2000

Institutional Self-Study for

REAFFIRMATION

of

ACCREDITATION

West Los Angeles College
Certification of the Institutional Self Study Report

TO:                    Accrediting Commission for Community and Junior Colleges
FROM:                  West Los Angeles College
                        4800 Freshman Drive
                        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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Wong, Ed. D.</td>
<td>President West Los Angeles College</td>
</tr>
<tr>
<td>Georgia L. Marden</td>
<td>President Los Angeles Community College District Board of Trustees</td>
</tr>
<tr>
<td>Mark Drummond, Ed. D.</td>
<td>Chancellor Los Angeles Community College District</td>
</tr>
<tr>
<td>Anthony Gamble, President</td>
<td>WLAC Academic Senate</td>
</tr>
<tr>
<td>Clyde Titus, Chair</td>
<td>WestPAC</td>
</tr>
<tr>
<td>Clyde Titus, Chapter Chair</td>
<td>WLAC AFT Faculty Guild</td>
</tr>
<tr>
<td>Darrell Roberson, Acting</td>
<td>Chapter Chair WLAC AFT Staff Guild</td>
</tr>
<tr>
<td>Floyd Prince, President</td>
<td>Associated Students Organization</td>
</tr>
<tr>
<td>Alice Taylor, Ph.D.</td>
<td>Chair Self Study Steering Committee</td>
</tr>
</tbody>
</table>
Certification
of
Continued Compliance

To: Accrediting Commission for Community and Junior Colleges

From: West Los Angeles College
4800 Freshman Drive
Culver City, CA 90230-3519

We certify that West Los Angeles College continues to meet each of the twenty eligibility requirements for accreditation as established by the Commission, as enumerated in The Handbook Of Accreditation and Policy Manual, 1996 Edition, pp. 9-16, as evidenced by the self study hereby submitted. This certification is our assurance that the college continues to be in compliance with the terms and conditions of accreditation.

Signed

[Signature]
Evelyn C. White Ph.D.
Chief Executive Officer, West Los Angeles College

[Signature]
Georgia L. Wescott
President, LACC Board of Trustees

[Signature]
Kelly G. Carcole
President, LACC Board of Trustees
# TABLE OF CONTENTS

Prefatory materials

- Certification of the Institutional Self Study Report  
  i
- Certification of Continued Compliance  
  ii
- Abstract of the Report  
  iv
- Organization of the Self Study  
  vii
- Descriptive Background and Demographics  
  x
- Organization Charts  
  xii
- Responses to the Recommendations of the 1994 Evaluation Team  
  xvi

Standard One: Institutional Mission  
1

Standard Two: Institutional Integrity  
6

Standard Three: Institutional Effectiveness  
16

Standard Four: Educational Programs  
37

Standard Five: Student Support and Development  
74

Standard Six: Information and Learning Resources  
91

Standard Seven: Faculty and Staff  
113

Standard Eight: Physical Resources  
129

Standard Nine: Financial Resources  
137

Standard Ten: Governance  
150

Planning Summary  
178
Abstract of the Report

The six years since our last accreditation have presented many opportunities and more challenges. The college and the district saw a chancellor step down abruptly in 1997, weathered a financial crisis in 1998, and are now in the process of a district-wide reorganization intended to give each college more autonomy and more responsibility. National and state welfare reform resulted in the creation of large new programs on campus.

Much time and effort have been devoted to planning, especially on a college-wide scale. The college has made considerable advances in planning since 1994, especially in instituting a cycle of comprehensive program review and writing a master plan, with the intention of continuing planning efforts by correlating all college planning with a more detailed master plan. At the same time, only a small group of faculty is fully engaged in planning. Lack of definition of the areas of responsibility of the Office of Institutional Research further muddies the planning picture; data are too often unavailable.

It is clear that planning efforts must progress to provide an updated facilities master plan, particularly to take account of technologies which barely existed in 1989, but are now part of the mainstream of American education. The college budget planning process is part of a long, complex process reaching from the state and through the district, bringing a set of hypothetical figures to the college. Current reorganization at the district level provides a higher level of certainty and should encourage a budget planning process that is driven by educational planning. There are frequent calls throughout the self study for more full-time faculty and more staff. While growth and more rational use of resources should support more hiring, the college needs to establish a human resources plan, perhaps modeled in part on the successful Faculty Position Identification and Prioritization (FPIP) process, to see that decisions are made in the best interests of the entire college. Driving all of these plans should be an educational master plan which addresses the extremely varied goals of our student body, ranging from transfer to four-year institutions to training for a new job.

The processes of master planning and program review have perhaps brought to clearer focus the major difficulties in the way we apply (or fail to apply) established procedures. Observations in the self study range from important, yet fairly simple issues such as errors that appear in the schedule of classes (evidently due to rushed schedules and poor proofreading), to more intractable issues such as widespread disagreement on the precise role of the Academic Senate in shared governance, or institutional inability to ensure that all employees fulfill all their contractual obligations.

The college struggles with an array of obstacles in providing students with a barrier-free pathway through the institutional experience. In 1998, the president reduced counselors from a year-round salary base to a ten-month one, an action which was overturned by the PERB. The committee on Standard Three found that the college needs a student center that can house true one-stop service and a college newspaper that can help create an informed, cohesive college community. Both projects seem at present to be far too
expensive for the college to support, and we have turned to other means to serve our students: a Student Handbook; a college Web page; new, grant-funded programs to coordinate counseling and other student services; a new dean of student activities; and efforts to institute computer-assisted, on-demand assessment.

Overall, the college is in compliance with the standards for accreditation:

- **Standard One: Mission**
  The college has updated its mission statement, most recently by adding a vision statement in the Spring of 1999.

- **Standard Two: Institutional Integrity**
  Despite persistent problems with the accuracy of its schedule of classes and catalog, the college appears to do a good job of protecting academic freedom, equity, diversity, and academic honesty, and providing responsible teaching and athletic programs.

- **Standard Three: Institutional Effectiveness**
  The college has made considerable advances in planning since 1994, especially in instituting a cycle of comprehensive program review and writing a master plan, with the intention of continuing planning efforts by correlating all college planning with a more detailed master plan.

- **Standard Four: Educational Programs**
  While the college has had some difficulty fulfilling its mission for Foundation Skills and Transfer Services, educational programs are in full compliance with standards for accreditation.

- **Standard Five: Student Support**
  The college needs to add to its current efforts to guide all our students through the college experience. Planning and accountability, as well as greater resources, are needed.

- **Standard Six: Learning Resources**
  The Division of Library and Learning Resources, as a combination of the library, the Learning Skills department, and the Media Center, has kept the college moving into new technological applications while still maintaining the standards of the library. It is not clear how much longer the division will be able to do this; its need for reliable support must be addressed in wide-ranging institutional planning.

- **Standard Seven: Faculty and Staff**
  The college needs both more full-time instructors and more classified staff. Procedures in place on campus for evaluation of both staff and faculty need to be followed more closely.
• **Standard Eight: Physical Resources**
The facilities master plan needs to be updated, particularly to take account of technologies and maintenance of new buildings.

• **Standard Nine: Financial Resources**
Financial planning follows long-established, rather arcane procedures which will shift as the current reorganization at the district level provides a higher level of certainty, encouraging a budget planning process that is driven by educational planning.

• **Standard Ten: Governance**
The Board of Trustees has committed to reorganizing the district to give the individual colleges greater autonomy, reflected already in a new budgeting process. The new chancellor has focused on this process. At West Los Angeles College, governance issues are quite problematic. For the past four years, the Academic Senate and the administration have been struggling to come to a working understanding of shared governance. In 1997, the Academic Senate and the president signed a shared governance agreement. However, disputes continue, particularly in two areas: (1) how to implement changes in the governance structure (particularly the role of WestPAC, which the senate views as impinging on matters delegated by law to the senate); and, (2) how to distinguish between matters of policy, which the senate frequently has powers over, and matters of implementation, which the senate usually does not. At the same time, staff have experienced difficulty in participating in the governance of the college, principally due to the fact that many staff members are entrusted with critical duties and have no one to substitute for them while they attend meetings. An ambitious program of clarification and, potentially, reform is scheduled for the year 2000. If successful, it should result in a shared governance system which is more fully understood across campus and which has fuller participation from all constituencies.
Organization of the Self Study

Work on the institutional self study began in the Fall of 1998. Guided by a timeline, ten standards committees, guided by a steering committee, wrote several drafts of the report, finishing in December of 1999. The steering committee consisted of six members: the chair (Alice Taylor), a representative of the AFT Staff Guild (Robbin Otey), of the AFT Faculty Guild (Yanzi Lin), of the Academic Senate (Bruce Anders), of the Associated Student Organization (Harold Dickens), and of the administration (Paul Stansbury).

The Steering Committee met in late August 1998, and set a timeline for the production of the report. It met regularly to follow the progress of the standards committees. The committee issued a general call for volunteers and followed up with college-wide informational meetings at which further volunteers were sought, both to serve on the standards committees and to read drafts of standards. Once the standards committees had come forward, each elected its own chair.

The report was written in seven distinct stages.
1. In working papers, each standard was asked to briefly state the major themes to be explored and to identify any data that would be needed.
2. A first draft was circulated to readers.
3. A second draft was reviewed by the Steering Committee.
4. Drafts were edited for coherency, consistency and style.
5. Edited standards were returned to the standards committees, who produced a final draft for circulation to the campus.
6. After campus comment, standards committees did revisions, and the steering committee edited the report up to its submission for certification.
7. Copy-editing and formatting were finished after certification.

The initial timeline for this process had to be revised twice, both because the standards committees had difficulty meeting the original deadlines and because the date of submission for certification had to be moved up in order to fit the Board of Trustees’ meeting schedule. Three standards did not produce working papers (5, 9, 10). Five committees did not produce first drafts (2, 6, 7, 9, 10). By June 1999, the time designated for the first editing, all the standards except 10 had produced a draft. The editor drafted Standard Ten, using written input from members of the Academic Senate and the administration. During September of 1999, standards committees worked to fill in gaps in their work. As the chair of Standard Two resigned, the committee reorganized with a new chair and did an extensive rewrite. The chair of the steering committee joined the Standard Ten committee, and a draft of the standard was prepared for circulation to the campus.

By November 24, all ten standards had been circulated on campus, placed on reserve in the library, given to division chairs, to the Guild chapter chairs, to the Academic Senate, and to all administrators. A bulletin was widely circulated on October 4, offering copies of the report to all interested, and many faculty members requested copies. The steering
committee chair presented the report to the ASO and distributed standards to students chosen by the ASO as readers.

Campus participation was sought in four large workshops:

- September 2-3, 1998    Call for Volunteers
- September 24, 1998    Accreditation Orientation (Harbor College)
- February 26, 1999    Workshop on Rewrites, with David Wolf
- October 6, 1999    Plans in the Self Study

In all, eleven committees did the work of writing the self study. Because many of the students involved in 1998-99 academic year work on the self-study graduated or transferred in Spring 1999, ASO also provided students to read each standard in the October draft.

| Steering Committee | Alice Taylor, chair (faculty)  
|                    | Bruce Anders, Academic Senate  
|                    | Harold Dickens, ASO Yanzi Lin, AFT  
|                    | Faculty Guild  
|                    | Robbin Otey, AFT Staff Guild Paul  
|                    | Stansbury, Administration  

| Standard One: Institutional Mission | Leige Henderson, chair (Administration)  
|                                      | Vincent Jackson (Faculty)  
|                                      | Betty L. Jacobs (Faculty)  
|                                      | Christopher L. Ricks (Faculty)  
|                                      | Abel Rodriguez (Staff)  
|                                      | Valda T. Palacios (Faculty)  

| Standard Two: Institutional Integrity | Alice Taylor, chair (Faculty)  
|                                       | Bruce Anders (Faculty)  
|                                       | Steve Butler (Faculty)  
|                                       | Tony Gamble (Faculty)  
|                                       | Leige Henderson (Administration)  
|                                       | Marilyn Sweet (Faculty)  
|                                       | Kathy Walton (Faculty)  

| Standard Three: Institutional Effectiveness | Phyllis Morrison, chair (Faculty)  
|                                           | Cathy Froloff (Faculty)  
|                                           | Ulla Lemborn (Faculty)  
|                                           | Frances Leonard (Faculty)  
|                                           | Kathy Wolf (Faculty)  

viii
| Standard Four: Educational Programs | Bruce Anders, chair (Faculty)  
|                                      | Lois Bolbecher (Staff)  
|                                      | William Bucher (Faculty)  
|                                      | Sandra Crumpley (student)  
|                                      | David Follosco (Administration)  
|                                      | Tony Gamble (Faculty)  
|                                      | Bernard Goldberg (Faculty)  
|                                      | Lloyd Thomas (Faculty) |
| Standard Five: Student Support and Development | Jeffrey Lee, co-chair (Faculty)  
|                                          | Sandra Crumpley (Student)  
|                                          | May DuBois (Faculty)  
|                                          | Mary Fellows (Student)  
|                                          | Adrienne Foster, co-chair (Administration)  
|                                          | Jack Rubensaal (Faculty) |
| Standard Six: Information and Learning Resources | Ken Lee, chair (Faculty)  
|                                               | Betty Jacobs (Faculty)  
|                                               | Lisa Lewenberg (Faculty)  
|                                               | Trudy Meyer (Faculty) |
| Standard Seven: Faculty and Staff | John Workman, chair (Faculty)  
|                                   | Tonia Agron (Staff)  
|                                   | Judith-Ann Friedman (Faculty)  
|                                   | Jackie Manheim (Staff)  
|                                   | Dionne Morrissette (Staff) |
| Standard Eight: Physical Resources | Art Danner, chair (Faculty)  
|                                   | Allan Epstein (Faculty)  
|                                   | Lee Felthoven (Administration)  
|                                   | Donna Moran (Student)  
|                                   | Resource: Paul Stansbury |
| Standard Nine: Fiscal Resources | Clyde Titus, chair (Faculty)  
|                                   | Mary Anne Gavarra (Staff)  
|                                   | Floyd Prince (Student)  
|                                   | Paul Stansbury (Administration) |
| Standard Ten: Governance | Anthony Gamble, chair (Faculty)  
|                                | Robbin Otey (Staff)  
|                                | Alice Taylor (Faculty)  
|                                | Jocelyn Towler (Administration)  
|                                | Resources: Kelly Candaele (Trustee)  
|                                | Mark Drummond (Chancellor) |
Descriptive Background and Demographics

West Los Angeles College is situated in Culver City in the western part of Los Angeles, a highly diverse set of neighborhoods, including Baldwin Hills, Crenshaw, West Los Angeles, and Westchester. The 1990 U.S. census reported a population of 1,529,684 for the college's extended service area, with the ethnic distribution as follows: 25.9% African-American, 3% American Indian, 7.0% Asian, 28.3% Latino/Hispanic, 38.2% White, and 3% other. The average household income in the extended service area was $17,117. Although the college is located in a middle class area, it draws a large enrollment from adjacent neighborhoods, which are relatively poor. Approximately 91% of the students live in the poorer communities to the east and south of the college, such as Crenshaw and Inglewood.

The college, together with its eight sister colleges in the Los Angeles Community College District, serves one of the ten most diverse counties in the United States. West Los Angeles College's mission is to provide economically and geographically accessible education in this complex setting. The college emphasizes recruitment of underrepresented minorities. In its stated philosophy, the college, together with the district, "affirms the principle that individuals should have opportunities to develop to their full potential." Accordingly, the college, together with the district, strives to provide programs that are "accessible to all individuals who have the capacity and motivation to profit" from the programs offered; moreover, these programs are necessarily adapted, as needed, to the changing educational needs of our community.

Total college enrollment for Fall 1997 was 7,328, roughly equivalent to that of Fall 1993, though well below the college's highest enrollment, 11,640 students in 1980. In Fall 1997, the West Los Angeles College student body was 53% African-American, 18% Hispanic, 13% White, and 9% Asian. The percentage of African-American students is the highest percentage of this category of any of the LACCD colleges. Today, the college's enrollment consists primarily of low income, first generation students. Ninety percent of the entering students score below college level in math and English. These figures have held roughly steady since 1994, with a small increase in the percentage of African-Americans and Hispanics and a small decrease in the percentage of Whites and Asians.

Since our last self study, there has been a shift in the ages of our student body. A drop in students 21-24 (from 24% in Fall 1993 to 20.6% in Fall 1997) was almost exactly offset by a rise in students over 35 (from 28% in Fall 1993 to 32.1% in Fall 1997). Despite an active high school recruit program, Jump Start, the percentage of students under 20 has remained steady at 11%. The cohort of 25-34 year-olds in Fall 1997 was 36.2% of the student body, as opposed to 37% in Fall of 1993.

West Los Angeles College offers Career Certificates and/or Associate degrees in nineteen areas of study. It offers Transfer Associate degrees in twenty-eight areas of study. In the academic year, 1997-98, the college awarded seventy AA degrees, twenty-seven A.S. degrees and sixteen Career Certificates. Since the last accreditation, the college has had
to discontinue its Partners Program. Grants funded in Fall 1999 will support the creation of several programs focused on aiding students in basic skills acquisition.

With the completion of a new gymnasium in 1997, and a new Aviation complex in 1998, 55% of campus facilities were permanent structures, and 45%, temporary. The completion of a new Fine Arts complex in the Spring of 2000 will raise the percentage of permanent structures, and a new Child Development Center is scheduled for completion in the Fall of 2001.

West Los Angeles College has a full-time faculty of 77 instructors, which is complemented by 280 part-time instructors. In Fall 1997, full-time faculty taught approximately 54% of the classes. Losses to faculty through death and retirement have not been made up in new hires; roughly 75% of the faculty lost since 1993 have been replaced with full-time hires.

Dr. Evelyn Wong has been college president since 1991, in contrast to the succession of four permanent and four interim presidents who preceded her. Dr. Wong led a district-level reorganization project from October 1998 through June 1999, during which time Dr. Paul Stansbury, Vice President of Administration, served as interim president. In October 1999, responsibilities were redistributed among the college’s three vice presidents and five deans and presented to the college in chart form.

Since 1994, the Los Angeles Community College District has had four chancellors. Dr. Mark Drummond took on the position in the Summer of 1999. In Spring 1998, the district was placed on the State Chancellor’s Watch List, in response to a projected $13 million deficit. This crisis was resolved by the Spring of 1999, when the district ended the 1998-99 fiscal year without a deficit.
WEST LOS ANGELES COLLEGE
ADMINISTRATIVE SERVICES DIVISION - 1999-2000

Paul Stansbury
Vice President
Administration

Christina Misner
Administrative Secretary, Steno

Vacant
Asst. Administrative Analyst

Eleanore Gauss
Administrative Intern

Sona Molo
College Financial Administrator

Lois Bolbecher
Purchasing

Anthony Wade
Captain
Police Services

Tamara Lockhart
Office Supervisor

Lee Felthoven
Facilities Manager

Larry Packham
Bookstore Manager

Thea Vogler
Assistant Bookstore Manager

Russel Monroe
Operations Service Manager
Responses to the Recommendations of the 1994 Evaluation Team

1. Climate: The team recommends that students, staff, administration and especially faculty commit to working cooperatively to develop a climate of mutual trust and understanding.

Attempts at improving campus climate have included Technical Assistance visits, campus-wide meetings, and frequent consultation between the college president and the Academic Senate president, but it is not clear that any progress has been made on this count. However, after years of discussion, the Academic Senate and the administration have agreed on a procedure and timeline for the implementation of shared governance by the end of 2000. These plans may be found at Standard Ten, B.1.

2. Communication: the team recommends that the college take immediate steps to improve existing communications channels and, where needed, develop new means of communication to promote the open exchange of information and ideas among all segments of the college community.

The campus has developed several new means of communication since 1994. A new phone system now provides voice mail to all full-time employees and to part-time instructors. E-mail is available to all employees and extensively used by many. Web sites maintained by the college and the district offer quick access to a great deal of information. Accessibility of the President’s Bulletin, long the only regular channel of communication, has been improved by its posting on a bulletin board attachment to the e-mail system. The college Master Calendar is also available on an electronic bulletin board.

These means are all valuable, especially for the dissemination of information. While discussions of important ideas do occur on e-mail, face-to-face interaction remains invaluable. Campus-wide meetings on various topics draw together one or two dozen concerned individuals, who generally report finding the exchanges useful, but the majority of the campus (students, faculty and staff) do not attend such meetings. Administrative and staff retreats have met their stated goals of team building. Other new forums include the greatly expanded discussions at Divisional Council.

3. Master Planning: In order to foster a greater sense of direction and clarity of goals, the team recommends that the college community join the process the college has initiated to develop an educational master plan, as recommended by the 1989 Accreditation Team report. The college should develop plans in budget, staffing and facilities which reflect priorities established in that educational master plan.

Under the direction of the two faculty co-chairs, the joint committee on Master Planning and Program Review has produced a master plan for the college. By basing the master plan on program-by-program and department-by-department program review, the co-chairs succeeded in getting the majority of faculty, staff and administration involved in at
least part of the process. A process of using a committee to validate each Program Review Self Study has involved still more of the community, from a variety of angles.

However, preparing the Program Review Self Study has often been the work of one or two individuals so that, in the case of large programs or departments, much of the faculty and staff have played a minor role in this project. Furthermore, the connection between program review and master planning is not yet fully articulated. The first version of the master plan is a rather general document. Later, expanded versions will be more specific, more useful as actual guides to college activities, and have more general understanding and support as they respond to the findings of the Program Review Self Studies.

4. Accountability and Institutional Integrity: the team recommends that institutional integrity become the concern of the entire college community. Therefore, it recommends the consistent application of established college policies and procedures to ensure accountability and to enhance institutional integrity.

Efforts to apply college policies towards accountability and enhanced institutional integrity have received added emphasis since the report of the 1994 Accreditation team. Administration efforts include issuing a Procedures Manual, routinely checking evening classes after 8 p.m., pressing division chairs to collect and review syllabi, requiring the signatures of division chairs on in-lieu-of-grade cards, asking division chairs to advise faculty who are late submitting forms, and asking them to consider faculty compliance in all these areas in faculty evaluations. The Academic Senate developed a Statement on Faculty Responsibility.

As noted in this self study, however, there are still issues to be addressed. One is the clerical burden placed on the division chairs by the steps noted above.

5. Timeline: The team recommends that the institution establish timelines to fully address the recommendations of this accreditation report.

Some of the major campus activities conducted since 1994 have made extensive use of timelines. Prime among them is the Master Planning and Program Review effort, which was guided by a set of timelines established in 1996.

The team recommends

1.1 ...that the institution clearly demonstrate commitment to and affirmative environment for diversity by developing and implementing student equity and matriculation plans. It is further recommended that the fundamental precepts of these programs be integrated into the master planning process.
The Student Equity plan written in 1995 presented clear goals for the college and has been used to guide the work of the Matriculation and Student Equity Committee (MSEC). In general terms, its goals are also addressed in the master plan.

The state requires a Matriculation plan each year, and they have been regularly written. However, state expectations of these plans are such as limit their practical use. The state does not penalize an institution for not completing all its planned activities, but it can penalize it for doing things not on the Matriculation plan. Because the state expects an institution to list all the activities it undertakes, it is to an institution’s advantage to list every activity it might possibly undertake. Thus, West Los Angeles College’s Matriculation plans have been laundry lists of activities, some of which are undertaken, and some of which are not. The state-provided lists of the components of Matriculation function as well or better than the college’s Matriculation plans as planning documents, and have guided MSEC work and generally informed the master plan.

1.2 ... that accountability processes be developed to ensure that courses are provided and classes held as recorded in the class schedule. This is particularly true for the evening program but is applicable across the institution.

Evening instructors are warned periodically that administrators will check to see that their classes are held as announced. If an administrator notes that a class is not meeting as scheduled, the instructor is asked to explain. Students in classes scheduled from 7-10 p.m. often request that the classes be taught without a break so that the 150 minutes of instruction fit from 7-9:30, and the students can be assured of catching the last busses off campus.

1.3 ... that the college designate individuals and groups who will be responsible for program review and planning and that the college set real timelines for implementation of these processes within the next two years.

As explained in Standard Three, college master planning and program review are now well under way, with a master plan completed.

1.4 ... that the college develop and promote a culture that encourages clear presentation and use of data in institutional planning and decision making, and establish procedures to improve communication between institutional research and those who must use research data.

In some areas, the use of data in institutional planning has greatly improved. The FPIP committee has devised a process utilizing various data to prioritize faculty hiring. Likewise, each program review uses a variety of data. However, the Office of Institutional Research encounters obstacles in providing usable data to the many individuals who must utilize it in their work on campus. The college expects to continue improving its use of data, especially by more carefully defining the duties of the
institutional researcher and formally evaluating the staffing required in the Office of Institutional Research.

2.1 ...that the college immediately undertake a comprehensive program review process that will provide information vital for decisions about curricular balance as well as educational master planning, and that the faculty become fully engaged in this process.

Program review is well underway, providing the base from which informed discussions of curricular balance can proceed. The expanded role of Divisional Council provides a much-needed forum for such discussion, supplementing the individual divisions, the Academic Senate and its Curriculum Committee.

2.2 ...that the college complete implementation of educational master planning as recommended by the 1989 Accreditation Team, in an effort to assess institutional effectiveness and program quality.

Educational master planning is part of the overall master planning effort discussed in Standard Three. The compilation of a master plan and the input of program review have clarified for the college our need to focus on plans to enhance student success in the key areas of transfer, basic skills improvement, and career development.

2.3 ...that the college evaluate and strengthen faculty involvement in curriculum development, revision, approval and implementation at the discipline, college and District levels.

As described in Standard Four, the Academic Senate’s Curriculum Committee meets regularly, and distributes its minutes widely. The chair has taken the lead in seeing that the college is well represented at District Curriculum Committee and in seeking further independence from the committee at the campus level.

3.1 ...that a through study of all counseling-related programs and counselor assignments be carefully undertaken to determine the best ways of increasing the general counseling services to students.

Counseling is now in the first stage of program review. Following the process described in Standard Three A.3, the department will analyze its allocation of time and other resources towards meeting various student needs. Many members of the college community have expressed doubts about the efficiency of the counseling department; in the validation stage of program review, staff and faculty from other areas of the college will carefully scrutinize this self-evaluation. After their findings have been discussed with the department, recommendations will be forwarded to the appropriate college bodies for action.
3.2 ... that the college immediately implement a process to alleviate both the problematic reporting structure, as well as communication barriers that exist among counselors and between counselors and other college segments. It further recommends that the college develop a process which clearly defines lines of authority for counseling staff.

In 1994, counseling was reorganized so that all counselors would report to the division chair, who reports to the Dean of Students. The Student Entry Center was set up so that all the counselors would be working in one location. Team building sessions were conducted by a consultant. However, by 1998, the president’s dissatisfaction with counseling led her to reduce counselors’ assignments from twelve to ten months per year (an action subsequently overturned by PERB).

