented for the entire campus (including the new SS/GC Buildings), and VoIP phones will be installed throughout the campus. All users will be trained in the use of these phones. Traffic prioritization will be configured to ensure that phone service has the highest priority. Cisco voice infrastructure is also equipped to provide connectivity for analog devices such as fax machines, elevator emergency phones, fire alarm systems or credit card scanners.

Implementation of wireless network coverage:

In the previous environment, the college did not have enough wireless network coverage across the campus. Through this project, the existing Cisco 4400 series Wireless access controller was upgraded to a Cisco 5500 series controller with a 250 wireless access points license. A wireless heat map was developed for the entire campus to assure total coverage. CAT6 cabling was installed to all new Access Points locations. Approximately 200 new wireless access points will ultimately be installed across the campus (including in the new buildings) to provide seamless wireless connectivity for the campus.

A Five-Year Network/Server Support Contract:

The college has purchased five years of online 24 x 7 x 365 engineering, documentation, remote device configuration and carrier support and on-site network/server problem resolution to supplement its technology staff, which is unlikely to be able to add personnel over the life of the contract.

In addition to these improvements, a new centralized data center has been incorporated into the design of the college’s Teaching and Learning Center (TLC) Building currently under construction and slated for completion in 2013. This will provide the Information Technology Department with a state-of-the-art facility for the first time in the college’s history.

By implementing this comprehensive project, the college will benefit from a robust infrastructure designed to incorporate modern technology and offering exceptional levels of performance, flexibility and reliability. The Cisco network infrastructure provides a scalable platform that will support current IP service delivery needs and will grow with the college in a cost effective manner into the foreseeable future.
SELF EVALUATION:

The college has had many outstanding technology-related services and programs throughout the campus that met many needs of students and college personnel. However, as the college’s dependence on email, the internet, power and backup systems and other related technologies has grown, a lack of funds specifically designated to meet infrastructure requirements caused the college to fall dangerously behind. This situation became evident, not just to the personnel in information technology, but to the entire campus. During 2010, support for technological infrastructure improvements pushed these projects to the forefront in the reformulation of the college’s bond program. The institution is confident that this major project has now responded in a manner that will allow it to achieve its goal of systematically planning, upgrading, acquiring and maintaining its technology infrastructure and equipment requirements to meet institutional needs.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

DESCRIPTIVE SUMMARY:

The college gives sufficient consideration to equipment selected for all of its programs. As part of the program review process, each division submits an annual unit plan describing their equipment needs. Requests generated within each division are then prioritized by each divisional vice president. While there are never adequate funds for all of the equipment that is requested, the process is fair; and items that are not approved in the first year are often higher on the priority list in subsequent years. This approach has proven effective for the prioritization of equipment purchases for divisional, office and individual instructor use.

The major bond fund projects described above have enabled the college to upgrade almost every aspect of its network infrastructure. A few items remain to be undertaken in a future phase of fiber cable replacement, but all aspects of the college’s information technology have been touched by this major undertaking.

SELF EVALUATION:

The college makes decisions on technology usage based on technology assessments, student and instructor evaluations and peer-reviews among the district’s colleges. The major project described above largely precludes the need for a business continuity and disaster recovery solution; but the college, in concert with the District’s global network concept, is developing such a plan. These secure and reliable technologies are based on a complete assessment study by the district’s technology partners and consultants.
III.C.2. **Technology planning is integrated with institutional planning.** The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY:**

Recommendation 10 from the 2006 self-study stated the following: “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.” The college has taken this recommendation seriously in its information technology planning over the intervening years.

The college makes decisions about technology services, facilities, hardware and software by proactively engaging students in focus groups on deployed technologies; involving faculty focus groups to provide feedback on technologies, facilities, hardware and software; engaging in roundtable discussions with IT directors within the district, online surveys and the review of different IT initiatives for faculty and students. The college continues cross-platform collaboration between district colleges.

In the fall of 2008, the Technology Master Plan Committee was created to develop a strategic seven-year college-wide Technology Master Plan (TMP). The primary guide and premise for the TMP was the Educational Master Plan (EMP). The TMP serves to advance the explicit goals of the EMP. To create this plan, the college’s constituency groups agreed to form an 11-member TMP Committee with broad campus representations under the auspices of the Academic Senate. The committee, comprised of administrators, faculty and classified, was broad-based and diverse across disciplines including Computer Science, Language Arts and Math. Committee members had varying areas of expertise and diverse levels of technology use, which allowed for the inclusion of multiple points of view and perspectives on technology. (III.C-8)

The primary objective of the TMP is to improve the IT decision-making processes. The plan states that, “The college will establish a system that creates a clear line of authority and provides a template for unambiguous decision-making. An efficient organizational structure will allow constituencies, administrators and managers to take a leadership role in evaluating and planning for new technologies, IT staff to focus their efforts on priority projects and general users to begin to understand the complexities of technology implementation at a large organization.”

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. The 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 TMP goals developed by the committee address all areas of the 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.

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.

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.

In 2011 the college’s Technology Committee began working on specific updates for each of the TMP recommendations. The committee also reviews the college’s compliance with state standards identified in the Telecommunications and Technology Infrastructure Program. During the program review and unit planning process, the contribution of technology to organizational effectiveness is evaluated and requests for additional technology resources are included in unit plans. (III.C-9)

**SELF EVALUATION:**

The TMP Committee has been charged with determining technology requirements. The committee fulfills this particular requirement using several approaches:

1) Public open meetings are held monthly during the academic year. The invitees include administrators, faculty, students and staff.

2) Electronic surveys are also conducted targeting the same audience of administrators, faculty, students and staff.

3) The college’s website is also used as a tool to solicit input in this regard.

Evaluation of each technology and the problems it addresses have been taken into account before the procurement process begins. The program review documents of each department, the program review for the IT Department and student surveys are used to assess the effective use of technology resources. Campus climate survey results indicated that technology and its use is prevalent throughout the college. All participants stated that computers are used within their area, department and/or discipline. Approximately 77 percent of the participants indicated that their students are using computers to complete or perform related course work or access college related information. More than 86 percent of the participants found computers and its related technology to be very useful in helping them work with students or to solve student related issues. Nevertheless, over 49 percent of the participants felt that there were not enough computers or access to technology to meet requirements related to delivering student services. Approximately 40 percent of the participants indicated their use of some distance learning software. More than 32.8 percent were using Etudes, and 6.7 percent were using some other distance learning course management system. Technology related to multimedia, animation, podcasting and Web 2.0 are significantly under-utilized at the college. Approximately 20.2 percent of the participants felt that their classroom is not suitable to support the existing technology they are using. Participants expressed several suggestions related to identified problems:
- More than 90 percent of the participants agreed or strongly agreed that more on-campus training would be beneficial.
- Approximately 44 percent of the participants believe that a technology-based newsletter would be helpful.
- More than 46 percent agreed that additional on-line training would be helpful.
- More than 61 percent strongly believe the existing technology should be simpler and easier to use.
- More than 52 percent strongly agreed that West’s existing technology needs to be more reliable.
- More than 46 percent strongly agreed that technical support needs to be improved.
- Approximately 54 percent strongly agree that existing classrooms and facilities need to be retrofitted to support technologies.

The survey results also indicated that participants clearly expressed the desire to have more technology in their classroom and work areas. More than 39 percent would like to have access to high-speed color printers. More than 44 percent would like to have access to document scanning technology. Approximately 40 percent of the participants would like to have a Web 2.0 training lab for instructors. More than 41 percent would like to see support for Web 2.0 applications.

These data are being reviewed by the Technology Committee to assure that they play a significant role in the committee’s thoughts and work over the next several years. The college believes that the systematic processes undertaken by this committee have and will continue to assure that Recommendation 10 from 2006 is adequately addressed. In addition, the committee is also clarifying its oversight duties and responsibilities and its reporting responsibility to the College Council. (III.C-10)
STANDARD III.C. DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard3/


III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY:

West has implemented a planning and budgeting process to integrate institutional planning with fiscal planning to support the Educational Master Plan (EMP) mission and goals. All constituencies participate collaboratively in decisions affecting financial resource distribution. (III.D-31)

West’s financial planning process must follow the guidelines and timelines recommended by the District Budget Committee as approved by the chancellor and the Board of Trustees. The college’s annual planning and budgeting cycle is in keeping with the district process and as outlined in the master plan directly links planning and budgeting. Activities throughout the year include (III.D-1; III.D-2):

- Leadership retreat
- Program Review and unit planning
- Development of budget recommendations
- Constituency group input
- Prioritization by division
- Prioritization campus-wide by vice presidents
- Review of vice presidential priorities and recommendation to president by the Budget Committee
- Decisions by the president on priorities and budget
- Communication of decisions to the constituencies (III.D-3)

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 were glitches to address, 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 proceeded.

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 remaining to be completed. Data showing trends in student success measures and instructional delivery modes, including online classes, provide base lines for evaluating progress on implementation of the current Educational Master Plan 2008-2011. (III.D-32)

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 then college president, Dr. Mark W. Rocha, in July 2006, and with 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. The college Planning Committee established criteria to evaluate the proposals, reviewed them and then prioritized the proposals. Subsequently, the president awarded the funds accordingly. (III.D-33)

As reported in West’s 2008 Progress Report, in fall 2007, because of unanticipated problems with implementation of 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 during the previous year. The Planning Committee evaluated proposals to implement the strategies of the 2008-11 Educational Master Plan and six out of thirteen were funded from a $250,000 special budget allocation. Five of these six proposals were implemented in the fall of 2008. The Planning Committee required and received follow-up reports detailing the outcomes of these funded proposals. This planning process further strengthened the college’s iterated cycle of integrated planning and budgeting by linking funding to the EMP 2008-11. In addition, as reported in the 2008 Progress Report, this process better integrated the unit plan deadline with the college’s budget development process. (III.D-34: III.D-35: III.D-36)

The Program Review Committee and other governance committees continue to discuss ways to refine and further improve the web-based program review, possibly by including links to previous years’ unmet objectives and budget details. The program review documents of each department and their validations are available, through links, at the program review website’s For Faculty/Staff webpage to further strengthen dissemination of key information. (III.D-37)

A group chaired by the vice president of Student Services oversees enrollment manage-
ment. This group has also been a key component linking planning and budget. Programs and initiatives generated by this group produced stunning growth in enrollment until the State reached its financial impasse (III.D-38):

- Fiscal 2007 FTES enrollment increased by 13.4 percent over fiscal 2006.
- Fiscal 2008 FTES enrollment increased by 8.9 percent over fiscal 2007.
- Fiscal 2009 FTES enrollment increased by 13.0 percent over fiscal 2008.

Along with efforts to increase average class size through the prudent selection of sections for cancellation and/or consolidation of small sections, this process continues through careful planning, course selection and course 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.

Over the past six years, sixty-three proposed tenure-track faculty positions have been identified through the program review process and subsequently prioritized in various years according to the provisions of the FPIP Policy. (See Standard III.A.6.) The college president accepted the prioritized recommendations and authorized funding to fill four tenure-track faculty positions from the 2005-06 Priority List, five tenure-track faculty positions from the 2006-07 Priority List, fifteen tenure-track faculty positions for the 2007-08 and 2008-09 academic years from the 2007-08 Priority List, and one tenure-track faculty position from the 2009-10 Priority List.

As operating budgets have contracted over the past three years, the college has reduced its course offerings and sections in proportion to its state budget allocations. Department/division chairs, deans and the academic vice president have proceeded to carry out this task in a very careful and deliberate manner.

Chairs begin by analyzing the enrollment history of the course, carefully reviewing the availability of course sections in order to align the offerings with student demand. For example, the college must offer multiple sections of Speech 101, Speech 121, English 28 and English 101, all high demand courses. They assure that the college is offering enough sections, so students can meet degree and transfer requirements.

Chairs also take into consideration the fact that certain courses are staggered such that each of them is offered only once every three semesters. They analyze whether a course is necessary for a major. If so, the course must be offered once a year or at least once every three semesters. If a section appears on a to-be-staffed list close to the beginning of a semester, it will be considered for cancellation. Still another consideration is whether there are other options available to the students. For example, could a student enroll in another literature class, if one is cancelled.

Reductions will not be applied proportionally with the same percentage applied to each division. Instead, the deans will cancel first the courses that are stand-alone or that have a record of enrolling students who have a record of repeating the course or who already have
their degree. Second, multiple sections of the same course are reduced. In consultation with the chairs, other courses too are considered.

For all other budgetary needs, including other categories of personnel, plans begin in the program review process with requests entered as unit plan objectives. Prioritization of these requests occurs initially within each division (academic, student services and administrative services) by a process determined by each vice president. The three vice presidents then meet and merge these divisional priority lists into one college-wide list, except in the case of tenure-track faculty requests. The resulting priority list is then forwarded to the college’s Budget Committee for review. The Budget Committee recommends the list with any modifications to the College Council for further review. The College Council, in turn, recommends the list, with any modifications, to the president for potential approval and incorporation into the college’s operating budget. The college submits its final operational plan which reflects this entire college planning and budget process to the district office. (III.D-39; III.D-4)

The college’s Technology Master Plan (TMP), which was written by the Technology Committee, supports the implementation of the Educational Master Plan (EMP) (College Master Plans Website). The Core Goals of the TMP closely reflect the four goals of the EMP. Because the Technology Master Plan was developed and written by West faculty and staff, rather than by a consultant, it will be sustainable. Evaluation of the plan is built into the TMP in the form of a TMP 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. The TMP provides the college with a comprehensive guide to meet the future technology needs of the institution and guides the construction of its annual operating budget relative to technology matters.

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 proceeded with the South Parking Structure, which opened on time and under budget in 2009. The Math and Science Building opened in 2010. College Boulevard, the college’s second entrance, opened in February, 2011. Two other major building projects were occupied during the fall of 2011--the Student Services Building and the General Classroom Building. In addition, what the college calls the D Village, was constructed in Lot 7 as temporary swing space to meet a variety of needs during these construction projects; and a number of the college’s older buildings were demolished. (III.D-40)

The campus climate survey of the college community indicates that 44 percent agree and 12 percent strongly agree, for a total of 54 percent, who believe that the college’s facilities (classrooms, offices and laboratories) adequately meet their needs. The survey also indicates that 48 percent agree and 13 percent strongly agree, for a total of 61 percent, who believe that the college’s facilities and technology allow for a range of delivery systems and instructional modes that are appropriate to meet student needs. The survey also indicates that 46 percent
agree and 9 percent strongly agree, for a total of 55 percent, who believe that the college appropriately maintain educational equipment and resources. Similarly, the survey indicates that 45 percent agree and 15 percent strongly agree, for a total of 60 percent, who believe that the college’s technological resources (computer labs, software, internet connections and online computing environment) adequately support student learning. (III.C-10)

SELF EVALUATION:
College goals are reviewed at the annual Leadership Retreat (Leadership Retreat Summaries. These goals are then imbedded in the program review and unit planning documents. Guides for unit planning are then issued to all college entities to guide them on the planning process and the timelines. In order to address the effectiveness and timeliness of the planning and budgeting process, especially in coordination with the annual budget development calendar, the process is reviewed annually. (III.A-32)

As the state’s financial situation became increasingly difficult, the college decided it must enhance the financial stability of the college by increasing funding from alternative sources. Therefore in 2008-09, the college developed a strategic plan entitled the Revenue Enhancement Initiative (REI). The initiatives were to be consistent with the college’s mission and planning. It underwent review and analysis by the Academic Senate, the Budget Committee and the College Council, which endorsed the strategy and recommended the assignments associated with the initiative. The initial objective was to add three to five percent to the college’s operating budget in each of its first three years of operation. In its second year, 2010-11, the initiative contributed approximately $2 million in programs from alternative funding sources whose objectives are compatible with the college’s mission and plans.

The Academic Affairs Division was reorganized as a part of this strategic plan to realize the REI potential. Added to the college were offices for professional level research and planning, grant development, distance learning and Internet-assisted instruction and support services and new leadership to enhance the effectiveness of teaching and learning for student success.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships and expenditure requirements.

DESCRIPTIVE SUMMARY:
The majority of West’s financial resources ultimately derive from the state of California, which uses an allocation formula driven primarily by enrollment measured in full time equivalent students (FTES). The state sets a rate of funding for a prescribed population of students (the base) and usually determines a percentage of annual growth in enrollment which will also be funded, if it is achieved by an institution. The allocation of the finite pot of basic skills funds depends on the ratio of each college’s level of participation versus that of other colleges in the state.
The LACCD receives the state apportionment and redistributes funds to the nine colleges, in general using allocation formulae aligned with the state’s. A portion of the state funds are retained for district-wide expenses. West develops its annual operational budget utilizing the funds provided by the district. Each year the district provides a preliminary estimate of West’s allocation for the coming year, based on best estimates of the as-yet-undetermined state budget. This conservative preliminary allocation typically does not cover all expenses the college reasonably expects. The college’s budget must take into consideration collectively bargained salary increases, step and column increases, potential benefit cost increases, utility rate increases and other unavoidable budgetary items. As the state budget develops, the allocation usually increases, but the final allocation is not determined before August. Additional funds may be identified during the course of the year. The college does not know its precise final allocation for a given year until that fiscal year is over and enrollments have been tabulated. (III.D-5)

In addition, the college receives funds and administers a number of categorical programs and specially funded programs awarded through federal, state and local agencies, all helpful in recruiting and retaining students and which are explained more fully in III.D.2.e below. Another program which has provided a massive infusion of funds to the college is the municipal bond program which has proposed and issued three bond offerings all of which were resoundingly approved by the Los Angeles county electorate. Proposition A and AA bond funds, Measure J bond funds and state matching funds have provided more than $413 million to the college for renovation of existing facilities, infrastructure improvements and construction of new facilities. (III.D-41)

The college also generates dedicated revenue, which is income derived from ancillary activities such as the leasing of campus facilities, traffic citations, two-percent of enrollment fees, international student application fees, non-resident tuition and transcript fees. The amount generated in 2010-11 was $619,536. (III.D-6)

In the two years following the last accreditation visit in 2006, West experienced significant increases in both revenue and expenditures. The college was then caught in the grips of California’s 2008 fiscal crisis. In fiscal year 2008-09, community colleges throughout the state were hit with cuts to funding for the year already underway. West was unable to modify its expenditure trend quickly enough. The deteriorating economic climate meant fewer job opportunities and that led to an increase in enrollment. Significant levels of unfunded enrollment occurred. The college did not receive anticipated additional growth and basic skills funds. A very large percentage of the college general fund budget (approximately 95 percent) is earmarked for salaries and benefits, critically limiting any ability to rapidly reduce expenditures. Grants and special funds are restricted and therefore can only be used for their targeted programs. The vice presidents and the budget committee made recommendations, and some actions were taken to address the shortfall; but these came too late in the fiscal year and were insufficient. The result was a $596,119 deficit, or 1.4 percent of its revenue allocations. (III.D-7)
Early in the 2009-10 fiscal year, the college took immediate action to address this fiscal crisis by prudently trimming spending even in the face of surging enrollments. The Budget Committee regularly reviewed expenditures for possible reductions. The Enrollment Management Committee reviewed course enrollments and demand in order to consolidate course offerings, thereby maximizing the effectiveness of the offerings. By reducing its expenditures from the prior year by over $3.1 million, the college ended the fiscal year with a $228,484 surplus, or 0.6 percent of its revenue allocations. (III.D-8)

During the 2010-11 year, the college undertook even greater actions to address the growing state-wide crisis. Strict expenditure guidelines were adopted. The vice presidents, the Budget Committee, the EMC and the College Council all scoured the college’s operating budgets. Through the receipt of state-wide growth restoration, district budget augmentation and ARRA funds and additional careful expenditure reductions resulting from these thorough reviews, the college ended the year with a $1,864,130 surplus, or 5.99 percent of its revenue allocations. (III.D-9; III.D-10; III.D-11)

The college adopted strict prioritization principles as it finalized its 2011-12 budget. The preliminary 2011-12 budget incorporated a 6.21 percent workload reduction. When the state budget triggers were explained during the summer of 2011, the district and the college both took steps to prepare for the increasing likelihood that they would be implemented. The college reduced its spring semester course offerings by nine percent over the year-earlier baseline in an effort to assure that its FTES would align with its likely FTES cap. The college takes the position that adding additional sections after a class list is published is far less disruptive (and most probably even welcomed) that cancelling sections that have already incurred student enrollments. (III.D-12)

The campus climate survey of the college community indicates that 37 percent agree and 22 percent strongly agree, for a total of 59 percent, who believe that they are provided the resources they need to be effective. (III.C-10)

**SELF EVALUATION:**

West strives to live within its means. The college had an overdraft of its budget in 2008-09 and the district covered that overdraft as it does for all colleges within the district. In the following two fiscal years, however, the college balanced its operating budget even in the face of extraordinary national and state circumstances. Efforts to reduce shortfalls have been made through budget reductions using the planning and budgeting process. Changes in enrollment have had significant impacts on the generation of revenue throughout the district. As preliminary district allocations are usually below the final allocation, the college plans for the probable budget and prepares prioritized lists for reduction or addition depending on the actual allocation. With funding levels so uncertain and reducing budgets so difficult once the year has started, as evidenced by the college’s 2008-09 overdraft, this approach has allowed the college to produce reasonable fiscal stability in very trying times.
III.D.1.c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

**DESCRIPTIVE SUMMARY:**

The college budget process follows the district process in annually formulating its budgets. Colleges are mandated to balance their budgets. If a college experiences a deficit, the deficit must be repaid by the college over a three-year period commencing one year after the deficit is incurred. To avoid this eventuality as much as possible, the college anticipates mid-year budget cuts when such seem likely.

The college’s offices and departments formulate their needs in accordance with college goals and objectives established in the master plan as explained more fully in III.D.1.d below. The college’s twelve-person budget committee has members representing the Academic Senate, various union groups, the vice presidents and students. It 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 district maintains its contingency reserve well above five percent of its projected unrestricted general fund expenditures every fiscal year as shown in the district’s financial closing reports. The district is responsible for the management and repayment of all long-term liabilities, such as refunding certificates of participation, general obligation bonds, workers’ compensation claims and insurance costs. These long-term and continuing costs are included in funds retained by the district to support district operations. Long term payments are made directly by the district. (III.D-13)

**SELF EVALUATION:**

The college budget and planning process addresses the long term plans of the college. However, with limited resources, increasing costs and unpaid enrollment growth, the college has had to enact budget reductions for the short
term to balance the budget. West has implemented various cost saving measures, including a global reduction in expenditures and a freeze on filling any vacancies which are not directly related to instruction. The district’s board has also elected to provide each college in the district with some financial assistance from their reserves over the past two years. West received $902,125 in 2009-10 and $693,502 in 2010-11. In light of rapidly operational costs associated with new buildings coming on line and significant benefit cost increases, the district has also committed $478,005 to the college in 2011-12.

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**DESCRIPTIVE SUMMARY:**

The Los Angeles Community College District has a board-adopted budget allocation mechanism for the allocation of funds to the colleges, to the district office and to district-wide accounts. The budget calendar and operational plan instructions are provided each year to the colleges with guidelines for developing their annual budgets. The district budget is developed each year in extensive consultation with the District Budget Committee. The calendar, instructions and forms are included in the Program Review Annual Update (formerly unit plan). (III.D-2; III.D-14; III.D-32)

The college’s operational plan, which is submitted to the district, is developed as part of this district-wide planning and budgeting cycle. The resulting operational plan is submitted to the district’s Budget Office based on the college preliminary allocation. As explained in Standard I.B.3, each of the college’s units completes an annual program review and unit plan. Each vice president meets with his/her division chairs and department managers to discuss unit plans and determine division needs in accordance with the college goals and objectives established in the master plan. Requests for additional resources must be included in these unit plans. Each vice president compiles their divisional requests and prioritizes them. In the prescribed planning and budget cycle, the vice presidents meet as a group and merge their prioritized lists into one. This list is submitted to the Budget Committee which generally meets on a monthly basis, one week after the District Budget Committee (DBC) meets. This allows the college budget committee to be informed of issues and decisions reached by the DBC in a timely manner. The Budget Committee provides their input and forwards their recommendations to the College Council. The Council can modify these recommendations and forwards a final budget proposal to the president who makes the final decisions. (III.D-4; III.D-15; III.D-42)
In summary, the budget process begins at the district level, proceeds through the college program review and unit planning process organized by the Planning Committee, flows through the vice presidents to the Budget Committee which forwards its recommendations to the College Council. The Council makes its recommendations directly to the college president who is responsible for forwarding an approved budget back to the district Office. Thus, administrators, faculty and staff have ample opportunities to participate in the planning and budget process. An operational plan cover letter, signed by the president, together with the district-supplied budget preparation worksheets, are forwarded to the district office to complete the process. (III.D-3)

Adjustments to the college’s revenue allocation may occur at the district’s tentative budget and final budget stages. The college’s operational budget must then be adjusted accordingly. Any resulting budget revisions are resubmitted to the Board of Trustees for approval and adoption in early September. The college will receive a final revenue budget after this Board approval. (III.D-16; III.D-17)

**SELF EVALUATION:**

Frequent turnover in the position of the chief budget officer was alleviated since the vice president of Administrative Services remained at the college for five years through the winter of 2012. During this time, the college’s budget planning and implementation 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 vice president who chairs 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 were also provided to the committee. With this level of continuity, the wide opportunity for constituency input and the well-defined decision making process, the Budget Committee was able to accomplish its role very efficiently for the past five years. (III.D-18; III.D-19)

**III.D.2.** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.
DESCRIPTIVE SUMMARY:
A new financial management system from Systems, Applications and Products (SAP), was implemented throughout the district on July 1, 2002. This computer system can be accessed by authorized college personnel. SAP has been enhanced to provide better and more timely financial information through Business Warehouse (BW) reports available on the district website.

Once the college operational budget is developed and approved, it is entered into the SAP system, allowing division chairs and department managers to monitor their budgets online. This software employs fiscal controls which require that sufficient funds are in place within the designated account before purchase requests, purchase orders, invoices, contracts, or budget transfers can be processed. The system also features built-in control mechanisms that prevent account overruns. Purchase requests may be prepared at the office or department level. These documents must be approved by chairs or office managers, by deans if applicable, by the divisional vice president and by the vice president of Administrative Services. A purchase order is then prepared by the college purchasing office. The vice president of Administrative Services reviews and provides the final approval of purchase orders, invoices, contracts, budget transfers and any other documents that obligate college funds.

The Accounting Office at district’s Business Services is responsible for the maintenance of the centralized financial system and for compiling financial and accounting reports, both internal and external, for all the colleges and the district. The district maintains an updated chart of accounts guaranteeing its compliance with the California Community Colleges reporting requirements. The chart of accounts is accessible through the LACCD website. (III.D-43)

An independent external audit firm conducts an annual audit of district and college financial transactions, statements and budget and accounting policies and procedures. Copies of the audit reports are sent to the colleges and are available for review. The audit performed by KPMG, LLP for the year ending June 30, 2011, confirmed that the year’s financial statements were fairly presented and conformed to accounting principles generally accepted in the United States of America. (III.D-20)

SELF EVALUATION:
The chancellor’s cover letter to the Board of Trustees accompanying the FY 2010-11 audit report prepared by KPMG, LLP, states, “The District is responsible for the accuracy, completeness and fairness of the financial statements, including all disclosures. We believe that the data presented are accurate in all material respects and present fairly the financial activities of the District’s various Funds and that the informative disclosures are sufficient to provide an understanding of the District’s fiscal affairs. The auditors’ opinions included in the annual report reflect our belief.”
II.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY:

The district’s financial management system was implemented on SAP software on July 1, 2002. The district implemented the Human Resources module of SAP for personnel and payroll operations on July 1, 2005. The district’s Business Services Division periodically submits reports to the Board, and each college updates its financial plan on a monthly and quarterly basis to the Chancellor who updates the District Budget Committee and the Board. (III.D-21; III.D-22)

The district has also made available financial, instructional, and human resource information through its Business Warehouse (BW) application. Extensive training sessions have been provided to technical personnel. The BW application is a primary means for many employees to access district information. Financial information about specific areas within the college that emanates from the district office is shared with appropriate personnel on campus. It is also disseminated to various constituencies through committee meetings.

The college has periodically updated and revised its program review and unit planning process. By providing unit managers and chairs with detailed data on their budgeted items for the previous fiscal year and for the fiscal year currently underway, the document ensures that chairs are fully aware of their budget status as they do their program reviews and plan for the coming year. In this way, the information they provide will feed directly into the deliberations for the next budget. The revisions are carefully reviewed by the Planning and Budget committees.

Budget and enrollment information is disseminated to the college community through the Planning Committee, the Budget Committee, the College Council, the Academic Senate and at various administrative meetings.

SELF EVALUATION:

These reports provide both summary and detailed information sufficient for the campus community to evaluate the college’s financial condition. The projected fiscal year financial status is relayed to the campus via summary monthly reports presented in venues such as the Planning Committee, the Budget Committee and the College Council so that constituencies have several opportunities to obtain and evaluate it. Town Hall meetings have been held from time to time to brief the entire community on the status of the budget. However, not all campus personnel attend such meetings. (III.D-23; III.D-24)

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen occurrences.
DESCRIPTIVE SUMMARY:
The district’s Accounting Office is the primary entity responsible for maintaining district cash flow and reserves. A significant portion of the district cash balance is invested with the Los Angeles County treasurer. The district also invests its cash balances in U.S. government securities, certificates of deposit and other interest-bearing instruments.

The LACCD is self-insured up to a maximum of $500,000 for each workers’ compensation claim; $250,000 per employment practices claim and $100,000 for each general liability claim up to an aggregate amount of $300,000. Funds are allocated to meet risk management potential liabilities at the districtwide level.

Historically, the district has maintained liquidity at all times and has been able to meet all long term obligations. It is district policy to maintain a mandated minimum four percent contingency reserve to meet emergencies. For FY 2010-11, the district started the fiscal year with reserves of $73,303,220, as a contingency in the unrestricted general fund budget. (III.D-25 2010-11 Final Budget)

The district also maintains a comprehensive set of Board Rules, Administrative Regulations and business procedures governing risk management practices. (III.D-44; III.D-45; III.D-46)

West’s operating fund balance prior to fiscal year 2007 was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Balance</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>

The operating fund balances for the five most recently completed fiscal years were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>$1,044,422</td>
</tr>
<tr>
<td>2007-08</td>
<td>$581,774</td>
</tr>
<tr>
<td>2008-09</td>
<td>-$596,119</td>
</tr>
<tr>
<td>2009-10</td>
<td>$228,484</td>
</tr>
<tr>
<td>2010-11</td>
<td>$1,864,130</td>
</tr>
</tbody>
</table>

The college was confident that it had achieved fiscal stability as demonstrated in its significant operating balances of 2006-07 and 2007-08 until such time as the entire state suffered its catastrophic financial problems in 2008-09. The mid-year reduction in the college’s funded growth for that year impacted it severely since its enrollment grew by 944 FTES even though its financial allocation declined. For the past two fiscal years, the college has adjusted to the new reality.

The 2011-12 budget projects a positive balance of $840,000 at a workload reduction of 6.21 percent.
SELF EVALUATION:

West maintains a 1.0 percent unfunded contingency within its operating budget for emergencies. The college relies upon the district for actual cash contingency funds to meet any emergencies. The development of a budget with a revised marketing plan and revised enrollment goal allows the college to match revenues with expenditures reflective of the new state-wide fiscal realities. The college will continue to modify revenue projections and expenditures based on actual enrollments.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations and institutional investments and assets.

DESCRIPTIVE SUMMARY:

The Board Rules and Administrative Regulations specify the delegation of certain authorities and responsibilities and delineate the individual person charged with these responsibilities. The district’s Business Services Division ensures strict adherence to and compliance with the budget and accounting manual prepared by the California Community Colleges. (III.D-44; III.D-45)

The president is responsible for overseeing the college’s fiscal matters. Internal policies and procedures are in place to maintain comprehensive financial records of all transactions. The vice president of Administrative Services has a primary responsibility for managing and controlling the fiscal resources of the college. Each division chair and department manager are responsible for the accuracy and integrity of its financial transactions.

Financial aid enables economically deprived students to achieve their educational goals. The responsibility for management of financial aid is under the supervision of the vice president of Student Services with day-to-day operations delegated to the Financial Aid manager. Effective oversight for student financial aid is provided through the collaborative effort of the college and the district’s Financial Aid Office. An annual external audit of federal and state financial programs is performed by KPMG, LLP. In addition, an audit is performed every four years by the California Student Aid Commission for Fiscal Management of State Grants and Loan Programs. These audit reports indicate no instances of material non-compliance. (III.D-20)

All grants and specially funded programs are managed by program directors who report to a supervising administrator. The college, through its Resource Development Office, has successfully applied for and obtained a number of federal, state and local grants including the coveted Title III and Title V Grants from the
federal government. Title V funding has exceeded $2.7 million over five years to address academic success, academic technology infrastructure and faculty and staff development in technology usage. Program directors administer all of these funds in accordance with specific guidelines. External audits have confirmed that the college complies with all funding requirements. These programs augment college efforts to improve student retention and recruitment. (III.D-47)

The West Los Angeles College Foundation is a 501(c)(3) non-profit organization with its own governing board and is a separate entity from the college. The Foundation Board members are responsible for approving all of the organization’s activities to ensure that they are operating in compliance with federal and state laws and regulations. The foundation sponsors fundraising activities and awards scholarships. All district foundations are audited annually by external public accounting firms. (III.D-26; III.D-27)

The Associated Students Organization (ASO) is a recognized entity of the LACCD and is funded by student fees. The ASO fund is administered in accordance with provisions of the California Education Code and is subject to an annual audit by an external CPA firm.

Food services consist primarily of a food court which has been contracted with an outside vendor. In addition, food is available at a convenience store operated by and from vending machines contracted through the college’s Enterprise Services. Enterprise Services reports to the vice president of Administrative Services. The convenience store provides students, faculty and staff with more fresh and nutritional food choices while also offering a coffee service.

The Bookstore is also operated by enterprise services. It traditionally operates at a modest surplus, having achieved a positive balance of $148,143 during 2010-11 on sales of $2,147,833. Over the past five years, it has contributed over $700,000 to the college’s operating budget. The Bookstore has fund balance, capital improvement and inventory reserve balances of approximately $359,500. (III.D-28)

SELF EVALUATION:

The college must follow district board rules, regulations and procedures. The district employs both internal auditors and external public accounting firms to review on an annual basis district transactions and any failure to conform with proper procedures is duly noted. Federal and state grants are audited periodically by those governmental agencies. The district employs an asset management system for purposes of physical asset control. Surplus assets must follow stringent regulations before they may be disposed of.
III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY:

All funds provided to the college whether they come from the general fund, from fundraising efforts, or from grants are used to support the objectives of the master plan. All funds are intended to help students achieve measurable student learning outcomes, those that are institutional and those that are specific to individual academic programs and services.