The administrative reorganization of 1999, intended to clarify all lines of responsibility among administrators, the Vice President of Student Services (formerly the Dean of Students) relocated to the Student Entry Center, where he is physically closer to the counselors. Further clarification may be needed, as the counseling chair has characterized the current structure as having too many layers of administration, reducing division authority to below what other divisions enjoy.

3.3 ... that the college better organize its system for orientation, assessment, advising, and follow-up services. It further recommends that a system be established to validate scores for ESL, English and Math.

The college has taken several steps to improve its orientation, assessment, advising, and follow-up services. Most recently, the Vice President of Student Services relocated his offices to the Student Entry Center, where he is closer to the day-to-day functioning of these vital areas. An administrative reorganization has clarified who is responsible for each of the components.

Even before this activity, the campus had seen some improvement in these areas. Orientation, having become nearly moribund, has been revived. Math and ESL have validated scores for their assessment instruments, and English is engaged in validating its instruments. As discussed in Standard Five, section 5, this is a complicated process, involving faculty, college and district administration, as well as the state chancellor’s office. Computerized assessment is being developed, with the goal of being able to offer assessment on demand.

4.1 ... that the college continue its effort to improve the diversity of staffing, particularly of certificated faculty, to meet District affirmative action goals, with the additional future goal of a workforce which would more closely approximate the student population.

The college continues to state that its goal is “to employ a staff of classified, faculty, management and administration that is culturally and ethnically skilled and sensitive and which reflects the demographics of our student body.” A system is in place for administrative and faculty hires which involves ensuring a diverse pool of candidates and
informing the selection committee of any diversity deficiencies. Such a system is not possible in the case of classified staff and classified managerial hires because of a district-wide system requiring that candidates be hired from the top three ranks on a district eligibility list.

4.2 ...that the college work to improve its ratio of full-time/part-time instructors and that it review its allocation of existing resources to accomplish this.

Funding has not been available to hire more full-time instructors, and our reliance on part-time instructors has increased slightly. A joint subcommittee of the Budget Subcommittee and FPIP has recommended to the president that full-time hires above and beyond those needed to replace any faculty retirements be done in 1999/2000.

4.3 ...that the college review the current administrative assignment of evening program supervision to evaluate the accountability and effectiveness of that arrangement.

An administrator is on duty every evening that classes are offered. Although the college is not able to have a single administrator assigned to do all the evening duty, part of the assignment for the newly-hired Associate Dean of Student Activities is that she be on duty every Wednesday to provide continuity.

5.1 ...that the Library and Learning Resources Center budgets receive appropriate priority in the WestPAC Budget Committee to ensure the adequate replacement funds as well as contingency money to offset the unexpected expenses of newly introduced programs.

The Library has been able to make significant acquisitions, particularly in the area of electronic media—adding periodicals on line, for example—relying on specially-funded programs for funds. While this system is working at present, Standard Six explains the unease it causes among those who worry that special funds may unexpectedly dry up.

5.2 ...that the space allocated to the Television and Broadcasting Program, which is currently nonfunctional, be better utilized. It further recommends that television and broadcasting equipment be incorporated into another college program or retired.

The television and broadcasting equipment and studio are now being used for a number of programs. The space is used for Television Broadcasting classes and Multimedia classes. In addition, the soundproof studio has been used to produce promotional video for the college, for Distance Learning, ESL, and Communications. The studio is used for videotape duplication, satellite transmissions, equipment/computer storage and as the control center for LRC security cameras and the intra-campus television system. Moving these activities into more compact quarters is probably not worth the expense since most of the activities require soundproofed settings. Use of the studio will continue to grow as our Distance Learning program develops.
5.3 ...that internal marketing efforts be developed to promote increased utilization of the Library and Learning Resources Center by faculty and students.

Some areas of the HLRC are pressed beyond capacity; this is particularly true of new media, such as Internet stations. Both in advertising courses and in course presentations, librarians teaching library science courses impress upon students the need to make use of other resources.

5.4 ...that faculty increase their participation in the existing process for purchasing material for the Library and Learning Resources Center to a) ensure that materials purchased are congruent with instructional needs and reflect the educational priorities of the faculty; and b) safeguard against programmatically unbalanced expenditures.

As outlined in Standard Six, section 2, the acquisitions librarian has developed a procedure for ordering materials which includes extensive consultation with faculty.

6.1 ...that the college immediately activate its Safety/Work Environment committees and begin emergency planning activities as mandated by state law.

The Work Environment Committee now meets regularly.

6.2 ...that following completion of the Educational Master Plan, the college develops a construction, maintenance, equipment replacement, and space utilization plan that reflects the priorities established by the master plan. The existing long-range construction plan, where possible, should be adjusted to reflect the master plan priorities.

As recounted in Standard Three, the Interim Master Plan appeared in the Spring of 1999, and was accepted by WestPAC in the Fall. Its articulation, incorporating elements of unit plans, program reviews, and this accreditation self study, is ongoing.

7.1 ...that the college undertake a well planned and coordinated effort to increase college productivity and maximize college funding. Faculty and administration should work cooperatively to find the best way to achieve this goal.

Given the straitened financial situation in the district since 1994, it has been necessary to pinch every penny. While financial oversight has been very careful, this situation has made creative planning very difficult. With reforms in the district in 1998-1999, all the colleges in the district ended the year with a balance. As the financial crisis of 1998 passes, and the new chancellor takes as one of his main goals the achievement of "financial stability for the district and the campuses," there will be breathing room to address our long-range financial plans.
7.2 ... that the college and the District build long-term financial planning into the master planning process.

As discussed in Standard Three, master planning and program review have centered on the goal of having educational planning drive the budget, and not vice versa, as has often been the case. In articulating the connections between program review, unit plans, and master planning, more specific actions towards the goals will be clarified.

8.1 ... that the college follow up its expressed recognition of the need to determine clear role expectations, authority, and responsibility for planning, decision making, and for implementation, by the various constituencies involved in shared governance, i.e., WestPAC, the divisional Council, the Academic Senate, and the Management Team; and that these be clearly and effectively communicated to the college community.

As noted in Recommendation 1; after years of discussion, the Academic Senate and the administration have agreed on a procedure and timeline for the implementation of shared governance by the end of 2000. Discussions are well under way and agreement may be reached sooner. These plans may be found at Standard Ten, B.1.

8.2 ... that the Chancellor and the Board of Trustees indicate the parameter and overall goals of the District Master Plan so that the planning of West Los Angeles College can be congruent with the planning intent of District

The District reorganization has made the lines of responsibility between the District and the college clearer, and they will be further clarified as the reorganization is further actualized. Early steps include the establishment of new information systems which will provide the college accurate, up-to-date financial and personnel records at the same time as they are available to the District. The District plans to expand information systems to cover further college activities.
STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

DESCRIPTION

West Los Angeles College has a statement of mission that is representative of input from a comprehensive campus constituency. It is also in concert with the educational philosophy of the Los Angeles Community College District adopted in 1969 and mission of the LACCD, which was adopted in 1987. The mission of the district endeavors to

- promote equal opportunity for participation;
- maintain appropriate standards for academic achievements;
- provide an educational environment which meets the needs of students with varied learning skills;
- provide support services which contribute to instructional effectiveness and student success;
- affirm the importance of multicultural, international, and inter-cultural collegiate experiences that foster individual and group understanding; and
- manage effectively educational and financial resources.

The mission of the college, which is printed on page 3 of the current college catalog, encompasses these educational purposes within the parameters of

- Transfer Education
- Career and Occupational Education
- General Education
- Foundation Skills Program
- Economic Development
- Support Services
- Student Activities.

EVALUATION

The Los Angeles Community College District and West Los Angeles College each has a statement of mission which identifies the broad-based educational purposes each seeks to achieve.
The breadth of the mission statement, however, is such that it is not, in a practical sense, entirely achievable by the institution, although the environment is one that continually endeavors to do so. This appraisal was made after various campus constituencies reviewed the mission statement. Comments such as “not being able to be all things to all people” were made at one of the mission statement evaluations. Nonetheless, the statement does exist and is publicized in the majority of the main campus publications, including the schedule and catalog.

**PLAN**

Before February 2000, the college president will request that the LACCD Board of Trustees adopt the WLAC mission statement.

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

**DESCRIPTION**

The campus pursues the mission statement in an environment of diversity and affirmative action and states that this environment is “reflective of all students and the diverse needs of all students.” The statement affirms the belief that multiculturalism contributes to the success of all students and is perceived as a value to the campus and society as a whole. The campus is openly accessible to all eligible students.

The parameters under which the programs can be offered and resources allocated are listed in the district mission statement. It specifically refers to “managing effectively educational and financial resources.” The campus mission statement also refers to the college “promoting and encouraging the continuous and timely examination of college programs and services.” This is in effect managed by the administration guided by the input of the campus planning, budget and curriculum committees.

**EVALUATION**

The mission statement does define the students the campus intends to serve. There are continuous campus discussions, however, that the college cannot be all things to all people with the current allocation of resources. Diversity is embraced as the instructional and student services programs provide multicultural-based curriculum and student activities that reflect the various populations on campus. The campus Curriculum Committee directly questions how any new curriculum is reflective of student diversity.

Various members of the college community are represented on the Matriculation and Student Equity Committee (MSEC), which evaluates the various campus populations and makes recommendations as to the successful completion of goals and needs for all
students. The institutional researcher provides reports that reflect the composition of the students and the community we serve to assist the campus with the evaluation of its mission.

The Office of Academic Affairs and the campus Budget Subcommittee review and allocate resources for funding the instructional program. The parameters are developed with direct input from classified and faculty who are members of the committee, or chairpersons of various divisions. Available and relevant program review and master plan data are considered. With the mission statement in mind, development of offering a comprehensive program is achieved.

Some members of the campus community, however, have expressed the belief that the mission statement fails to acknowledge the necessity to proceed in a fiscally responsible fashion calculated to promote the survival of the college itself. In addition, the college frequently has to lend itself to the direction of the district Board of Trustees, whose decisions are not always in concert with the campus’ pursuit of its mission statement.

PLAN

As part of the ongoing process of master planning and program review, individual departments will periodically be required to evaluate instructional programs, support services and student services in concert with the mission statement, and refer to the mission statement in the development of new programs.

The yearly report of the Matriculation and Student Equity Committee, which addresses all student and campus needs, will revisit goals as they relate to the college mission statement.

The campus will continue to affirm the importance of multiculturalism, international and inter-cultural collegiate experiences that foster individual and group understanding as directed by the district and college mission statements.

3. Institutional planning and decision making are guided by the mission statement.

DESCRIPTION

The college uses the mission statement as well as the college’s “educational philosophy” in institutional planning and decision making. This has been evident at the following activities:

- WestPAC meetings
- Seminar- “Strategies of Competing in the Westside” - October 12, 1998
- Matriculation and Student Equity Committee meetings
• Academic Senate meetings.

EVALUATION

As of October 1999, fifty-one offices, disciplines and programs have completed program review self-studies. These, along with unit plans, form the basis for the master plan, which will be regularly revised. Six additional disciplines and offices are currently beginning program review. The master plan and program review plans are in concert with the college mission statement.

After evaluating minutes and interviewing various members of the aforementioned meetings or committees, Standard One members felt that, although direction by the mission statement was evident, there was considerable belief that much more team building and participation in committees and meetings were needed to make sure that planning and decision-making are actually guided by the mission statement. Various constituent groups report that communication appears to be lacking, and assumptions are made without the facts regarding how decisions that guide the college come about. The current campus forums addressing key goals and directions have been helpful in the communication process and have been well attended.

In the past there was the perception that planning and decision making in such areas as budgeting and staffing were not guided by the mission statement as strongly or as routinely as they could and should be. However, within the last two years there have been serious efforts to be guided by the mission statement.

PLAN

WestPAC (the campus policy recommendation body) will consider continuous development and presentations of campus forums which allow for widespread communication and development of plans and goals in line with the mission statement.

4. The institution evaluates and revises its mission statement on a regular basis.

DESCRIPTION

The previous accreditation team recommended that the college give more emphasis to developing a master plan and program review process. Developing the mission statement was a priority item in directing this effort. The campus has now come forward with a mission statement that provides future direction.

The institution evaluates and revises its mission statement and educational philosophy on a regular basis and within a variety of settings. As master planning and program review
are continuing, this has been evident on a personal as well as group basis within the institution.

The mission statement was last reviewed and revised in July 1996 by WestPAC. The statement provides the direction and goals that have received input from all concerned and are the basis for decision-making as discussed in component three. On February 17, 1999, a vision statement was added to the mission statement. It states, “Through excellence in instruction and services, West Los Angeles College empowers and enables students to succeed.” Evaluation occurs on an annual basis in the development of several reports such as the annual MSEC report and within WestPAC, and will be encouraged on a more structured basis in the Academic Senate. As departments proceed through program review, they are also encouraged to develop their unit plans in line with the mission statement.

EVALUATION

Some campus members have commented that although the mission statement is published in the college catalog, it has low visibility. The mission statement appears buried in the publications and is evidently not widely read by the students, faculty and staff of the campus.

PLAN

WestPAC will consider creating greater visibility for the mission statement by placing it in an attractive poster format in numerous locations around the campus. They will recommend that this goal be completed by the end of the Spring 2000 semester. Efforts will continue to develop the “spirit” of the district and campus mission statements.

SUPPORTING DOCUMENTATION FOR STANDARD ONE

1. Matriculation and Student Equity Committee reports
2. West Los Angeles College Mission Statement
3. College researcher’s reports on student and community demographics.
4. LACCD Board Rule Article II, Education Philosophy and Mission of the LACCD (Adopted 1969)
5. LACCD Board Rule Article III, Functions of the Community Colleges
6. The West Los Angeles College Vision Statement
7. West Los Angeles College Fact Book
STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

DESCRIPTION

The 1998-2000 West Los Angeles College Catalog, available to students since Spring, 1999, contains

- a statement of educational policy (p. 2), the mission statement (p. 2);
- lists of degree and certificate requirements in all of the programs offered (pp. 38-46), descriptions of counseling and other services (pp. 16-25) and a complete list of all course offerings (pp. 69-109), including CSU and UC course transferability, course prerequisites and co-requisites;
- explanations of student fees, including fee refund policies (p. 12), student financial aid (pp. 17-24);
- requirements for admission (pp. 10-11) and for achievement of degrees and certificates (pp. 38-46);
- Names of administrators, faculty, and governing board (pp. 1 and 112-116).

The college also publishes class schedules for the Fall, Spring and Summer terms. Calendar information in the schedule of classes includes beginning and ending dates of the terms, important registration and withdrawal deadlines, final exam dates, and holidays, as well as the specific classes to be offered during the term. Key information on registration and fees is repeated from the catalog.
In addition, the college maintains a Web page that provides some campus information. The Web page also provides a link to the LACCD Web site, which includes enrollment and other WLAC statistics.

EVALUATION

The 1998-2000 college catalog represents a considerable effort by division chairs and Academic Affairs to eliminate all prerequisites and co-requisites that have not been properly validated or are not enforced, and to list only validated pre/co-requisites. However, some prerequisites and co-requisites are erratically enforced (at instructor discretion; see Standards Four and Five). Furthermore, as of June 30, 1999, the state chancellor's office removed the English assessment test (College Board APS) from its list of approved assessment instruments. The planned replacement, the COMPASS, cannot be validated until Spring 2000. The published prerequisites will be enforced using multiple measures.

In the Spring of 1999, the college replaced its 8 ½ x 11 inch Schedule of Classes and its 10 x 6 inch abbreviated schedule with a single 10 x 6 inch edition. The reduction in size was accomplished by relegating much of the detail students need to know to the Student Handbook and the college catalog. The smaller schedule of classes is mailed out to all the households in the college service area and others on special mailing lists. It is also distributed in local churches and community centers. The reduced size schedule has the advantage of being more focused on the information a prospective student needs, as well as being less costly to mail. New students who register for classes receive a copy of the catalog and the student handbook at orientation, fully supplementing the material in the schedule of classes. Students who do not attend orientation may purchase the catalog at the bookstore. Copies of the student handbook are available in the Student Entry Center, Admissions and Records Office, Counseling, and Business Office.

However, the relationship between these publications is not spelled out in either the catalog or the schedule of classes. The schedules of classes contain numerous minor errors, probably attributed to the fact that one staff member is responsible for preparing almost the entire document.

In addition, although the campus has a Web site, the information is not complete; for example, many degree and certificate programs are not listed.

PLAN

Beginning in Summer 2000, each edition of the schedule of classes will explicitly inform prospective students that, upon enrollment, they need to obtain and consult the college catalog and the student handbook.

Beginning in Spring 2000, the college catalog and student handbook will be available in personal development courses.
Beginning in Spring 2000 with the production of the Summer 2000 schedule of classes, the Associate Dean of Academic Affairs will revise the production schedule for the catalog and schedule of classes to ensure timely publication and to incorporate more time for proofreading by more college staff. The college educational information specialist, or a graduate student hired for that job, will proofread all copy. Admissions staff and the articulation officer will be asked to review all copy.

By the end of the Spring 2000 semester, the college educational information specialist will produce and distribute a Publication Procedures Manual as a reference tool for college administrators, division chairs, program directors and others who utilize the services of the public relations/educational information specialist and Graphic Arts offices. This manual will emphasize the importance of a professional, consistent image for the college, and will include the following:

- A philosophy statement indicating that all West Los Angeles College publications, poster, fliers and advertisements should reflect consistency achieved through uniform terminology, logos and other content and design elements;
- A flow chart illustrating the appropriate steps to be followed to insure maintenance of quality and consistency during the production process, from generation of material to completion of a project;
- A style guide for written material based on *The Associated Press Style Book and Libel Manual* and *Webster’s Third New International Dictionary* (unabridged);
- An elements guide indicating components for material listed above, including logo, seal, Equal Opportunity Statement and other appropriate items;
- A checklist for West Los Angeles College Publication Review;
- A sign-off form indicating that the project was reviewed and approved by designated individuals at specified points during the production process.

The educational information specialist will work with all college constituencies to facilitate utilization of the manual and the policies and procedures presented therein.

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

DESCRIPTION

Article 4 of the Agreement between the Los Angeles Community College District governing board and the AFT Faculty guild protects academic freedom.
EVALUATION

The absence of any grievances filed in connection with this article seems to indicate that faculty find their academic freedom unchallenged.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTION

All teaching is guided by course syllabi, which follow official course outlines that explicitly limit materials presented in class to academically accepted areas and methodologies. On occasion, students have complained to one of the deans of Academic Affairs that they have felt an instructor was inappropriately promoting a religious or political agenda. Discussion with the instructor and appropriate division chair has always quickly resolved the matter, and no students have felt it necessary to file a grievance.

EVALUATION

Although no campus body has explicitly addressed this issue, the current system of attending to student complaints seems to be adequate in this area. The Academic Senate maintains a professional ethics committee.

4. Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff or students give clear prior notice of such policies.

West Los Angeles College is a publicly funded institution, and does not strive to instill specific beliefs or world-views.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

DESCRIPTION

The institution does provide faculty and students with a clear expectation regarding the principles of academic honesty and sanctions for violations. Students are provided a code of conduct, which appears in all college catalogs (pp. 26-28, 1998-2000 Catalog) The code of conduct provides very clear sanctions for student violations in and out of the classroom setting. For students, there are brochures in many campus areas on discipline and policy issues. In addition, the Student Handbook details some of this information.
The catalog also explains procedures for grievances or initiating complaints of any kind. Further, the compliance officer offers his services to faculty and students about two and one-half days a week.

Faculty are encouraged by the Office of Academic Affairs to provide each student with a course syllabus that sets forth the agreement and the expectations between faculty and students. The syllabus must be compatible with the course outline on file in the Office of Academic Affairs and must specify subjects to be covered, texts and materials required, measurable outcomes to be achieved and criteria for grading. Furthermore, the Academic Senate has completed a statement of ethics.

EVALUATION

Overall, the institution has in place the necessary mechanisms for communicating and disseminating information regarding academic honesty and the sanctions for its violation. The student handbook, the schedules of classes and the college catalog are the main vehicles for communication and dissemination. The statement of ethics and the syllabi are additional avenues for communicating and enforcing academic honesty standards to the student body.

Significant improvements in this area would occur, however, if a uniform procedure for filing and review of syllabi were in place. Presently, only a portion of the faculty files syllabi with Academic Affairs. Moreover, there is no procedure for review of the syllabi to verify that they conform to what is expected for communicating and enforcing academic honesty.

PLAN

The college will provide clerical staff to track which faculty file syllabi with Academic Affairs and to remind faculty of their responsibility to do so under the AFT contract.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTION

The campus Matriculation and Student Equity Committee enforces multiple state-driven policies and practices that address issues and concerns of student equity and diversity. For example, among the eight components the state officially recognizes as comprising matriculation, there are standards calling for alternative admissions, orientation, and counseling procedures for students with limited English; for the use of only those assessment instruments which have been shown in the validation process to be free of
disproportionate impact; and for research to detect any bias in assessment or advisement. The MSEC committee meets on a monthly basis and is chaired by the dean for categorical programs. The institutional researcher is also a permanent member of the committee and provides statistical data that relate to the success of students from diverse populations and the equity of all students. The committee addresses issues of student success as they relate to all students. The Matriculation and Student Equity Committee develops annual state reports which document campus efforts to enforce issues of equity and diversity.

In the campus academic selection process, a representative of the Staff Diversity Committee monitors an equitable selection process geared towards affirmatively supporting candidates from under-represented groups. Each probationary selection process includes a preliminary meeting with the affirmative action coordinator to develop selection criteria supporting college equity and diversity goals. This policy is supported by the LACCD Board of Trustees as well as the campus.

In the maintenance of a climate of equity and respect for diversity, attention to the concerns of individual students is also crucial. The Student Grievance Procedure is available to any students who do not feel they are being treated fairly. The college ombudsperson assists students in resolving grievances and complaints. The deans of Academic Affairs often refer students to the ombudsperson. The deans and the ombudsperson are proactive in dealing with issues of equity and diversity as they arise, often resolving issues to the satisfaction of the student without resort to the full grievance process.

EVALUATION

West Los Angeles College has the highest percentage of traditionally under-represented students of the nine Los Angeles Community Colleges. Comparison of the number of African-Americans in our service area with the number in our student population shows that we are the college of choice for African-Americans. In this context, attention to equity and diversity are particularly important to our success.

The mission statement, campus philosophy, and vision all address the concept of diversity and equity of all students. Policies of the MSEC and the master planning process all incorporate and encourage support of issues geared toward equity and diversity. These policies are shared with the Academic Senate, Divisional Council, and WestPAC.

The MSEC has sought representation from all areas of the college and is still seeking wider representation from the campus academic disciplines. Minutes from the monthly meetings show recommendations from the committee have resulted in better services for students, most recently, in the area of orientation of all new students. In general, greater participation in activities such as orientation has been shown to benefit underrepresented populations.
PLAN

In the Fall 1999 semester, the chair of the Matriculation and Student Equity Committee will emphatically request the campus Divisional Council to provide at least one representative from each division to address issues and concerns of equity and diversity.

In April of 2000, and annually thereafter, the MSEC, with the support of the institutional researcher, will provide a report showing how policies and practices developed and enforced by the MSEC are affecting our student population. Information will be distributed to WestPAC, Divisional Council, and the Academic Senate.

7. The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTION

The West Los Angeles College athletic program adheres to the athletic code of the California Community College Commission of Athletics (C.O.A.). The college is a member in good standing of the Western State Athletic Conference. The college offers eight athletic teams: four women’s sports and four men’s sports. The women’s sports are volleyball, basketball, cross-country, and track and field. Men compete in football, basketball, cross-country and track and field. Approximately 170 athletes participate in the program: 130 males and 40 females.

The athletic director administers the programs. All coaches are required to attend annual meetings to review such standards as rules, regulations, by-laws, and penalties of all codes as they relate to their programs. Coaches unable to attend annual meetings must meet with the athletic director prior to the start of their season to review all new materials. All coaches must sign a form attesting to their participation in the program.

EVALUATION

The athletic program is compliant with the state and conference athletic codes. Student athletes must be full-time students. All athletes comply with all state and conference eligibility requirements. All athletes must provide a Student Education Plan (S.E.P.). All student athletes may obtain support from the athletic academic counselor. The counselor helps student athletes update their S.E.P.s. Student athletes are also encouraged to take advantage of college student support services. Head coaches are encouraged to monitor the academic progress of their student athletes. No investigations are currently in progress.

The college has been very successful in transferring student athletes to four-year colleges.
However, the college has problems with Title IX regulations. At this time, the college does not comply with gender equity guidelines.

**PLAN**


The Athletic Department will work with the administration to be in compliance with Title IX. Among the possibilities are adding one new female team every two years (possible teams: soccer, tennis, softball, badminton); upgrading facilities to accommodate these new sports, (i.e., resurface tennis courts, improve lower athletic fields); forming a partnership with a local professional team wherein the college provides facilities to the team in exchange for the team improving facilities, including providing women's team locker rooms, starting Fall 2000.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and study requirements.

**DESCRIPTION**

In writing a complete and candid self study report, the college has confirmed its commitment to the Commission standards, policies, guidelines, public disclosures and self-study requirements.

**EVALUATION**

In the process of compiling this report, the Self Study Steering Committee and its chair have made every effort to determine the extent to which the college complies with Commission standards, policies, guidelines, public disclosures and self study requirements. Individual committees have had the full cooperation of the entire administration in investigating the college's compliance with each standard and in seeking out the facts. Each committee's membership has been open to the entire campus, including administration, staff, faculty and students. Meetings have been publicized and open to the college at large. Complete drafts of each standard were made available to the entire campus on October 4, 1999, and input was sought through campus-wide meetings, and in the form of written responses. The standards committees revised their drafts, incorporating campus reaction, to meet a November 24, 1999 deadline. The Steering Committee consulted with each standard committee chair in compiling the final report, and the report was submitted to all the governing bodies of the campus in late December.
before going on to the District Board. Anyone wishing to contribute to the self-study report had ample opportunity to do so.

PLAN

In preparation for the next accreditation cycle, the material collected for the 2000 visit will be held together in the office of the institutional researcher.

The institutional researcher will administer surveys regarding campus climate and satisfaction to students each semester and to staff, administration and faculty each year. The data will then be analyzed in order to be available for the next self study.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

DESCRIPTION

West Los Angeles College follows an established procedure, with a set timeline, in producing each of its major publications (the Catalog, Schedule of Classes, and Student Handbook). For example, the Schedule of Classes is published three times a year in a process that requires the academic division chairs and heads of administrative divisions to review the entire schedule in three distinct stages:

- The previous year’s schedule is distributed to the personnel responsible for specific programs or services in the form of worksheets to be revised for the new schedule. Deans oversee changes to text pertaining to their areas of responsibility. Major changes and additions are identified at this stage.
- Galleys of the new text are distributed for review. Changes are made to ensure accuracy. At this stage, the final text should be agreed upon.
- Page proofs are distributed. This is the opportunity to fix any typographical errors, but not to make changes in the edited text.

The catalog is revised along the same lines, following a two-year timeline, and the student handbook is revised as needed, using the same system.

Built into these timelines are opportunities to evaluate and revise the process; for example, at the meeting in which schedule worksheets are distributed to division chairs, their suggestions for improving the publication process is sought.

EVALUATION

Errors do occur. Inevitably, changes occur too late in the publication process to be reflected in the final publication.
Other errors seem to result from the process itself. A limited number of people have to be responsible for reviewing information affecting the entire campus. People directly involved in providing services often find themselves disagreeing with the description of those services in the catalog. Alternate methods, such as inviting the entire campus to edit galleys, have proved too complex. (For example, when galleys of the schedule of classes were laid out for the entire campus to edit, it quickly became hopelessly unclear which comments reflected authoritative information and which were speculations.)

The same staff member responsible for compiling the information from worksheets and galleys does the proofing of the schedule of classes and the catalog, with assistance from student workers who have no training in proofreading. These personnel do not catch all errors.

PLAN

As each revised publication reaches campus, the administrator in charge will ask the entire faculty, staff, and administration to check it for errors and report them in writing, in order to keep such errors from being repeated in later editions.

When a new edition of the Student Handbook or the College Catalog begins, the administrator in charge will again formally solicit corrections from all the employees of the college.

As described in the plans for component 1 of this standard, the Associate Dean of Academic Affairs will revise the production schedule for the catalog and schedule of classes to ensure timely publication and to incorporate more time for proofreading by more college staff. Starting with the Fall 2000 Schedule of Classes, funds will be provided for expert proofreading.

SUPPORTING DOCUMENTATION FOR STANDARD TWO

1. 1998-2000 West Los Angeles College Catalog
2. Current Schedule of Class
3. Copies of President’s Bulletin
4. District Policies
5. Matriculation/Student Equity Committee Minutes
6. Athletic Philosophy Statement
7. Senate policies on Academic Standards
8. West Los Angeles College Fact Book
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

DESCRIPTION

The educational, financial, and human resources planning processes of the college as well as the program review process are integrated with and supported by research from many sources. The LACCD Office of Research maintains a computer system of information databases for all campuses in the district. Various WLAC administrative offices directly access these databases in the planning processes. In addition, the WLAC Office of Institutional Research retrieves information used in the program review process and certain aspects of human resources planning.

The educational planning process is supported by a variety of research. The Office of Academic Affairs retrieves from the district databases enrollment-related data such as Weekly Student Contact Hours (WSCH) per discipline, Full-time Faculty Equivalent (FTE), WSCH/FTE, and average class size/discipline. Based upon this research, the Office of Academic Affairs and the division chairs jointly make such educational planning decisions as how many sections in a subject to offer, the time and day of the week that sections are offered, and the number of hourly assignments.

The Business Office retrieves financially related data from the district's databases to support the budget planning process. The district maintains an analysis of past and current expenditures by each funded program/service/office and provides these analyses to the Office of Administration. The Vice President of Administration develops a projected budget draft utilizing this research, as well as any provided at district budget meetings.

Institutional research is integrated with and supportive of human resources planning with regard to hiring full-time faculty. The college's Faculty Position Identification and Prioritization (FPIP) committee identifies and prioritizes full-time probationary faculty needs using research from the college's Office of Institutional Research. Among the criteria for ranking faculty position requests are the WSCH/FTE (weekly student contact hours per full-time faculty equivalent) in a discipline and the percentage of credit hours of instruction taught by regular faculty. In addition, graphs of enrollment trends by
discipline are utilized to indicate which disciplines/programs are experiencing changes in student enrollment.

The program review process uses research as a component in the evaluation of academic disciplines. The institutional researcher provides various data analyses for use by the program review committees, including enrollment, retention, WSCH data per class per discipline; faculty FTE per discipline; and percentage comparisons for grades A, B, and C vs. D and F vs. W by ethnicity and gender. These data are necessary to answer questions asked as part of the program review of a discipline. The answers to these questions help a discipline assess the state of its program, including all aspects of the discipline's curriculum, staffing, and resources. In addition, these data help a discipline address its effectiveness and equity.

EVALUATION

The physical planning process over the past six years has been based on the state capital outlay process and has been only very loosely correlated with needs identified on campus. Many decisions for the current and recent past construction activities and improvements were made prior to 1994 (as described in Standard Eight) when the facilities master plan was prepared. No revisions to that facilities master plan have been made. Since the majority of the physical structures on the campus are temporary, it has been assumed that any construction of permanent structures is justified. It often seems that once funds have been identified for a project, research to justify the project is undertaken. If such rationales were documented, they have not been widely disseminated.

A limited number of college personnel understand the data that are used in the college’s planning processes. These individuals are directly involved in the planning processes. For example, divisional chairs, administrators, and some members of the Academic Senate are aware of the kinds of research used for educational, financial and faculty hiring planning. Faculty who are not among this group and who are not active participants in implementation of plans do not have full understanding of data used in planning. As a result, many of those who are out-of-the-loop question the rationale for implementing plans. This situation has resulted in frequent misunderstandings and a lack of confidence in the administration.

The process for physical planning is understood by an even smaller group of college personnel. For example, in the Fall semester of 1998, the vice president of administration and the math/science division chair met with an architect to discuss expansion of the Science Center, an expansion which is included in the 1994 college facilities master plan. While the need for these facilities is obvious to the science faculty, strong and varied data used to support the need have not been distributed. Further, it is not clear which office generated the available data. As a consequence, when non-science faculty become aware that there are plans to expand the Science Center, these faculty may question the wisdom of the plan.
PLAN

By August 2000, the institutional researcher will prepare a report that describes the timeline for updating data, the types of data used for the educational, financial, and physical planning processes, and which will also include the type of data used for program review and a glossary of terms. The report will define which office gathers and maintains the data, which office retrieves and analyzes the data, and what college planning process will use the information. When the report is completed, all constituencies of WLAC will be notified and the report placed on file in the office of the college president, and in the WLAC library, and made available upon request to all constituencies of WLAC.

In addition, workshops will be scheduled to train all faculty who are involved in program review and/or a planning process on how to use the district’s database and college generated research data.

A.2 The institution provides the necessary resources for effective research and evaluation.

DESCRIPTION

While the resources provided for effective research and evaluation have improved over the past six years, some recent changes in assignments have eroded these improvements. A tenured faculty member on special assignment staffs the college’s Office of Institutional Research. Beginning April 1998, this faculty member was assigned the additional duty of acting director of the Office of Admissions and Records. The time devoted exclusively to research tasks has thus decreased from 100% to 50%. There are no clerical staff assigned to support the research office.

The evaluation of the college’s performance is accomplished through the process of program review. A faculty member was released from her regular assignment to develop and support the college’s program review and master planning processes in 1994. This individual continued until she was selected to perform other duties and responsibilities. When the vacant position for program review and master plan coordinator was advertised college wide, two tenured faculty members expressed interest in serving jointly and in August 1996 were assigned the task of coordinating and facilitating master planning and program review. Both of these faculty members have continued since 1996 to be partially released from their regular assignments to perform these duties.

EVALUATION

Although a networked computer system throughout much of the campus has aided communications between the program review coordinators and the faculty in areas undergoing program review, decreasing the institutional researcher position from a full-
time assignment to a part-time assignment is beginning to impact the availability of research data. For example, delays in the quantification of surveys have affected preparation of the self-study report. Numerous attempts by the Learning Skills discipline and the Learning Skills Program Review Validation Committee have been unsuccessful in obtaining needed data from the college research component. This situation is causing concern among the faculty and has been discussed by the Academic Senate.

PLAN

Relying on representative annual work plans for the institutional researcher, a college committee composed of representatives from the Academic Senate and the administration will prepare a written report assessing the adequacy of a part-time position for staffing the Office of Institutional Research, recommending an appropriate staffing level for the college research function, articulating the duties of the institutional researcher, and defining the minimum qualifications for this position.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

DESCRIPTION

The college evaluates the ways it accomplishes its mission by the following mechanisms: program review, reviewing key performance indicators, matriculation reports, and compiling the number of certificates and degrees awarded per year.

Program review was initiated in 1992 and has gone through several personnel changes. While the first faculty member focused on developing a program review instrument, a second coordinator, selected in 1994, focused efforts on both master planning and program review. During this time period, the college reworked its mission statement. In 1996, the college president, with Academic Senate approval, appointed two faculty members to work as co-coordinators for program review and master planning. They reviewed the previous process, redeveloped and presented to the Academic Senate for approval the program review instruments for instructional areas and developed a program review timeline with the input and approval of the Academic Senate. At the same time, the college hired the consulting firm of Maas, Rao and Taylor, which almost exclusively focused on student services and facilities planning.

The college has embarked on a six-year cycle of program review for all areas, including academic disciplines, offices, services and programs. Program review assesses both qualitatively and quantitatively the effectiveness of the individual area and serves as a vehicle to educate the college about the area. It identifies current and future needs of the individual area such as curriculum, personnel, supplies, equipment, facilities and alterations.
There are four stages in the program review process: self-study, validation, review and response, and forwarding recommendations. In stage I an in-depth self-study of a discipline, service area, or operational unit is conducted with the input of the department chair, all full-time faculty in the discipline or service area or staff in operational units, and part-time instructors or staff in operational units who wish to participate. This self-study assesses what the discipline, service area, or operational unit does well and what needs to be addressed. Stage II involves the analysis of the self-study of a discipline, service area, or operational unit by a validation committee for the purpose of identifying strengths and weaknesses of the self-study report and formulating recommendations for the Program Review Committee. In stage III, the discipline, service area, or operational unit reviews the validation committee’s report for accuracy and responds in writing if members disagree with statements or recommendations in the Validation Committee report to the Program Review Committee. In stage IV, the Program Review Committee submits the self-study and Validation Committee reports with recommendations to the Academic Senate, Divisional Council, AFT, the Associated Students’ Organization, and WestPAC, which interfaces with college committees and subcommittees. These committees and subcommittees include Master Planning, Budget, FPIP/Staffing, Accreditation, Facilities, Staff Development, and Matriculation.

The Program Review Steering Committee provides each of the disciplines with information on WSCH, class retention from the first census to the final, class size, and grade distribution. Each program utilizes this information in its self-study report for program review. Based on the program review study and validation, recommendations for improvements are made and these become part of the master planning document. Program review assists the college in self-analysis and purposeful strategic planning.

In the Spring semester of 1997, the coordinators piloted the program review process with the following disciplines and areas: counseling, dental hygiene, English, English as a Second Language (ESL), math, aviation, and administrative services. Each successive semester thereafter, additional programs, disciplines and offices were added.

There are a total of fifty-three (53) disciplines, service areas, and operational units. Out of these fifty-three, twenty-six (26) are in Stage I, twenty-one (20) are in Stage II, one (1) is in Stage III, and four (4) are in Stage IV (see Chart below). Six entered Stage I during the Fall semester of 1999. These six are

- Anthropology
- ASO (Associated Students Organization)
- Career Development Center
- Political Science
- Real Estate
- Transfer Alliance Program (Honors Program).

Two disciplines, French and Theater Arts, will not be undergoing program review at this time because there are no full-time instructors in these subjects.
Disciplines, Service Areas, and Operational Units In Stage I, Stage II, Stage III, and Stage IV of Program Review in Fall 1999

<table>
<thead>
<tr>
<th>STAGE I</th>
<th>STAGE II</th>
<th>STAGE III</th>
<th>STAGE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Academic Affairs</td>
<td>Mathematics</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>Administrative Services</td>
<td></td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Athletics</td>
<td></td>
<td>International Students</td>
</tr>
<tr>
<td>Art</td>
<td>Aviation</td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Child Development (Family &amp; Consumer Studies)</td>
<td>Business &amp; Management</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>Child Development Center</td>
<td>CEDCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>DSP&amp;S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>EOP&amp;S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Instructional Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculation</td>
<td>Center &amp; Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Learning Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President’s Office</td>
<td>Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>PACE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meteorology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceanography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Center</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage I  =  Self-study  
Stage II  =  Validation of self-study report  
Stage III  =  Review & respond to Validation Committee Report  
Stage IV  =  Recommendations forwarded
At the beginning of the 1996-97 academic year, the president's office hired Michael Dolence as a consultant to assist in college-wide meetings attended by a cross-section of the college community to develop Key Performance Indicators (KPIs). These KPIs will be used to prioritize proposed strategies for program improvements. College-wide meetings to develop the KPIs were held on the following dates: September 30, 1996; October 6, 1996; October 18, 1996; November 22, 1996; and February 21, 1997. These indicators are as follows:

1. full-time equivalent students (FTES)
2. weekly student contact hours
3. persistence (semester-to-semester attendance)
4. retention (course completion)
5. achieving learning objective
6. productivity (including cost per FTES)
7. curriculum quality
8. technology in the curriculum
9. satisfaction
10. campus quality.

The data for some of these indicators are provided by the LACCD Office of Research and the WLAC Office of Institutional Research to the Office of Academic Affairs, division chairs and program managers to assist in determining the needs of the program or discipline. The KPIs will be used in evaluation as the master planning process continues.

In order to address issues relating to the improvement of student retention, persistence and success, on November 17, 1997, the Academic Senate formed the Retention, Persistence, and Student Success Committee. This committee conducted a student survey in the Spring semester of 1998 in order to determine the number of hours students work, the number of units they are carrying, and the number of students who are single-parents.

The college matriculation plan, which is updated each year, includes a detailed description of the processes and procedures to be undertaken in order to fully evaluate the effectiveness of the matriculation services at the college. Some of these are being done. The institutional researcher has ready access to student demographics and enrollment and assessment data, and he is responsible for the necessary studies to validate assessments, placements, and disproportionate impact. The college does not maintain data on the services that students receive, e.g. assessment, orientation, counseling, and early alert; and thus it has been impossible to quantify the extent to which these services are helping students succeed at the college.

Thus, the extent to which we accomplish our mission is being evaluated.
EVALUATION

Even though the program review cycle has not been completed, much has been accomplished since 1994. Program self-analysis has been difficult, especially since there was a dominant perception that this analysis would cause program elimination. In this respect, the campus is learning to trust a process that permits it to have ongoing review and peer analysis. There are now more faculty involved in the program review process. Overall, program review is assisting the college in self-analysis and purposeful planning.

There are programs and offices that are still behind schedule, some seriously. Consequently, the Master Planning and Program Review Committee continually needs to adjust the timeline for the program review and validation process, with Academic Senate approval. Another challenge in program review is finding enough faculty to serve on validation committees. Many faculty are concurrently performing tasks related to program review and accreditation. One suggested solution is to streamline the current program review instruments.

Although the Matriculation report explicitly calls for tracking of the college's activities in various areas of matriculation, attempts to quantify our performance in this area have been uneven; for example: 1) the English essay prompt for assessment has not been validated because all of the information necessary for the validation process has not been conducted by the English department; 2) although the counseling department keeps written paper records of the counseling services students receive, these records have not been requested for analysis by the institutional researcher.

PLAN

Based on input from disciplines that have completed their reports, the program review coordinators, with the help of the steering committee, will review the current instruments, and streamline them further before the Fall 2000 cycle of reports begins. Such review and revision shall occur every six years.

By Fall 2001, the college will implement a system to track student progress through foundation skills, transfer preparation, and vocational education programs.

By Fall 2001, the college will implement a system to track vocational education student outcomes, e.g. percentage employed in area.

By Spring 2002, the college will link computerized prerequisite verification to course enrollment.

By Spring 2001, the Office of Student Services will periodically analyze, review and tabulate data from transfer institutions regarding the yearly number of matriculated transfer WLAC students, as well as persistence rates and success rates. This information will be presented as an annual report to the Academic Senate.
Beginning Fall 2000, the institutional researcher will conduct a series of training workshops for faculty and staff on the procedures for conducting research studies and data analysis, especially in the area of follow-up and review.

By Spring 2002, Student Services areas will develop databases that record by identification number the services delivered to students so that these can be matched to the data available in the other databases.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

DESCRIPTION

The program review process is an opportunity for faculty in a discipline or others involved in various services and offices to truly conduct a self study, assessing what the discipline, area, or program does well and what it needs to address. By answering a series of pointed questions, faculty and others must focus on ways that their curriculum or program addresses student needs. When done in a thoughtful and careful manner, this enables the faculty and others a chance to prioritize issues that are identified as needing improvement. For example, question 2 of the program review instrument asks “Are updated course outlines on file in the Office of Academic Affairs and available to all instructors?” For those disciplines that have prerequisites, question 5 asks whether the discipline has validated these, and if not, when it plans to do so. In the case of sequential courses, such as those in math and English, the disciplines are asked in question 7, “What does your discipline do to measure the competency of students who have completed a course sequence?” The math discipline can cite the exit exams which they conduct each semester.

In addition, certificate programs such as travel are asked in question 8, “How does the discipline, division or unit validate the appropriateness of its certificate requirements?” The travel faculty met to discuss the need to specify for students those courses in their curriculum that would lead to a certificate specialization, something that the discipline had never done before. This would enable students to focus on a specific area of travel and thus enhance their chances of obtaining employment.

In the case of dental hygiene, program review has led to a review of current admissions criteria. In addition, the prerequisites and co-requisites were presented to the Curriculum Committee and validated.

In the program review instrument for academic disciplines, the question relating to curriculum analysis specifically asks disciplines for suggestions on program improvement. For example, the psychology discipline has suggested adding a
drug/alcohol studies certificate program, and English is considering ways to enhance its basic skills offerings.

EVALUATION

Four areas (Dental Hygiene, Physical Education, International Students, and English as a Second Language) are ready to initiate Stage IV of program review (recommendations forwarded to WestPAC, the Academic Senate, Divisional Council and ASO). When other educational programs, services and/or offices complete the program review process through Stage IV, the recommendations that have been validated will be addressed in the master plan and during the budget process.

Those disciplines that have completed the self-study report have updated their official course outlines. Updated course outlines are on file in the Office of Academic Affairs. Those disciplines that will be starting program review in 1999 – 2000 will be revising their course outlines as well.

PLAN

To ensure that program review continues in a timely fashion, each semester, the Program Review Steering Committee will produce a chart showing the status of disciplines, service areas and operational units in the four stages of program review (e.g., the chart at component A.3 of this standard).

The Program Review Steering Committee will develop a follow-up mechanism that involves contacting the disciplines, programs, student service areas, operational units and offices 24 to 36 months after its self-study report is submitted to determine what improvements have occurred as a result of undergoing the program review process.

B. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

DESCRIPTION

The processes of educational planning, budget planning, physical (facilities) planning and human resources planning have been based upon past practices, some of which are defined and published. For the past four years, beginning in 1996, the college has been developing a master plan and has been using a combination of established planning processes and newly instituted processes. The Master Planning and Program Review Committee is responsible for integrating these various aspects of planning. Appropriate segments of the college community are involved in the development of institutional
plans. The constituents of the Master Planning and Program Review Committee include representatives from the Academic Senate, the administration, AFT faculty, classified staff, and the ASO. The Master Planning and Program Review Committee has been instrumental in including other members of the college community in a series of workshops held throughout 1999 to 2000.

Most of the planning processes center on the preparation, review, and compilation of unit plans. Each division, program, student service area, operational unit and office completes a Unit Planning Guide, thereby providing a description of the division, the program, student service area, operational unit or office, its assumptions and trends, its goals, its projected budget, and the implications derived from the goals for curriculum, staffing, equipment, and facilities. These planning guides assist in the development of the near-term (one-year) and long-range (three-year) goals and priorities of the discipline, program, student service area, or office. The completed unit plans are then compiled into the college master plan. Beginning December 1998, Unit Planning Guides have been prepared annually by all disciplines within the academic divisions, by student service areas such as EOP&S, and by offices such as Administrative Services and Academic Affairs.

The following workshops, attended by a broad segment of the college community and jointly sponsored by the Academic Senate and the Master Planning and Program Review Committee, were held during the Spring semester of 1999 to collect input for the college master plan:

February 17 - Reaffirming the Vision and Mission of WLAC
March 3 - Integrating Transfer Education, Basic Skills and Career Prep with the Vision and Mission
April 1 - Governance
April 7 - Budget Information
April 21 - Student Services, including assessment and placement
May 3 - Master Plan/1999-2000 Priorities
May 4 - Facilities/Technology Plans.

During the workshops of April 1, April 22, and May 3, the Master Planning and Program Review Committee gathered input to create a draft master plan. The document entitled Our Goals, dated May 3, 1999, was presented and approved by WestPAC on May 10, 1999. The Academic Senate was informed and asked for its input during its meeting of May 11, 1999. This draft master plan was edited in August of 1999, and the title was changed to Interim Master Plan for West Los Angeles College. The edited version was presented to WestPAC at its meeting of September 13, 1999, and at the Academic Senate meeting of September 14, 1999. The Academic Senate has not acted on the master plan. College workshops will be continued in the 1999-2000 academic year, with accreditation standards to be incorporated into them.
The Budget Subcommittee of WestPAC, under the leadership of the Vice President of Administration, prepares an annual budget plan for the upcoming academic year. The committee has representation from the faculty and classified union, the Academic Senate, the student organization (ASO) and college administration. The college’s budget development process conforms to the LACCD’s Operational Plan instructions. The report is submitted to WestPAC for approval and then distributed by campus mail to faculty and staff.

The Faculty Position Identification and Prioritization (FPIP) process is a component of the college’s human resources planning process. Over a two-year period, beginning in 1992, a committee of faculty and administrators developed a process to identify and prioritize needed full-time, regular faculty positions. This process is described in the FPIP Policy, which was distributed to all division chairs and others expressing interest and is also on file in the college president’s office.

At its December 3, 1998 meeting, Acting President Stansbury requested that the Master Planning and Program Review Committee develop criteria for prioritizing Alterations and Improvements requests coming from program review and unit planning guides, along with consideration of state guidelines for prioritizing A&I. In the Spring of 1999, the Academic Senate approved the criteria for prioritizing A&I projects that were developed by the Master Planning and Program Review Committee.

EVALUATION

Most of the description section was gathered by interviews. The only readily available document that describes a planning process is the FPIP Policy, a component of the process for planning faculty hiring. No document that describes planning for staff and administration hiring has been developed. The budget development process is restated annually. Other planning is done based on past practice. In general, the people already involved in the college planning processes understand the workings of these processes.

Various groups of faculty who are not involved directly in the planning processes think that faculty in general are not involved in planning and that plans are made exclusively by administrators. Also, some members of the campus community believe that all areas of planning have been impacted by limited to non-existent financial resources. In response to continual demands by the Academic Senate and other parties for wider distribution of information, in November 1998, Interim President Stansbury established a committee composed of all campus constituencies: representatives from the Academic Senate, AFT Faculty, AFT Classifieds, ASO, and the administration. This committee, which adopted the name of Shared Governance Committee, is clarifying the functions of the various campus committees and organizations to reduce the duplication of effort that has characterized the college’s past efforts. The committee hopes to formalize the links among the various committees and to communicate this information to the college community. This will help everyone better understand the planning processes.
According to the WLAC Shared Governance Policy adopted November 11, 1997, the Academic Senate and the administration must mutually agree upon and approve the processes for institutional planning before they can be adopted as policy.

PLAN

By the end of Spring 2000, the Shared Governance Committee will develop descriptions of the college’s educational, budget, human resources, and physical planning processes and distribute them to the campus community. By Fall 2000, the committee will publish a Faculty Handbook describing campus programs, and the functions, membership, responsibilities, and reporting lines of the various campus committees and organizations. (See related plans in Standard Ten, B.1.)

By Spring 2001, the college will review the State Academic Senate Guidelines for Program Deletion for possible implementation of these guidelines.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

DESCRIPTION

The college document which explains how program review and master planning are defined and integrated is a flowchart which has been shared with the Academic Senate, WestPAC and the Program Review and Master Planning Steering Committee.

EVALUATION

The FPIP (Faculty Position Identification and Prioritization) process, which identifies faculty hiring priorities, is currently the best example of the integration of evaluation and planning. Recommendations for new faculty hires included in Program Review Self Study Reports and Unit Planning Guides are directed to the FPIP Committee. The college recognizes that this successful model needs to be replicated in the areas of educational, physical, non-faculty hiring, and other planning processes, such as Alteration and Improvement recommendations.

The coordinators of Master Planning and Program Review have been meeting with the president of the college and the vice presidents of Academic Affairs and Administrative Services in order to integrate program review with operational plans and the college’s master plan and budget. Since the process is a newly developed one, it is important that the recommendations coming out of the program review reports are channeled to the appropriate committees for implementation, and that there is follow-up.

The new, revised Unit Planning Guide, which has been refined jointly by the Office of Academic Affairs and the coordinators of program review and master planning, is being
used in meetings with division chairs for formulating the divisions’ plans and budget for the upcoming year and the following two years. The guide asks for a description, in order of priority, of the near term (1-year) and long-range (3-year) direction/vision for the division, by disciplines or programs. For the areas that have completed program review, recommendations are compiled into a college master plan, and the master plan is updated each year based on the annually submitted Unit Planning Guides.

As a result of the college-wide meetings and Master Planning and Program Review Committee meetings held throughout 1998-99, program review processes and unit planning guides have been integrated into an existing process for institutional planning, which has culminated in the August 1999 Interim Master Plan for West Los Angeles College. According to the November 11, 1997 WLAC Shared Governance Policy, the WLAC Academic Senate and the administration must mutually agree upon processes for institutional planning. Consequently, both the Academic Senate and the administration must approve the description under development before it is adopted as policy since these processes were developed after November 11, 1997.

PLAN

The Master Planning and Program Review Committee will present to the WLAC Academic Senate and to President Wong a written planning process that integrates program review with planning during the Spring 2000 semester. By Spring 2001, a process mutually acceptable to both parties will be adopted.

The master plan coordinators will utilize the various “Plan” sections in this Accreditation Self-Study Report, together with various unit plans already written, and the previous two Accreditation Reports to make the generally stated “goals” in the Interim Master Plan more specific and action oriented.

B.3 The institution engages in systematic and integrated educational, financial, physical and human resources planning and implements changes to improve programs and services.

DESCRIPTION

Educational Planning
In an attempt to have educational planning drive the budget, beginning in December 1998, Unit Planning Guides have been prepared by all divisions. The Unit Planning Guides ask for information such as a general description of the program, department assumptions and trends. The planning guides provide information to help identify such division goals as priorities and strategies for implementation, which have implications for curriculum, staff, equipment and facilities.
The educational planning process is jointly handled through the Office of Academic Affairs and the Academic Senate, especially its Curriculum Committee. The Office of Academic Affairs meets annually with division chairs in order to develop the division’s plans and budget for the upcoming year and the following two years. The planning process in the past involved planning to cover a 5-10 year period. But, with such a long time period, these plans ended up not being implemented. To make these plans more realistic and, therefore, more responsive to changes, the unit planning done with division chairs and the Office of Academic Affairs has been revised to a 1-3 year project beginning with the 1999-2000 academic year.