The ASO is a governing body managed exclusively by students. They organize elections, maintain a working constitution, hold meetings and represent the student body’s interests via lobbying efforts. Because students administer the ASO and charter clubs, participants learn leadership and collaborative skills necessary for a successful transition into the working world. The ASO executive board manages an annual budget of approximately $32,000 derived from its revenue from the voluntary $7 student ASO fee and some minor fund raising activities. It expends a portion of its budget for participation in state and federal lobbying days, leadership training and seminars. The organization publishes a student newsletter, funds periodic social events and some scholarships, maintains an office and pays small stipends to its executive board.

All grant funds are subject to non-district (state or federal) and district (KPMG or internal) audit.

The college’s Resource Development Committee (RDC) specifically aligns grants with college goals. The committee is the recommending and advisory committee to the College Council charged with guiding and overseeing the Resource Development Office as it seeks to identify, develop, apply for, or implement grant, partnership and contract opportunities aligned with and facilitating the college’s mission and strategic plan. Such grant and contract opportunities generate approximately $2 million annually to supplement the college’s operating budget. The Resource Development website lists current proposals for over $45 million in funding in 2011. (III.D-48)

The following is a list of recently funded grants:

- a $600,000 Predominantly Black Institutions one-year grant to improve technology in the Aviation Maintenance Technology program. (II.A-69)

- a $611,000 Predominately Black Institutions two-year grant to lay the groundwork through reading skills and student engagement for improved African American student success. (II.A-69)

- a $2,399,000 Predominately Black Institutions four-year grant to increase the number and proportion of high-need students who persist
in and complete college and to collect, analyze and use high quality and timely data to improve student outcomes.

- a $3,875,000 Hispanic Serving Institutions five-year cooperative grant with Los Angeles City College for technology, online course/degree, curriculum development and faculty training. (III.D-49)

- a $3,875,000 Hispanic Serving Institutions five-year cooperative grant with California State University, Dominguez Hills for a transfer academy, implementation of high impact educational practices and curriculum development. (III.D-50)

- a $999,300 Fund for the Improvement Postsecondary Education two-year grant to develop and implement the Instructional Materials Rental Initiative to save students at least 60 percent on the cost of books and develop a sustainable model for the bookstore. The program, in its first year, has shown impressive results including that in spring 2011, book renters achieve a higher course pass rate than non-renters, 68 percent to 60 percent. (III.D-30)

- a $2,200,000 Department of Labor Community Based Job Training three-year grant program to train a diverse population of new entrants to the crafts unions in the entertainment industry in conjunction with Hollywood Cinema Production Resources, IASTE unions and large industry employers. (III.D-51)

- a $600,000 Department of Labor 18-month earmark grant program to train new entrants and incumbent workers for the crafts unions in the entertainment industry in conjunction with Hollywood Cinema Production Resources, IASTE unions and large industry employers. (III.D-52)

- a $650,000 City of Los Angeles one-year grant, in conjunction with the California Labor Federation and local unions and employers in the hotel industry to conduct job preparation boot camps and skills upgrade training for incumbent worker. (III.D-53)

- a $720,000 Allied Health two-year grant from the California State Chancellor’s Office to train Pharmacy Technicians.

- a $443,000 Responsive Training Fund two-year grant from the California State Chancellor’s Office to train incumbent workers at safety-net health clinics to become medical assistants.

- a $6,331 grant from the Berklee College of Music Alumni fund was matched by Carl Perkins funding to purchase upgraded equipment and software for the revamped recording arts program (II.A-93)
West’s TRiO grant provides an array of services designed to counteract the socioeconomic and educational disadvantages that area residents experience. West also meets the needs of our diverse student population through involvement in a health initiative that addresses the cultural context of West’s diverse student population.

Westside Extension oversees the college’s community service program, which primarily offers fee-based, not-for-credit classes. Westside Extension offers approximately 1,250 class sections per year, serves upwards of 7,200 students and handles approximately 12,000 registrations. The program is entirely self-supporting, funded by student registration fees – not by operating budget funds. Annual revenue from operations over the past seven years has ranged from $625,000 to $740,000 per annum. The program began in the fall of 1995 and achieves a positive balance most fiscal years. Over the past five years, it has contributed over $340,000 to the college’s operating budget. The remaining balance is carried over from year to year to serve as a reserve for the program. Westside Extension began the 2010-11 fiscal year with a carryover reserve of $129,300. (III.D-29)

The program income is very dependent upon students from the community having discretionary income. Thus, the deep recession of 2007-09 proved to be most challenging. Westside Extension took efforts to reduce expenses and to emphasize and develop workforce training classes that would be appealing in that tough economic environment. While some reserves were utilized in each of those years, the efforts paid off, and Westside Extension generated revenue of $820,752 and an operating surplus of $80,372 in 2010-11.

On August 30, 2010, Westside Extension began its English Language Academy, an intensive language academy operating in conjunction with the college’s international student programs. The program does not require TOEFL scores for international students to qualify. The program offers six sessions per year. Within each session, the academy offers four levels of English classes, ranging from absolute beginner speaking and writing abilities to more advanced academic proficiency. The program includes 20 hours of instruction each week – five hours per day, four days per week. Classes are limited to a maximum of 15 students. Topics include conversation, speaking, vocabulary, reading, writing, listening, grammar, idioms and English proficiency test preparation.

The college’s dental hygiene program provides direct oral and health care to more than 5,000 young people, seniors, disabled and veterans in the community as part of their clinical outreach and service component of the program. The college plans to complete and staff a dental clinic on campus to provide a full-range of dental care from dentists, hygienists and dental assistants to the community.

The college offers online courses and degree programs with a full array of online student support services to meet the needs of working adults and the disabled. In addition, the college operates an international portal to serve international students and active duty military who are stationed abroad while serving the United States of America.

The Northrop Grumman Composites and Structures programs have trained 45 people
with about 50 percent of whom have been placed in unionized, well-paying salaried positions. Westside Extension also ran a composites and structures program in fall 2010, not affiliated with Northrop, with 12 more graduates.

The college offers comprehensive training in pharmacy technician and certified nursing assistant/home health aide programs, which are funded through a variety of grants through a partnership with WorkSource Centers. Pharmacy technicians have completed training in partnership with CVS Pharmacy, and 60 CNA/HHA students are currently enrolled.

West trains 40 paramedics and 50 EMTs annually in conjunction with the UCLA Center for Prehospital Care.

The college’s motion picture and television production program trains at-risk youth and unemployed adults for “below the line” union jobs in the motion picture and television industries. A particular focus is underrepresented groups in the entertainment industry workforce.

In partnership with the California Federation of Labor, UNITE-HERE Local 11, the City of Los Angeles and major employers such as Portfolio Resorts and COMPASS/Levy Restaurants, West is training new hires and conducting skills upgrade training for room attendants and banquet servers at hotels in the Century Boulevard corridor and food service workers at Dodger Stadium and Staples Center.

West is crucial in the Police Orientation Preparation Program (POPP) conducted in conjunction with the Los Angeles Unified School District and the Los Angeles Police Department at the Ahmanson Recruit Training Center. This program prepares high school and community college students for careers in the law enforcement field. Many young people are interested in law enforcement, and the LAPD Academy wants students to have training. This degree-oriented program prepares students for employment prior to entering the Academy.

West is working with the California Corporate College and Global Corporate College to provide short-term, customized training to meet the needs of companies and organizations in southern California. In 2010-11, West conducted three extensive sessions of job-related computer skills upgrade training with Kaiser Permanente to prepare their workforce for the paperless recordkeeping environment at their facilities. This program has also taught current employees at the Veterans Administration about impending changes in administrative processes and systems. West also provided training for secure LAN installers for Siena Systems.

Through collaborations with Ballona Creek Wetlands Restoration and Heal the Bay, West is developing water conservation and monitoring opportunities for students. Building on long-standing relationships with the Metropolitan Water District, the college is developing programs in water cleanliness and water conservation.

In conjunction with more than 15 community agencies, West has developed a community garden that focuses on sustainable and organic agriculture, encourages entrepreneurship that
enables gardeners to develop small businesses and promotes linkages with other entrepreneurs in the community as a community economic development project.

The college has restructured the STEM disciplines to focus more emphatically on (1) high impact projects, (2) internships for research with industry and at research institutions such as JPL and UCLA, (3) faculty to faculty relationships and (4) partnerships with industry, government agencies and laboratories for student internships, employment possibilities and strategies to actively move students from West into careers and transfer.

Service Learning at West involves students in organized community service that address local needs while developing academic skills, a sense of civic responsibility and commitment to the community. Students enroll in courses specifically designated as service learning, perform community service as part of their coursework and receive academic credit. Students reflect on their experiences through journals essays, research papers, group discussions and in-class presentations.

**SELF EVALUATION:**
Our diverse population of students benefit from the increased instructional support, scholarships and other services effectively endowed by special funds. Please see III.D.2.d. for an explanation of how these funds are used with integrity.

**III.D.2.f.** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

**DESCRIPTIVE SUMMARY:**
The president and the vice president of Administrative Services are the only college personnel authorized by the LACCD Board of Trustees to execute short-term agreements and purchase orders not to exceed $5,000. Contracts in excess of $5,000 but less than $78,900 require three written quotes and are processed by a regional procurement specialist. Any contractual agreement in excess of $78,900 requires a formal advertised bidding process conducted by the district’s Contracts Office. (III.D-45)

The district’s Contracts Office together with the Office of General Counsel have developed standard contracts that incorporate termination and amendment clauses insuring control over the term and outcome of executed contracts. The Office of General Counsel serves as an available resource to interpret contractual policies and regulations as set forth by Board Rules and state and federal regulations.

For example, West has signed a contract with UCLA to offer an Allied Health Program. Specially funded programs are secured via contracts with the U.S. Department of Education, the State of California and several Los Angeles County agencies.
SELF EVALUATION:

The president and the vice president of Administrative Services evaluate each contract before they execute it to determine if they feel the contract is consistent with the college’s mission, goals and current needs. Each year, several proposed contracts are rejected because they do not conform with these standards.

Contractual agreements are negotiated and executed in accordance with federal, state and district policies and procedures. Each contract is driven through layers of control at the college and district. All contracts must be reviewed, approved and ratified by the Board of Trustees to ensure compliance with laws and regulations.

The college complies with all current district contract rules and procedures.

III.D.2.g. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY:
Since the implementation in 2002 of the SAP financial system, the procurement and accounts payable functions have been automated. Effective July 2005, the human resource/payroll module was implemented within SAP. This system ties position control and payroll expenses with the financial system.

SELF EVALUATION:

The college utilizes district-wide financial management systems for all of its registration, accounting, personnel, payroll and financial transactions and complies with all district regulations. The district Administrative Council, comprised of the district chief financial officer and the nine college vice presidents of Administrative Services, meets monthly. The committee of college financial administrators, comprised of the individuals who operate the business offices on each of the nine campuses, also meets monthly. Both of these groups critique and suggest improvements for the district’s financial systems on a regular basis.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY:
The college has aligned its planning and budgeting process to utilize financial data and integrate the assessment of institutional and program outcomes in resource allocation. The Planning and Budget committees are subcommittees of a stronger central body, the College Council. These committees have overseen the changes in budgeting processes discussed throughout this standard.

The college’s cycle of data-based review, unit planning and resource requests, required validation, prioritization by the vice presidents, and approval by the Budget Committee, the College Council and the president ensures that sound
decisions are made based on prior year results. Requests similar to prior period allocations which did not produce the anticipated outcomes are significantly adjusted or remain unfunded.

SELF EVALUATION:
The changes in the governance structure undertaken by the college have clarified and improved the financial decision-making processes. Periodic ongoing review of these processes is performed in order to ensure the process continues working effectively.

STANDARD III.D. DOCUMENTATION:
ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard3/


III.D-33  College Planning Committee Minutes 12.08.06. http://www.wlac.edu/orp/planning/planning_committee_documents/CPCMINUTES_120806.pdf


STANDARD III: RESOURCES


III.D-47. Title V Grant. http://www.wlac.edu/Wportal/TitleVcooper/titleVCoopGrant.html


III.D-52. Pathways to 21st Century Careers Grant http://www.wlac.edu/accreditation/documentation/standard2a/Abstract%20of%20Earmark%20Grant.PDF

Standard IV - Leadership & Governance
STANDARD IV:
LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY:

Standard I.B.1 outlines West’s structure for participatory governance. The key leaders at West are the college president and his administrative staff of vice presidents and deans; the chair of the College Council, West’s participatory governance body which brings together representatives of all college bodies; the president of the Academic Senate; the president of the faculty union and the heads of the classified staff unions and the president of the Associated Student Organization. All of these leaders work diligently and collaboratively to empower all college constituencies to participate in the achievement of institutional excellence. They hold regular meetings with their constituencies and bring the ideas and concerns of those constituencies to the College Council, its standing committees, the Senate and unions and their committees and to other college-wide committees. The Mission and Values of the college in striving for student success drive the leadership and governance decision-making processes.

As stated in the college’s Vision, Mission and Values, “We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration” (IV.B.2 – statements). Since the 2006 self study, West has worked diligently to improve its planning and governance processes to encourage all constituencies to take initiative to improve practices, programs and services. The intent of this work has been to insure broad
participation in shared governance bodies and decision-making processes. For example, a number of standing committees are now co-chaired by a faculty member and an administrator. Among these are Enrollment Management, Facilities, Student Success and Technology Committees.

Representatives of constituencies carry ideas and concerns to the appropriate committee, where the concerns are placed on the agenda for deliberation and possible action. The item is forwarded to the appropriate body, which may be the College Council, where it is again deliberated. It becomes a recommendation to the president through consensus. In some instances, if no resources are required, the committee itself may take action. An example would be the Transfer Task Force, which supports transfer-related activities. The Academic Senate has primary responsibility for academic and professional matters, such as curriculum. The unions protect the contractual rights of faculty, staff and administrators.

The shared governance decision-making process urges all sectors of the college community to bring forward ideas and proposals for the continuous improvement for our practices, programs and services. West has a participatory governance process that allows us to handle the normal functions of college policy as well as major problems. The process has been tested and proven, as shown in West’s handling of the most recent crises.

Budget Crisis

Standard III.D.1.b recounts the budgetary roller-coaster that West, along with other California community colleges, has been riding since 2006. The college demonstrated its ability to make decisions in a transparent, collegial fashion when the budget situation allowed for the funding of new initiatives as well as when it required painful retrenchment.

In 2006, the new college president invited proposals to use a $125,000 set-aside to grow enrollment. The Planning Committee developed the criteria for assessing the proposals for the set-aside and used them to prioritize proposals. After the College Council’s recommendation, the president allocated the funds accordingly. The process was repeated for the next budget year with a $250,000 set-aside to implement strategies of the 2008-11 Educational Master Plan. In both cases, the college decision-making process functioned smoothly.

With the melt-down of California finances in late 2007, West faced a much greater challenge — the need to make mid-year reductions to the budget for a year already well under way. Each year, further reductions have followed, and the Planning Committee has developed a list of priorities from the College Master Educational Plan, informed by program reviews from various parts of the college. The Budget Committee has reviewed these priorities, and the two committees have reported them to the College Council. The council has reviewed and discussed these proposals and passed informed budget recommendations on to the college president. Each year the president has approved all of the council’s recommendations. (IV.A.1-1)
Planning for the fiscal challenges of the 2011-12 academic year has continued with high levels of transparency, participation and collegiality. In January 2011, the governor released a draft state budget with the possibility of even more draconian cuts for community colleges. West, like all of the colleges in the district, began to plan for three different scenarios with cuts of 5 percent, 10 percent and 15 percent for the 2011-12 fiscal year. West’s shared governance bodies designed a plan budget for those three scenarios according to the college’s planning priorities. While the college was out of session in January, the College Council Executive Committee met with the president and designed a process to develop a list of budget priorities. The process began with the Planning Committee, which produced a draft Principles of Budget Prioritization that all campus groups discussed at their meetings. The president called a town hall meeting to insure even wider consideration. The Budget Committee discussed the principles and forwarded the list to the full College Council for approval. Once the president had approved the list, it guided the Budget Committee in the development of the budget scenarios for 2011-12. (IV.A.1-2)

Bond Program Budget Overcommitment

Standard III.B.2.b describes West’s use of bond funds to build out the campus in accordance to plans adopted in 2003 that have subsequently undergone revision. The college has used part of its allocation from Propositions A and AA to complete an additional access road to the college – College Boulevard, a parking structure, the Math-Science Buildings, in addition to numerous renovations and landscaping projects. It is expected that the General Classroom Building and the Student Services Building will be occupied in the spring 2012. The Teaching Learning Center is under construction. Facilities for other identified needs have been budgeted. These projects account for the nearly $414 million allocated to West.

In summer 2010, West faced quite a different prospect. When the college president left at the end of June 2010, it became apparent that, despite requests by members of the Building Program Management Committee (BPMC) for financial accountability with analysis of funds committed and funds remaining, the college had overcommitted $123,499,736, on the building program.