The Curriculum Committee “is responsible for reviewing all proposals for new courses and programs, graduation requirements, general education and transfer plans. The recommendations on matters relative to the curricula are forwarded to the Academic Senate for approval before being sent on.” (Academic Senate Constitution, 1992). In past practice and before a systematic implementation of program review, the elimination of programs was handled by the Office of Academic Affairs in conjunction with the chair of the division, based on FTES data.

As program review is being implemented across the campus, the Office of Academic Affairs is holding meetings with each division, using the revised Unit Planning Guide, which previously was the Operational Plan. In the revised guide, division chairs are asked to list assumptions or trends that are likely to influence the division, for example, how the nature and needs of students are changing and “outside” influences such as trends in students’ goals, demographics and demand, as well as trends in degree, certificate and transfer requirements, the job market, and continuing education.

In addition, chairs are asked to prioritize one-year and three-year discipline and program goals for the division. The chairs must also indicate program or course curricula changes and additions and deletions projected for the near and long terms, utilizing WSCH and FTES data and goals, in addition to a projected budget, to assist them in formulating answers to these questions.

In Spring of 1997, the Academic Senate’s Academic Computing Committee developed the Technology in the Curriculum key performance indicator, which identified possible areas for implementation. When the Academic Senate approved the Technology in the Curriculum KPI in May of 1997, the Academic Senate requested that it approve the person to be in charge of coordinating the project. The Computer Planning Committee met with the Academic Computing Committee to distribute funds available through the Technology Transfer Program (TTIP) grant for the purpose of developing curriculum that utilizes technology in the classroom. Faculty from Spanish, humanities, library, and the Instructional Media Center indicated interest in applying for funds. Beginning Fall 1999, two faculty, who were selected by the college president, are currently developing a college technology plan in conjunction with the vice president of administration.
Financial Planning
The college’s budget development process conforms to the LACCD’s Operational Plan instructions. The campus Budget Subcommittee prepares an annual report describing the budget planning process for the upcoming academic year. As previously noted, this committee has campus-wide representation. It submits its report to WestPAC for approval. WestPAC passes its recommendations to the president.

Physical Planning
In 1989, a Facilities Master Plan was prepared for improvement of programs and services. Seven buildings were included in the plan. Of these seven, three buildings have been constructed: the Physical Education building, the Plant Facilities building, and the Aviation Complex. A Fine Arts building is currently under construction and is expected to be completed in Spring 2000. Construction of a larger Child Development Center is expected to begin in August 2000. Of the original seven buildings in the plan, two have yet to receive state funding. Each year the Office of Administrative Services submits an updated 5-year capital construction plan to the state. Based upon the current state criteria, it is expected that funding may be obtained for construction of the Science Complex in the near future.

In the past, any Alterations and Improvements projects were based on the availability of outside funding. For example, fees collected from foreign students provided for a renovation of the Student Entry Center. The rewiring of the HLRC Information Center was funded by the State TTIP and Title III grants. Often the filing of a grievance determined the priority for an A&I project.

Acting President Stansbury had requested that the Master Planning and Program Review Committee work on developing criteria for prioritizing A&I requests coming from program review and unit planning guides. He provided the committee with state guidelines for prioritizing A&I to be considered with other criteria that would be developed by the MP&PR Committee. These guidelines were reviewed by the Master Planning and Program Review Committee and were presented to the Academic Senate. The senate approved the guidelines in Spring 1999.

Human Resources Planning Process
Utilizing the Faculty Position Identification and Prioritization (FPIP) process, the FPIP committee, consisting of faculty and administrators, identifies and prioritizes needed full-time, regular faculty positions. This process is described in the FPIP Policy. Since 1994, a total of forty-seven (47) faculty positions have been identified as needed and prioritized through the FPIP process. Of these, twenty-four (24) faculty positions have been funded, and twenty-two (22) faculty positions have been filled. No similar process occurs for either classified or administrative support staff. Staffing analysis and needs are identified in the individual unit planning guides.

A mechanism by which the campus defines and integrates its evaluation and planning is through various campus committees and meetings such as WestPAC, Budget
Subcommittee, Divisional Council, Curriculum Committee, senior staff, administrators, and registration meetings.

EVALUATION

While earlier efforts regarding planning in all these areas were fragmented with little coordination, the college is currently attempting to have educational planning drive the budget. In fact, the unit planning guides now include recommendations that will become part of the college's master plan as well as feed into the budget planning process. At a college-wide workshop on May 4, 1999, faculty, staff, and administrators began prioritizing the recommended action, strategies, and goals culled from the various area unit plans.

The college should review its Facilities Master Plan and update it utilizing the college educational plan. The college should develop a human resources plan utilizing the college educational plan and its facilities master plan.

PLAN

The college will complete a master plan that includes an educational plan, facilities plan, human resources plan and financial plan.

By the end of the Spring semester 2001, the college will have completed prioritizing its strategies to improve programs and services. The college will begin implementing changes described in the master plan by the end of the Fall semester 2001.

C. Institutional Assessment

C.1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

DESCRIPTION

According to its mission statement, West Los Angeles College is committed to providing students with the tools needed to achieve their goals of a two-year career-oriented or vocational Associate in Arts Degree; or a vocational certificate; or transfer to a four-year college or university. The college can also provide continuing education to meet occupational or professional demands or those of changing technologies.

The college catalog lists outcomes that a potential student may expect upon completion of a program. The Associate Degree and Certificate programs serve students "seeking immediate employment in a new position or upgrading in their job." In addition, Associate Degree programs facilitate transfer to four-year colleges and universities. Each
major is described according to its focus, course requirements, and the professional or vocational opportunities that may be explored by the person who successfully completes the major.

The following is the procedure used for documenting accomplishment of intended outcomes. The Office of Admissions and Records documents the number of graduates in each college major per semester and certifies completion of requirements for graduation. A graduation petition is completed for each student by appointment with a counselor who checks for fulfillment of all graduation requirements and indicates approval or disapproval of the petition. The student then submits the petition to the admissions evaluator for final evaluation and approval. Documentation is maintained in paper files. The Associate Degree and its completion date are inscribed on the transcript with the completion date.

The college is able to document the number of persons completing degree or certificate programs when they file a Petition for Graduation or for the Certificate of Completion in that subject by its major code. Petitions for general education certification are maintained in the Office of Admissions and Records in paper files. Date and achievement of IGETC or CSU certification of general education are noted on the transcript. The PACE program has a large number of Associate Degree recipients each year, and there is substantial transfer to four-year institutions. It is possible to determine the number of persons completing the Liberal Arts Associate Degree in PACE by tabulating the number of approved graduation petitions in the assigned code. In addition, the college receives some data from universities on the number and percentage of PACE transfers.

The number of Dental Hygiene Associate Degree graduates who apply and sit for the state and national examinations and who successfully complete these examinations is carefully monitored under the jurisdiction of the American Dental Association and the California Board of Dental Examiners. Results of the board examinations are reported to the Dental Hygiene Department by these boards and retained in the computer files of the department.

Students who successfully complete the Aviation Maintenance Technician Associate Degree, the Airframe Maintenance Technician Certificate or the Aircraft Powerplant Technician Certificate are eligible to sit for the corresponding Federal Aviation Administration (FAA) licensing examinations. The Aviation Maintenance Technology (AMT) Department receives communication from the FAA regarding those students who pass the FAA exams within six months of graduation from the program.

Informal evidence of successful outcomes is also available but not in an organized format. The Dental Hygiene Department maintains informal communication with many of its graduates to indicate success in becoming employed as dental hygienists after graduation. The AMT program also has informal lines of communication with its graduates and with hiring institutions that help them obtain information about the success of the program. Informal communication between PACE graduates and the PACE
directors has indicated successful completion of baccalaureate and master’s degree programs.

EVALUATION

Many students do not commit to a major until later in their program of study even though encouraged to do so. Therefore, it is not possible to track the number of students in a particular major.

At present there is no computer program available to tabulate by semester the number of persons who receive IGETC certification or California State University general education certification.

The information received from universities on the number and percentage of PACE transfers appears to be inaccurate. Universities may not be listing WLAC if the student did not transfer directly from WLAC or has taken courses at another community college as well as WLAC. For this reason, PACE is devising a questionnaire for graduating student completion.

Due to FAA policy the college does not receive student examination results when an AMT student passes the FAA exams more than six months after graduation from the AMT program. Consequently, the college has been unable to completely document its success in this program.

The college has not established goals (specified institutional outcomes) in such areas as transfer rate, graduation rate, certificate completion rate, retention, and persistence.

PLAN

By Spring 2001, the college will establish specific intended student outcomes (e.g., a specific percent of average annual enrollment meeting the CSU transfer requirements at the end of each academic year).

By Fall 2001, the vocational education programs will develop a system to track student employment in the program fields. For example, each graduating student could be given a stamped, pre-addressed postcard to keep the program informed about the student’s job status and current address.

By the end of the Spring semester of 2002, the college will purchase software to track the number and percentage of students completing transfer requirements.

By the end of Spring 2003, the college will compile and publish a year-end report summarizing the intended institutional outcomes and the actual student outcomes achieved for that year.
C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

DESCRIPTION

The college holds public ceremonies to recognize student excellence and to present scholarship awards each semester. These events are publicized in local and regional newspapers and on the marquee at the campus entrance.

Success rates in Dental Hygiene state and national examinations are publicized in local newspapers and in communications to the facilities in which student clinical experience is attained. Advisory boards of vocational programs are apprised of such information, which assures the quality of programs that they monitor.

EVALUATION

Although the college attempts to communicate to the public, when more information is gathered from program review and planning, more could be published.

PLAN

The college educational information specialist will annually contact the Master Planning and Program Review Committee to obtain information regarding matters of quality assurance for publication.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

DESCRIPTION

Although numerous research and planning projects are conducted at WLAC, to this committee’s knowledge, the only institutional plan with an explicit annual self-evaluation procedure is the Faculty Position Identification and Prioritization Policy (FPIP). First adopted in 1994, the purpose of FPIP was to establish procedures at the college to implement the district board rule pertaining to the identification and prioritization of full-time probationary faculty positions. Its intent was to promote fairness and equity in faculty hiring by establishing an open and objective process to serve the collective interests of the WLAC community. Included in the FPIP process was a very specific annual evaluation and review procedure stating: “The FPIP Committee shall evaluate the FPIP process and make recommendations to improve the FPIP procedure(s) before the end of each academic year. The Academic Senate president and the college president
shall review the recommendation(s) and shall revise the FPIP Policy as appropriate before the end of each academic year.” As a result of review activities, a revision of the FPIP Policy was adopted and published May 23, 1995. In addition, execution of the FPIP process has been improved in response to issues raised during the FPIP review process. For example, previously filed FPIP applications are now reactivated and supplemented with current information to avoid the burden of preparing a new application each time a request for ranking is submitted.

EVALUATION

At present, WLAC may informally review and modify its institutional research efforts, evaluation processes, planning processes and institutional plans. However, the only process formally documented with a specified systematic review as a component of that process is the FPIP. Because of its effectiveness, the FPIP review process can serve as a model for other institutional projects involving research and planning at WLAC.

PLAN

Based on input from disciplines that have completed their reports, the program review coordinators, with the help of the steering committee, will review the current instruments, and streamline them further before the Fall 2000 cycle of reports begins. Such review and revision shall occur every six years.

The college will develop and implement a plan for reviewing and modifying its institutional research efforts, evaluation processes, planning processes and institutional plans.

SUPPORTING DOCUMENTATION FOR STANDARD THREE

1. Academic Senate Constitution
2. FPIP Policy
3. Unit Planning Guides
4. Budget Plans
5. Program Review and Master Planning Documents
6. College Catalog
7. Matriculation Plan
8. Interim Master Plan
9. Shared Governance Policy
10. 1999-2000 Budget Development Process
11. Flow chart
12. West Los Angeles College Fact Book
STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

DESCRIPTION

Approximately 91% of West LA College students live in the communities to the east and south of the college, such as Crenshaw and Inglewood. Although the college is located in a middle class area, it draws a large enrollment from these adjacent neighborhoods, which are relatively poor.

The college emphasizes recruitment of under-represented minorities. Today, the college's enrollment consists primarily of low income, first generation college students.

The college has a commitment to these first generation college students. In fact, "the college enrollment consists primarily of low income, first generation students who would not be able to attend college were it not for the services provided by West Los Angeles College. Ninety percent of the entering students score below college level in math and English. West Los Angeles College's mission is to provide economically and geographically accessible education in this complex setting." (Title III grant application, submitted to the U.S. Department of Education, March, 1998)

The college is an open door institution offering a comprehensive liberal arts, sciences, and occupational curriculum to over 7,000 students/semester (2,400 FTES/semester) in both the day and evening, six days per week, three semesters per year, including summer. In its stated philosophy, the college, together with the district, "affirms the principle that individuals should have opportunities to develop to their full potential." Accordingly, the college, together with the district, strives to provide programs that are "accessible to all individuals who have the capacity and motivation to profit" from the programs offered; moreover, these programs are necessarily adapted, as needed, to the changing educational needs of our community.

West LA College offers Career Certificates and/or Associate degrees in nineteen areas of study. It offers Transfer Associate degrees in twenty-eight areas of study. In the
academic year 1997-98, the college awarded seventy A.A. degrees, twenty-seven A.S. degrees and sixteen Career Certificates.

West LA College has a full-time faculty of 84 instructors (as listed in the 1998 – 2000 Catalog); these are complemented by 280 part-time instructors. In Fall 1997, full-time faculty taught approximately 54% of the classes.

The college mission statement attempts to state both the college’s mission and the implementation of that mission. The college recognizes responsibilities in its mission statement to ten component areas of service:

-Transfer Education
-Career/Occupational Education
-General Education
-Foundations Skills Program
-Economic Development

-Continuing Education
-Support Services
-Student Activities
-Equal Opportunity
-Self Evaluation

Overall, “West Los Angeles College’s mission is to provide economically and geographically accessible education in a complex setting. Limited fiscal resources are producing a serious barrier to the college’s ability to meet that challenge.” (Title III grant application, March 1998)

Because the mission statement is a college approved and published, comprehensive statement of both the college’s mission and ways and means of implementing that mission, it represents a key set of criteria to measure the effectiveness of its educational programs.

Organizing Principle: The report of Standard Four, A.1 describes and evaluates in detail the college’s operations in four of these mission areas (Transfer Education, Career/Occupational Education, Foundation Skills, and Self Evaluation) in relation to the educational programs. The Standard Four report also necessarily touches on some support services in order to accurately describe and evaluate the college’s educational programs.

Transfer Education
The college strives “to provide general education and major preparation for those students who plan to continue their studies at a four-year college or university.” (Mission) The college implements this aspect of its mission, in part, through transfer education programs, including courses and services. The college provides general education and majors preparation for students who plan to pursue a baccalaureate degree at a four-year college or university. (See 4C) Pursuant to this goal, the college’s Counseling Department provides counseling and guidance in the form of literature and personnel to help students fulfill their transfer goals. Moreover, the College Catalog (1998 – 2000) offers an outline of its educational programs and services leading to transfer. On pages
38 - 49 are transfer requirements for the CSU and UC systems, the IGETC curriculum, and statements on Liberal Studies Programs and financial aid.

The college facilitates transfer to California State colleges and universities through its Program for Accelerated College Education (PACE), a sixty-unit curriculum offered in a scheduling arrangement tailored to meet the needs of students who work full time. PACE has an enrollment of approximately 400 students in three different tracks, and is served by approximately ten teachers, three tenured or tenure track. Its methodology is intended to provide a rich mix of interdisciplinary activities.

A Transfer Alliance Program, referred to as "the Scholars Program" for honors students, also facilitates transfers of qualified students.

Career/Occupational Education
"The college provides certificate and associate degree programs to meet the needs of those students preparing for employment in a changing globally-centered society, and those currently employed who wish to retrain themselves or upgrade their skills to meet the growing demands of increasingly interdependent societies." (Mission) In the areas of vocational education, career education and Workforce Development, the program review for Academic Affairs commits the college to eight important goals, including: "(1) to develop certificate and associate programs which anticipate and respond to the rapidly changing requirements of the world of work, and (2) to develop skill certificates of fewer than 18 units to respond to specific skill requirements in emerging industries."

The college meets the needs of students seeking employment or retraining through its vocational education programs. The college offers nineteen career certificate and associate degree programs. Some of them, such as the Aviation Maintenance Technician program, have very long histories with the college, while others, such as word processing and computer science, are relatively new. For example, the Aviation Technology Program began in 1947 when it was originally a part of Los Angeles Trade Technical College. The Aviation Maintenance Technician (AMT) program maintains a full-time staff, ensuring continuity in all areas. It is closely monitored and certified by the Federal Aviation Administration. A new Aviation Technology complex opened two years ago, replacing the one at the Airport Campus.

Foundation Skills Program
The college strives “to provide students with necessary capabilities in mathematics ...reading, and written language skills to successfully complete a certificate, degree, or transfer program.” (Mission) This aspect of the college's mission is implemented by offering basic skills instruction and support in four disciplines: Mathematics, English, ESL, and Learning Skills. In addition, the college offers foundation skills services, such as tutoring, a writing lab, a language lab, and special courses and services for students with learning disabilities taught by the college's full-time learning specialist. The Counseling Department offers personal development courses to prepare students for their college experience.
**Self Evaluation**

The college periodically examines its educational programs and services to assess their effectiveness and to ensure academic excellence. West strives to "promote and encourage the continuous and timely examination of college programs and services to assess their effectiveness and ensure maintenance of academic excellence." (Mission)

The college has in the last ten years, engaged in extensive master plan activities. It is now undertaking a complete set of program reviews, including reviews of Title 5 outlines to ensure that educational programs and their support services meet the goals stated in the college's mission statement. The college employs a researcher to conduct studies and produce data that will help the college to make informed decisions for its educational programs.

The self study for the current accreditation has been a campus-wide effort, involving all segments of the college community and has entailed survey research to ascertain perceptions about the quality of the college's efforts in all areas of its endeavors.

**EVALUATION**

The following attempts to evaluate how well the college meets the needs of its students through its educational programs consistent with its mission and the demographics and economics of its community. For the evaluation, the same four mission areas that were described above (Transfer, Career/Occupational Education, Foundation Skills, and Self-evaluation) are discussed.

**Transfer**

The college maintains a large PACE program and a modest sized Scholars Program, for academically advanced honors students. These programs provide coordinated curriculum and counseling structures which allow students to finish their lower division work in one to two years in order to make a smooth transition to a four-year institution. The PACE program is coordinated with the CSU system, the Dominguez Hills campus in particular, and features interrelated business and English, and social studies themes in the curriculum. Students have the opportunity to continue at California State University Dominguez Hills in a PACE structure. This year (1999), PACE teachers have experienced difficulties in working harmoniously with each other, as needed for an interdisciplinary program. For example, disagreements about which courses to have led to the unlikely team-teaching of Literature and Accounting and the correspondingly unlikely “unifying” theme, “The Business of Politics.” In the last two years, enrollments in PACE have declined.

The college offers qualified students a Transfer Alliance Program (TAP), now called The Scholars Program and previously known as AT-West. Students who successfully complete the program are guaranteed priority consideration for admission to UCLA and other local universities, including Loyola Marymount and Pepperdine. However, this
program was without faculty leadership from May 1998 to May 1999. The former faculty
director experienced difficulties in obtaining necessary resources in time, space, and
personnel to continue the program effectively and, therefore, resigned from the program
in May 1998. This problem had led to confusion on the part of enrolled students who
questioned the viability of the program, especially whether West LA College could
guarantee a program consisting of rigorous classes so they could fulfill the transfer
agreements arranged with the various university partners. A new Transfer Alliance
director has been appointed to reestablish consistent coordination between the college and
participating universities and between the college and participating students.

A key issue needing resolution is whether the college will guarantee that classes
designated as part of the program would be held even if a minimum enrollment is not
achieved. Related to this is the issue of "honors" students in "regular" courses and
whether a special project or paper or other add-ons are sufficient to achieve the intended
academic rigor implied by the program. Technically, students' transcripts reflect that they
are enrolled in separate sections, but this is a record keeping situation, not a pedagogical
one.

Alfred Herrera, the UCLA Director of Admissions, has contacted the college regarding
the problems students have experienced in fulfilling requirements of the Transfer
Alliance agreement. The new TAP director and the Transfer Center director have met
with Mr. Herrera and other officials at UCLA to discuss this issue.

USC has sent a letter to the new director, informing her that the university has dropped
West from its community college transfer alliance partners. Among its concerns, USC
cited a need for West to demonstrate sufficient administrative support for the program.

A Partners Program, which combined pairs courses in History and English, was also
intended to facilitate transfer. The Partners Program worked particularly well with
African American History. However, it had to be abandoned after Spring of 1997,
despite support by the National Endowment for the Humanities, because of difficulties in
achieving the requirement (duly announced in the Schedule of Classes) that students
enroll in both of the paired sections. Instructors who had prepared to team-teach paired
courses would typically find that, in reality, students had enrolled in only one of the
courses or had no idea that the classes were a part of a coordinated program.

In connection with all transfer courses and services, the college needs to maintain
articulation agreements; it therefore needs an articulation officer with the time and the
resources to do the job well.

A complete discussion of the Transfer Center and related services, and how these affect
the educational programs appears in Section A.5 of Standard Four.
Career/Occupational Education
Career Certificate and Associate Degrees are offered in nineteen areas, including Aviation Technology and Dental Hygiene, described below. The certificate programs are usually one-year educational and training programs which teach students skills necessary for immediate employment. The career programs maintain industry contacts through active advisory committees composed of college and industry personnel.

Aircraft Maintenance: According to the FAA, as long as the campus maintained the title, "Center" and not "Campus" for this program, more money could be procured from Sacramento. As of Spring 1999, this program has been greatly weakened. There are now only three full-time instructors and six hourly instructors; continuity of the program is weakened to the degree that the FAA has expressed concern for the program.

Communication with the industry is extremely limited, whereas, in the past this program was richly connected to the aerospace industry by instructors, and publications were sent out to invite aerospace representatives to visit the classrooms and become acquainted with the program. West Los Angeles College had the number one aviation technology program in the United States, and the cost to the student for this training was minimal. The college attracted students from as far away as Saudi Arabia.

Licenses in Aviation Maintenance and Aviation Electronics are gateways into the aerospace industry job market. A certificate in Airframe and Power Plant, issued by this campus and based on requirements of the FAA, allows the student to take the exam for a license. An additional 18 academic units allows a student to obtain an A.S. degree from West LA College.

Dental Hygiene: The college offers a highly successful Dental Hygiene program, which maintains rigorous requirements and is licensed by the Commission on Dental Accreditation. Admission to the program is highly selective. Candidates for graduation must satisfactorily complete the dental hygiene program according to the State of California Dental Practice Act guidelines for curriculum. With the approval of the Dental Hygiene Department, a candidate may qualify to take the Dental Hygiene National Board Examination, the State Board Exam, and earn an Associate of Science Degree.

Foundation Skills
The college has a talented and dedicated faculty in Math, English, ESL, and Learning Skills who work extremely hard and well to fulfill the role of the foundation skills program as it is stated in the college mission statement, but some problems exist in resources and coordination.

In the previous Accreditation Self Study, the college reported that a significant percentage of students (47% in the Spring of 1993 assessment period) were assessed as having reading and/or writing skills below English 28 (Intermediate Reading and Composition). That trend has worsened in the last six years; however, the college has not adequately addressed the needs of this population.
By Fall of 1996, the percentage of students entering unprepared for English 28 had risen to 73%, based on the assessment of 930 students, around 25% of new students. In 1999, the percentage scoring below English 101 was over 90%. Between 42% (English 28) and 50% (English 21) are not successful in these remedial courses. At the end of Fall 1997, 24% of all students had a college GPA below 1.0 and an additional 18.6% had a GPA between 1.0 and 2.0.

In Spring 1999, 90% of students assessed placed below English 101. The majority of these, 76%, tested into the English 21 course, and 14% tested into the English 28 course. While not all non-exempt (from Matriculation) students are systematically assessed, the numbers here and in subsequent years continue to show a real need for more instructional resources to be devoted to college preparatory writing and reading.

The English Department's remedial sequence begins at English 21, a course in beginning college reading and writing of short essays. Because the course provides only three hours of instruction, it is insufficient to address the problem of under preparation of many students who place into it or those who wander in, seeking the solution implied by the title of the class, "English Fundamentals." Prior to 1993, the English Department offered a much fuller selection, including a six-hour College Reading Skills course (English 20) and a Reading and Study Skills course (English 46). Also offered were five-hour versions of English 21 (English 73) and of English 28 (English 31), which were organized to provide students who needed additional instruction with two extra hours of guided practice in college reading and writing skills. A well utilized and successful .5 unit Writing Skills Laboratory class (English 67) was also deleted in 1997 although the Writing Lab itself has remained open as a resource for students seeking help with individual writing assignments in English or other courses. Although an English 67 course has been reinstated in the Fall 1999 class schedule, tight tutor budgets have limited the operation of the Lab.

To address the lack of options, the English Department has added an English 94 course in grammar and plans to offer two sections of Reading and Study Skills (English 46), although it may have to give up other courses in order to pay for these additions out of its course allocation.

The college's overall attrition rate of 52% makes the problems in the basic skills area a critical one to the overall success of its educational programs. The recent development of a full Learning Skills Program, with the purpose of "providing supplementary instruction according to individual need, content, and emphasis," has given under-prepared students more choices, but the program has not addressed their basic need for consistent, real-time instruction in college reading and writing skills.

Learning Skills provides instructional intervention in the basic skills of reading, writing, and mathematics, much of it mediated by computer software. It is, therefore, a valuable
and needed adjunct in a college that seeks to teach college level material to students, the majority of whose skills are below college instructional levels.

However, Learning Skills classes are not well coordinated with the college-level classes that the Learning Skills curriculum seeks to help students pass. Computer Assisted Instruction (CAI) modules in language arts skills are modest to small in enrollment, but growing.

A very deep and unmet curricular need at this campus is for a coordinated effort to address lack of preparation in reading skills sufficient for college studies. However, until this semester the Learning Skills - CAI program offered no courses in reading instruction per se although it did offer one section of a class which uses a master tutor approach to support students having difficulties reading various textbook assignments. As of Fall 1999, only one course, and that one of limited scope, is offered in reading. Although the English department will offer one or two sections of Reading and Study Skills in Spring 2000, this is its first course offering in reading for several years.

Additionally, “writing” instruction in Learning Skills is mainly delivered as discrete mediated lessons in grammar, vocabulary, and spelling. The college does not teach reading and writing together in a sustained, sequenced curriculum with adequate instructional time that addresses the extraordinary needs of its students in this skill area.

Students seeking services in the HLRC (the physical area where Learning Skills instruction takes place), from use of word processors to use of a grammar tape, are required to “sign up” and in many cases required to pay for units to get services. There is a need to augment “drop-in” services so that all students may use equipment and get on-the-spot help for academic problems.

Coordination between the Learning Skills and English Departments in basic skills areas needs to be increased and maintained regularly. For example, English and Learning Skills should coordinate their curricula to cover the entire skills sequences in reading and writing skills from basic literacy to university level critical reading, writing, and research. In this regard, the function and scope of each department's course offerings should be clarified, perhaps within its program reviews, and the two sequences fully integrated.

A promising attempt to integrate English and Learning Skills was initiated in the Fall, as a Bridges to Success Program, funded by FIPSE. (See Plan section.) Also, representatives of Language Arts and Learning Skills have met together at least once over the last 18 months to develop an Internet research course and a computer-writing classroom. More of these kinds of cooperation would be especially helpful in the shared area of basic skills.

Without a careful unification of efforts on the parts of both disciplines to help students develop basic skills, neither can fully succeed. To begin, the college should make available to both departments the requested data regarding the relationship between
success of students in Learning Skills courses and those students' success in English so that program reviews can serve as a realistic basis for cooperative curriculum development. Numerous attempts by the Learning Skills discipline and the Learning Skills Program Review Validation Committee have been unsuccessful in obtaining needed data from the college research component. The two programs should coordinate record keeping on student progress and identify areas of strengths and weaknesses so that each student has a tailored program with a set of goals that are efficiently monitored. Counseling should be involved in planning, and the Early Alert System should be used more effectively and at an earlier point in the semester (some students don't get their letters until after midterm). Early Alert data are gathered during the fourth week census and should be utilized by the fifth week to be optimally successful.

Despite the fact that over 42% of the students enrolled at the end of Fall 1997 had grade point averages of 2.0 or below, the college does not offer a single study skills class, except for students with verified learning disabilities. If non-LD students are welcome in such courses, the Schedule does not so inform them. The college does offer college success courses, as Personal Development in the Counseling Department, but this does not begin to address the overwhelming needs of students to learn how to read textbooks, how to schedule study time, or how to take effective notes.

A Title III Grant recently obtained by the college addresses a number of these problems (see "Plan") although the subtext of the proposal seems to be as much economic (i.e., cut costs through increased use of mediated instruction and corresponding positive attendance revenues) as it is pedagogical; moreover, it relies on questionable, if not prejudicial, assumptions such as "[M]ost faculty are unfamiliar with skills necessary to create successful environments for a diverse student body;" and "...this is a function of the increasing age of the faculty." (p.33) This unfortunate stereotype about age is not founded in good research information. With respect to the issue of overall faculty openness to cultural diversity, in the student survey only nine percent of students "disagree" or "disagree strongly" that "cultural diversity is integrated into general studies courses through readings, subject content, and/or assignments." The grant narrative suggests that the college’s failure in creating a successful basic skills program is somehow a function of its "aging faculty," rather than a complex problem involving resource and leadership issues.

A previous Title III grant (1990-95) was not successful in increasing retention or in obtaining significantly more grant money, two of its major goals.

Even without the Title III money, the college does have (and has had) resources at its disposal to strengthen basic skills and related services. These resources include personnel and funds, including staff development funds, Partnership for Excellence funds and Matriculation funds. Grants are extra resources to be called upon. They are desirable supplements. On a college campus managed by nine administrators, it is perhaps surprising that so few grant sources have been tapped to bring extra resources to the basic skills area.
With or without Title III money, unless the college forthrightly addresses the resource and coordination problems in the basic skills areas of reading and writing, we can expect to continue to see a high attrition rate.

Two additional problems related to basic skills are the relationship of ESL to English, and the role of Matriculation in validating and enforcing prerequisites. Both are problems of coordination.

Discussion in the Language Arts Division regarding the relationship of ESL to English has been ongoing for several years. The major problem, from a matriculation standpoint, has to do with the lack of alignment and academic relationship of the two sequences. In practical terms, the key question concerns how, when, and where (or whether) an ESL student in ESL classes moves into the English sequence. Exacerbating this problem is the fact that the 1998 - 99 day and evening programs have offered completely different courses to the ESL population. The evening program, consisting of English 84, 85, and 86, was developed and piloted by an innovative English and ESL instructor. College records for these classes and the students in them reflect a high rate of retention and ultimate success in English 101.

The question of university credit for some ESL courses is also a complicating factor in relation to the alignment of the ESL sequence(s) to the English sequence. Students who receive university credit for an upper level ESL course are most often not prepared to take Freshman English or, in many cases, Intermediate Reading and Composition (English 28). An informational flow chart on page 32 of the Spring 2000 Schedule of Classes suggests students are intended to move toward and into English 101 after completing 6A and/or 6B, but the intermediate English classes are not specified. Does the student go directly into English 101? Does English 6A satisfy the prerequisite? Students confused about these situations are not likely to persist in ESL despite the very high level of teaching in those classes. But what is more worrisome, they may enroll in an English class for which they are unprepared.

The issue of university credit for ESL course work is an issue that involves the four-year segments and should be addressed with them in order to resolve perceived inconsistencies at the community college level. The UC and CSU credit is limited to a total of eight units and given for ESL 5A (Grammar and Writing) and ESL 6A (Grammar and Writing). The articulations are adopted at such community colleges as Santa Monica and Santa Barbara.

These issues do not affect the lower ESL sequence courses, ESL 4 and below; and the college has recently added Level 2 ESL for CalWORKs and AmeriCorps students.

Course cancellations in ESL have been draconian and seemingly without pattern, leaving students in need of ESL courses even more confused about what courses they should take.
Improved coordination between English and ESL would likely improve retention and success of the students in both programs. Such coordination should be able to rely on consistent help from the research component and the Office of Academic Affairs to identify issues, collect data, and make necessary changes.

A further problem in coordination involves the various elements of the Matriculation program. Prerequisite enforcement has been a significant problem affecting the English program in written composition, both basic skills and college level. Until Fall 1999, most English teachers believed that the stated prerequisites were to be enforced at the level of English 101 and above. This policy had been in force since Spring of 1998; prior to that, there was no prerequisite enforcement in English. Despite English course prerequisites being listed in the schedule, these were used only as advisories prior to Spring 1998, a practice not sanctioned by the Curriculum Committee.

The English Department itself has undertaken enforcement, primarily because of the difficulties in having prerequisites enforced by Admissions. These include the problem of prerequisite checks in the case of telephone registration and inadequate coordination and communication between Admissions and the English Department. This situation puts a difficult burden on instructors and is not recommended as good practice by the Chancellor's Office. Some instructors have been more vigilant than others in enforcement, a situation which creates inequities of application. But more importantly, the lax enforcement in many classes means that students are not necessarily placed at the level of instruction most beneficial to them. If the instructional range in a skills class is overly broad, a high failure rate may be anticipated. The alternative, no more attractive, is the watering down of the course so that unprepared students can pass.

Both the English and the ESL disciplines have experienced extreme difficulties in getting their chosen placement instruments validated. In both cases, the disciplines have attempted to work with the research component to validate local writing tests, endeavors ranging across several semesters and resulting in great frustration. Information given by a changing cast of administrators in Matriculation and Academic Affairs over the last six years has been contradictory and unreliable.

A related question is whether prerequisite skills listed in Title 5 outlines are taught at the same level of rigor in all prerequisite classes. The department should do more to insure that outcomes specified in Title 5 outlines are in fact achieved.

As a result of poorly enforced prerequisites and disparate achievement levels among students who pass prerequisite courses for English 101, the articulation agreements for this course with four-year colleges could be jeopardized.

The Math Department also monitors its own prerequisites at the level of Math 115, through a department exit examination. In its Program Review Report, the Math discipline reports a low retention rate and cites poor communication with Student Services, which "misplace a significant number of students."
At the Language Arts Division meeting of September 8, 1999, the division chair revealed that the reading test currently used as part of the English Placement Exam had lapsed from the Chancellor's list of accepted instruments. Further discussion revealed that plans to validate a computerized instrument, COMPASS, could not be undertaken until at least, Spring 1999, because wiring will not be finished until then.

Unless the college coordinates the use of its resources more effectively, it will continue to fail the very students it actively recruits, the poor and the first generation college student.

**Self Evaluation**

Reliable, timely research is a problem area in achieving an accurate self-evaluation, a crucial resource for successful educational programs (See Standard Three). A review of program review reports reveals a paucity of statistical information on which to base major decisions about educational programs. Statements such as "I cannot get the data to answer this question," occur over and over. (See program reviews for Math, English, and Learning Skills, for example).

It would have been very helpful in preparing this Self Study, if the surveys of faculty, administrators, and classified, taken early last Spring had been tabulated. Results were not available until October 1999, when much of the writing was already done, and the claim of the research component that results are statistically invalid complicates drawing reliable conclusions. For example, 40 regular (certificated, full-time) faculty responded to the Faculty Accreditation Survey. The research component claims that there are 117 in this category, but the number is considerably fewer, perhaps 85, if "faculty" means "teachers." (The number 117 was obtained from the compliance officer). How shall we use these data, twenty pages of carefully worded questions and their tabulated responses?

The self-study process leading to this document has been extremely open and welcoming of input from all areas of the college. For example, Standard Four was reviewed by numerous individuals during its writing and especially when nearing publication, including over three hours by the Steering Committee itself. The Standard Four chair received significant input from the Language Arts chair, the director of PACE, and a faculty member in ESL, requesting changes. Much of their commentary has been incorporated in the text.

The faculty chair of the Steering Committee has involved the senate at every step of the process, and the committee itself has striven consistently to get information for a complete and honest report. The committee, composed of student, staff, faculty and administrative representatives, has striven to maintain communication across the campus.

The college must periodically examine its educational programs and related services to assess their effectiveness and to ensure academic excellence. An area of evaluation with which the college has struggled for a decade is the master plan process. This is a planning process which should have enormous impact on decisions about the educational
programs and related services. A very long master plan process and a complementary program review process have been ongoing since the 1994 accreditation. As of Spring 1999 there was still no master plan, in spite of numerous activities, including senate co-sponsored all-college workshops which have been held to generate information and ideas for the development of the Plan. As of Fall 1999, a general set of goals had been developed as an "Interim Master Plan."

Lack of an accepted, working master plan was an area of concern cited in the last two visits by WASC. Between 1994 and the present, the college appointed several faculty members to bring the master plan into being. The college has held numerous forums and other events, and in 1994, hired a consulting firm, Maas Rao Taylor, to hurry the process along. This was followed by the hiring of a consultant, Michael Dolence, also to hurry the process along.

The “Plan” sections in this Self Study Report, as well as unit plan documents and other input, have the potential to create a specific plan, where mostly generalities now exist. Master planning is now in a second phase, which will bring these specifics into the text of the plan so as to clearly shape the college’s priorities. A clear overall master plan for educational programs will improve coordination and make decisions about resource allocation more efficient.

The Academic Senate and the administration have formally recognized the importance of developing a reliable master plan. They acknowledge that a plan agreed to by the college community is crucial to the college's efforts to align its operating budget with fiscal realities. Unfortunately, the lack of a key planning document over the last decade may have contributed to perceptions of ad hoc management and poor spending priorities. A master plan, written and approved by the college community, could go a long way toward ending the "reactive budget planning process" described by WASC in 1994. Without a master plan for educational programs the college will continue to have difficulties setting educational program priorities.

The related program review function has completed twenty-six reviews; however, only five of these have been validated. (See Standard Three)

PLAN

Foundation Skills
The college has won federal assistance through a Title III individual development grant from the U.S. Department of Education. The grant is for five years, through Fall 2004, and proposes to spend approximately 1.75 million dollars in two activities to strengthen basic skills, including faculty training:

(1) “to improve student success and retention by developing and testing two basic skills learning centers, a tutor training program, and new intervention systems…”
(2) "to develop a …center for the purpose of strengthening the teaching strategies needed by faculty to enhance academic quality of all programs and address the diverse learning styles of West LA students."

Included would be a “center for instruction of reading and writing across the curriculum,” a center for basic skills, and ESL and tutor training components with a target of “increasing by 50% the number [rate?] of students overcoming basic skills deficiencies in reading and writing....” Target increase in retention is 25% by 2002. The programs will include math and ESL. Faculty will be trained to use new technologies, to develop CAI courseware and to become more aware how diverse cultures affect their disciplines.

The grant is labor intensive and supports activity directors for both major goals, a Title III coordinator (paid through the grant) and significant release time for an instructional technician, a training facilitator, and a consultant.

A second effort (Bridges to Success) to improve basic skills instruction is ongoing through a grant brought to the college by the Associate Dean of Student Activities to involve computer assisted instruction at the most basic levels of English, ESL, and Learning Skills and to tie these instructional areas to a counseling component in an effort to improve retention. A part-time ESL instructor and a full-time English instructor are working in this grant program to identify whether computerized Learning Skills courses to augment ESL courses will increase the pace of ESL students through the ESL and English sequences.

Because the computers that serve the Learning Skills classes were not ready for use until the last few weeks of the semester, Bridge students will begin the Learning Skills CAI classes in the Spring 2000 semester, after first being assessed to better determine which skills they need to focus on. Along with Learning Skills classes, the Bridge students will also be enrolled in math, English or ESL.

During Flex Week (January 2000) the Bridges personnel will offer a workshop which introduces faculty from other disciplines to this concept and provides demonstrations of CAI materials, including the PLATO program, which an English instructor has linked to her English 21 class.

More recently, the college president has made Partnership for Excellence funds available to establish faculty advisor positions and to improve student placement in courses and programs.

Self Evaluation:
By August 2000, the institutional researcher will prepare a report that describes the timeline for updating data, the types of data used for the educational, financial, and physical planning processes, and which will also include the type of data used for program review and a glossary of terms. The report will define which office gathers and maintains the data, which office retrieves and analyzes the data, and what college planning process will use the information. When the report is completed, all
constituencies of WLAC will be notified and the report placed on file in the office of the college president, and in the WLAC library, and made available upon request to all constituencies of WLAC.

Relying on representative annual work plans for the institutional researcher, a college committee composed of representatives from the Academic Senate and the administration will prepare a written report assessing the adequacy of a part-time position for staffing the Office of Institutional Research, recommending an appropriate staffing level for the college research function, articulating the duties of the college researcher, and defining the minimum qualifications for this position.

The college researcher will make available to the English and Learning Skills departments data regarding the relationship between success in Learning Skills courses and those students’ success in English.

The master plan coordinators will utilize the various “Plan” sections in this Accreditation Self Study Report, together with various Unit Plans already written and the previous two Accreditation Reports, to make the generally stated “goals” in the “Interim Master Plan” more specific and action oriented. The Master Plan Committee will develop a document that enables the college community to review its priorities before making decisions that affect the educational programs, especially spending decisions.

Transfer:
For Transfer Center Plan, see Section A.5.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

A.3 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.

DESCRIPTION

The college strives to offer its programs and courses which lead to degrees and certificates in a manner which provides students with the opportunity to complete these programs as announced, within reasonable time frames.

The majority of students surveyed felt that the college did provide them the opportunity to finish their degree and certificate programs in a timely manner; however, a significant minority (over 25%) felt that “some courses I want and need have been cancelled.” Twenty-two percent disagree or strongly disagree that “courses are scheduled so that I can finish all my requirements (for associate degree, certificate, transfer) in a timely manner.”
Finally, 24% disagree that “General Education courses are offered in sufficient number and at various times for me to complete my program without delays.” Are “courses [students] want and need offered at times when [students] can take them? Overall, a significant minority (26%) responded “rarely” or “never”.

Student perceptions about their difficulties getting classes they need may have been negatively affected by the deep cuts made in Fall 1998, when over seventy courses were cancelled in response to a fiscal crisis. According to the Vice President of Academic Affairs, the criteria for cancellation included: “(1) college-approved schedule times; (2) scheduling and sequencing of degrees and certificates; (3) schedule balance (M&W vs. T&Th and day vs. evening); (4) impact on students for Fall 1998.”

The cancellations were done at the president’s direction, with the guidelines provided, in collaboration with the chairs. There was careful attention paid to the criteria identified, including proportionality.

EVALUATION

In the context of a small college (7,000 students/semester, 2400 FTE/semester) the cancellation of seventy-three sections is draconian and likely to affect the amount of time a student must spend accomplishing his degree or certificate goals. It has been assumed that these cuts were needed to bring the college (and the district) closer to the desired ratio of 75% regular to 25% adjunct faculty. However, it is unclear what that ratio was at that time or even what it is now. Moreover, were class cancellations the only way to reach the target proportion? Several academic disciplines are served by only one regular, certificated instructor, and many divisions submit requests for replacement faculty every year only to be turned down. The researcher counts 117 full-time faculty; however, this figure seems inflated, based on comparison to published lists of full-time faculty. Many “regular” or “full-time” faculty do not teach as they are on special assignments, work at CEDCE, or are assigned to non-teaching categories.

It is very difficult to maintain adequate course availability in the absence of adequate full-time faculty, especially when draconian cuts in course offerings are allowed. At a small college, cancellation of seventy courses, no matter how “fairly” the cuts are apportioned, deeply affects the viability of its educational programs.
A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievements of the goals and objectives of those programs, regardless of the service location or institutional delivery mode.

DESCRIPTION

Over the last six years, the college has struggled with diminishing financial resources. The funding reductions are reflected in declines in courses offered and in full-time faculty. Over 50% of all faculty surveyed in Spring 1999 felt that “staffing in my area” is inadequate. Classified staff surveyed overwhelmingly (75%) felt that “staffing in my area” was inadequate. Both faculty and classified staff gave similar responses to questions about equipment, equipment maintenance, and facilities.

New buildings and facilities (including a Distance Learning classroom, a Humanities building, an Aircraft Maintenance Building, and a refurbished Child Development Center) have added to the prestige and potential of the campus.

EVALUATION

The scarcity of resources has made the budget process a key concern of faculty, as reflected in senate minutes. A completed and accepted educational master plan and a known and trusted budget process would do much to involve faculty and staff as a team, to address resource issues.

To better serve its educational programs, the college should examine its organizational structure to see whether it could be refined to make better use of its human resources. The college has nine administrators and ten divisions, each of which has a division chair. Is a 1:1 administrator to division ratio efficient? Could divisions present and better coordinate educational programs if combined? Under the current setup, few if any division chairs have a secretary and are, therefore, reduced to doing all their own typing, copying, and phone-calling. One person, the division chair, is expected to do all the hiring, supervision, scheduling, and many other duties while released from a small portion of his/her teaching duties.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

Transfer is an important function of the college’s mission and a central area of faculty responsibility.
Since April 1998, West has had no Transfer Center physical space as defined in the Education Code, and the director reported that he has to improvise to serve students’ needs.

The Education Code (Sec. 51207) defines Transfer Centers as specific locations on a college campus that (1) have private space for students to meet with university representatives, (2) are readily accessible and identifiable to students, faculty, and staff, and (3) serve as a focal point for collaborative functions and activities to increase the transfer rate. To be served, particularly, are students who are under-represented in the populations transferring to baccalaureate institutions such as minority and low-income students, two of the groups which make up the majority of West LA College’s students.

The resource problems affecting the Transfer Program should be seen in the context of the college’s commitment to recruit and to serve under-represented students, especially first generation college students.

**EVALUATION**

The Counseling Department reports that it is short-staffed as a result of personnel on leave or release time, with no backfills of these positions. With ten counseling positions, and subtracting one position on leave and at least one reassigned (senate president and EOP) a load of one counselor per six to seven hundred students results, clearly too large a load to handle effectively.

Counseling staff needs to be augmented so that every student has a current educational plan. Recently, the president announced that the college would begin a faculty advisement program to address the need for increased human resources in counseling. This program would restore a Faculty Advisement project, funded by Title III in 1993, which WASC had lauded in the 1994 Accreditation Report.

There will be a need to train faculty to undertake academic advisement on a regular basis.

**PLAN**

The Transfer Center coordinator has developed a plan (9/21/99) to improve the Transfer Center and its services. The plan assumes at least .6 release time for the coordinator.

The plan was based on input from a transfer advisory group, which met on February 10, 1999. Community activists, students, and admissions officers from several baccalaureate institutions attended the meeting.
The plan calls for adequate physical space and the following services to be maintained:

- Regular visits by the coordinator and students to four-year universities which are primary receiving institutions of West’s transfers, including: California State University Dominguez Hills, Long Beach, Los Angeles, and Northridge; Charles Drew; Loyola Marymount; Pepperdine; USC; and UCLA.
- Workshops and other information services in the following areas: transfer requirements, admissions, application assistance, including essay preparation, financial aid, housing and transfer transition.
- Staff development on transfer services in which representatives from various institutions will provide in-service to counselors, faculty, administration, and staff.
- College service interaction to involve such college services and programs as Transfer Alliance, EOP&S, ASO, PACE, and articulation.
- A transfer consortium between UCLA, Santa Monica College, and West. The Director of Community College Programs, Vice Chancellor’s Office, UCLA and the Vice President of Student Services, Santa Monica College have expressed an interest in a consortium to involve West LA College to enhance transfer to UCLA from the two community colleges.
- Increase information on such “prestige” colleges as Stanford and on historically Black colleges.
- Establish teleconferences with CSUDH.
- Services requiring more resources: high school outreach, course on transfer in personal development mode, peer counseling, video library on routine information items, and improved college catalog library.

These plans appear achievable with adequate clerical support.

The president has convened a Transfer Task Force composed of faculty, students, and administrators who will address the above plan, and make recommendations.

Adequate research is an important need.

**B. Degree and Certificate Programs**

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.
DESCRIPTION

The West Los Angeles College Catalog is the primary document which demonstrates that all degree and certificate programs at the college exhibit coherent design and purposes, and are aligned with the college’s stated mission in that they facilitate transfer or vocational certification. The college catalog and other official publications state requirements, their sequence, and desired outcomes, as well as timeframes for completion in semester hours.

General Education requirements are set in accordance with specifics in the State Master Plan for Higher Education and take into account the different paths transfer students may take. Two General Education Plans for the Associate Degree are described on page 39 of the current Catalog. These are charted on page 40 of the Catalog. All transfer and majors requirements are described fully on pages 42 – 45. Certificate programs and their requirements are described separately within the Catalog’s pages devoted to each of these programs. Also, each individual course is described succinctly with prerequisites stated, when applicable.

As all courses go through a curriculum approval process and as division chairs hire and supervise all instructors, hourly and regular, it is assumed that the chairs check to insure that courses, wherever taught and in whatever mode, are taught at the stated levels of rigor and that highly similar levels of achievement are expected.

Educational programs are generally faculty creations but are guided by the four-year segments, in the case of transfer and AA Degree academic programs and by industry advisory boards, in the case of occupational programs.

EVALUATION

The Catalog is the key college publication for students in that it accurately describes for them the design and goals of all educational programs offered. Its descriptions accurately encompass the mission and the relationship of each program to the mission. In accurately describing the length, breadth, depth, and sequencing of courses within each educational program, it provides crucial planning information to each student. The Catalog should, therefore, be in the possession of every student subject to matriculation. That it is not is a function of the costs of such a priority; nevertheless, program coherence and integrity depend to some extent upon the degree to which students understand the particulars of their program: its goals, requirements, and rationale.

Catalogs are available for a price through the bookstore; at least one is available in the library, and there are plans to restore it to the college Web site, from which it was removed for repairs. The college distributes the Catalog, along with other relevant materials, at new student orientations, and the Catalog is also available to read and study in the Counseling Offices (A13, Admissions Building). A major problem affecting
availability of the information in the Catalog was the lateness of its publication: the 1998 – 2000 Catalog was not published and available until Spring 1999.

PLAN

Make the Catalog more widely available in areas such as the library, Learning Resources Center, and ASO facilities.

Finish repairs to college Web site to include Catalog and updates.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

DESCRIPTION

All degree and certificate programs are identified in the Catalog in terms of skills needed to achieve a certificate or AA (or AS) Degree. Office Administration, for example, lists two degree options and two certificate options (p. 63). The vocational goal of each program (Office Administration: General Office and Office Administration: Word Processing) is stated at the head of a required list of courses, stated by their full titles. Students can read succinct, but complete course descriptions on pages 100-01, and learn about prerequisites and appropriate sequencing. Expected student mastery of knowledge in these courses is clearly stated.

Individual programs such as Paralegal Studies often supplement catalog information with fliers available to students in various locations, such as classrooms and the Student Center, or the Counseling Offices.

EVALUATION

Students often decide to commit to a field of study after a particularly satisfying experience in an initial course in a sequence. Often the teacher is the first and best source of information for that program and may become, on an informal basis, that student’s academic or vocational advisor.

PLAN

The college will use Partnership for Excellence funds to build a corps of faculty advisors. They will initially be available during registration to assist students with questions
involving a particular subject, but the college will consider expanding their role to include an on-going service to students in need of guidance.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

DESCRIPTION

All degree and certificate programs are described in terms of expected learning outcomes in the Catalog and in detail in Title 5 course outlines. The latter identify the measures that must be used to determine the student's final grade. These measures are to be consistent with the course objectives, content, and scope. The Title 5 course outlines of record are archived by the Office of Academic Affairs and available to all instructors and others interested. Individual course syllabi are to be reviewed by department chairs and available during instructors' evaluations.

At the beginning of each semester, each instructor distributes a course syllabus that is to be based on the Title 5 course outline of record.

Syllabi are also collected by Academic Affairs, but not all instructors comply with the request to file theirs.

EVALUATION

Even when students have accurate descriptions of expected learning outcomes, they may not understand what is required or expected in each class. For this reason, it would be helpful to make available to students good examples of papers, projects, etc. undertaken in various courses. For English courses, in which there tends to be a lot of unguided self-placement, the availability of such examples could help students make prudent selections.

Academic Affairs, together with division chairs, should check that individual course syllabi are collected from each instructor and that these match the Title 5 course outlines of record for expected learning outcomes and other requirements.

With regard to how students demonstrate achievement of the course objectives, for the English and mathematics subject areas there are clear definitions. For the Dental Hygiene Associate Degree program, the department maintains a record book on each class in the Dental Hygiene Program. The record book is completed by each instructor and checked for completeness by the director at the end of each semester. The record book includes the syllabus, students' grades, and all tests and quizzes. The program director ensures that course outlines are followed.
For other subject areas it is not clear how students completing a course demonstrate achievement of the course objectives as stated in the course outline of record. There appears to be a disconnect between what is stated as the expected learning objectives in the course outline of record and the criteria used to determine the course grade. While multiple measures are often used to determine course grades, these measures may not reveal whether the students are achieving the officially stated course objectives. Further, what is the minimum demonstration of the course objectives differs between sections of the same course taught by different instructors.

Another factor that compounds the issue is the scholarship requirement of graduation. The Catalog states that the scholarship requirement for graduation is a grade average of “C” or better in “all work attempted.” Under this system it is possible for a student to have a “D” grade in one course and a “B” in another course. As long as the number of units of credit with “D” grades is equivalent to the number of units of credit with “B” grades, the grade average will remain 2.0 (“C”). The question is whether a “D” is sufficient to demonstrate achievement of learning outcomes stated as the course objective in the course outline of record.