The college later learned that assistance offered by the district had been declined by the then president, although no formal evidence has been submitted to confirm it. Through this experience, the college learned that it is crucial to get frequent and accurate reporting on the status of bond money expenditures, and that participatory governance depends upon the ethic of reciprocity with the fulfillment of each party’s responsibilities in the process. (IV.A.1-3; IV.A.1-4)

To deal with the overcommitment, the college community immediately took a can-do attitude. Empowered by the established processes for participatory governance, the vice president of Student Services, who was then serving as the acting president for about five weeks until an interim president was named, informed the district that the college would retain control of the building program rather than having district managers solve West’s problem. Working as a team over a period of seven months, repr-
sentatives of all constituencies gathered the information necessary to assess the status of the program and make the appropriate adjustments. BPMC oversaw this process, making recommendations to the College Council, which ensured college-wide input before making recommendations to the president. By February 2011, the college had agreed on how to meet West’s needs with the remaining bond funds. (IV.A.1-5)

After thoughtful dialogue between the interim president and college-wide committees during fall 2011, it was decided that shared governance committees previously chaired by the president such as the BPMC and the Grants Management Committee (GMC) would have two co-chairs consisting of a faculty member and an administrator. This change provides the committees with the freedom to discuss issues and then forward their recommendations to the president. The BPMC and the College Council recommended to the interim president that the college consolidate the BPMC and Facilities Committee. As a result, since July 1, 2011, the Facilities Committee is charged with all matters related to college facilities including construction. (IV.A.1-6; IV.A.1-8)

The resolution of the overcommitment of West’s construction bond program is an example of focused problem solving by the college community. Working collaboratively, the college effectively created an environment of empowerment, innovation, transparency and institutional excellence.

SELF EVALUATION:

During these crises, West learned valuable lessons. Constituencies – faculty, staff, students and administrators – working together through our system of participatory governance proved to be the most efficient, respectful and inclusive way of dealing with all aspects related to student learning: class schedules, programs, majors, transfer degrees, support services, foundation skills and the building program. The main focus of all our governance bodies and processes is to provide the best education to our students in a climate of declining resources. Data and evidence inform any changes in the governing bodies and processes. West’s shared governance bodies and practices are the centerpiece of its decision-making processes and provide institutional memory and stability through the many changes of top administrative leaders. All recommendations to the college president are posted at the council webpage and emailed to all council members to share with their constituencies, closing the communication loop. (IV.A.1-7; IV.A.1-8)

West’s shared governance bodies have recognized the need to be fully aware of district policies and their impact on the college. Responding to concerns expressed by the unions and the Academic Senate at several district-wide meetings and West’s meetings regarding the over-commitment of funds, the district has developed a monthly dashboard report on the district building bond program, available to the public online, showing an overview of each college’s bond construction program. It includes current bond funding and budgets. (IV.A.1-9)
Since the 2006 comprehensive self study, West has had four presidents. Throughout the change of administrations, the college has functioned well because of its shared governance processes. We have had our debts from our operating budgets deferred. Although we still owe $600,000 to the district, the college has balanced its budget despite the budget cuts of the last three years. The Planning and Budget Committees have been instrumental in developing criteria and priorities to address the budget. The College Council has ensured that every constituency has a voice in the development of all recommendations made to the president.

Working collaboratively and effectively West has created an environment of empowerment, broad participation, innovation, transparency and institutional excellence to assure effective discussion, planning and implementation. (IV.A-10)

PLANNING AGENDA:
None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY:
West Los Angeles College has a robust system of participatory governance, in which faculty, administration, students and staff all take active roles. Faculty and administration roles in academic matters are discussed below in Standard IV.A.2.b.

The College Council is West’s major participatory governance body, charged with advancing the mission and objectives of the college through broad-based participation in the decision-making process. The council brings together all constituent groups, faculty, staff, students and administration to consider policy changes initiated by the college administration or any of the participatory governance bodies. This body guides and assesses major institutional planning initiatives and makes recommendations to the college president. The majority of the members of the College Council are faculty members, appointed by the Academic Senate and the AFT Faculty Guild. Staff
STANDARD IV: LEADERSHIP AND GOVERNANCE

bargaining units appoint staff representatives, and the Associated Student Organization (ASO) president represents the students.


All issues brought up for policy consideration are initiated by the College Council and its constituency representatives, the participatory governance committees, or the college administration. The following seven standing committees report to the College Council:

- Accreditation
- Budget
- Enrollment Management (EMC)
- Facilities (formerly BPMC)
- Planning
- Resource Development (formerly Grants Management)
- Technology

Although some recommendations by the Academic Senate and the collective bargaining units go directly to the college president, college-wide policies proposed by any committee come to the College Council for fuller discussion. All constituencies on the College Council are required to take issues back to their groups for discussion so that they may make recommendations back to the College Council. After considering this feedback, the College Council forwards its recommendations to the college president.

The College Council meets monthly during the regular academic year, and its minutes are posted at the college website. Its Executive Committee meets during the intersessions addressing matters that need immediate attention and reports back to the full College Council. For example, during summer 2010 the committee helped identify the Building Program budget overcommitment and assisted in the selection of the acting president and the interim president. (IV.A.2-1)

Starting in 2009, the College Council has issued written self evaluations outlining the accomplishments and challenges of the past year and identifying the most important issues the college faces. (IV.A.2-1).
Associated Student Organization (ASO):

The ASO understands how crucial student input is to the ongoing effectiveness of campus operations and campus life. Participation in the shared governance process on campus is a key ASO focus. All ASO officers are encouraged to attend and participate in campus shared governance meetings whenever possible. The ASO constitution assigns its president and treasurer the duty of attending campus-wide committees. The president is a voting member of the College Council, and the treasurer, of the Budget Committee. The president attends Academic Senate meetings in order to provide an advisory voice and give the ASO report. The ASO has voting representatives on the Facilities Committee, Student Success Committee, Accreditation Steering Committee and Resource Development Committee.

The ASO General Council meetings produce resolutions which its president typically takes to the appropriate campus shared governance committees. The ASO regularly assigns sub-committees to write recommendations on behalf of the organization. Through this process, students provide official input to the college.

Additionally, the ASO attends town hall meetings to represent the interests of the students.
Participation in the annual Leadership Retreat is a requirement for the ASO executive officers. For the ASO, the retreat serves as a training exercise in working with the West’s staff and faculty. (IV.A.2-4)

West’s ASO participates in district-wide shared governance as well. The ASO president is required to attend the Board of Trustees Student Affairs Committee (SAC) as a voting member. The recommendations of SAC are taken directly before the Board of Trustees for subsequent action.

**SELF EVALUATION:**

West’s students, administration, staff and faculty all have roles in the college’s governance. The ASO represents students. Administrators serve on all college committees. Through their unions, staff members have a voice on the College Council and its standing committees. The Faculty Guild represents all faculty as the sole collective bargaining unit, and the Academic Senate has a particular role in advising the college president on academic and professional matters, as explained in Standard IV.A.2.b.

The College Council and its standing committees have demonstrated their relevance and effectiveness in open and inclusive deliberations, most recently including the processes of adopting a new college Mission Statement and Principles of Budget Prioritization. The standard is met.

**PLANNING AGENDA:**

None.

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**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**DESCRIPTIVE SUMMARY:**

The LACCD Board of Trustees recognizes its obligation to consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters. In some matters, the administration must reach mutual agreement with the Senate; in others, it must rely primarily on it. Accordingly, West’s Academic Senate represents the faculty in collegial governance in twelve areas:

- Curriculum, including the establishment of prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding students preparation and success
- District and college governance structures, as related to faculty roles
- Faculty hiring procedures
- Faculty roles and involvement in accreditation processes, including self study and annual reports
- Policies for faculty professional development activities
• Processes for program review
• Processes for institutional planning and budget development
• Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate

While the Academic Senate represents the faculty in the College Council, it makes its recommendations in these academic and professional areas directly to the college president.

All faculty are members of the Faculty Association. They elect representatives to carry out Senate deliberations and vote on recommendations. Senators represent each academic division, the faculty at-large and adjunct faculty. West’s Senate officers and its representatives to the District Academic Senate also vote in District Senate meetings. Additionally, the ASO president represents the students and serves on the Academic Senate in an advisory capacity with no vote and gives the ASO report to the Senate.

The Senate meets twice a month during the regular academic year, and its minutes are posted on the college website. Its Executive Committee, comprised of the Senate president, vice president, treasurer and secretary, meets as needed during the intersessions to deal with matters that need immediate attention. West allocates 1.0 release time to the Senate for its Executive Committee to participate in shared governance committees and curriculum. By the end of spring 2011, there will be additional funding made available to the Senate for the Student Learning Outcomes (SLO) Coordinator and additional time for the Curriculum Committee Chair.

The standing committees of the Academic Senate are Transfer, Academic Rank, Curriculum, Distance Education, Educational Standards and Policies, Faculty Position Identification and Prioritization and Student Success. Membership is primarily faculty, but some Senate committees have representation from other parts of the college. These committees meet on a monthly basis and bring recommendations to the full Senate. The Senate itself makes recommendations to the college president.

Through its Curriculum Committee, the Academic Senate oversees curriculum and SLOs. The vice president of the Academic Senate is the chair of the Curriculum Committee which is charged with curriculum development and review. During the 2010-11 academic year, the committee focused on seeing to it that each division updated or archived all courses. There were significant numbers of courses in need of updating or archiving. The Executive Committee provided all division chairs a template showing courses in need of updating for their first division meeting held in the afternoon of fall 2010 Flex Day.

A “Foundation Skills Think Tank” was conducted in summer 2010 to consider how West can help its basic skills students succeed in college. As a result of this effort, the Senate recommended replacing the Basic Skills Committee with an Academic Senate Student Success Committee. The college president accepted this recommendation, and the Student Success Committee began functioning in spring 2011 with faculty and administrator co-chairs.

In spring 2011, one of the language arts faculty held a project-based showcase of basic skills
English students’ work. This Project Showcase Day, a capstone project presenting project posters, was the first of its kind at West. As a result of its success and overwhelming enthusiasm by the campus members, the Student Success Committee has adopted it as an annual event, with faculty in a variety of disciplines wanting to get involved.

Aside from the Academic Senate, Divisional Council is a key forum for faculty participation in student learning programs and services. At its monthly meetings, division chairs and the deans and vice presidents of Academic Affairs and Student Services review, discuss and make recommendations on instructional plans, operations, funding, policies, procedures and regulations on instructional and other related issues. When appropriate, divisional representatives bring academic and professional matters to the Academic Senate for discussion and possible recommendations to the college president.

In 2007, college president instituted combined meetings of the Joint Administrative Council and Divisional Council to provide an arena for leaders of programs, divisions and departments to meet together to discuss college issue. This council is not a recommending body to the president but is only used as an opportunity to share information to the college at large.

SELF EVALUATION:
The Academic Senate assures that the views of the faculty impact the planning of student learning programs and services. Its representatives to the College Council contribute to discussions of college-wide matters and see that the Senate keeps abreast of them and also help the council to recognize when issues must be referred to the Senate as academic and professional matters.

The Senate communicates with the faculty regularly. This communication aims to share the Academic Senate’s state and local dialogues and decisions with the campus community as well as to solicit input on state and local academic and professional matters. At the Flex Day in fall 2010, the Academic Senate, in conjunction with the AFT Faculty Guild, conducted several breakout sessions on faculty committee contractual participation, professional development procedures and opportunities, and findings from the “Foundation Skills Think Tank.” These breakouts have resulted in new faculty serving on college, tenure review and district committees.

In Divisional Council, chairs work with academic administrators to manage West’s instructional areas. As Standard II.A discusses in more detail, the new programs and courses approved since the last self study and the SLO progress, demonstrate how these groups collaborate to initiate, develop and monitor effective courses and programs.

PLANNING AGENDA:
None.
IV.A.3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

West has institutionalized meaningful, timely dialogue among all constituencies that acknowledges different perspectives and ideas for making informed decisions. West’s ability to handle recent crises has demonstrated the effective functioning of formal governance structures such as the College Council, the Academic Senate and their committees. Campus leaders work together to ensure that West’s voice is heard in district decisions, such as the replacement of the college president in 2010.

The college president resigned in late June 2010, and the Board of Trustees appointed an acting president until a replacement was identified. In July 2010, the Executive Committee of the College Council met with the acting chancellor and other senior district management to discuss the process of selection and timeline of the interim president for 2010-11. The acting chancellor had decided that the only candidates to be considered for this one-year position would be those identified by an outside consulting firm from prior searches at other district colleges. The Executive Committee raised questions to the Board of Trustees about this limitation because that was decision made by the Board without consulting the college leaders. In the end we agreed to interview candidates from that pool and recommended three finalists to the chancellor.

The process for selecting the permanent president began with a meeting of the College Council Executive Committee with the new chancellor in February 2011. At this meeting, the chancellor outlined the process he envisioned for the selection of the incoming president. Feedback from focus groups would help him develop the list of desirable qualifications for the position. The selection committee would include representatives of all the constituent groups listed in Board of Trustees Rule 10308.

The College Council identified community members to participate in the focus groups. Constituent group focus groups were held during the third week of April. The selection committee included faculty members from the library and learning resources, political science, education, staff members from athletics and facilities, and the dean of research and planning. Two volunteers from the non-profit sector represented the community. The president of a sister college chaired the committee. The selection of the president was completed in June 2011. The new permanent college president began work on August 1, 2011.

Annual events help cement the relationships and procedures that support West’s strong tradition of cooperation and effective dialogue. Flex Day, an early fall meeting which the contract requires all faculty to attend, is also open to staff and to student leaders. The fall 2011’s
Flex Day featured informative and interactive breakout sessions focusing on key points of the four accreditation standards. (IV.A.3-1)

The annual Leadership Retreats help the college to focus on key issues. These retreats are mini self-evaluation workshops that assist the college to readjust as necessary the practices that gets us closer to achieve institutional excellence, working together to advance the college mission.

The fall Leadership Retreat has evolved over the years to bring approximately 130 faculty, staff, administrators and students together to discuss West’s mission and explore best practices in instruction and services. The role of the retreat in professional development is described in Standard II.A.5. The retreat began in 2003 as a gathering for those most responsible for developing unit plans, but it has been opened up to all faculty, staff and administrators, along with Associated Student Organization officers, to reflect the idea that “all in our college community are leaders.”

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<tr>
<th>Retreat Title</th>
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<td>Moving into the Fast Lane</td>
<td>2008</td>
<td>Technology Planning SLOs</td>
<td>119</td>
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<td>Tool Up!</td>
<td>2009</td>
<td>College Mission review</td>
<td>91</td>
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<td>Building CommUnity</td>
<td>2010</td>
<td>Listening to Others</td>
<td>130</td>
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<tr>
<td>Celebrating the Best of West</td>
<td>2011</td>
<td>Best Practices in instruction and services</td>
<td>106</td>
</tr>
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During the last six years, the college has worked very hard to increase the participation of campus constituencies in both the Flex Day and the annual Leadership Retreat. Changes have been made to reserve space to accommodate more participants and to include more people in the planning stages of both these important events. In addition, adjunct faculty have been encouraged to attend Flex Day events. The results have been very positive as shown by the increasing number of participants over these years.

SELF EVALUATION:

West continues to work on increasing the level of participation by the campus constituencies. However, we still have much room for improvement.

In order to assess the levels of participation, the college conducted the Spring 2011 Campus Climate Survey which had 204 respondents out of 701 employees. Of those who responded, 80 percent strongly agreed that “Our college respects all employees and students regardless of their heritage or background”; 66 percent strongly agreed that they understand the shared governance process of the college and 55 percent of respondents stated that they participate in campus-wide policy decisions through the shared governance process. As the college continues to work on addressing the goal of higher participation, the results of this survey show that the college has improved its climate of welcoming and encouraging the participation of all college constituencies working together to advance the college mission of student success. The 2006 self study reported lower percentages of participation by the faculty. Although we see our improvement, we are also well aware that we still need to increase the level of participation of all college constituencies. For instance, only 56 percent of all regular faculty responded to the survey, and only 7 percent of adjunct faculty members participated in the survey. In addition, we only had a 35 percent response rate from the classified staff. Even though we understand that the number of people responding to the survey does not necessarily equal the level of constituencies participating in governance bodies, it is still an important indicator of the overall level of engagement of the college community in collegial matters. The college must take active steps to engage more faculty and staff. (IV.A.3-2)

PLANNING AGENDA:

- The College Council will use a variety of data to inform strategies to address issues that contribute to low committee participation.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY:
West demonstrates honesty and integrity reporting to federal, state and professional agencies in a timely, reliable manner. Among the agencies are the California Community College Chancellor’s Office; the U.S. Department of Labor for Community Based Job Training (CBJT); the U.S. Department of Education for FIPSE, Title V, Predominately Black Institutions and TRiO; California Community College Athletic Association; the U.S. Department of Education Civil Rights Division (Title IX) and grant agencies.

The U.S. Department of Education has designated West as a Hispanic Serving Institution (HSI). As a HSI, West is in year four of a five-year Title V cooperative grant with Los Angeles Pierce College, in year four of a Title V grant with East Los Angeles College and Los Angeles Trade-Technical College and in year one of a cooperative grant with Los Angeles City College. As a Predominately Black Institution (PBI), West has a one-year PBI formula grant for 2010-11, which followed a two-year award in 2009-10. Each grant completes an Annual Performance Review (APR) showing that the goals and objectives of the grant were reached. The APR is submitted to the appropriate funding agency.

Reports on categorical programs such as Matriculation Services, Extended Opportunity Programs and Services (EOP&S) and Disabled Students Programs and Services (DSP&S) are made annually to the California Community Colleges Chancellor’s Office. Also submitted in a timely manner are federal and state reports on financial aid and other services.

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges has certified that West Los Angeles College meets the accrediting standards set by the agency. The previous self study was submitted in February 2006. The college responded to ACCJC recommendations expeditiously in a March 2007 Progress Report, a March 2008 Progress Report and a March 2009 Focused Midterm Report. The Commission accepted all of these reports.
In 2008, ACCJC approved West’s Substantive Change Request to offer 11 certificates and 15 associate degrees fully online. Since then, the Computer Science Information Technology Division has developed supplemental online courses enabling students to complete nine additional degrees and certificates online. In July 2011, the college received permission from the ACCJC to submit a substantive change request addressing these new online programs. This request was approved in mid November 2011.

West demonstrates integrity in its relationship with other external agencies such as the American Bar Association for the Paralegal Program, the American Dental Association for the Dental Hygiene Program and the Federal Aviation Administration for the Aviation Program.

**SELF EVALUATION:**

Integrity characterizes West at every level. One of the college’s values affirmed in spring 2010 is, “Ethics. We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration.”

In relationships with external agencies, including the ACCJC, West fully meets its responsibilities for timely and accurate reporting.

**IV.A.5.** The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Since the 2006 self study, West Los Angeles College has worked continuously to evaluate and improve the college’s governance and decision-making processes. The accreditation self study process fosters self-reflective dialogue about improvements to existing processes.

The College Council assesses its effectiveness annually using the Committee Effectiveness Template, adopted in 2009-10, on which it which summarizes major actions and recommendations at each of its monthly meetings noting the number of members who attend, the committee’s accomplishments with regard to its annual goals, and challenges encountered during the year. This assessment template is now used by the council’s standing committees: Accreditation, Budget, Enrollment Management, Facilities, Planning, Resource Development and Technology. The Council reviews each report at its retreat in August to assess how well each committee has met its charge and goals.
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Improvements stemming from this assessment include:

- Updating of governance documents to indicate the process for the college president to respond to recommendations by constituency groups (dates, documents as evidence (IV.A.5-1; IV.A.2-1).
- Clarification of committee charges and membership (Resource Development Committee 4/28/2011, Technology Committee date 5/6/2010, Facilities Committee date July 2011). (IV.A.5-2)
- Establishing co-chairs for each standing committee of the College Council fall 2010-spring 2011. (IV.A.5-3)
- In July 2011, renaming the Building Program Management Committee as the Facilities Committee to encompass all related activities (IV.A.1-6)
- Presentation of the planning/resource allocation processes at the fall 2010 Flex Day.
- The August 2011 College Council retreat which included review of the college Vision, Mission and Values statements as well as review of the governance documents, a need identified in the first bullet above which were subsequently merged into one document and updated to reflect current practices. Also, the council reviewed its self-evaluation for the previous year as well as those of its standing committees, assessing the committees’ accomplishments, challenges and goals for 2011-2012.

The College Council retreat provides a venue for thoughtful dialogue about the effectiveness and integrity of current practices, including town hall meetings and reports to constituency groups about college-wide issues. These arenas encourage information-sharing and ways to provide input about college concerns. (IV.A.2-2; IV.A.5-4)

SELF EVALUATION:

All of the standing committees of the College Council completed the Committee Effectiveness, Self-Evaluation Template for the 2010-2011 academic year, and the Academic Senate’s Distance Education Committee found it useful for self-evaluation. This indicates the degree to which West has fully adopted a self-reflective role towards its governance processes.
STANDARD IV.A. DOCUMENTATION:

ALL LINKS MAY BE ACCESSED FROM: www.wlac.edu/accreditation/documentation/standard4a


IV.A-3 College View of the Bond Budget Issues: http://www.wlac.edu/accreditation/documentation/standard4a/Bond percent20Status percent20Report percent202011-10 percent20Final.pdf


IV.A-7 BPMC minutes governance chart: http://www.wlac.edu/collegecouncil/agendas/CollegeCouncilMtg-APPROVEDMinutes-5-6-10.pdf


IV.A-10 Full Time Faculty Committee Assignments: http://www.wlac.edu/accreditation/documentation/standard4a/Full percent20Time percent20Faculty percent20Committee percent20Assignments-draft2011Nov18.pdf

|----------|---------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------|
IV.B.  Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY:
The Los Angeles Community College District (LACCD) is comprised of nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with Education Code 70902. LACCD board members are elected for four-year terms district-wide by voters in the city of Los Angeles and in neighboring cities without their own community college districts. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select a student member – who has an advisory vote – for a one-year term.

Semi-monthly board meetings are held year-round at both the District’s central office downtown and at each of the nine college campuses during the academic year. In compliance with the Brown Act, all meetings are publicized at least 72 hours in advance and are open to the public. The Board meets twice a month on Wednesdays. Regular meetings are held the second Wednesday of the month and standing committee meetings are held the fourth Wednesday of the month. Special meetings are sometimes called to handle business that cannot be completely dealt with at regular meetings.

Closed session commences at 12:30 p.m. and public session starts at 3:30 p.m., allowing members of the community, employees and students an opportunity to speak to the Board about their concerns. All nine college presidents, District Office senior staff, and representatives of employee unions, the District Academic Senate (DAS), and students sit at a
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DEScriptive Summary:

The LACCD Board of Trustees exercises oversight of the college’s educational programs by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development and approval and detail the faculty’s central role in educational matters in accordance with the district’s stated mission. The Board must also approve or reject all changes to the curriculum that are brought before it from the District’s Office of Educational Programs and Institutional Effectiveness or the DAS. (IV.B-1)

The Board is directly responsible for guaranteeing the colleges’ integrity and financial health by periodically reviewing and approving the colleges’ mission and vision statements and by requiring quarterly reports from the college presidents on the colleges’ budgets. Through district administrative offices, the Board is also responsible for overseeing compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs.

SELF EVALUATION:

Since 2000, district administrators, the Council of Academic Affairs (the assembled vice presidents of Academic Affairs), and the DAS have
worked to streamline procedures for the approval of academic programs and courses. As part of this effort, administrative regulations have been revised to decentralize the curriculum approval process and empower local college faculty. In addition, the district has adopted a series of board rules mandating program review, biennial review of vocational programs, program viability review and program discontinuance processes at the college level. These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders. (IV.B-2)

The chancellor, his executive assistant and Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve access for students and secure funding for special projects. The Board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003 and 2008 that have provided more than $5.7 billion in badly needed capital construction funds for projects on all LACCD campuses. These projects are directly benefitting instructional programs and expanding career/technical education program facilities. The district also has access to over $300 million in state of California matching funds, bringing the total available to over $6 billion. As a result, 85 new structures will meet LEED (Leadership in Energy and Environmental Design) standards. Additionally, the LACCD is generating solar power on all of its campuses and taking other steps to reduce the colleges’ carbon footprint.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY:

The Board monitors the educational quality of LACCD programs through the following standing committees, which have been restructured for 2010-11:

- The Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) addresses issues related to educational effectiveness, student achievement and educational programs. It also oversees the colleges’ accreditation planning process. The committee requires the colleges to report annually on progress made on all college strategic planning goals, including those relating to student success and SLO proficiency. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures and college progress in relation to the District’s Core Indicators of Institutional Effectiveness. (IV.B-3)

- The Finance and Audit Committee reviews and recommends adoption of the tentative budget to the full board by July 1st of each year. It also reviews and recommends the acceptance of the annual financial audits for both the general financial operation of the district and the bond program’s financial
audit to the full board by September 15th of each year. The committee reviews quarterly financial reports, reviews internal audit reports semi-annually and/or quarterly, receives information on bond financing issues, receives revenue-generating plans and/or the development of public/private partnerships and considers and discusses other related matters. (IV.B-3)

- The Legislative Committee makes recommendations and considers proposals regarding legislative initiatives for the benefit of the district. It makes recommendations and reviews proposed state and federal statutory and regulatory legislation, reviews the effectiveness of authorized lobbying efforts on behalf of the district and considers and discusses other related matters deemed appropriate by the chair in consultation with the chancellor and the president of the Board (IVB-3)

- The Capital Construction Committee acts as the public forum for presentations on the college master plans and certification of environmental impact reports. It facilitates discussion on compliance with board-established sustainability and energy goals for infrastructure and curriculum as new concepts and technologies are brought forward. It also receives reports on accomplishments and general policy compliance, hears policy issues and receives briefings on technical issues and other matters related to the district’s sustainable building program. The committee receives formal conceptual design presentations on each new building and remodeling project with budgets in excess of $5 million prior to approval, and considers other related matters. (IV.B-4)

The Board sets goals and provides a sense of direction for the colleges through its District Strategic Plan. Part of overall planning efforts, the plan is derived from goals set by the State Chancellor’s Office. In spring 2010, the District Planning Committee evaluated the current plan and proposed suggestions for its revision. In spring 2011, the district began another comprehensive district-wide strategic planning process that will guide the district for the next five years, 2012 to 2017. More than 40 focus groups, including input from faculty, students, classified staff and administrators, were held in fall 2011 at each college and the District Office to identify district-wide strengths and weaknesses and suggest future priorities. Based on the vision and timeline developed by the District Office of Educational Programs and Institutional Effectiveness and adopted by the District Strategic Planning Committee, Vision 2017 (as the next five year plan will be called) is set to be presented to the Board of Trustees in May 2012. (IV.B-5; IV.B-6; IV.B-7; IV.B-8)

In conjunction with the Chancellor’s Office and General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the nine campuses. The District Budget Committee (DBC) bears responsibility for monitoring all aspects
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of district and college finances. An independent audit of the district’s and the colleges’ financial statements and accounting practices is made annually by an outside agency. The Board, the college presidents and the public are provided periodic updates and presentations regarding the LACCD’s financial condition. (IV.B-9)

SELF EVALUATION:
The ultimate responsibility for policies and decisions impacting all nine colleges lies with the Board, which has significantly expanded its role in oversight of the quality of college instructional programs. Annual college strategic planning reviews allow the Board to play a more direct role in assuring that the colleges and the district are in sync by requiring that colleges demonstrate how their goals align with the district’s. They also provide the Board with the opportunity to hold the colleges publicly accountable for meeting the quality assurance standards associated with their educational master plans and strategic planning efforts. (IV.B-10)

To monitor the financial integrity of the district’s multi-billion dollar capital construction project, the Board tightened the management of the program by:

- Approving the creation and staffing of an independent Office of Inspector General, which reports to the chancellor and the Board and is responsible for conducting an ongoing review of performance, financial integrity and legal compliance. Since taking office, the inspector general has issued a series of reports, a number of which have resulted in corrective actions undertaken by the LACCD.
- Approving the creation of a Whistleblower Program for both bond and non-bond related issues so that anyone may confidentially report on issues that need investigating.
- Instituting limits on the “multiplier” or markup that firms participating in the management of the building program can charge for employing building program staff.
- In response to concerns expressed by the California State Controller’s Office, the district has instituted a variety of reforms to the Building Program.
- The chancellor and the district Board of Trustees have taken action to strengthen the operation of the District Citizens’ Oversight Committee, mandated by law to oversee the Building Program.
- The chancellor appointed an independent review panel to examine the LACCD’s $6 billion building program. The 10-person panel of distinguished citizens is currently completing its examination of various aspects of the program, focusing on making recommendations for improvement of policies and processes.
- In response to concerns raised about the process by which the inspector general was selected, the district has engaged the Office of Los Angeles City Controller Wendy Greuel to review the process.
On its most recent annual independent audit, the district received a rating of “unqualified” on its basic financial statements, the type of report that is issued when financial statements are free of misstatements in accordance with generally accepted accounting principles. However, the audit did point out weaknesses in the Capital Assets and General Obligation Bond Program and deficiencies with regard to employee benefits, risk management, information technology, federal financial aid awards, one annual performance report and one college’s proper tagging of equipment and inventory control. Additional findings were reported for state apportionment census reporting, actively enrolled students, concurrent enrollment of K-12 students and a discrepancy between reported enrollment fee revenues and the District’s Annual Financial and Budget Report.

As a result of these findings, all college personnel from each of the areas with any deficiency were required to attend a mandatory meeting with the Office of Budget and Accounting and the District’s Internal Audit Department to discuss the findings and take immediate corrective action. The Internal Audit Department has been tasked with working with all the colleges to enhance and enforce current policies, procedures, forms and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state and local regulations. (IV.B-11)

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**DESCRIPTIVE SUMMARY:**

The duties and responsibilities of the board are defined externally by State Education Code, Section 70902, and internally by board rules. The chancellor and General Counsel also play an important role in monitoring board responsibilities. The bylaws and policies are published on the district’s website. (IV.B-12; IV.B-13)

**SELF EVALUATION:**

The LACCD’s own internal checks and balances have ensured compliance with the Board’s externally and internally defined duties and responsibilities.

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**DESCRIPTIVE SUMMARY:**

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor’s Directive Number
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70, District-wide Internal Management Consultation Process. These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they remain appropriate and effective. Revisions are reviewed and considered for adoption at board meetings. (IV.B-14)

The Board relies on the chancellor, the college presidents and the district office executive and senior staff to ensure that all rules and regulations are implemented uniformly and effectively across the district. Rules and regulations are assigned by category to district office subject matter experts for triennial review. When Board Rules (policy) or Administrative Regulations (how to implement the policy) are in need of revision, the subject matter expert is charged with preparing and consulting changes appropriately, then putting them forward for the applicable approval process. Board rules are adopted by the Board of Trustees, and Administrative Regulations are issued under the authority of the chancellor. In addition to these regulatory means, the district adopts other procedures, such as its Business Procedures Manual or Chancellor’s Directives, to establish consistent standards.

In February 2007, the Board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations. In August 2011, district office senior staff engaged in reflection and self-evaluation on the regularity of the LACCD’s rule review. (IV.B-15)

SELF EVALUATION:

The trustees act in accordance with established policies. When constituents or district office staff bring issues in need of revision to the Board, policies are changed, as needed. For instance, when it was brought to the Board’s attention that board rules precluded adjunct faculty from serving on presidential selection committees, the Board changed the rule to allow participation. Working in collaboration with the DAS, the Board revised district hiring procedures by adopting the state minimum qualifications for all faculty positions. The Board also revised district-wide faculty hiring policies to streamline procedures and give campuses direct control over their own hiring processes. Additionally, the Board recently updated its policy on the delegation of authority to college presidents to manage the Child Development Centers (IV.B-16).

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY:

In February 2007, the Board adopted a formal policy for the orientation of new board members. The Board has also developed procedures for the orientation of student trustees. Two newly-elected trustees participated in
orientation sessions this past year. These orienta-
tions included information about accreditation
standards and ACCJC expectations that board
members be involved in all aspects of accredi-
tation. (IV.B-17; IV.B-18; IV.B-19)

SELF EVALUATION:
While there is no formal guarantee of contin-
uuity of leadership, the staggering of board
elections does provide some consistency. The
fact that incumbents are frequently re-elected to
their positions provides a measure of contin-
uity to governance; however, the student trustee
position does change every year.

IV.B.1.g. The governing board’s self-
evaluation processes for
assessing board performance
are clearly defined,
implemented, and published in
its policies or bylaws.

DESCRIPTIVE SUMMARY:
The Board’s formal policy on self-evaluation
was adopted in 1995. For the following decade,
the Board used a self-evaluation checklist to
evaluate its overall effectiveness. In June 2005,
the Board reviewed and amended its self-
evaluation process, this time expanding it to
include additional feedback on its performance
from college presidents, district senior staff,
and union and academic senate representatives,
who regularly sit at the resource table during
board meetings. Using this revised process, the
Board conducts annual self-evaluations, scoring
its performance in 20 general areas and report-
ing on its self-assessment and the summarized
evaluations of constituency representatives.
(IV.B-20).

In response to an ACCJC recommendation
that Board goals be set as part of its annual
self-evaluation, the Board of Trustees adopted
Board Rule 2301.10 in October 2007. At
its annual retreats, it establishes new Board
goals. At its December 2010 retreat, the Board
decided to adopt as its goals the District Strate-
gic Plan goals in order to concentrate on
them in the plan’s final year. At its August 2011
retreat, the Board assessed district directions
and priorities and discussed processes for ad-
dressing them. (IV.B-21; IV.B-22)

To increase both follow-through and account-
ability at the district level, in 2010, the Board
adopted a District Effectiveness Review Cycle
which aligns annual board and CEO goals
with the goals of the District Strategic Plan
and implements a series of annual district and
college effectiveness reports to the board.

This annual cycle was designed to achieve the
following:

- Assure that district-level strategic
goals are implemented and monitored
- Synchronize the Board’s annual goal
setting process with the traditional
academic calendar
- Align annual Board goals with
those of the chancellor, the college
presidents, and district senior staff
- Establish a regular process for college
Institutional Effectiveness reporting
that aligns with the Board’s District Strategic Plan reports, its annual ARCC AB 1417 review, and its annual self assessment process.