PLAN

The college will provide clerical staff to track which faculty file syllabi with Academic Affairs and to remind faculty of their responsibility to do so under the AFT contract.

The various departments, including English, will collect examples of papers, projects, etc. to illustrate desirable learning outcomes in sequence classes. Departments will work with the Counseling Department to make these available at registration and orientations. Faculty designated as academic advisors will participate.

The Vice President of Academic Affairs will remind the division chairs of their duty to examine the course syllabi in their divisions to ensure that the expected learning outcomes are publicized widely to students. In addition, the division chairs will be encouraged to institute a system to periodically compare examinations, paper assignments, quizzes, and other measures of students achievement with the course objectives in the course outlines of record.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

DESCRIPTION

All of the degree programs are designed and structured by faculty members who are specialists in the specific discipline. The required course work is chosen with the intent
of providing a solid foundation in the established body of facts and modes of inquiry of the discipline. However, the coursework is not restricted to the specific discipline but includes courses that are logically related to or are supportive of the discipline. The goal is to enable the student to think critically and to communicate clearly about the major topics of the specific discipline and related disciplines.

A distinction could be made between the programs that are practically or vocationally oriented, such as aviation technology, dental hygiene, real estate, and travel, and traditional academic subjects, e.g., English, mathematics, and philosophy. Regardless of the orientation, every effort has been made to make the program stand on its own. With the practical programs, the underlying assumption in the design of the program is to prepare the student to become a "practitioner." This often involves preparing the student to take the various licensing examinations. With the more traditional academic programs, the major emphasis is on providing the lower division prerequisites for further upper-division work in the discipline at a four-year institution.

Because programs at four-year institutions differ in their course requirements, two general paths to the associate degree have been established. One path is to follow the prescribed set of courses set forward in the catalog. This set of courses has been carefully designed to stand alone without any further study. The other path is to meet all the general education requirements for the associate degree plus at least 18 units in the major field as required by the transfer institution. This second path allows the necessary flexibility for dealing with a multiplicity of possible transfer institutions.

**EVALUATION**

Some programs mentioned in the catalog are no longer available, such as Physics. Some of the programs need to be updated and revised to fit what is going on at the California State Universities, the most popular transfer institutions. This should be part of the program review process.

**B.5 Students completing degree programs demonstrate competence in the use of language and computation.**

**DESCRIPTION**

**Requirements**

All students completing the associate degree programs at WLAC must demonstrate competence in reading, in written expression and in mathematics as mandated by LACCD Board Rule 6201.12. The Language Arts requirement for graduation can be satisfied by successful completion (a grade of C or better) of either English 101 - College Reading and Composition I, or English 28 - Intermediate Reading and Composition. The first course is the standard freshman composition course required at all four-year institutions and is UC and CSU transferable. The second course is non-transferable and
accommodates students who want to earn the A.A. or the A.S. degree but who are not intending to transfer. The quantitative analysis or mathematics competency requirement for the associate degree can be fulfilled by successful completion (grade of “C” or higher) of one of the following: Math 115 (Elementary Algebra); both Math 117 and Math 118 (together equivalent to Math 115); a math course higher than Math 115; or, in rare cases, by achievement of a score of 15 or better on the LACCD Mathematics Competency Examination. Therefore, students must demonstrate competency in elementary algebra or Math 115, which is the equivalent of one year of high school algebra and is not a transferable course. Both the math and the language arts requirements are set by the LACCD as a whole to allow transferability within the district. Decisions are made by a very broad-based committee of district faculty members.

Enforcing the Requirements
In 1994, in an effort to ensure uniformity of rigor and topics covered in the mathematics competency requirement, the WLAC Mathematics Department implemented a departmental comprehensive final examination. All Math 115 and Math 117/118 students must pass this exam with a minimal passing score to receive a grade of “C” or better. The test guarantees that graduates are mathematically competent at the prescribed level. Statistical analysis of the test data allows the department to monitor and control grade inflation, evaluate instructor effectiveness, and make better staffing decisions. In 1998, this system of departmentally mandated final examinations was extended to Math 125, and further examinations are being considered.

Between 1987 and 1992, the English Department (Language Arts Division) administered a writing competency examination (during final examinations) for all students in English 28 or equivalent courses (English 31 and English 60’s series). The examination had its genesis in a FIPSE grant project (1985 – 86), which involved the district’s nine English Departments in establishing a parity of standards in English 28 (and equivalent) courses. The effort produced a 40-page booklet for students for the purpose of illustrating various levels of competency in written discourse. These levels, six altogether, were related to a grading rubric worked out with professional experts in the UCLA Composition Department, and based in large part on UCLA’s own scoring standards for its Subject A Exam.

During the six years it was administered, West’s Writing Competency Exam resulted in establishing and maintaining a continuous faculty consensus on what constitutes writing competency in English 28 and equivalent courses, as all instructors of English 28 level courses participated. The key activities included selection of an appropriate reading, writing of a topic (prompt), norming of a selection of representative essay responses, and holistic grading sessions to reach agreement on the level of competency of each student’s paper.

These inherently cooperative practices contributed to shaping a coherent sense of standards and expectations for both students and teachers at the intermediate level of
written composition (English 28/Subject A). As such, these practices strengthened the course as a prerequisite for Freshman Reading and Composition.

In 1992, the Competency Exam was dropped out of concern that it illegally erected a barrier to access as the test was judged to be in addition to the course and not a part of the course itself. Because the English Department could not decide upon how to incorporate the exam into the grading aspect of the course (i.e. how much of the grade should it be worth and how -- or whether -- enforcement should be undertaken) the exam was dropped.

Since that time, variations in standards and expectations have grown. While the English Department no longer administers a competency examination, it, however, continues to state rigorous student outcomes in its Title 5 outline for English 28:

Express main idea in paragraphs and essays; express thesis sentences that clearly communicate main ideas; write well constructed supporting paragraphs with clear topic sentences; spell correctly; utilize a variety of sentence structures; organize information; demonstrate a knowledge of grammar; synthesize information into lively essays; analyze professional writing for style and content; formulate supporting opinions; analyze innate audience requirements; and read critically.

EVALUATION

As mentioned earlier, the math and language arts competency requirements are set at the district level. The Mathematics Department at WLAC has consistently argued that the requirements are not high enough. The question arises as to why for an A.A. or an A.S. degree, the required math and language arts competencies are set at the nontransferable level of Math 115 and English 28 respectively. Some argue that it is more appropriate to use the CSU paradigm for desirable transfer, i.e., successful completion of freshman or English 101 for the language arts requirement and successful completion of a transferable math course, which has intermediate algebra as a prerequisite for the mathematics requirement. Others argue that for reading and writing competency, English 28 is sufficient. Students who do fulfill the rigorous requirements stated in the Title 5 outline, are, in fact, competent readers and writers, and not all community college students intend to transfer. Those who do, take the transfer course. The district-wide English Discipline Committee formally supports this line of reasoning. The District English Council has endorsed English 28 to certify writing competence, and a majority of the West Los Angeles College English Department are satisfied with this.

Since the English 28 writing competency examination was abandoned, variations in standards have grown; a significant number of students arrive in English 101 from English 28 unprepared for the level of critical reading or written discourse required.
PLAN

Consider developing an exit or competency examination for English 28 or 101, along the lines of the one discontinued in 1992.

Establish more direct connection with Assessment by holding meetings between English and Assessment to develop means for English to assist with prerequisite checking and placement on an ongoing basis.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

DESCRIPTION

The college documents the technical and professional competence of students completing the dental hygiene and aviation programs. The Dental Hygiene Department receives the results of its students’ completion of state and national examinations, under the jurisdiction of the California Board of Dental Examiners and the American Dental Association, and retains this information in the department’s computer files.

Students who successfully complete the Aviation Maintenance Technician Associate Degree, the Airframe Maintenance Technician Certificate, or the Aircraft Power Plant Technician Certificate are eligible to sit for the corresponding Federal Aviation Administration (FAA) licensing examinations. The Aviation Maintenance Technology Department receives communication from the FAA regarding those students who pass the FAA exams within six months of graduation from the program.

EVALUATION

Due to FAA policy the college does not receive student examination results when an AMT student passes the FAA exams more than six months after graduation from the program; therefore, the college has not been able to completely document the success of this program.

The Dental Hygiene Department maintains informal communication with many graduates to ascertain their success in becoming employed as dental hygienists after graduation. The AMT program also has informal lines of communication with its graduates and with hiring institutions that help them obtain information about the technical and professional competence of its graduates. However, there is no organized format or documentation of these communications.
C. General Education

C. 1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

DESCRIPTION

The College Catalog is published in two-year cycles and offers a complete listing of all degree and certificate programs. The section on graduation requirements is clearly identified. General requirements as well as specifics for “Plan A” and “Plan B” are displayed in chart format, indicating each component, courses that satisfy those requirements and the number of units required in each division.

EVALUATION

The general education requirements as listed in the Catalog states that students should consult a counselor; however, most students will overlook this statement. While counselors are familiar with the general education requirements, the Catalog shows requirements for both Plan A and Plan B together on one chart. Some courses listed as requirements (such as Journalism and Electronics) are not listed in the class schedule.

PLAN

The format of the general education requirements in the catalog should be revised (with student input) into a more clear and concise format. Plan A and Plan B should be displayed separately and clearly indicate which majors fall under each plan. Courses listed should be reviewed to reflect those courses actually offered by the college.

C. 2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

DESCRIPTION

The preface to the general education section of the College Catalog briefly states the philosophy and purpose of general education requirements in general terms.

EVALUATION

Rationale for the six components of the general education requirements as well as specifics as to appropriateness of each course listed are not discussed.
PLAN

The College Catalog should state the rationale for each of the general education components and how courses listed relate to that rationale.

C. 3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

DESCRIPTION

The general education program addresses the components of the major areas of knowledge. Course content may be found in the Course Descriptions section of the general catalog. Ample selections of courses are provided within each component to allow student development in the areas of intellectual skills, information technology facility, affective and creative capabilities, social attitudes and cultural diversity.

EVALUATION

As stated previously, the general education requirements list courses that are no longer offered or not presently offered by the college.

PLAN

The college shall annually review the general education requirements to ensure that courses listed are available on a regular basis for student enrollment.

C. 4 Students completing the institution’s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

DESCRIPTION

The general education program does require competency defined as satisfactory completion of coursework, specifically in College Reading and Composition and mathematics, as well as a minimum 2.0 grade point average requirement in all work attempted.
EVALUATION

The Admissions Office staff, which reviews graduation petitions, ensures that all petitioners have completed the competency requirements prior to the awarding of their degrees.

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

DESCRIPTION

The Curriculum Committee, which works with the college and the district to comply with Title 5 regulations, receives division requests to add, change, or delete courses and then recommends approval or rejection to the senate. The Curriculum Committee also oversees prerequisite review by each discipline and/or division.

The faculty, through representation on the Curriculum Committee and Academic Senate, has input into the design, approval, administration and evaluation of credit classes. The Curriculum Committee approves all non-credit courses offered by CalWORKs. CEDCE offers credit, non-credit and not-for-credit courses. All credit and non-credit courses offered by CEDCE have been approved by the Curriculum Committee. Extension offers no credit or non-credit courses; it offers not for credit fee based courses which do not require Curriculum Committee review or approval.

Divisions work closely with the articulation officer, who attends each Curriculum Committee meeting and signs off on each PNCR (Proposed New Course Request) and each new or revised course outline to ensure that transfer courses are properly articulated.

In the program review process, educational programs are reviewed discipline by discipline in a six-year cycle, as described in Standard Three, A.3. Program review records are used to update unit plans, which then go into the master plan.

EVALUATION

The program review process seems to have been valuable to every segment of the college that has seriously engaged in careful self-scrutiny. Having faculty from outside a division function as a validation committee insures that substantial, probing questions may be asked of each division which engages in program review.
Because the program review and validation process is so time-consuming, there is a
danger that divisions will become exhausted before the process is complete.
Unavoidably, the real program review work in most divisions is done by one or two
members, whose hard work the rest may tacitly accept. At the present time, faculty who
participate in program review are eligible for up to three hours of Flex hour credit.

PLAN

The college will consider offering up to three hours of “Professional Expert” pay to
faculty who are in charge of finalizing each division’s program review drafts and who
would also respond to the comments of the validation committees.

D.2 The institution ensures the quality of instruction, academic rigor,
effectiveness of all of its courses and programs regardless of
service location or instructional delivery method.

DESCRIPTION

All courses go through the same curriculum process. All teachers are evaluated in a
similar manner, according to the faculty contract. This includes all off-campus programs,
such as PACE, Dental Hygiene, and CAI. Division chairs are required to check that the
syllabus for each class matches the Title 5 course outline on file in Academic Affairs.

EVALUATION

Some division chairs do not have time to check the outlines.

PLAN

The Vice President of Academic Affairs will remind the division chairs of their duty to
examine the course syllabi in their divisions to ensure that the expected learning
outcomes are publicized widely to students. In addition, the division chairs will be
encouraged to institute a system to periodically compare examinations, paper
assignments, quizzes, and other measures of students achievement with the course
objectives in the course outlines of record.

D.4 The institution has clearly stated transfer of credit policies. In
accepting transfer credits to fulfill degree requirements, the
institution certifies that the credits accepted, including those for
general education, achieve educational objectives comparable to
its own courses. Where patterns of transfer between institutions
are established, efforts are undertaken to formulate articulation
agreements.
D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

DESCRIPTION

The college has established procedures to ensure that all courses and programs are designed, approved, administered and periodically evaluated. The Curriculum Committee of the Academic Senate oversees the design and approval of new credit and non-credit courses and programs, dependent on approval of the senate.

Minutes of the Curriculum Committee reveal how the college divisions have been developing new programs and curriculum. For example, in an effort to attract and retain students beyond the first year of composition, the Language Arts Department created a 15-unit Theater Arts Certificate and reinstated six cinema courses.

Courses are designed and discussed within disciplines, voted upon in divisions, and then presented at the monthly Curriculum Committee meetings. To ensure that no course is rushed through the system, after each course is discussed, voted upon, and tentatively approved by the Curriculum Committee, the committee chair presents each course to the Senate Executive Committee for final review and sign-off. Copies of Curriculum Committee minutes are distributed within a week of each meeting, and agendas for proposed meetings are circulated via e-mail to all members of the committee and others who have asked to be on the mailing list.

EVALUATION

A great aid in the curriculum preparation and review process has been the development of a software template for the district’s PNCR (Proposed New Course Request) form and the college course outline form. In collaboration with the college Staff Development Committee, a workshop highlighting the use of this template was given during Flex Week, on January 6, 1999. Now available on disk and loaded into one computer in the Faculty Support Center, this template makes it relatively easy to prepare the 6-7 page versions of each document necessary for college and district course approval.

In the past, the District Curriculum Committee used to serve a policing function to guard against course proliferation. At times, this meant that courses which West faculty sincerely wanted were delayed, as in the case of Math 117-118, which was actually supported by the District Math Discipline Committee but delayed by the DCC. Happily, beginning in 1999, the District Curriculum Committee will be de-emphasized. It will offer help and advice but not prevent colleges from designing their own curriculum.
The college divisions continually monitor their courses and programs and add courses when they feel there is a need to help students. For example, in Spring 1998, the English discipline added an evening section of English 94, a grammar course, when they noticed an increase of serious grammar mistakes in student writing. To answer the demand, in the Fall semester of 1998, an additional evening section was added. The Fall semester of 1999 has three sections of the grammar course.

Similarly, when mathematics instructors saw that too many students were struggling to complete the three-unit Math 240 Trigonometry class, they added Math 241, a four-unit trigonometry course that includes vectors.

Through vigilant work with the Dean of Academic Affairs and constant reminders from the Curriculum Committee, all divisions have been revising course outlines so that they are no older than five years.

The English and math departments have completed the prerequisite review process for their courses. Math has computerized enrollment blocks so that students must meet prerequisites before being allowed to enroll in a class. In February 1999, English faculty began meeting to agree upon a holistic rating scale to score assessment writing samples which could be used in conjunction with a reading comprehension and/or grammar test to accurately advise students about placement in English classes. Hopefully, this will lead to automated checking of prerequisites by Spring 2000, but only in conjunction with a writing sample to protect students who do well on timed, standardized tests.

The curriculum process has benefited greatly from the hard work of the Academic Affairs dean, who works closely with the Curriculum Committee chair. The senate president makes a conscientious effort to support the work of the committee and yet allow for possible objections by faculty who feel left out of the process.

PLAN

As stated in the current Program Review for Academic Affairs, the Curriculum Committee and Academic Senate will continue working with Academic Affairs "to computerize the course outline process, campus and district-wide, to reflect a decline in the time it takes to develop current curriculum."

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.
DESCRIPTION

The college's newly hired media specialist has worked closely with two faculty members, and in Spring 1999, West intends to offer two distance education courses: Conversational Spanish and Humanities.

In Spring 1999, the district approved a streamlined plan for offering distance education courses. Previously, they had to be approved as new courses, a process that took as long as six months. Now, if a campus is offering a regular, traditional class, it may offer the same class through distance education, merely by going through the much quicker "add" process. This process is part of the E-89 "Distance Learning" regulations adopted by the LACCD.

EVALUATION

There has been considerable campus frustration and misunderstanding about the college and district approval process for distance education courses. West's Conversational Spanish and Humanities courses were both forced to go through the older new course approval process and were not able to be offered in Spring 1999 as intended. Protests to the District Curriculum Committee helped prompt the change to the more streamlined "add" process now in place throughout the district.

PLAN

More faculty need to become aware of the possibilities of distance education. In addition to continuing with the progress made on the Humanities and Conversational Spanish courses, the English discipline is working on offering an on-line English 101 course.

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

DESCRIPTION

West offers three and four week "Creative Writing in Jerusalem" courses during the summer; English 127 "Creative Writing" and "Survey of Jewish Thought and Culture."

EVALUATION

Courses are taught by a full-time West instructor in accordance with all college and LACCD rules.
PLAN

The college has formed an international education and international students committee to develop a process for forming and implementing study abroad programs.

SUPPORTING DOCUMENTATION FOR STANDARD FOUR

1. Title III Grant application, March 1998  
2. Title III Grant application, March 1999  
4. Faculty Survey (1999) tabulations  
5. Program review, English  
6. Program Review, Learning Skills  
7. Program Review, Mathematics  
8. Program Review, PACE  
9. Program Review, Academic Affairs  
10. Program Review, AMT  
11. Transfer Center Proposal, A. Gamble  
12. Transfer Center Article, “Student Voice” October 1999  
13. TAP/Scholars Program article, “Student Voice” October 1999  
14. Prerequisite information, Matriculation Plans, 1994 – present  
15. English Placement Data, 1994 – present  
16. Memorandum in response to Standard Four, Carolyn Widener, Language Arts Chair  
17. Memorandum in response to Standard Four, Scott Feinerman, Director, PACE  
18. Interim Master Plan  
19. West Los Angeles College Fact Book
STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

DESCRIPTION

Information regarding services and admissions policies is widely distributed throughout the college and surrounding community. The college Web site is also a vital source of information and continues to develop, providing information on different aspects of the campus. Primary publications include the Schedule of Classes, College Catalog and the Student Handbook. In addition, there are several brochures available on programs such as Health Services, Athletics, International Students, EOPS/CARE, DSPS, CalWORKs, Financial Aid, and Counseling.

The WLAC acting director of Admissions and Records and other district administrators directly responsible for admissions and records meet each month to ensure that policies are consistent with board rule and state law and that such policies are applied equitably to all who wish to enroll.

EVALUATION

To ensure that correct, appropriate and consistent information is disseminated, Academic Affairs and Student Services personnel, the campus Marketing Committee and the educational information specialist scrutinize college publications prior to each printing. During the Spring 1999 semester, the Student Handbook was widely distributed throughout the campus by Student Services. This publication was specifically designed to provide a comprehensive student resource guide and includes admissions policies and procedures. In addition, the semester class schedule, which also contains an abbreviated version of admissions policies and procedures, is widely distributed to all new and continuing students and mailed to homes within the college target service area. The college catalog, published every two years, also provides information pertinent to admissions policies.

The college maintains a Web page, providing information on many aspects of the campus; however, it is incomplete. Many degree and certificate programs and services are not listed. To aid intra-district communication, the Web page also provides a link to the Los Angeles Community College (LACCD) Web site, which includes information on board rules, LACCD regulations, State Educational Code, enrollment and other statistics.
pertinent to WLAC and the LACCD. Students may also submit admissions applications on-line, register for classes, review their transcripts, apply for Federal Financial Aid and register for the Selective Service.

PLAN

The college will develop publications in languages other than English consistent with student need or develop and implement a process to deliver such information to students.

The present system of college-wide input on information in publications such as the catalog, class schedule and Student Handbook seems appropriate and should continue. However, a better proofreading system needs to be instituted.

The college Web site committee will continue expanding the information available on our Web site.

The college will continue in its efforts to provide equipment and facilities for student Internet access.

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

DESCRIPTION

All prospective students receive class schedules. These are free and available at many locations on campus. Students can also have schedules mailed to them at no charge. The Bookstore sells catalogs, which can be consulted at the counseling office and in the Library. College catalogs and Student Handbooks are widely distributed at college orientations, Personal Development classes, and Probation and Early Alert workshops, and are also available at the Admissions and Records Office, the Student Entry Center and the campus bookstore. Information contained in these publications is consistent with that described in Component 2 above. The college catalog is considered the official source for this information, while the Student Handbook is a comprehensive compilation of information pertinent to student survival and academic success.

EVALUATION

The class schedules, college catalogs and Student Handbook are generally published in a timely manner; however, mistakes continue to appear. Moreover, the 1998-2000 catalog was not available until Fall 1998. In addition, these publications are published in English only.
PLAN

Beginning in Spring 2000 with the production of the Summer 2000 schedule of classes, the Associate Dean of Academic Affairs will revise the production schedule for the catalog and schedule of classes to ensure timely publication and to incorporate more time for proofreading by more college staff. The college educational information specialist, or a graduate student hired for that job, will proofread all copy. Admissions staff and the articulation officer will be asked to review all copy.

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

DESCRIPTION

West Los Angeles College provides many programs and services to support its students' needs in their educational or job placement pursuits. The Student Entry Center is the hub of all student services at the college. It provides information and directions and makes referrals to various programs and services. The Admissions Office facilitates the process of applications for admission. It also maintains all student records for new, continuing, and reentering students. The ASO has assisted by setting up an information booth during the peak enrollment period.

Approximately 17% of the WLAC student population is Latino, and Spanish is the primary language for a significant number of those students. All admissions forms, instructions and policies are written in English only. However, the Office of Admissions has two bilingual staff members.

Students can receive academic counseling with an assessment/orientation session, during which they receive registration information and help with educational programs. In addition to this, the Counseling Center also provides services in career development and transfer procedures, as well as in personal counseling and academic advisement. Funded by a grant from the California Community College Chancellor’s Office, all LACCD campuses participated in the proposal, development and implementation of a Web-based counseling program providing students with interactive access to counselors. Full implementation is expected in the near future, allowing students and potential students to interact with counselors who can assist them with admissions, registration and development of student educational plans.

Special counseling is available for the Extended Opportunity Program and Services (EOP&S), Disabled Students Program and Services (DSPS) and international students. EOP&S is a state-funded program dedicated to assisting financially and academically
challenged full-time students to attend college. Another special program is the Co-operative Agencies Resources for Education (CARE). This program is for single parent head of household students who currently receive CalWORKs assistance, and who qualify for the EOP&S program. CalWORKs and AmeriCorps replace GAIN. They provide Welfare-to-Work services in offering students vocational education, childcare, books and supplies, work-study opportunities and academic support services.

Disabled Student Programs and Services (DSP&S) provides students who have special needs because of physical communication or learning challenges. This program provides such assistance as note takers, parking, special tutoring, readers for the blind, interpreters for the hearing impaired, and mobility assistance.

Free tutoring services are offered in many subjects in the Heldman Learning Resources Center (HLRC). Its computer labs provide computer-assisted instruction (CAI) in many academic subjects and provide word-processing and printers for completing written assignments. The Business Division Computer Center provides networked IBM compatibles. The Instructional Media Center provides supplemental materials including audio and video tapes, on line through its CD-ROM computer.

EVALUATION

West Los Angeles College has the appropriate programs and services, and good intentions, to assist and counsel every student either to gain and build mastery in a specific vocation or to transfer to a four-year university. However, the physical facilities for student services areas are inadequate. With close to 7,500 enrolled students, the college needs a permanent student services facility to efficiently handle admissions, assessment, counseling and social functions, and to house the office of the ASO. In addition, the college lacks a student "common area" and adequate food services, contributing to low student morale.

Although the college is well intentioned, because of budget cuts, programs are not always fully implemented. For example, the Transfer Center has been less active since March 1998, due to partial reassignment of the individual assigned to the Transfer Center.

PLAN

The Student Entry Center Task Force will implement an action plan to establish a one-stop process for all student services, eliminating the need for repeated trips to obtain services, such as assessment and counseling. The adjoining building, already housing the Assessment Center, will be utilized for functions which, because of space limitations, do not fit in the current Student Entry Center. Convenient hours will be arranged for evening, weekend and day students.

The Matriculation and Student Equity Committee will review the idea of providing tours and an information booth during peak enrollment periods. The college could improve the
registration process by offering tours and an information booth during the peak enrollment period.

The Transfer Task Force will review college-wide transfer services and prepare a report, with recommendations, to the college president by the end of the Spring semester of 2000.

In the budget process for 2000-2001, the college will evaluate its current allocation of resources in the HLRC, Counseling Center and bookstore to provide an appropriate balance of services for its day, evening, Saturday and PACE program students. The college will assess whether resources being utilized in other areas of the college should be directed to support the HLRC, Counseling Center and bookstore.

In the Spring 2000 semester, a newly funded program, Bridges to Success, will begin pilot programs integrating counseling, career aptitude testing, computer-assisted instruction and teacher training to accelerate learning and improve basic skills. Fifty students recruited and oriented in Fall 1999 will begin a Learning Skills computer-assisted class in the Spring semester of 2000, after first being assessed to determine which skills they need to focus on. Successful programs will be institutionalized.

The college will expand the International Students’ Program to serve F-1 Visa students. This will generate more funds as well as promoting the exchange of cultures.

The college will develop and implement a plan to ensure that bilingual services and programs are available to address the needs of our Latino students (17% of campus population).