The annual cycle includes five stages:

1. Annual Board Evaluation
2. Annual Board Retreat
3. College Activities in Support of Goals
4. Annual College Institutional Effectiveness Reports
5. Annual District Effectiveness Report (IV.B-23)

SELF EVALUATION:
As a result of its most recent self-evaluation, the Board streamlined the number of standing committees from seven to four. The new District Effectiveness Review Cycle is increasing the board’s ability to monitor district-wide progress on all district-level strategic goals and board priorities and is guiding district-level decision making.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY:
The Board adopted a Statement of Ethical Values and Code of Ethical Conduct in October 2005, which requires each member to adhere to values of honesty, integrity, reliability and loyalty. With input from district legal counsel, in February 2007, it established procedures for sanctioning board members in case of ethics violations. (IV.B-24)

SELF EVALUATION:
The Board has a clear code of ethics and a process in place for sanctioning behavior that violates the code.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY:
To ensure that the trustees are knowledgeable about accreditation standards, including those that apply to the board, the Board’s Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) monitors the accreditation self-study processes of the nine colleges by receiving regular reports on their progress and reviewing their comprehensive self-study, midterm, and follow-up reports. The Board works with this committee to ensure that past recommendations are appropriately addressed. During site visits, board members meet with visiting teams, respond to questions and concerns, and participate in other forums, meetings, and receptions. (IV.B-25)

In fall 2007, the chancellor created the position of District Liaison for Accreditation, reporting directly to the vice chancellor of Institutional Effectiveness. The liaison coordinates the reporting process so that the Board is kept apprised of accreditation efforts at the colleges. The liaison and the vice chancellor of Institutional Effectiveness meet regularly with faculty.
accreditation chairs and ALOs to provide assistance, coordinate efforts, share best practices and provide information necessary to answer the standards in self study reports and respond to ACCJC recommendations that relate to the district.

SELF EVALUATION:

Through the active oversight provided by the Board’s Institutional Effectiveness Committee, board members have become more engaged in and aware of the accreditation process. At the present time, all district colleges have had their accredited statuses re-affirmed by the ACCJC. More importantly, the accreditation self evaluation process at all district colleges has become much more pro-active, collaborative and collegial than in the past. District colleges are now approaching accreditation self studies as essential elements in strategic planning and institutional processes. In addition, board members attend workshops at the Community College League conference involving topics such as accreditation expectations of the ACCJC.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY:

Pursuant to California Ed Code, the Board employs the chancellor and gives him/her full authority and responsibility for the proper conduct of the business and educational programs of the district. Board policy specifies the employment procedures for academic administrators, including the chancellor. The hiring of the chancellor starts with board action authorizing the Human Relations Division to
launch a search. After the chancellor is selected, a policy outlines procedures for his/her annual evaluation. The board solicits input from various constituencies and collects the data to evaluate the chancellor’s performance on a number of criteria. The most recent evaluation of the current chancellor, who was hired in August 2010, was conducted in May 2011, prior to renewal of his contract. (IV.B-26; IV.B-27; IV.B-28)

The chancellor and senior staff oversee the administrative tasks of the district. The chancellor also oversees the district foundation to obtain additional resources. He/she meets regularly with the cabinet, comprised of senior staff and the college presidents, and has regular consultations with the leadership of the employee unions and the DAS. The chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from the Joint Labor Management Benefits Committee (JLMBC). In keeping with Ed Code provisions, the board delegates its authority to the chancellor, gives him/her the autonomy to make decisions without interference, and holds him/her accountable for those decisions.

The board shares responsibility with the chancellor for hiring and evaluating the performance of district vice chancellors, college presidents and the General Counsel. Board rules specify selection procedures for the chancellor and other key administrative positions, which typically involve national searches. Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff and community representatives. In accordance with the Brown Act, the board approves employment contracts and compensation in open session.

One of the chancellor’s duties is to conduct regular evaluations of the college presidents in accordance with board rules and make recommendations to the board on the renewal of their contracts. The process for the evaluation of college presidents, which has been in place since 2002, has been facilitated by the Chancellor’s Office, with three presidents undergoing a comprehensive evaluation each spring. A formal written policy spells out the process. The description is included in the packet with the forms that are used to collect information. (IV.B-29; IV.B-30; IV.B-31)

A new evaluation process was developed by the chancellor in spring 2011, to be used during his first year as chancellor so that he would have one year of experience in working with college presidents before returning to the more comprehensive evaluation. The new process requires the college presidents to evaluate their performance, provide outcome measures of effectiveness and set new goals for the upcoming year (IV.B-32).

SELF EVALUATION:

The broadening of hiring procedures in 2000 to include all stakeholder groups has increased community and faculty involvement in the selection of the chancellor and the college presidents. In the past, an outside consultant was hired to facilitate the evaluation of key administrative personnel, as well as the chancellor, through interviews with relevant college constituency groups. The chancellor is viewing the evaluation process as a long term undertaking which he will be involved in designing.
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTIVE SUMMARY:
Since the 2006 comprehensive self study, West has had several presidents:

- two interims – 2005-2006 and 2010-2011
- one acting – summer 2010
- two presidents – August 2006-June 2010 and August 1, 2011 to the present

West Los Angeles College has processes and infrastructure in place so that presidents have primary responsibility for the quality of the institution, providing effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

Since 2006 when the visiting team questioned whether the college could sustain the momentum generated by that self study, the president’s leadership led to these outcomes:

- FTES enrollment grew 35 percent in three years; the practice of data-informed enrollment management strategies continue even as funding declines. (IV.B-67)
- Budget stability with positive ending balances for four of five of the fiscal years. (IV.B-68)
- Effective participatory governance marked by college-wide consultation and consensus actions. (IV.B-69)
- Completion and implementation of the Educational Master Plan, the Student Services Plan and the Technology Master Plan. (IV.B-70)
- Meaningful program reviews and a budget process that allocates to planning priorities. (See IV.A.2.a) (IV.B-71)
- A fundraising gala that raised $136,260 to support educational efforts. (IV.B-72)
- Refinement and enhancement of the Faculty Position Identification and Prioritization process to a horizontal prioritization to connect to the Educational Master Plan. (IV.B-73)
- Consultation with the Building Program Management Committee (now renamed the Facilities Committee) and the College Council to address and resolve the building program overcommitment. (IV.B-74)

In addition, the president provided leadership to West as it addressed and resolved the recommendations from the 2006 accreditation through a 2007 Progress Report and visit, a 2008 Progress Report and a 2009 Focused Midterm Report, all of which were accepted by the Accrediting Commission.

During this time, a number of personnel have retired or stopped working. To ensure
effective instruction and services, the college has hired carefully, using the program review process to identify needs and prioritizing hiring in alignment with the college’s major plans. Since 2006, according to a report of New Hires/Replacement Hires from a Personnel Change Request (PCR) System Report, the college has hired 10 administrators, 29 faculty and 86 staff.

**SELF EVALUATION:**
The president provides effective leadership to maintain the quality of the college.

*IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

**DESCRIPTIVE SUMMARY:**
The current administrative structure at West of three vice presidents and their respective deans are organized and staffed to reflect the college’s purpose, size and complexity. As appropriate, the president delegates authority to administrators and others consistent with their responsibilities. (See Organization Chart in the Self Study Section: Organization of the Institution)

**SELF EVALUATION:**
The president functions effectively with regard to these crucial areas of responsibility.

*IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:*  
- establishing a collegial process that sets values, goals and priorities;  
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;  
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and  
- establishing procedures to evaluate overall institutional planning and implementation efforts.

**DESCRIPTIVE SUMMARY:**
At West, the president consults regularly with senior staff, administrators, leaders and members of constituency groups in setting values, goals and priorities. S/he honors and utilizes well-established, working processes, whether it’s the Faculty Position Identification and Prioritization process, the program review and unit planning process or Principles for Prioritizing Programs and Services. Since 2006 and the hiring of the dean of research and planning, committees and other groups rely on data for enrollment management, fiscally sound decisions that seek to balance the myriad needs of the college. (IV.B-75)
To enhance the sharing of information and assist the division chairs in their departmental responsibilities, the president in 2007 established the Joint Administrative Council and Divisional Council (now renamed the College Joint Council) that met once a month. It combines the administrators with the academic and student services divisional chairs and directors/managers.

To focus on academic success and student learning, in 2007, the president tasked the Academic Senate with the writing of the Educational Master Plan, which yielded four primary objectives and is aligned with the district’s Strategic Plan. Along with the 2007-2011 Students Services Plan, now being updated and the 2009-2016 Technology Master Plan, resource allocation requests result from a thorough program review process. SLO assessment is integrated into the college’s program review process. (IV.B-76)

In summer 2010, the president initiated an action to form a Foundation Skills Think Tank, co-chaired by the dean of research and planning and the chair of the College Council. The Think Tank attracted a membership of faculty, counselors, staff and administrators who worked through the summer. Its efforts resulted in the Foundation Skills Plan which is currently being implemented by the Student Success Committee. (IV.B-77)

Presently, the president’s priorities are to strengthen local and regional connections to partners in business, government and education so that West continues to develop creative opportunities for our students to identify their goals and achieve them. Aligning work and governance processes to fit both the goals of the Educational Master Plan within the cultural framework and history of the college will ensure continual improvement for even greater institutional effectiveness. (IV.B-78; IV.B-79)

**SELF EVALUATION:**

The college meets the standard.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**DESCRIPTIVE SUMMARY:**

The president conforms to applicable statutes and regulations, including Board policies.

**SELF EVALUATION:**

The college meets the standard.
IV.B.2.d.  The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY:
The college president is the final stop for the college’s budget as it makes its way to the district Board of Trustees. The college’s presidents have taken seriously the district’s call to produce balanced budgets. They have succeeded in the four of the past five years in achieving that goal. Only in the 2008-09 fiscal year, when the state first encountered its fiscal problems and enacted a significant mid-year budget cut, did the college fail to balance its budget. In April 2008, the president demonstrated his determination to balance the college’s budget by formulating a “College Budget Omnibus Action Proposal.” That document clearly spelled out a variety of rules under which the college was to operate for the balance of that and the following fiscal year. That document was reformulated and again applied by a subsequent president during fiscal year 2010-11. (IV.B-80; IV.B-81)

SELF EVALUATION:
The college meets the standard.

IV.B.2.e.  The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY:
The former interim president reached out to the surrounding community by attending the meetings of governing bodies and civic organizations such as the Rotary Club. Especially important is establishing relationships with the governing bodies such as the Culver City City Council, the Culver City Chamber of Commerce, the offices of LA County Board of Supervisors Mark Ridley-Thomas, Congresswoman Karen Bass, Assemblymember Holly Mitchell, and former Congresswoman Diane Watson as well as the surrounding homeowners associations, our immediate neighbors. The college holds at least two meetings per year with the City of Culver City officials and representatives of the Home Owners’ Associations (HOAs) regarding campus-neighborhood relation issues. The president also attends meetings with the individual HOA by invitation. (IV.B-82; IV.B-83; IV.B-84)

The interim president also activated the College Citizens’ Oversight Committee, an advisory committee to the District Citizens’ Oversight Committee (DCOC) for the district’s expenditure of bond revenues for projects that are planned for West Los Angeles College; held regular campus town halls meetings; oversaw the joint governance process that responded to the construction overreach and reallocated funds; and kept in close communications with the Culver City Manager regarding major events, construction updates and neighbor relations. (IV.B-85)

These efforts continue in 2011-12 as do town Hall meetings to apprise the college community of issues relating to the building program. (IV.B-86; IV.B-87; IV.B-88; IV.B-89; IV.B-90)

SELF EVALUATION:
The college meets the standard.
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IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY:

The areas of responsibility of the district office and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations and current and past practices. In 1999, 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. Since the adoption of the principle of decentralization, the district and the colleges have worked to clarify and delineate operational responsibilities.

The district has been actively engaged in addressing this standard since it participated in the ACCJC’s first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the district system and the colleges have been produced since then. The 2008 version was a 130-page document containing descriptions of the roles of the Board of Trustees and its committees, the functions and membership of 56 district-wide governance and administrative committees, a definition of the functional relationship between the district and the nine colleges, a grid of District Office Service Outcomes (DOSOs) detailing the function of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing participation in administrative processes. (IV.B-33; IV.B-34; IV.B-35).

The ACCJC evaluation teams visiting three of our colleges (City, East, and Trade-Tech) in 2009 agreed that while the 2008 Functional Map might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the district and the colleges, noting that they “have made significant progress... in detailing [their] administrative and governance roles and processes” and that the Functional Map “provides a framework for clarifying roles and responsibilities of the district office and where
they interact with the colleges.” However, the teams felt that the district needed to take the additional step of evaluating the accuracy of the delineation of district/college roles and responsibilities and use the information to improve effectiveness. (IV.B-36; IV.B-37)

To respond to this recommendation, the LACCD District Planning Committee (DPC) created a project that culminated in a full assessment and revision of the 2008 Functional Map. This process engaged faculty, staff, administrative and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system. The project included the following activities (IV.B-38):

**Review and Revision of District Office Service Outcomes (DOSOs)**

A 72-page segment of the Functional Map offered a detailed description of the relationship between district-level administrative units and their college counterparts. So that the service outcomes in the revised handbook would accurately reflect their operational responsibilities, in fall 2009, all district office administrative units reviewed their sections for accuracy, simplified and condensed descriptions of functions, when possible, and checked to be sure that outcome measures were feasible and appropriate. The new, more accurate draft version was circulated among primary user groups for critique and comment and suggestions were used to produce a final version of the DOSOs.

**Update of District-wide Committee Descriptions**

All standing district-wide committees and councils were asked to revisit and revise their descriptions using a new template to provide uniform information on the committees’ description and charge, reporting authority, consultation and collaboration, chair and membership by position, meeting dates and times and date of annual self evaluation and goal setting. Revised descriptions with templates of more than 50 district-wide committees were sent to the DPC in February 2010 for inclusion in the new handbook. (IV.B-39)

**Expansion of the Functional Map**

Realizing it was necessary to include more detail on district-wide governance, planning and decision-making processes, the DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, policy formulation processes, the roles and responsibilities of stakeholder groups and district-wide committees and the process and timeline for cyclical evaluation of effectiveness and revision of the new handbook. This was done in conjunction with a district-wide effort to assist the colleges to document their governance and planning processes by creating college handbooks. After researching several models, the DPC designed a template for colleges to use as a guide. The DPC reviewed the new segments and members of appropriate stakeholder groups reviewed sections on participatory governance. (IV.B-40; IV.B-41; IV.B-42)
Survey

The DPC also launched a survey to assess the accuracy of the current definition of the district/college relationship. The results were used to create an Assessment Report with action items for continuous improvement of district/college role delineation. (See IV.B.3.g for details of this evaluation.)

Replacement of the 2008 Functional Map

All of the efforts described above led to the replacement of the 2008 functional map with the LACCD District/College Governance and Functions Handbook, which was approved by the Board of Trustees in March 2010 and was posted on the district website and distributed to the colleges and constituency groups. (IV.B-43)

SELF EVALUATION:

Operating within the framework of a large multi-college district, it is an ongoing challenge to delineate roles. Decentralization is a work in progress that requires periodic review and alterations. The district has become partially decentralized, with some decisions made locally and others made by the district office and district governance bodies. In relation to curriculum, for example, some characteristics of a course are determined by the college and some by the district. Other functions, such as hiring decisions, are decentralized.

In the past several years, district efforts, including the delineation of District Office Service Outcomes, the on-going process mapping project, the institution of Customer Satisfaction Surveys (see IV.B.3.b), and the formal delineation of District-wide committees, have greatly improved the understanding of roles and responsibilities across the district for all campus constituencies.

The new District Governance and Functions Handbook serves as a convenient, user-friendly guide to district/college roles and responsibilities and decision-making processes and provides employees with a more accurate and informed understanding of the district’s role in relation to the colleges. The vice chancellor of Educational Programs and Institutional Effectiveness keeps the online edition updated. Beginning in spring 2012, the handbook will be re-assessed and revised on a two-year cycle (see IV.B.3.g). (IV.B-44)

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY:

The district’s primary purpose is to provide operational and logistical support to the colleges. In this effort, the district office offers an array of support services. The main services involve instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the $6 billion construction program) and information technology. Collaborative procedures between the district and the colleges include the budget allocation model, submission of state
MIS data, and implementation of board rules. Each college, through its own local budget allocation process, determines specific operational and educational priorities. The District Strategic Plan 2006-2011 identified among its goals the development of a district-wide “culture of service and accountability” to maximize the ability of the colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district.

To assess the district’s effectiveness in providing these services, Customer Satisfaction Surveys for every major service unit in the district office were piloted in fall 2008 and continue to be collected. The results of these surveys are used to improve unit performance and further refine district office operations. (IV.B-45)

**SELF EVALUATION:**

The district’s ongoing self-analysis (see IV.B.3.a) has resulted in recommendations for the re-organization of administrative unit structures and the refinement of functions. Involving input from all nine colleges, this has resulted in the establishment of clear outcomes for all district administrative offices, which are being used to measure the effectiveness of support services. For example, respondents answering the Human Relations survey reported that they needed to increase their knowledge about the products, services and staff in that division. In response, the HR Division created a series of publications called HR Guides and other useful resources, which they posted on the district’s intranet. The division also established an HR help desk.

When district IT sent out its satisfaction survey, most colleges overwhelmingly responded that they were dissatisfied and frustrated with the current Student Information System, which was purchased in 1982. Consequently, a consultant firm was brought in to assess district needs and a new Student Information System was added to the list of Proposition J bond projects.

As a result of another client satisfaction report, the Office of Diversity Programs concluded that it needs to provide more training in compliance issues (e.g., sexual harassment and reasonable accommodations); provide guidance, leadership, and direction on diversity and equal employment issues (so as not to be only associated with investigations of complaints) and continue providing technical assistance to colleges on prohibited discrimination complaints. Since receiving this feedback, the Office of Diversity Programs has provided more training and assistance to colleges.

Although many administrative functions have been decentralized to the nine colleges, most of the functions the district performs are, for technical or financial reasons, best carried out centrally. For example, several years ago the district Human Resources and IT divisions replaced the out-dated “homegrown” paper payroll system with an automated version. This conversion to SAP originally created a number of problems for college staff. To address these problems, the district designated and trained personnel (Single Point of Contact staff) on each campus to deal with SAP-related payroll issues. The district created an Employee Service Center to assist all LACCD employees with payroll, benefits, retirement and other personnel matters. When colleges expressed
the need to reduce the time it took to establish budgets for new specially funded programs, the Office of Budget and Management Analysis streamlined the process and set up trainings. (IV.B-46)

Another example of the district’s role in supporting the colleges is offered by the project undertaken in 2007 to upgrade college websites. Working collaboratively, college public information officers met with district staff and outside consultants to design templates for college web pages. This project, now fully implemented, has greatly enhanced district-wide communications and provided valuable support to college PIO staff.

Additionally, the district office staff is working with the colleges to map our business processes in anticipation of the roll-out of the new Student Information System, which will greatly increase efficiency. This new administrative software will support the need for information on college and district finances, student information and HR/payroll, and assist with open source software, cloud computing and web hosting.

Online program review is currently being tested by District IT. Once it ‘goes live,’ it will be a useful tool the colleges can use for integrated planning.

**IV.B.3.c.** The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**DESCRIPTIVE SUMMARY:**

The District Budget Committee (DBC) develops and oversees implementation of the district’s resource allocation model. In 1999, the DBC was restructured to include additional faculty representation; it is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units.

Since 2000, the DBC has periodically reviewed and evaluated the allocation model and recommended changes when deemed necessary. Among these have been changes to the way colleges receive growth funds and basic skills money, a “window shade” approach to the allocation of growth dollars and the creation of growth targets/ceilings, designed to maximize FTES growth and basic skills revenue. An FTES Allocation Taskforce, convened in 2005, concluded that the FTES allocation formula adequately provided resources necessary for the colleges to serve their communities and should be continued. In 2001, the DBC instituted allocation grant procedures to assist colleges that had temporary trouble balancing their budgets by allowing a college ending the year in deficit to apply for debt relief. If the college followed DBC recommendations, a portion of the deficit was offset with funds from the district’s contingency reserve. In 2007, the DBC decided that a college ending the year in deficit for more than $500,000, or 1 percent of its budget (whichever
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was greater) was required to submit a financial plan and participate in a quarterly review.

As a result of a 2006 third-party review of allocation mechanisms instituted to assure that the smaller colleges were not being negatively impacted, in 2007 the district instituted a new budget allocation model, based on SB361, to distribute resources to its institutions. This model, which parallels the state budget formula, provides for base funding based on the size of the college, credit FTES, regular non-credit FTES and enhanced non-credit FTES. It also takes into consideration any COLA, growth or other revenue received and any balances and open orders. The district distributes funds to the colleges, after a foundation grant, on a credit FTES basis with a two-tiered basis for noncredit (i.e., noncredit and noncredit enhanced) less assessments to pay for centralized accounts, district office services and set aside funds for the district’s contingency reserve. The rules for enrollment decline and restoration are also spelled out in the model, and the final budget must be approved by the Board of Trustees (IV.B-47).

The model differs from the state formula in one respect -- it increases the foundation grant for the district’s four smaller colleges (Harbor, Mission, Southwest and West) by $500,000, modified by COLA adjustments each year from the contingency reserve. This augmentation was made in acknowledgement of the additional administrative, business and operational expenses incurred by the smaller colleges. In addition, Trade-Technical College requested and was granted a budget augmentation of $500,000 in light of its large proportion of high-cost CTE programs. District-wide assessments were 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 district office budget allocation was not set at a fixed percentage, and its budget is periodically reviewed. However, when colleges are required to reduce their budgets in response to state budget cuts, the district office must also do the same.

The district budget allocation model and the challenges faced by individual colleges continue to be addressed. In summer 2008, the DBC formed a subcommittee, the Fiscal Policy and Review Committee (FPRC), to address the situation of colleges that continued to experience budget difficulties and to consider new approaches for enhancing college fiscal stability. To address an action item – “Review the District Budget Process” – that resulted from surveys on college roles/functions and district-wide governance conducted in 2009 (see IV.B.3.g), the FPRC and the DBC met at least monthly to review their roles and responsibilities. In May 2011, the FPRC was renamed the Executive Committee of the DBC, and the charges for both committees were revised to ensure that the budget planning policies were consistent with the District Strategic Plan (IV.B-48).

The Executive Committee of the DBC is reviewing the district’s current budget allocation formula, examining base allocations, the use of ending balance policy, assessments for district office operations, enrollment growth targets and the college deficit repayment policy. It has been looking at other multi-college district budget models (e.g., Ventura, San Diego, and Los Rios) to determine whether it
is necessary to develop a new model or make changes to the current one.

**SELF EVALUATION:**

The allocation of resources is one of the district’s most challenging tasks. However, revisions made to the allocation process in the past few years have created a more equitable and efficient system that reflects the needs and priorities of the colleges, namely sufficient funds to support FTES targets established by the DBC. Furthermore, the system takes into consideration the needs of each institution.

The most important priority of all the colleges is to protect the instructional program. An example of this commitment was the distribution of $6.83 million from the district’s projected balances. This budget augmentation to all nine colleges was for estimated employee benefit costs of $4.33 million and increased utilities and maintenance and operations costs associated with the new buildings built with bond funds, estimated at $2.5 million and distributed to each location based on gross square footage (IV.B-49).

The revenue-based allocation model that mirrors formulas in place at the state level is a data-driven model that is consistent with board policy, which stipulates that college funding be allocated in a manner similar to the way that revenues are received by the district. This change—from an “expenditure model” to a “revenue model”—encourages fiscal accountability on the part of the colleges.

The model is based on a realistic assessment of the needs of each institution, as seen in its augmentation for the smaller colleges and Trade-Tech. The DBC also approved $675,616, in ongoing assistance to Southwest College for the upkeep of its baseball fields and assistance to Mission College by forgiving $500,000, of its deficit when the college presented a realistic plan to balance its budget.

Any college that wished to have its deficit forgiven was able to make a request to the DBC through the Allocation Grant Task Force. The allocation grant process, which required colleges to re-pay shortfalls while submitting to more rigorous oversight, was designed to encourage budgetary restraint while assuring institutional stability.

With the current district-wide budget shortfall of $28.7 million due to cuts to state apportionment for Fiscal Year 2011-12, the DBC moved away from the concept of an allocation grant process since so many colleges were projected to have shortfalls. In spring 2011, the committee issued recommendations to the colleges to help them establish balanced budgets for 2011-12. All colleges are expected, at a minimum, to make a five percent cut. Colleges that find themselves in deficit and need more funding may request access to the district’s balances after meeting the following criteria:

1) The college has reduced at least 5 percent of its planned expenditures below the 2010-11 expenditure level;

2) The college does not have sufficient funding to maintain its enrollment offerings to meet the funded base FTES;

3) The college has used up all its balances. (IV.B-49)
The district also authorized the suspension of college debt repayments for 2011-12 and 2012-13 and restructured the payback plan from a three-year to a five-year plan. (IV.B-48)

**IV.B.3.d. The district/system effectively controls its expenditures.**

**DESCRIPTIVE SUMMARY:**

The district has established financial control mechanisms to effectively control expenditures. Every college president is responsible to the chancellor for the management of his/her college’s total budget and must establish a process for budget development and management; every vice chancellor is responsible for his/her district office budget. Each is expected to maintain a balanced budget and be effective in the utilization of financial resources. Included in the process is an opportunity for constituent groups of the college community to make recommendations. Each college is required to prepare a fiscal report for the first, second and third quarters of the fiscal year, a report that provides the status of the college’s budget and its projected fiscal obligations for the year. The first quarter report, due in November, includes preliminary data on the fall semester. Beginning with the second quarter report, colleges are expected to project an annual expenditure and identify the steps necessary to maintain a balanced budget.

Any college ending the year in deficit that is greater than 1 percent of its budget or $500,000, whichever is greater is required to:

- Perform a self-assessment and review.
- Submit a financial plan that addresses the college financial health.
- Participate in a quarterly review on the college’s fiscal condition.
- If a college has experienced multi-year deficits, the college may be required to submit a detailed recovery plan for achieving fiscal stability. (IV.B-50)

To ensure sound fiscal management and provide a process to monitor and evaluate the financial health of colleges within the district, all nine colleges follow the Operating Standards and Measures for Monitoring and Assessment of College Fiscal Conditions. This standard of good practice covers the development of an annual college financial plan, quarterly status reports on expenditures, the requirement to set aside a one percent reserve, and a requirement to balance the college’s budget.

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 perspec-
tive 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.

In April 2010, the DBC’s Fiscal Policy Review Committee made recommendations for colleges to establish balanced budgets for 2010-11 that set criteria for colleges to maintain enrollment (FTES) at 2009-10 funded FTES levels, meet FON requirements for fall 2010, and balance their college budgets. Throughout the year, colleges monitor their spending with monthly projections, update their college financial plans, and review their budgets quarterly with the District’s chief financial officer. (IV.B-51)

As a result of these procedures, the district has maintained at least a 5 percent contingency reserve fund every year since the reform of the DBC and allocation formula in 2006-07 (IV.B-9).

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in fall 2006 by negotiating an agreement to begin pre-funding a portion of its unfunded obligation. The district annually directs 1.92 percent of the previous fiscal year’s fulltime employee payroll into an irrevocable trust, managed through CalPERS. An amount equivalent to the district’s annual Medicare D refund is also diverted from its operating budget into the trust. As of June 2011, the balance in the trust was $30,311,536.07. The Fair Market Value of the Trust on June 30, 2011 was $34,185,180.73. The district monitors its liability and continues to assess the adequacy of its annual contribution. (IV.B-52)

Although the district does not fully fund the annual (accrued) OPEB cost calculated based on the Annual Required Contribution (ARC), under the current plan, the district has committed to fund each year out of the General Fund the annual retiree health benefit payments ($23,117,855 for fiscal year 2011) plus a 1.92 percent of the previous fiscal year’s fulltime employee payroll and Medicare Part D refund invested into the CalPERS irrevocable trust. The contribution for fiscal year 2010-11 totaled $33,804,289, which was more than 82 percent of the Annual Required Contribution (ARC) of $40,908,000.

Considering that the district prefunds each year 1.92 percent of the total full-time salary expenditures in addition to the annual pay-as-you-go amount, the district will accumulate sufficient funds invested in the irrevocable trust over the next 15 to 20 years to fully fund the ARC and significantly reduce the unfunded liabilities. Even though, over the last three years, the district received less funding from the State due to the budget crisis, the district has not interrupted its annual contribution under the plan. The district is committed to continuing the current contribution plan and will ensure that adequate cash will be available to pay for OPEB liabilities when those costs become due.

In order to maintain control over health benefit costs for employees, the district and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the
cost of health benefits, the JLMBC took action to reduce the cost of health care coverage for both active and retired employees. After a great deal of research and discussion, the JLMBC voted and the Board approved the move to health care plans administered by CalPERS, which took effect January 1, 2010. Because of the significantly lower retiree benefit costs under CalPERS, the district was able to reduce its GASB obligation by about $97 million. (IV.B-53; IV.B-54)

**SELF EVALUATION:**

The district has demonstrated effective control of its expenditures. Since the 1990’s, the district has consistently ended the fiscal year with a positive balance. Its overall ending balance was over 14 percent in 2009-10 and over 17 percent in 2010-11 fiscal years; thus, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit. The maintenance of a significant reserve fund and healthy ending balances has minimized the impact of state budget cuts on local college programs.

The JLMBC has been a successful model for savings in an environment of spiraling health care costs. It won the 2004 AFT Saturn/UAW Partnership Award as an exemplary model of labor-management collaboration that has resulted in delivering cost effective, efficient, high quality services. In 2007, the district’s GASB pre-funding plan was cited as a best practice by Governor Schwarzenegger’s Commission on Public Employee Post-Employment Benefits. The decision to move the district’s health care plans to CalPERS was an important step to help to control spiraling health care costs and reduce the district’s post-retirement obligation. By switching to CalPERS and self-funding employee dental and vision coverage, the district has saved about $30 million in the last two plan years. (IV.B-55; IV.B-56; IV.B-57)

**IV.B.3.e** The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

**DESCRIPTIVE SUMMARY:**

College presidents undergo annual evaluations conducted by the chancellor and are required to file monthly reports on goal setting and campus activities. Evaluations contain clear grades for effectiveness in key areas so that presidents can be held accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees. (IV.B-32)

**SELF EVALUATION:**

Since the adoption of administrative decentralization, presidents have enjoyed the freedom to make key decisions but are also held directly accountable for their actions.
IV.B.3.f  The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY:
The district office has several vehicles for communicating with the colleges. The district provides reports pertaining to such areas as finance, personnel and demographics. It maintains several databases—including the mainframe computer database (DEC), Protocol, SAP, and Business Warehouse—which allow personnel to access student information and information related to college operations and enrollment management.

District-wide councils and committees, such as the Presidents’ Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief Student Services Officer Council, the CTE Deans, the District Budget Committee (DBC), the Student Success Initiative Committee (SSI), the District Planning Committee (DPC) and the Technology Policy and Planning Committee (TPPC), facilitate the sharing of information, which attendees bring back to their campuses. A video conferencing system allows representatives from the nine colleges and the district office to meet virtually.

Representatives from constituency groups (all collective bargaining units, including faculty, staff and administration, the academic senate and students) have seats at the resource table at every board meeting, and comments from the resource table are a standing item on each agenda. Representatives also have the opportunity to take part in the discussion of any item that comes before the board for a vote.

Before board meetings, agendas are posted at the district office and online, and the colleges’ presidents, vice presidents, academic senate presidents and bargaining unit representatives receive copies. Minutes of Board meetings are posted on the district website.

SELF EVALUATION:
Recognizing that communication has been an issue, the new chancellor, who took office in August 2010, made a commitment to improving communication between the district and the colleges. The Chancellor’s Office issues frequent bulletins to all employees at the colleges with budget updates and relevant information, including resolutions passed by the Board. (IV.B-58)

The new chair of the District Strategic Planning Committee made a similar commitment to improving communication. At its July 2011 meeting, the committee discussed the Strategic Plan Communications Plan, which is designed to increase employee understanding of how their roles relate to the strategic plan. The committee will conduct a pre- and post-assessment.
The goal is to increase the percentage of employees who understand the relationship to 50 percent above the baseline by June 2012. (IV.B-59)

In the past year, the district office of Educational Programs and Institutional Effectiveness has taken the following steps to improve communication and the flow of information between the district and the colleges:

- Established a new link, district-level governance committees, on the district home page and moved agendas and minutes from the intranet to this page, entitled LACCD 411. (IV.B-60)
- Collected and posted minutes of key district committees whose minutes were not current; the minutes are now up to date (evidence – website links).
- Added a search feature so that visitors can search for information in the minutes. In the first two months of being posted, the page had over 600 hits.
- Reminded district-level governance chairs of their responsibility to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings for posting on the district website.

So that the flow of information can be a two-way street, district IT will pilot a system to allow college constituents to comment and provide feedback on documents, such as plans and proposals, posted by district committees. In August 2011, District IT began the process of completely revamping the district office website. (IV.B-61)

**IV.B.3.g** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals.
The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**DESCRIPTIVE SUMMARY:**
The LACCD has been continuously delineating the roles played by the district and the colleges (see IV.B.3.a) and has a long history of active participatory governance at the district level; however, the effectiveness of its role delineation and its decision-making processes had not been formally assessed prior to ACCJC evaluation team site visits to three of our colleges (East LA, City, and Trade-Tech) in spring 2009. In response to the teams’ recommendations, in fall 2009, the District Planning Committee (DPC) took the following steps to implement a new cyclical process for self-assessment.
Assessment of District/College Role Delineation

In the fall of 2009, the DPC conducted a survey of the accuracy of the definition of the district/college functional relationship as documented in the 2008 Functional Map. Given the size and scope of district operations, the DPC decided to survey faculty, staff, administrative and student leaders who participate directly in administrative or decision-making processes that involve active district/college collaboration. Respondents were asked to indicate their level of agreement with statements on whether the delineation accurately reflected the roles of the district in relationship to the colleges and were also invited to offer suggestions to make the descriptions more accurate and for administrative or operational changes that they believed would improve district/college effectiveness.

The results of the survey, completed by 185 respondents, were presented to the DPC in January 2010 for review and analysis. Suggestions to improve the accuracy of the description of the district/college functional relationship included making the delineation of functions as brief as possible, adding a glossary of terms, and including the names of those responsible for various functions. Suggestions for improving the district/college relationship included improving communication, streamlining operations, creating a district-wide ombudsperson to channel concerns and more time spent by district senior staff at the colleges.

The DPC issued a summary of this project. Although most college leaders endorsed the accuracy of the delineation of district/college operational responsibilities as defined in the original Functional Map, to address some of the issues raised, the report included these recommendations (IV.B-63):

1. Review the District Budget Process (see IV.B.3.c)
2. Optimize District/College Administrative Operations (see IV.B.3.b)

Assessment of District-level Governance and Decision-making

In fall 2009, the DPC conducted a survey of stakeholder satisfaction with district-wide participatory governance, targeting faculty, staff, administrators and student leaders directly involved in some form of district- or college-level governance. Respondents were asked to indicate their agreement with 21 questions about the roles played by stakeholder groups, the effectiveness of decision-making processes, administrative and Board support of participatory governance and the effectiveness of decision making in relation to the district’s stated mission. In addition, respondents were invited to indicate problems and suggest solutions (IV.B-64).