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

DESCRIPTION

State law under Title V and the Education Code mandates that students be consulted on all matters which have a significant effect on students. The college has an infrastructure in place to see that students are consulted on most matters. WestPAC, the college planning advisory committee, has one student vote. The ASO Executive Board and college president hold consultation meetings on a regular basis. ASO representatives attend Academic Senate meetings, and the Academic Senate president attends ASO meetings. Students appointed by the ASO hold membership on the campus governance committees, such as budget, master planning, shared governance, and matriculation. Nearly all college meetings are open to the public, as mandated by the California Brown Act. Generally, students are not denied access to college meetings and are not denied
access to any pertinent information. As mandated by state law, the college supports the Associated Students Organization, including an advisor and facilities.

EVALUATION

For the most part, West Los Angeles College is compliant with these laws with regard to student services. In most ways, students are supported in their effort to provide co-curricular activities and other student services. The college has hired a new associate dean to advise the ASO and assist with the planning of co-curricular activities. The ASO plans yearly elections to see that there is a full board of student representatives. In order to increase student involvement, the ASO is implementing a new marketing plan that is designed to raise awareness about the ASO and shared governance. The ASO also allocates a certain amount of its budget to see that the new officers are adequately trained for their positions. In addition, the college offers a student leadership class so that students are properly trained to effectively participate on such committees. However, students appointed to committees do not always attend regularly.

In many areas involving student services, students are consulted before policy is developed, and, if not, most of the time students are kept informed. The lack of a campus newspaper hampers this effort. Students voted to implement a mandatory representation fee, which allows the ASO to attend training and representation conferences that would normally be missed.

There are some areas that need work, for example, the policy on events that incorporate amplified sound, which limits such events to two per semester. Also, the college does not completely comply with the agreements between the ASO, administration, and Academic Senate that no classes be scheduled during the designated college hours to help facilitate co-curricular activities.

Another problem mainly concerns the evening students. The Student Center and ASO office provide significant student services, which are facilitated by the ASO; however, the college is responsible for providing the facilities. In this matter the college is only loosely compliant in that, while the college provides access to the facilities during the day, the ASO is responsible for evening hours. The ASO is usually open Monday through Thursday evening until eight, but must close if no student senator is available on site. Thus, the evening students are to some extent under-served.

PLAN

The administration, Academic Senate, the AFT Faculty Guild, and the Associated Students Organization will meet to formulate means to resolve scheduling conflicts with ASO activities.

The ASO and the administration will formulate a written policy on consultation.
The ASO, in conjunction with the college, shall ensure that as many students as deemed necessary are appointed to committees concerned with planning and evaluating student support and development, and that students participate in any other affairs which require student involvement.

The college will review its resources to determine availability of funds to hire support staff for the associate dean of student activities to ensure that the students have the resources to plan and execute student activities and other student support services. An evening support staff will be considered to ensure that the ASO facilities are open and accessible in evening hours.

As students need to be informed in order to fully participate, the college will develop additional and enhanced communication systems and will consider among these the reinstatement of the college newspaper.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

DESCRIPTION

Assessment instruments and placement practices of California colleges are governed by Title V regulations and specifically outlined within the matriculation sections of these regulations. Assessment instruments must be sensitive to cultural and language differences of students, must be used as an advisory tool for students to develop their educational plans, and must not be used to exclude any student from admission to the college.

At West Los Angeles College, the assessment practices were reviewed and a new system implemented as a result of recommendations from a matriculation site review that was held in March 1994. An aggressive effort was undertaken by the administration, faculty and staff to meet all of the recommendations cited in the Matriculation Site Review Report. Several meetings were held with the appropriate staff to develop the cut-off scores and multiple measures, validate the instruments, and do other needed research to make placement and curriculum development decisions.

The students at West Los Angeles College are placed into the math sequence of classes utilizing the Math Diagnostic Testing Project (MDTP) placement test. Cut scores for this test were validated in 1994. Approval to utilize this assessment test will expire in February 2000. Agreement has been reached to utilize an adaptive computerized assessment instrument, COMPASS.
The prerequisites, co-requisites, and advisories for the math sequence of classes were validated during 1997, which allowed for the Los Angeles Community College District automated prerequisite checking system to be utilized for students enrolling into math courses.

For students to determine their English level, the college has used the *College Board Assessment and Placement Services for California Community Colleges* (APS). Approval to utilize this English placement test expired in June 1999. It is the desire of the English faculty to have both a standardized test and a writing sample for placement into English courses. The English faculty completed the validation of a writing sample and a report was sent to the Chancellor’s Office on November 20, 1999 seeking state approval to use a writing sample for assessment beginning with the Summer of 2000. The English faculty had decided to utilize the COMPASS adaptive test, and the college had acquired the necessary equipment and was preparing to use a consequential validity methodology at the beginning of the Spring 2000 semester, to set the cut scores on the COMPASS assessment test so that it could be utilized as a placement instrument beginning with the Summer 2000 assessments. The bias and disproportionate impact analysis was also to be conducted during the Spring of 2000. However, in the Fall of 1999, the state chancellor’s office placed the COMPASS on its list of instruments with only short-term approval (to June 2000). The Language Arts Division and the Vice President of Student Services are now deciding whether to continue with the substantial work of validating COMPASS, in the hopes it will remain on the State Chancellor’s list, or to look at other instruments.

Placement into the English-as-a-Second Language courses is achieved using the *modified-Secondary Level English Proficiency Test* (SLEP). The college has submitted validation studies for both the writing sample and the modified-SLEP and gained approval from the State Chancellor’s Office for use through June 2005.

Additionally, the ESL faculty have reorganized the assessment and orientation process for ESL students. ESL students now take their placement exams, receive their placements, receive orientation from both counselors and ESL faculty, and register for classes in one session.

**EVALUATION**

The college policy is to have prerequisites for the English classes enforced by the faculty on the first day of class. This policy is not practiced in a uniform manner by the English faculty.

West Los Angeles College had been without a validated assessment instrument for placement into the ESL courses since 1996-98 (Spring), but now has one in place. The college currently has approval until June 2005 to utilize the Shortened SLEP and an ESL prompt for the placement of students into the ESL courses. Once ACT has produced a usable version of the COMPASS ESL assessment test, the college will conduct the
necessary studies to use that instrument to place students into the ESL courses, along with the essay and multiple measures.

With the utilization of a computerized adaptive assessment system, the college needs to review how it manages the admissions, assessment, orientation, and counseling systems to insure that the COMPASS is fully integrated into the college. This may require the reassignment of staff to allow the assessment center to be open during all hours that the college is in operation.

PLAN

If it is decided to proceed with COMPASS, the Office of Institutional Research will conduct the necessary analysis to develop the cut scores, test bias, and disproportionate impact studies for the COMPASS in order to address the matriculation needs as identified in the Title V regulations.

To enforce the prerequisites in English for the Spring of 2000, multiple measures will be used to place students in the appropriate class.

The English department has voted to wait until a computerized test has been used for several semesters before considering using the LACCD automated prerequisite checking system since there will be both a writing sample and standardized test placing students into the English sequence.

6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

DESCRIPTION

The West Los Angeles College campus is small compared to those of its sister colleges. It has park-like grounds, with trees and rolling paths. It provides a peaceful atmosphere and safe surroundings for learning and relaxing. The campus also enjoys accessible and available student parking lots and free street parking. Ramps were installed recently for disabled students at all the bungalow buildings. The campus police office provides assistance with any crime problems, lost and found services, and campus information, as well as attention to illness and injury. The ASO has its own building, conveniently located in the informal quad where food is sold from vending machines and a catering truck.

A permanent building for the Child Development Center has been approved, with completion scheduled by the end of 2002. In its temporary location, the center provides
childcare, student training, and parent education programs. A student health service has been established.

The college conducts a small number of classes at off-site locations. With the opening of the Aviation Technology Complex in 1997 and the closing of the Airport Campus, the college does not have a shortage of classrooms. In keeping with its outreach format, some PACE classes are held at off-campus sites: the VA Medical Center in Westwood and the Kaiser Permanente Medical Center in Los Angeles. Jumpstart takes college classes to high school campuses. PACE students can get counseling services on campus from 9 a.m. to 7 p.m., and a counselor is available for PACE students during their bi-monthly Saturday sessions. Counselors are assigned to visit the high schools where Jumpstart programs are located.

EVALUATION

The lack of an attractive common area and adequate food services contributes to low student morale. The bookstore has expanded sales of snack, sundry and supply items significantly in the past five years, suggesting that a more centralized location could support expanded offerings. Student services are located all around campus, leading to frustration as students seeking solutions to problems find themselves sent from one side of the campus to another.

Evening, weekend and PACE students voiced their disappointment that many of the programs and services are not available to them. Working full-time, many cannot get to counseling on campus. Most program directors are not available during evenings or weekends to serve this specific group of full-time working adult students. These students felt “lost, confused and forgotten.” Many of them are undecided about their education plans or career goals.

Counseling scheduled for high school locations is often not provided.

Many evening and PACE students need childcare while they are attending class. Although it is open in the evening, the present center is not large enough to accommodate all the requests for childcare. The new childcare center, to be completed in 2002, will improve the situation.

PLAN

The college will continue to submit proposals to the state for funding and concurrently explore other sources of funding for the construction of a permanent Student Center building. This building would also be used by the more than fifteen student-run clubs and student services programs, and provide a more centralized location for the campus bookstore.
The bookstore will expand its offerings of food by establishing an expanded convenience store operation supported by specialty food service vendors. (See Standard 9 regarding active plans to expand the bookstore and have more items for sale, including food.)

The director of Student Activities will encourage the improvement of student activities and will promote athletic, music, and ethnic events in college and local newspapers.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

DESCRIPTION

In 1993-1994, West Los Angeles College faculty were offered the opportunity, through a Title III grant project, to participate in a three-session workshop on "Infusing the Curriculum with Ethnic Awareness." Co-curricular and student activities such as films, concerts, and poetry readings celebrate diversity, particularly cultural and ethnic.

In its hiring of staff, faculty and administrators, the college promotes equal opportunity and diversity through its equal opportunity policies and practices and the training and monitoring provided by the college’s compliance officer.

District curriculum development and review asks faculty to include either a diversity or equity component to new or existing courses, where appropriate. In completing Program Review at West Los Angeles College, each department is directed to review its curriculum, going beyond the district’s requirements to consider how well the discipline’s curriculum addresses cultural diversity, gender equity, and learning disabled or physically challenged students.

EVALUATION

Between accreditation self-study cycles, students have not been asked to complete an equity survey or a cultural climate survey. However, the college Faculty and Staff Diversity Advisory Committee sets guidelines for the Affirmative Action Advisory Committee in order to redefine that committee’s purpose with regard to Proposition 209, and to propose corrective actions where there is under-representation among college faculty and staff.

Student activities have focused primarily on "cultural awareness" and "ethnic identity." Little attention has been given to discussions ranging from racial, religious, or life style tolerance, to prejudice. Since West is without a student center/union building, there are few areas on campus where students can relax and interact. Students tend to congregate in ethnic "pockets" around campus.
The 1999-2000 College Catalog reflects the academic courses and counseling options that were available to students as listed under the description. No changes have been made in regard to adding a diversity or equity component to courses or programs.

PLAN

The scope of the Diversity Advisory Committee will be enlarged in order to assess the campus climate on diversity issues. The current committee, furthermore, will work in closer proximity with Student Services, the director of Student Activities, ASO, and the college administration in assisting and developing campus programs which maintain a campus climate that serves the college’s diverse student population and helps to make the campus more student-centered and friendly.

The college will implement a periodic student equity survey to assess the cultural climate at the college.

The Associate Dean of Student Activities will encourage student awareness and sensitivity to diversity issues. Under the direction of the dean, program development will structure student led activities, especially around the thematic months: February - African-American History Month; March - Women’s History Month; April - Asian-American Awareness Month; May - Latino-Hispanic Cultural Heritage Month. Diversity issues will be the main focus of activities rather than "food and fun."

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

DESCRIPTION

During the academic year 1997-1998, the weekly President’s Bulletin listed 176 co-curricular events. Fifty-two percent of them were athletic events, either home or road, any of which students could attend. The remaining 48% included such diverse activities as the following: seminars on personal and career development (mostly sponsored by EOP&S); concerts sponsored by the music department or AGS (Alpha Gamma Sigma); cultural events such as Dia de Los Muertos, Cinco de Mayo; job, art, and career fairs; campus clean-ups, student poetry readings, and ASO sponsored club meetings. No doubt there were other events that were faculty sponsored which were not publicized in the President’s Bulletin.

The ASO is a major co-curricular opportunity for students at West. Through ASO, students participate in the shared governance mandated in AB-1725 and may organize
and join student clubs. Its offices encourage socialization, and the ASO plans, promotes, and sponsors campus activities.

EVALUATION

Although there are numerous co-curricular opportunities for students and many events offered, there is a campus-wide perception that the opposite is true. No doubt this perception is grounded in the lack of publicity for these events. Since West currently has no campus newspaper, the only central publicizing source for information about campus events is the President’s Bulletin, which is distributed only to faculty, staff and the ASO. Although faculty have long been asked to read it to their classes, few do. This is understandable because most faculty are quite protective of their class time, believing that as much class time as possible should be devoted to curriculum. Although many sponsoring organizations post flyers to promote their events, not many students bother to read the more than twenty announcement boards around campus. It is also true that many more events could take place; even among ASO officers, a desire has been expressed to do more. However, few faculty volunteer to do seminars and presentations.

The ASO has been quite effective in bringing student participation to college governance. They have secured representation on the Academic Senate and other committees.

PLAN

The college will discuss resurrecting the college newspaper. One faculty member would need to be found to teach and provide the expertise and leadership needed, via journalism classes. Past experience suggests that this instructor would have to devote full-time to the journalism program. The college will seek other means by which students may secure information.

The college will promote as many events as possible on the two large fixed marquees by the main entrance and by the student pavilion. Furthermore, the administration should seek community and/or local corporate sponsorship and funding of electronic signage. Other colleges have done this with highly effective results.

The faculty will make a serious effort to use information from the President’s Bulletin to announce events in class.

The Web site committee will arrange for the announcement of events on the Web site.

The Associate Dean of Student Services will review the process through which the ASO selects and sponsors events.

The college will provide incentives for faculty to participate in and develop a faculty lecture series.
The college and ASO will sponsor at least one large cultural event each semester that specifically relates to its largest single cultural group, African-Americans.

The college will verify that any exceptions to the class-free college hour, from 12:30-1:30, Tuesday and Thursday, are absolutely necessary, so events can be scheduled without interfering with instruction.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

DESCRIPTION

The permanent records of students are maintained in the Office of Admissions and Records, which is under the supervision of the director of Admissions and Records. The director has been charged with ensuring a student friendly environment, streamlining the admissions process, reviewing and updating policies, practices and procedures and implementing a record imaging and retrieval system. The staff have the responsibility for the maintenance, security, accuracy, and completeness of the permanent student records.

Hard copies of student records from 1969 through Fall 1989 are located in a storage room in the Admissions and Records office but not in a fire-walled vault. Student records after Fall 1989 are maintained on the Los Angeles Community College District DEC system, with hard copies kept in file cabinets in the college Admissions lobby area and storage room. The lobby area is where students come to register and conduct other admissions functions. Efforts are taken to ensure that these file cabinets are locked and secured at all times.

Microfiche copies of student records have been completed for students through 1974. A set of microfiche is located in a room within the admissions and records office with another set housed in the fireproof safe in the business office on campus. However, the college’s microfiche printer produces only illegible copies.

Student data and records maintained on the DEC have adequate security and provision for recovery and disasters, which is all controlled by the LACCD Information Technology Department at the district office. Access to student records must be approved by the appropriate senior management officer of the college and is governed by an employee’s individual pass code. Currently, only certain departments have access to student records. The college president and the Academic Senate are discussing faculty access issues.

An audit trail, which is generated by the information technology department at the district office, reflects all changes and updates to student records. Some of the screens reflecting this information are available to certain level college staff and administrators.
EVALUATION

West Los Angeles College needs to address the issue of security and confidentiality of student records. Without a fireproof vault for maintaining student records, the records cannot be considered secure and well maintained. Another area of serious concern is the physical location of the file cabinets with permanent student records in the general lobby area of the admissions office.

The college is considering the purchase of an imaging system that would allow for the admissions and records office to maintain a larger number of records in a smaller amount of space. Imaging and other related technological equipment would allow admissions to transfer hard copies onto the computer/CD-ROMS, thus saving time, space, staff time and yielding a more secure and confidential student record.

The college administration recently purchased new computer systems for all of the staff in the admissions office. This acquisition will enable more efficient use of staff time, with faster, more capable computer systems and printers at each desk. The goal of the department is to try to streamline the admissions process with these computers, imaging systems and the expertise of the director of the admissions and records office. Greater efficiency could be achieved with improved staff training for the new equipment and replacing the present software.

PLAN

The college will assess and implement a more appropriate storage system for permanent student records both in the storage room and the lobby area of the admissions and records office. The conversion of older student records from paper format to electronic format will be continued until that conversion satisfies the goals of the program.

Record keeping and tabulation will continue to be addressed as far as accuracy and completeness of student records are concerned. Newer hardware and software for student records are planned for purchase in order to speed up and improve the quality of student data collection.

The college will continue to seek funding for the implementation of the imaging system for housing of student records.

The college will institute staff development for the Admissions and Records staff so that they are able to utilize the new computers and technology in an efficient manner.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.
DESCRIPTION

There are several funding agencies, at both state and federal levels, which ensure regular institutional evaluation of West’s Student Services. Matriculation, EOP&S, and DSPS must submit reports to the State Chancellor’s Office, and Financial Aid funding is contingent upon federal government evaluation procedures in addition to the district's own internal audit procedures. The State Chancellor's Office periodically sends representatives for a site review. Review by outside entities that have financial leverage ensures timely administrative reaction to problems that are identified by these sources.

Ongoing self-evaluation is also implemented by the Council of Student Services monthly meetings, which are chaired by the vice president of Student Services. Both planning and problems are the focus of those meetings.

Program review is another source of in-house evaluation. (Program Review is discussed at length in Standard 3; also see Program Review Status Report, attached).

EVALUATION

Although the mechanisms for evaluation are in place, they are not always effective. The recommendations of advisory committees may or may not be followed. Another weakness is that some annual evaluations are sometimes informal and, as a result, may not carry as much influence as they should.

Probably the greatest weakness of West's Student Services evaluation program is lack of student feedback and input. Currently, there is no mechanism in place to obtain regular, ongoing student opinion on how they are being served. In the past, the district has surveyed students, but not recently. The current campus-wide survey at West, which is part of the accreditation process, does address this issue.

The interim president of West provided strong leadership to improve evaluation procedures and planning and also strongly supported utilization of the current program review of Student Services to update master planning.

PLAN

The vice president for student services will ensure that all student services programs and offices complete program review once every six years.

The vice president for student services will ensure that all government mandated reports are submitted to the appropriate campus advisory committees well before they are due, allowing time for a thorough review.
The college researcher will implement regularly scheduled and ongoing surveys of students who deal with Student Services departments.

**SUPPORTING DOCUMENTATION FOR STANDARD FIVE**

1. West Los Angeles College Catalog
2. Schedule of Classes
3. Student Handbook
4. Copies of President's Bulletin
5. Program Brochures – Health Services, Athletics, International Students, EOP&S, DSPS, CalWORKs, Financial Aid, Counseling
6. District Board Rules
7. Matriculation Site Review Report
8. Program Review Status Report
9. West Los Angeles College Fact Book
STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

DESCRIPTION

Newly reorganized since the last accreditation self study, the Division of Library and Learning Resources (also Heldman Learning Resource Center, or HLRC) is comprised of three departments, each providing a unique array of services and activities that responds to the varied learning and study needs of a diverse and continuously evolving student population. These departments are (1) the Library, (2) Learning Skills, and (3) Media Center. The HLRC shares part of its physical space with certain activities of DSP&S.

1. The Library, the largest department of the HLRC, responds to informational, study, and research needs by providing open access to both print and electronic resources. Facilities are available to all enrolled students and to the ambient community, and access is facilitated by a professional and paraprofessional staff, buttressed by a new infrastructure of computer technology.

Print resources in the Library number approximately 68,500 books and monographs (about 67,000 discrete titles), 229 periodical subscriptions, 1648 pamphlets, more than 425 reserve items, and sundry maps and posters. Electronic resources include or will soon include

- Current Biography – Biographical database of famous Americans
- GaleNet – Literary research database
- Internet – Selected Web resources
- LEXIS-NEXIS – Legal, business, and technology database
- MARION - Online book and resource catalog
- RAND California – A statistical database of the RAND Corporation
- UMI ProQuest Direct – national magazine and newspaper database
- WESTMATE – Legal and business database

The Library provides, in general, two kinds of services: internal support and instructional.

Internal support services include
• Selection/acquisition of resources (books, periodicals, pamphlets, software, equipment, computer technology)
• Cataloging and classification of library resources (books, periodicals, audio and video materials, software, other non-print items)
• Resource maintenance and management (books, periodicals, computer technology).
• Circulation of books, periodicals, pamphlets, reserve, and archival items.

Instructional services include
• Reference service (term-paper development; research strategies, development of pathfinders)
• Bibliographic instruction (library orientations; scheduled demonstration of databases and software)
• Credit instruction (Classroom instruction).

These services are delivered by a regular librarian staff of four (2.7 FTE) and a part-time librarian staff of three or four (depending on availability of funding and assignments, .6 FTE). They are supported by a regular classified staff of four library technicians (4.0 FTE) and a cadre of student workers and lab tutors (90 hours weekly in the aggregate).

Technology permitting access to almost all of these resources is linked in a dedicated local area network and has three manifestations: the Library Automation Project, a collaborative District-wide project; the Library Internet Research Classroom (LIRC); and Library Internet Research Lab (LIRL), the college’s newest computer lab.

The Library Automation Project
Now in its third year, the Library Automation Project has successfully connected the nine libraries in the Los Angeles Community College District (LACCD) and automated three important library functions. All of these functions play critical roles in providing Library users access to important resources and services. These functions are cataloging and classification, Online Public Access (OPAC), and circulation.

The automation of the cataloging and classification function allows the processing of books and other media in a timely fashion, placing these resources within the reach of the student much sooner than it would take if this process were accomplished in the traditional manual process.

Online Public Access, which permits the Library user to search and to view Library records of cataloged items on a computer, effectively decreases the time and effort it takes to find an item in the Library. The OPAC supersedes the older manual searches in the traditional card catalog. Moreover, the OPAC lists all the holdings of the nine LACCD campus libraries, making one of the country’s largest community college library systems available to all District students and faculty regardless of their home campus. To take advantage of this interconnectedness, LACCD libraries participate in an interlibrary loan program that promotes the free exchange of resources throughout the system. In addition,
this Library engages in an interlibrary loan program with all libraries that subscribe to the policies and practices promulgated by the American Library Association.

This Library is also a member of MetroNet, a county-wide library referral service. Students are referred, with a client referral form, to other libraries in the Western Region specializing in materials not available at the college library. Also a member of MCLS (Metropolitan Cooperative Library System), the Library can avail itself of the periodical collections of a consortium of libraries throughout the Southern California area. Most of the member libraries, and many others in the immediate area, are accessible via the Internet. Also, many journals are available online, many of them without charge.

The automation of circulation has reduced the time for a Library user to check books out of the Library. Automation also allows the Library to maintain more accurate student, item, and delinquency records. The automation of these three functions has translated into more efficient and timely service to Library users. The Library looks forward to the automation of two more library functions: periodicals maintenance and acquisitions.

Computer hardware that supports the Library Automation Project is comprised of 12 computer workstations, 4 printers, and 2 scanning devices. They are distributed in both public and restricted work areas.

The Library Internet Research Classroom
The Library Internet Research Classroom (LIRC, located in HRLC 218) is a completely equipped electronic classroom, with 22 student computers, an instructor's computer connected to a digital projector, a printer, a computer screen, and a chalkless whiteboard. One of only two fully-equipped electronic classrooms on campus, it was established in 1998 in response to student demand for Internet access, and served a dual purpose as a classroom and an open-access Internet lab until the Library Internet Research Lab was established.

LIRC is the site for Library-sponsored credit courses, bibliographic instruction (orientations), and scheduled database/software training sessions. Credit classes include the following:

Library Science 101 - Basic Library Research Methods
Library Science 102 - Internet Research Methods
Library Science 99A - Business Resources on the Internet
Library Science 99B - Online Legal Research
Library Science 99C - Travel and the Internet
Library Science 99D - Advanced Internet Research Methods

Other bibliographic instruction includes one-time demonstrations to classes regarding the proper formatting of term paper bibliographies, effective use of the electronic periodical database, and methods by which to evaluate Internet resources. Scheduled
database/software training sessions for staff and faculty include Flex activities and software demonstrations by vendors.

**The Library Internet Research Lab**
As the Library’s course offerings expanded (WLAC now has the largest such number of credit offerings in Southern California, outside of programs with a Library Technology curriculum) and the demand for formal library orientations and computer training increased, it was clear that the Library needed to provide an open-access lab that was available during all operational hours. When the Library received approval for its proposed Library Technology Certificate Program, the Library began in earnest to implement plans for a standalone Internet Lab. The Library Internet Research Lab (LIRL) was completed early in Fall 1999. Located in the Library’s open reference/study area, it holds 28 student computers connected to a laser printer and is the site for the Library’s LAN server and CD-ROM tower.

Virtually all Library resources, print and electronic, are accessible through the LIRC and LIRL facilities.

2. **Learning Skills**, the second of the three divisional departments, addresses the needs of students for basic skills remediation in language arts and mathematics delivered in a computer-assisted instructional (CAI) environment and for tutoring assistance. It is also charged with developing a liaison program with other divisions to provide a platform whereby the latter’s regular students may take advantage of instructional computer components (usually a part their textbooks, e.g., CD-ROM) designated by their instructors. The Learning Skills department also collaborates with other divisions to provide support for language lab and writing lab activities.

General tutoring for all WLAC students is offered 74 hours a week in a variety of subjects on a first-come/first served basis. Tutoring is offered in a one-to-one format: master tutoring, where a retired (volunteer) instructor or subject specialist provides the tutoring, and peer (paid) tutoring, where an instructor-approved student provides tutoring. Occasionally, students agree to be tutored in tandem or in very small groups. Currently, several tutors are also assigned to assist various computer labs, namely, the Business Department’s Data Lab, the Learning Skills PC Lab, and the Library’s LIRL.

Several basic skills classes currently are offered through Learning Skills. These classes are designed to supplement other classes offered on campus and to aid students in successfully passing and preparing for these and other advanced classes. The computer programs utilized in these classes cover spelling, vocabulary, grammar, sentence development, arithmetic, pre-algebra, and algebra. In addition, enrolled students may use the computers for word processing, spreadsheet or data processing, and subject-specific computer tutorials. The Learning Skills’ PC Lab offers students access to 32 PC multimedia computers connected to a printer, and a lab tutor. These resources are available to students 60 hours per week. Moreover, a new computer lab designed to take
better advantage of a powerful, computer-assisted instructional software called PLATO has just been installed.