On the 311 surveys completed, results indicated generally positive approval of district-level governance overall, tempered with concerns about the effectiveness of communications, the transparency of decision-making processes and the level of centralization. Most of those surveyed agreed that all stakeholder groups play an appropriate role and are effectively
represented in district-level decision making and that the Board supports participatory governance at the district level. Suggestions included more use of video conferencing, e-bulletin boards, periodic status reports to the colleges, open forums and a web page dedicated to fiscal transparency. Some felt that the colleges need more freedom to make their own decisions and indicated that geographical dispersion and the large number of stakeholder groups make district-level governance cumbersome and time-consuming, which discourages participation and distances district-level activity from realities at the colleges.

In spring 2010, the DPC issued a report summarizing the results of the survey and including plans for improving district-level governance and decision making processes. The report was approved by the Board in March 2010 and shared with key stakeholder groups. (IV.B-65; IV.B-43)

The four action plans to improve district-level governance were the following:

1. Implement a District-wide Communications and Transparency Initiative (see IV.B.3.f)
2. Review the District Budget Process (see IV.B.3.c)
3. Streamline District-level Governance and Planning Processes (see Self-Evaluation Process below)
4. Enhance Professional Development on District Governance (in process)

The District Academic Senate is taking the lead for action item #4, to develop a professional development training module to be posted on the district website for use in training constituents about the inter-connection between local shared governance decision-making structures and district governance.

Both of the comprehensive assessment efforts described above led to the creation of the new LACCD District/College Governance and Functions Handbook (see IV.B.3.a).

**District Governance Committee Self-Evaluation Process**

The DPC also designed a process for the annual self-evaluation of district-level participatory governance committees to assure that activities align with the committees’ charges, solicit reflections on achievements and generate recommendations for improvements.

To guide each committee’s self-evaluation, the DPC designed a District-wide Governance Committee Self-Evaluation Form, an assessment template originally piloted at Los Angeles Mission College. It requires committees to provide information on such aspects as a monthly summary of major issues addressed, annual accomplishments, obstacles to effective functioning, and future goals. The four district-wide committees that performed the self-evaluation process in 2010 and 2011 each reported individual issues and recommendations for improvement. District-level governance committee self-evaluations will be conducted every year and results will be reported to the Board as part of its annual review of district effectiveness. (IV.B-66)
The Biennial Governance Assessment Cycle

To close the loop on its biennial cycle of governance assessment and improvement, early in spring 2012 the DPC revised the District-level Governance and Decision-Making Assessment Survey and sent it out again. The results will be used to craft new recommendations to improve district-level governance and decision-making processes and be included in the new District-wide Governance Assessment Report to be published in spring 2012. The results of this assessment, along with specific recommendations for further improvement, will be presented to the Board of Trustees in a new report, and district-wide governance and decision-making processes will be re-assessed and refined every two years.

For an examination of steps taken to clarify district/college role delineation as a result of the evaluation process described in this section, see IV.B.3.a.

SELF EVALUATION:

The new LACCD District/College Governance and Functions Handbook is helping faculty, administrative, staff and student leaders navigate district-wide governance and decision-making processes more effectively. The district’s follow-up regimen – the newly implemented biennial governance assessment cycle and the annual self assessment of district governance committees – was created to improve district-level governance and decision-making processes and ensure that ongoing efforts to enhance district-wide decision-making are sustainable and lead to continuous improvement of governance processes. The Board’s new district effectiveness review cycle is expected to increase the Board’s ability to monitor district-wide progress on all district-level strategic goals and Board priorities and help guide district-level decision making.

The district’s governance and decision-making structures are collegial and inclusive, with constituents working together to help the colleges reach their educational goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the colleges. Faculty and staff are well represented on district-wide committees. Students have a voice through a student trustee, who sits on the College Planning and Advisory Councils and college president selection committees, and convenes the Student Affairs Committee, which considers policies that impact students.

STANDARD IV.B DOCUMENTATION

ALL LINKS MAY BE ACCESSED FROM:

www.wlac.edu/accreditation/documentation/standard4b

IV.B-1 Board Rule Ch. I, Article II, Ch. VI, Art. I and Admin Reg E-64, BR Ch. XVIII, Art. I

IV.B-2 Board Decentralization Policies – E-65, BR10305, Ch. X, Art. III; PG B342, BR Ch.VI, Art.VIII

IV.B-3 Finance and Audit Committee minutes April, May, June 2011.

IV.B-4 Capital Construction Committee minutes

IV.B-5 2006-11 Strategic Plan

IV.B-6 District Planning Committee (DPC) Scorecard Report and Recommendations for District Strategic Plan

IV.B-7 District Strategic Planning Committee minutes May 24, 2011
STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.B-8 SWOT results district-wide
IV.B-10 Institutional Effectiveness Committee minutes April, May, June 2011
IV.B-11 Sign-In sheets, training August 2011
IV.B-12 Board Rules Ch. II, Art. III
IV.B-13 Board Rules
IV.B-14 Chancellor’s Directive #70
IV.B-15 Administrative Regulation C-12
IV.B-16 Board agenda August 11, 2010
IV.B-17 Board Rule 2105
IV.B-18 Student trustee orientation procedures
IV.B-19 Board member orientations
IV.B-20 Board retreat minutes January 20, 2010
IV.B-21 Board Rule 2301.10
IV.B-22 Board retreat minutes August 25-26, 2011
IV.B-23 District Effectiveness Review Cycle flow chart
IV.B-24 Board Rules on Ethical Values
IV.B-25 Institutional Effectiveness Committee description
IV.B-26 Board Rule 10307
IV.B-27 Chancellor’s Directive 122
IV.B-28 Chancellor Evaluation Data Collection
IV.B-29 Chancellor Selection Procedures
IV.B-30 Performance Evaluation Process for College Presidents
IV.B-31 President evaluation packets
IV.B-32 Chancellor’s Cabinet memo May 25, 2011
IV.B-33 Multi-College Pilot Project
IV.B-34 2003-04 Functional Maps
IV.B-35 2008 Map
IV.B-36 East Los Angeles College evaluation report (p. 49)
IV.B-37 Los Angeles Trade-Tech College evaluation report (p. 48)
IV.B-38 DPC process for addressing district recommendations
IV.B-39 DPC Evaluation Template
IV.B-40 DPC goals
IV.B-41 Governance Handbook Template
IV.B-42 DPC minutes February 26, 2010
IV.B-43 BOT Planning and Student Success Committee minutes March 10, 2010
IV.B-44 LACCD District Governance and Functions Handbook
IV.B-45 District Office Customer Satisfaction Surveys
IV.B-46 LACCD Benefits Service Center
IV.B-47 2011-2012 Final Budget Allocation, SB361 Allocation Mechanism
IV.B-48 DBC minutes May 18, 2011
IV.B-49 DBC minutes June 22, 2011
IV.B-50 Quarterly Financial Status Report
IV.B-51 Guidelines to establish a balanced budget for 2011-12
IV.B-52 GASB trust quarterly statement, June 2011
IV.B-53 Board minutes July 15, 2009
IV.B-54 Post-Retirement Health Benefits Actuarial Valuation Study September 22, 2010
IV.B-55 JLMBC Saturn award
IV.B-56 Public Employees Post-Employment Benefits Commission report (p.169-173)
IV.B-57 JLMBC report July 13, 2011
IV.B-58 Chancellor’s Bulletins
IV.B-59 District Strategic Plan Communications Plan July 2011
IV.B-60 District Governance Committee webpage
IV.B-61 District Website Redesign kickoff meeting
IV.B-62 District/College Roles and Function Survey
IV.B-63 District/College Roles and Functions Assessment Report

387  WLAC SELF STUDY
STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.B-64 District-wide Governance Survey

IV.B-65 District-wide Governance Assessment Report

IV.B-66 Four Committees’ Self Evaluations

IV.B-67 Statement of 2008-09 Goals for West Los Angeles College by President Mark Rocha: http://www.wlac.edu/EMT/CollegeEMGoals%202008-09.pdf

IV.B-68 2010-11 Year-End Balances and Cyclical Comparative Expenditure Data.pdf


IV.B-72 Personal Invitation from the College President: Host Committee, June 5th Gala

IV.B-73 Faculty Position Identification and Prioritization Policy: http://www.wlac.edu/academicsenate/documents_2011/FPIP%20POLICY%20effective%20April%202009.pdf

IV.B-74 Letter to WLAC Community re Over Commitment; and BPMC Meeting Summary

IV.B-75 Joint Administrative Council and Divisional Council Committee Retreat Minutes: http://www.wlac.edu/jacdc/minutes/JOINT%20COUNCIL%20RETREAT%202010-1-21%20Summary.pdf


IV.B-78 Presentation to Rotary Club of Venice

IV.B-79 Resource Development Committee charge: http://www.wlac.edu/resource/

IV.B-80 2008-09 Proposed Budget Omnibus

IV.B-81 Budget Management Proposal

IV.B-82 President Joyce’s Message, 9/3/2010

IV.B-83 President Joyce’s Message Announcing Culver City Council Decision, 3/7/2011

IV.B-84 Agenda Bi-Annual Meeting WLAC, HOAs and Culver City, 9/15/2011

IV.B-85 College Citizens’ Oversight Committee: http://www.wlac.edu/coc/index.html

IV.B-86 Town Hall 9/20/2010

IV.B-87 Town Hall 12/2010

IV.B-88 Town Hall 3/28/2010

IV.B-89 Town Hall 5/2011

IV.B-90 Town Hall 11/14/2011
STANDARD I

I.B.2 and II.A.2.f

- The Planning Committee, together with the Academic Senate’s Student Success Committee, will apply Achieving the Dream’s focus on combining strategic improvement and data-driven decision making to improving students’ learning outcomes.

I.B.2

- The Planning Committee will lead the development of a new college master plan to reflect the components of the integrated master plan and to align with the District’s current strategic planning efforts.

I.B.3

- Coordinated efforts by the Planning and Budget Committees will develop, propose and implement additional modified procedures to further strengthen the linkage between program review, planning and budget.

STANDARD II

II.B.4

- The Student Services Council will update the Student Services Plan for 2011-2016, including an annual summary of activities.

STANDARD III

- None.

STANDARD IV

IV.A.3

- The College Council will use a variety of data to inform strategies to address issues that contribute to low committee participation.
Appendix I: Acronyms
APPENDIX I
ACRONYMS

AA...........Associate in Arts
ACCJC ....Accrediting Commission for
          Community and Junior Colleges
ACT ........Accelerated College Transfer
AFT ........American Federation of Teachers
ALO ..........Accreditation Liaison Officer
API ..........Academic Performance Index
APMS......Assessment Placement Management System
A&R .........Admissions and Records
APR ........Annual Performance Review
ARCC ......Accountability Reporting for the Community Colleges
AS ..........Associate in Science
ASO .........Associated Student Organization
ATD ........Achieving the Dream
BDF ........Building Distribution Feed
BOT ........Board of Trustees
BPMC .......Building Program Management Committee
BW ............Business Warehouse
CAADE ......California Association of Alcohol and Drug Abuse Educators
CAAHEP .Commission on the Accreditation of Allied Health Education Programs
CAI ..........Computer Assisted Instruction
CalWORKS/
GAIN ......California Work Opportunities and Responsibility to Kids/ Greater Avenues for Independence
CAOT ......Computer Applications and Office Technology
CARE ......Cooperative Agencies Resources for Education
CATS ......Center for Advanced Transition Skills
CBJT ......Community Based Job Training
CCC .........California Community Colleges
CCC ......LACCD Capital Construction Committee
CCL ......Community College League
CCOC ......College Citizens’ Oversight Committee
CDC ......Child Development Center
CE ..........Career Education Building
CEMA ....Communications, Entertainment and Media Arts
C.E.R.T. ...Community Emergency Response Training
CP ..........Central Plant
CSIT ........Computer Science Information Technology
CSU ..........California State University
CSU GE .California State University General Education
CTE ........Career Technical Education
DAS ........District Academic Senate
DBC ........District Budget Committee
DCOC .....District Citizens’ Oversight Committee
DPC ........District Planning Committee
DSP&S ....Disabled Students Programs & Services
EAP .........Early Assessment Placement
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>eBTA</td>
<td>Electronic Budget Transfer Authorization</td>
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<tr>
<td>ECD</td>
<td>Electronic Curriculum Design</td>
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<td>EEOC</td>
<td>Equal Employment Opportunity Commission</td>
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<tr>
<td>EIR</td>
<td>Environmental Impact Report</td>
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<td>ELAC</td>
<td>East Los Angeles College</td>
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<td>EMC</td>
<td>Enrollment Management Committee</td>
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<td>EMP</td>
<td>Educational Master Plan</td>
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<tr>
<td>EOP&amp;S</td>
<td>Extended Opportunity Programs &amp; Services</td>
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<td>EPSC</td>
<td>Educational Policies and Standards Committee</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>FA</td>
<td>Fine Arts Building</td>
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<td>FAA</td>
<td>Federal Aviation Administration</td>
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<td>FAFSE</td>
<td>Free Application for Federal Student Aid</td>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<tr>
<td>FFAPE</td>
<td>Furniture Fixtures &amp; Equipment</td>
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<tr>
<td>FIPSE</td>
<td>Fund for the Improvement of Postsecondary Education</td>
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<td>FON</td>
<td>Full-Time Obligation Number</td>
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<td>FPIP</td>
<td>Faculty Position Identification and Prioritization</td>
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<td>FPRC</td>
<td>Fiscal Policy &amp; Review Committee</td>
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<td>FSEIR</td>
<td>Final Supplemental Environmental Impact Report</td>
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<td>FTEF</td>
<td>Full-time Equivalent Faculty</td>
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<td>FTES</td>
<td>Full Time Equivalent Students</td>
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<tr>
<td>FTLA</td>
<td>Faculty Teaching and Learning Academy</td>
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<td>GC</td>
<td>General Classroom Building</td>
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<td>GE</td>
<td>General Education</td>
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<td>General Educational Development test</td>
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<td>Grants Management Committee</td>
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<td>Heldman Learning Resource Center</td>
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<td>HOA</td>
<td>Home Owners Association</td>
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<td>HR</td>
<td>Human Resources</td>
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<td>HSI</td>
<td>Hispanic Serving Institution</td>
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<td>IATSE</td>
<td>International Alliance of Theatrical Stage Employees</td>
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<td>IDF</td>
<td>Intermediate Distribution Feed</td>
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<td>IE</td>
<td>Institutional Effectiveness</td>
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<tr>
<td>IGETC</td>
<td>Intersegmental General Education Transfer Curriculum</td>
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<tr>
<td>IMP</td>
<td>Integrated Master Plan</td>
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<tr>
<td>IMPAC</td>
<td>Intersegmental Major Preparation Articulated Curriculum Project</td>
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<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<td>ITC</td>
<td>Information Technology Committee</td>
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<tr>
<td>JLMBC</td>
<td>Joint Labor Management Benefits Committee</td>
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<tr>
<td>FKCE</td>
<td>Foster/Kinship Care Education</td>
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<tr>
<td>LACCD</td>
<td>Los Angeles College Community District</td>
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<tr>
<td>LEARN</td>
<td>Leading and Energizing African American Students through Research and Knowledge</td>
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<tr>
<td>LEED</td>
<td>Leadership in Environmental and Energy Design</td>
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<tr>
<td>LIRL</td>
<td>Library Instructional Research Lab</td>
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<tr>
<td>LOWDL</td>
<td>The Los Angeles and Orange County Workforce Development Leaders</td>
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<tr>
<td>LRC</td>
<td>Learning Resource Center</td>
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<tr>
<td>MATCH</td>
<td>Mentors Act to Change History</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>MSA/MSB</td>
<td>Math and Science Buildings</td>
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</table>
ORP ..........Office of Research and Planning
OTL ..........Office of Teaching & Learning
OWL .........Online Writing Lab
PBI ..........Predominantly Black Institutions
PCR ..........Personnel Change Request
PIO ..........Public Information Officer
POPP ......Police Orientation Preparation Program
POS ........Point of Sale
RDC ..........Resource Development Committee
REI ..........Revenue Enhancement Initiative
RFID ......Radio Frequency Identification
SAC ..........Student Affairs Committee
SAO ........Service Area Outcomes
SAP ..........Systems, Applications and Products in Data Processing, the business management software that supports human resources and financial management in the LACCD.
SARS
CALL ......An automated telephone confirmation and notification system
SC ..........Science Building
SCFA ......Southern California Football Association
SEIR .........Supplemental Environmental Impact Report
SEIU ..........Service Employees International Union
SEP ..........Student Educational Plan
SIS ..........Student Information System
SIS_RDB  Student Information System Relational Database
SLA ..........Supervised Learning Assistance
SLO ..........Student Learning Outcomes
SS ..........Student Services Building
SSI ........Student Success Initiative Committee
SSS ........Student Support Services
STEM ......Science, Technology, Engineering and Mathematics
SWOT .....Strengths, Weaknesses, Opportunities and Threats
TLC .........Teaching and Learning Center
TMC .........Technology Master Plan
TMP .........Technology Mater Plan
TOEFL ...Test of English as a Foreign Language
TPPC .......Technology Policy & Planning Committee
UC ........University of California
UPS .........Uninterruptible Power Supply
VoIP ........Voice over Internet Protocol
VPAA ......Vice President of Academic Affairs
VPAS ......Vice President of the Administrative Services
VPSS ......Vice President of Student Services
VTEA ......Vocational and Technical Education Act
WASC .....Western Association of Schools and Colleges
WISE ......West Institute of Student Excellence
WLAC .....West Los Angeles College
YBS ..........Young Black Scholars