The CAI component for students of regular classes has a ready platform in the PC Lab. A limited number of CD-ROMS in subjects as varied as Real Estate, Accounting, and Physiology have been made available to students in regular classes.

The following software programs are available through Learning Skills for both basic skills and regular class application:

- Azar
- Contemporary Books
- PLATO
- Rosetta Stone
- Spell-It!

Faculty in Learning Skills include a subject specialist in Language Arts and a subject specialist in Mathematics, both full-time staff. They are supported by a full-time instructional assistant and a number of tutors. Student enrollment is at an all-time high in basic skills classes. In addition, more classes are being offered, with two new courses—Math Anxiety and CAI Literacy—beginning in Spring 2000. Although fewer subjects are being taught through CAI, the ones that are taught are being taught more thoroughly and with much larger enrollments.

Working collaboratively with other divisions, Learning Skills also supervises the activities of the Language Lab and Writing Lab. The Language Lab employs speak-and-learn software, six computer programs so far, approved by foreign language instructors. The Writing Lab is supported by a permanent classified staff and various tutors to help students with their writing needs in any subject area.

The Language Lab contains twelve multimedia computers, a printer, video tapes, audio tapes, and the aforementioned six language software programs. The Writing Lab has one computer with a standard word processing program.

These labs are open a variety of hours during the day and evening and weekend.

3. The Media Center is the third component of the Division of Library and Learning Resources. It is responsible for the maintenance and circulation of non-print media (audio-visual) and related equipment, the continuing development of Distance Learning, and the implementation of faculty training in instructional technology in the newly established Multimedia Instructional Resource Lab (MiRL).

Non-print Media
The Media Center owns a collection of non-print formats, consisting of 7,226 titles, many of which have multiple volumes. These titles represent cataloged materials including 16mm films, sound filmstrips, audio and video cassettes, compact and video discs,
instructional kits, slides and laser disks. The Media Center also retains on its shelves tapes used by Instructional Television (ITV) and PACE programs and other materials related to class assignments that have been submitted by instructors for student use. Where possible within the framework of copyright laws, materials are duplicated at the request of students for a small transactional fee. PACE students are the large majority of users of this service.

With the exception of tapes purchased by PACE students, students can use these non-print resources only in the Media Center, on 24 student-use stations that include 22 TV/VCR stations, one compact disc player, one laser disc player, and 28 audio cassette players. Similar equipment is available for instructors to check out for classroom use. The Media Center distributes audio-visual equipment to classrooms.

Distance Learning
Distance Learning (DL) is one of the newest programs of the college. Launched by a federal Title V grant, the DL program is in its fifth year (the final year of the grant), with several fledgling classes offered via video-conferencing. Centered in the former screening room and refurbished with state-of-the-art videoconferencing equipment, it seeks to develop further in three directions: point-to-point videoconferencing between a host site and a remote site, instructional television (ITV), and online computer courses.

Instructional Technology Training for Faculty
This area specifically targets training for faculty in Distance Learning technologies. It includes training in the use of video-conferencing equipment and in software that will aid interested faculty in designing courses for online teaching. Software titles include Adobe and Microsoft Front Page. Workshops on multimedia computer equipment installed in the newly established Multimedia Instructional Resource Laboratory (MIRL) are scheduled for Spring 2000.

Media Center activities are supervised by a full-time librarian specializing in instructional media. He is supported by 1.5FTE Library Technicians who staff the audio-visual counter, 1 full-time Instructional Media Assistant who duplicates tapes and distributes equipment, and 1 full-time Electronics Technician who repairs equipment.

Certain activities take place in the HLRC that are not germane to its operation, although they may share common elements with HLRC activities. DSP&S serves students with physical handicaps and identified learning challenges. The Learning Skills staff works with the DSP&S instructor to ensure that students entering either program are properly assessed and placed.

EVALUATION

The Division
The Division of Library and Learning Resources is the only program in the District unifying library, instructional media, CAI, and learning skills. This efficient and effective
organization enables the college to provide increased access to, and offer a broader array of, services for a wide range of students. While a cohesive structure has been established, more effective communication should take place among the three departments. However, staff schedules are stretched to the limit, and these schedules make it literally impossible to hold division-wide meetings. For example, the duties of the four regular librarians at the reference desk do not permit all four to meet. There is no funding to provide for a substitute. Other colleges (Santa Monica, Glendale are nearby examples) staff the reference desk with substitutes so that the regular librarian staff can meet to discuss important issues, plan, and implement actions, and participate in professional development activities.

The physical plant in which divisional activities are housed is deteriorating. Built over 25 years ago, the building needs to be replaced. It was planned without the infrastructure necessary to support current and emerging computer technologies.

The HLRC building lacks sufficient ventilation. Many days occur each year when either the air conditioning or the heating does not function. During those days it is extremely stressful to staff to stay indoors when it is hot or to work without wearing outdoor clothing when it is cold.

The steady erosion of the physical plant is exacerbated by the lack of regular and frequent cleaning. There is little evidence that even the most basic of sanitation applications takes place. If dusting of library shelves occurred as often as once in ten years, the staff could breathe easier. Vacuuming of open public areas and offices may occur once a year at best. Requests to plant facilities for a schedule has met with deaf ears. As the situation stands, the campus is surely in violation of OSHA workplace standards.

The Library
With the burgeoning array of services and activities, many of them new, the division is also outgrowing its dilapidated space. The future growth of these new activities is seriously jeopardized by space limitations. The Library’s Internet classroom, for example, is too small. Students in the more popular Internet classes are turned away because of the limited number of seats and computer workstations.

Although the LIRC is too small for some of its applications, there are still times when the LIRC is unused. In Spring of 1999, a dean of Academic Affairs approved a Library Technology Certificate Program, proposed by the division chair, which, if offered, would utilize the classroom facility more fully, but the college has not yet funded the program.

There is also a need for Internet workshops for students who do not have the time to undertake an entire credit course. The Library has planned a series of “Web Wednesdays” or “Tech Tuesdays,” but lacks funding to implement them.

The newly established Library Internet Research Lab (LIRL) is already straining at the seams during peak hours (9 a.m. to Noon) and, as to be expected, is experiencing growing
pains. The attention of a full-time Senior Microcomputer Specialist, to be hired at the end of 1999, will ameliorate technical LAN problems in this lab and in the other five divisional computer installations.

Learning Skills
While overtures have been made to the Language Arts and Mathematics divisions to establish clearer connections between the assessed needs of their students and diversion to appropriate basic skills classes, there is room for still closer ties and articulation.

Though augmented by (soft) VATEA funding, regular tutoring funds have been cut by 20% since 1995. It is important to restore those cuts so that tutoring for general students can be restored. Because many tutors are assigned to the Business Department’s Data Lab, Learning Skills’ PC Lab, Library’s Internet lab, and even to the circulation counters in the Media Center and Library, funds that would normally go to tutoring chemistry, physics, English, accounting, law, and so on are usurped. (Lack of sufficient classified support is addressed more fully in component 4 of this standard.)

Tutors should have formal training so that new tutors understand the goals of the general tutoring program and are aware of tutoring techniques that would help ensure a successful tutorial result. Tutorial outcomes should also be measured to determine what areas of their tutoring may require improvement. Providing tutees with a channel for input would allow them to be more sensitive to the tutoring styles and give them a greater sense of participation in the tutorial process.

Small group tutoring would also be useful, but at the moment, the paucity of office space limits implementation. The Learning Skills department has lost over 400 square feet of floor space to accommodate the new PLATO Lab.

The Writing Lab is a popular resource, but would be more effective if funding permitted the hiring of more tutors.

Three major factors limit CAI applications for regular classes: the insufficiency of the LAN server on the first floor of the HLRC, the inability of instructors in other divisions to provide more than a very limited number of user licenses, and the lack of time for Learning Skills instructors to devote to this program.

Media Center
Even before the faculty training facility is fully implemented, it is clear that the five-computer-work-station office now housing the MIRL will be too small to accept the anticipated faculty demand for training workshops planned for 2000.

The Media Center had to give up part of the study carrel space it shares with Learning Skills so that Learning Skills could establish the PLATO Lab
Part of the problem on the first floor of the HRLC — where both Learning Skills and the Media Center reside — is shared space with non-divisional activities. Of the ten offices on that floor, four are devoted to DSP&S activities.

PLAN

Generally, in identifying and allocating resources, the college should
• Develop a strategy to refurbish the existing plant or to construct a new plant which will accommodate emerging instructional technologies that will support new resources
• Seek to restore a realistic budget to ensure the purchase of appropriate print and electronic resources or to investigate grant sources for augmentative soft funding
• Determine the feasibility of advancing instructional programs within severe budgetary, staffing, and physical restrictions
• Develop a maintenance path to repair, upgrade, and replace as necessary computer equipment and systems.

(1) Library -
• Consult with contractors to determine feasibility of preparing an area to anticipate new instructional technologies
• Seek a funding mechanism to implement the Library Technology Certificate Program and weekly student Internet workshops
• Enlarge current space for the Library Internet Research Classroom (LIRC, LRC 218)
• Request that the college increase funding for electronic resources (object code 4421) from current $15,345 to $27,750 and for print resources (object code 4221) from $20,000 to $35,000.
• Upgrade the computers in the Library Automation Project and LIRL.

(2) Learning Skills -
• Increase the quantity of tutoring offered, but reduce reliance on soft money VATEA funds
• Establish formal tutor training and process to determine effectiveness of tutoring outcomes
• Increase the number of computer applications available through CAI for regular classes
• Integrate PLATO into the Learning Skills curriculum.

(3) Media Center
• Continue to grow the Distance Learning Program
• Implement Instructional Television Program
• Initiate faculty training workshops in Multimedia Instructional Resource Lab
2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution’s purposes and support the educational program. Institutional policies and procedures ensure faculty involvement. courses are taught by a full-time West instructor in accordance with all college and LACCD rules.

DESCRIPTION

The faculty and the chair of the HLRC consult with and seek advice from appropriate campus personnel, colleagues from similar educational institutions, and industry experts in determining the appropriateness of educational materials and equipment selected, acquired, organized, and maintained within the Division to ensure that the college’s Mission Statement and educational goals are supported. They also review professional literature and attend meetings, seminars, and workshops, valuable activities by which to remain abreast of new trends and technologies. These are also informative in demonstrating how equipment and material can be optimally utilized. Where necessary, the Division seeks RFPs and/or bids from District-approved vendors.

The Division applies this process to a variety of equipment and material. In equipment this includes photocopiers, microform reader/printers, scanning devices, television and video recording equipment, audio and video tape duplicating equipment, cassette playback decks, tape editing equipment, speakers, microphones, computers, monitors, keyboards, computer navigational devices (mice), digital projection panels, display screens, tables, chairs, study carrels, and video-conferencing equipment.

In materials this process is applied towards books, monographs, certain periodical subscriptions, software, CD-ROM titles, electronic resources, integrated library automation software packages, audio and video tape titles.

The selection and acquisition process is accomplished according to professionally accepted standards. Books and monographs, for example, are selected through the consultation of book review publications. Recommendations are also sought from faculty either individually or through formal committee meetings (as were the Learning Skills software, Azar and PLATO). Audio and video tape titles and computer software for the various labs are selected in a similar manner.

The Library’s electronic databases, such as Westlaw and UMI ProQuest Direct, were purchased after consultation with professionals in the field (attorneys and paralegals in the former case) and with other college and public librarians. Moreover, databases are generally purchased after the Library has had an opportunity to test the databases for content, ease of use, and availability and responsiveness of technical support.

Because the Library seeks to obtain optimum value, it continuously monitors development in competing databases. If another database offers more or better features,
the Library is free to select it, after the subscription period (never more than 12 months) is over. The Library's integrated automated software system was selected after an intensive District-wide review and exhaustive RFP process.

For audio-visual equipment, the division relies on its audio-visual and electronics staff to make the appropriate decisions. This staff maintains its expertise in the field by interacting with professionals in the industry. For computer hardware, the division relies on college personnel trained in providing technical expertise. The campus' Senior Microcomputer Specialist has been instrumental in the development of technical specifications for the division's various computer installations.

The objectivity of the acquisition process is ensured by District policies whose goal is to eliminate favoritism and overcharging by vendors. For purchases over a certain amount, purchase orders are subjected to the scrutiny of an independent business office which often double checks prices and solicits bids from other vendors. All purchases, regardless of size, require signatures from at least three other offices — Academic Affairs, Administrative Services, and the Business Office — before going on to the District level where they undergo additional scrutiny before final approval.

Organization of resources such as book and tape titles conform to practices sanctioned by the American Library Association. They are classified and cataloged according to the Library of Congress Classification System, which is the universally accepted system of classification for academic institutions throughout the country. Electronic databases and various software titles are stored in the hard drive of the appropriate LAN server. They are displayed on monitors in a way that provides ease of access. Equipment is organized so that users have access with a minimum of interference.

Maintenance of materials and equipment is accomplished through various means. Audio-visual equipment and computer monitors are repaired in-house, when appropriate. Occasionally, the cost of repair exceeds the cost of outright replacement; in these cases, the equipment is replaced when funds become available. Larger, more expensive equipment is generally warranted by service agreements. These include the PictureTel video-conference equipment, the Minolta microfilm reader/printer, and the Sharp photocopiers.

No budget exists for the repair or replacement of resources such as books and periodicals. When a book or periodicals loses a page or two, replacements are requested from other District libraries. When an entire book or periodical is vandalized, lost, or stolen, a decision as to whether the item should be replaced is made based on current need.

EVALUATION

The procedures used in the Division of Library and Learning Resources to select and acquire materials and equipment are universally accepted procedures. Organization is effective and permits ease of access to all users.
Maintenance, generally, is at best adequate. While there are sufficient resources to maintain audio-visual equipment, computer technology hardware has no such resources. For a division that has more computer installations than any other on the campus, it is critical that the college supports a systematic procedure for troubleshooting and assessment. The plan should include optional paths for upgrading, repair, or outright replacement.

**PLAN**

The Division of Library and Learning Resources will

- Encourage all academic departments to participate more actively in the selection process of materials.
- Request that the college formalize an objective, regular procedure to provide for troubleshooting and upgrading, repair, or replacement.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

**DESCRIPTION**

Because the Library and Learning Resources Division is first and foremost a support division, access is determined by the study needs of students and the ability of the college to respond to that need with the necessary level of commitment in funding.

Access is generally governed by a first-come, first-served policy. Each user is treated with equal deference. The Library, for example, attends to the needs of both traditional and nontraditional students, offering one-on-one training at the Reference Desk. During the reference interview the librarian develops research strategies, adjusting them to the needs and relative library skills of each student. Similarly, Learning Skills instructors assess each basic skills student and places him/her into the appropriate class(es). They also refer students to DSP&S. Moreover, with the new PLATO software this process is automated, with the Learning Skills instructor devising a customized learning path for each individual student.

Orientations provide a major means of access. At the beginning of each semester, the Library distributes flyers asking faculty members to bring their classes to the Library for an orientation on the availability and use of the Library’s resources. With the new LIRL and LIRC orientations are even more important. The Learning Skills department provides similar orientations. These orientations are tailored to the needs of the individual class. They can cover general matters or be as specific and specialized as the instructor wishes.
Additionally, several publications have been distributed that publicize and delineate the Division's activities and services. These include the "HLRC Student Guide" and the "Library Student Handbook." New publications include a student guide to the use of the Library Internet Research Lab and Classroom and the "Library Periodicals Directory." Librarians routinely develop pathfinders and bibliographies on specific topics, including the use of electronic databases, AIDS, Child Development, Health, and others. These are compiled based on perceived need and by request. New editions of these bibliographic tools include Internet resources. The "LRC LINK," a newsletter which apprised the campus community of divisional highlights, activities, and services, has been discontinued due to lack of support staff and budget.

Library operational hours are the highest in the LACCD where those hours are funded by regular library budget allocations. District libraries that have longer operational hours (there are two) receive funding support from non-library departments, for example, the Associated Students Organization. Over the last seven years, the Division's operational hours have been relatively stable.

Current schedule of Library hours are

- Monday – Thursday 7:45 a.m. to 9:00 p.m.
- Friday 7:45 a.m. to 12:00 p.m.
- Saturday 8:00 a.m. to 3:00 p.m.

During these hours, all library services and activities are available: reference, circulation, and Library Internet Research Lab. All areas are supported by the appropriate level of staffing, with the crucial exception of the Circulation Counter during the evenings and weekends.

Learning Skills and the Media Center operate on the following schedule:

- Monday – Thursday 7:45 a.m. to 9:00 p.m.
- Friday 7:45 a.m. to 3:00 p.m.
- Saturday 8:00 a.m. to 3:00 p.m.

During these operational hours, most activities and services are available; however, certificated staffing is not always available. In the absence of this staffing during weekday evenings, Fridays, and Saturdays, trained classified personnel fill the breach. Those activities and services which have limited access (for example, general tutoring and Writing Lab) post their schedules for easy reference.

EVALUATION

For a college of the size it serves, the Division maintains an adequate schedule. It responds to all normal needs for access to proferreded services and activities, with the possible exception of additional hours in the Library during finals.
There are areas that have limited access; this restriction is entirely attributable to the lack of college funding. There are also times in certain areas when staffing is not suitable or adequate. These matters are addressed in detail in component 4 of this standard.

Learning Skills needs to accommodate more students in need of tutoring. Many students do not find the tutor they need to during the time they are available. Many students do not find the subject tutor they need because there are not sufficient funds to hire some of them. Exacerbating this problem is the need to divert tutors to staff the different labs and circulation counters.

PLAN

The Library will pursue the hire of at least a .8 librarian to complement the chair’s .8 release time so that additional access to learning resources will become available.

Learning Skills will pursue the request to establish a larger tutoring budget that is not dependent on special program funds. VATEA funding, for example, bolstered the regular budget by $20,000, but because these funds are targeted towards vocational groups, the general student would not benefit from this augmentation. Also, the augmentation caused a decrease in the regular budget for tutoring in the amount of $5000, a 20% decrease.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

DESCRIPTION

The staff of the West Los Angeles Learning Resources Center has the appropriate professional expertise and is available to assist users during most of the hours it is open. The Library is staffed by four librarians and Learning Skills by two probationary instructors; the Media Center is staffed also by a probationary faculty. These faculty are supported by a number of classified staff in their respective areas.

The Library has 3.2 FTE certificated librarian assignments allocated among 4 regularly assigned librarians and 2 part-time librarians. Each librarian is assigned a specific area of responsibility:

Judy Chow, .5 FTE  Reference, Classroom Instruction
Cathy Froloff, 1.0 FTE  Acquisitions, Reference
Ken Lee, .2 FTE  Periodicals, Circulation, Reference
Yanzi Lin, 1.0 FTE  Cataloging, Reference
Ms. Chow’s assignment is a half-time assignment. The balance of her full-time assignment is distributed to hourly reference librarians to cover the evening reference desk. Ken Lee receives .8 release time to coordinate the activities of the Division.

Also, hourly assignments are made to interested librarians to teach the Library Science courses. These assignments average out to about 4.5 hours per week over the length of the semester.

There are 4 full-time Library Technicians in the Library. Additionally, 27 hours of weekly student worker help cover the circulation counter in evenings and Saturdays. Tutors are also hired to help students in the Library Internet Research Lab, which is open 97 hours weekly.

The two full-time Learning Skills instructors are supported by a classified staff that includes a full-time instructional assistant and a variety of tutors. The classified staff assists in the PC Lab, the Language Lab, the Writing Lab, and in general tutoring.

The Media Center faculty is a full-time instructor who manages 1.5 FTE Library Technicians, 1 full-time Instructional Media Assistant, and 1 full-time Electronics Technician. This staff is augmented by approximately 17 hours weekly of student workers. Current staff continues to receive training regarding Distance Learning, online course development, and CAI software.

**EVALUATION**

**Certificated Staff**
The Division chairperson receives .8 release time to coordinate the activities of the Division. For comparative purposes, it should be noted that the chair’s assignment at this college exceeds by three-fold the scope of responsibilities of other Library chairs in the District. No other District Library Chair supervises half as many certificated staff, classified staff, and departments. No other District Library Chair manages a budget as large as this Division’s budget. No other District Library Chair oversees as many credit and non-credit courses. In fact, one has to go outside the District to find a Library chair who oversees as many activities and services as this Division chair. In a state-wide survey published by the Council of Chief Librarians, only five “chief librarians” manage as many different departments — and they do so on full-time jobs with titles ranging from “Director,” “Dean,” and “Associate Dean.” This chair’s assignment, a .8 FTE assignment, equates to 28 hours per week.

While staffing in Learning Skills and the Media Center is generally adequate, the Library is seriously understaffed. The California Code of Regulations (Title V, Section 58724) cites minimum quantitative staffing standards for a campus of our size (3001 to 5000 student FTEs). WLAC does not meet these minimal standards, promulgated by the Association of College and Research Libraries and the American Library Association, the major professional and educational organizations that oversee academic libraries:
<table>
<thead>
<tr>
<th>Minimal Standards</th>
<th>West Los Angeles College</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Librarians</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Support (Clerical, Technical)</td>
<td>6.5</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Although the certificated library staff is professionally qualified and well trained, their schedules are stretched to the limit. All 63 hours of the reference desk are covered by the 3.2 FTE librarians with regular assignments; their weekly hours total only 96. Thus, 66% of an “average” 1.0 FTE librarian’s time is devoted entirely to reference work. Yet each librarian has other major job responsibilities such as acquisitions, cataloging, periodicals and circulation. They must perform all the behind-the-scene duties that keep a library functioning: participate on campus committees, engage in professional enhancement activities and workshops, attend to e-mail and other correspondence, network with other librarians, and interact with students and faculty away from the reference desk.

Librarians generally undertake training in the effective application of instructional technology on their own time. When a formal training workshop is offered during a librarian’s regular duty hours, she/he must make arrangements with another librarian to exchange reference desk hours. When, as is generally the case, no librarian is available, the chair is asked to undertake those hours. If he is otherwise committed, the chair makes a decision to leave the reference desk uncovered or to deny the request for training.

The Library cannot meet as a department. This hampers the department’s ability to evaluate current programs, make strategic long-range plans, or even to work coherently and effectively as a corporate body. Attempts to meet via e-mail have proven to be cumbersome, inefficient, and counterproductive.

Other community college libraries in the area hire hourly librarians to provide coverage for at least half of their reference desk hours. They understand the need for their regular librarian staff to have time not just to complete their assignments, but not to feel so “burnt out” at the end of the day that no creative energy is left to think of new ways to advance the Library and library issues.

The Library has the largest for-credit bibliographic instruction program in the state south of Fresno (exempting Library Tech programs). While the number of course offerings in this program has quintupled, the library faculty has not experienced similar growth. A full-time bibliographic instruction librarian is crucial to support the current program, and critical if the program is to grow further. It is noteworthy that Glendale and Santa Monica Colleges either have or are hiring a full-time librarian to lead their bibliographic instruction program, each with no more than two BI classes. West Los Angeles College, with the largest BI program in Southern California with five classes delivered in twelve sections, currently has an hourly allotment of .15 FTE to run the program.
Clerical and Technical Staff
Clearly, a library that fails to meet bare minimal quantitative standards for clerical and technical staff by as much as 39% cannot be expected to maintain and keep secure its informational and learning resources. The Library has been without regular, qualified clerical support at the evening and weekend circulation counter for more than three years. For the last four years, either temporary classified or student workers have staffed the circulation counter. The absence of regular classified staffing at the circulation counter during evenings and weekends directly contributes to (1) loss of reserve books, fine monies, copy key, periodical issues, and general circulation books; (2) lack of continuity in attendance; (3) inconsistent and/or uninformed communication of library policies to library users; and (4) a lack of professionalism.

Staff in the Media Center is more adequate. Student tutors cover the audio-visual counter without the benefit of trained classified staff only on Saturdays, seven hours a week. With the aid of a Title V grant, the Media Center has made tremendous strides in developing a Distance Learning (DL) program. When the instructional media specialist was hired two years ago, his job description included the management of the audio-visual counter, the distance learning program, and faculty training in instructional technology. With the growth of the DL program, his responsibilities for the other components of his job are being overtaken. If this program is to continue to thrive, the Media Center requires the hire of at least a full-time instructional assistant to aid in the DL program and to staff the instructional technology training center (MIRL).

The HLRC has become increasingly reliant on computer systems for the delivery of information; for the identification, maintenance, and circulation of resources; for the processing of resources; and for the delivery of bibliographic instruction. The HLRC requires the services of a full-time senior microcomputer specialist with extensive LAN background as the Library and its divisional counterparts become even more reliant on computer technology to deliver services and classes. The college will complete the process of hiring a full-time senior microcomputer specialist this year. This specialist needs to be supported by either a microcomputer specialist or a technician.

PLAN

Given college support, the Division of Library and Learning Resources will work to achieve the following:

- Hire a B-shift library assistant (entry-level) to work 27 hours weekly to ensure stability of service at the circulation counter during evenings and weekends
- Hire an instructional assistant to provide support for the Learning Skills program
- Hire an instructional assistant to provide support to the Media Center, Distance Learning Program, and Multimedia Instructional Resource Lab
- Initiate the FPIP process for full-time bibliographic instruction librarian. Alternatively, the college should support hourly instructional assignments for expansion of the Library Science instructional program.
• Hire a .8 FTE librarian to complement the chair’s .8 release time
• Provide for a budget to hire adjunct or hourly librarians, 20 hours weekly, allowing regular staff to meet at a whole, and to satisfy committee obligations.
• Hire a microcomputer technician to support the senior microcomputer specialist.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

DESCRIPTION

The college’s support of the Division is generally demonstrated in its allocation of its regular budget, the Program 100 funds. The total Program 100 budget for the Division for fiscal year 1999-2000 is $804,727, most of it for salaries. The budget is divided between two activity codes: 6110 (Library) and 6125 (Media).

This regular college support is augmented by a number of state and federal grants in various phases of maturity: State Instructional Equipment; TTIP; Title III, Basic Skills; and Title V, Distance Learning. These grants in their aggregate total in excess of $1,000,000. These augmentative funds account for all of the computer improvements made in the last three years. Most of the electronic resources were purchased with these augmentative funds.

EVALUATION

Though consistent, the Program 100 allocation is insufficient. The college does not provide sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Materials: Print & Electronic Resources
Print and electronic resources seem to meet minimal standards of Title V (Section 58724), which call for 500 periodical subscriptions and 60,000 book volumes on the shelf. To subscribe to 500 print periodicals would take two to three times the present periodicals budget, but the Library does subscribe to electronic databases (UMI ProQuest Direct, Westmate, and Lexis/Nexis) that provide in the aggregate access to several thousand periodicals, many in full-text format. However, these database subscriptions are funded entirely by so-called “soft” funds (e.g., state block grants, VATEA). From one year to the next, these databases are jeopardized by the very real possibility that either the funds will not be made available by the state, or if made available, not allocated to the Library.
The Library owns more than 68,500 volumes of books, which seems to indicate that it comfortably exceeds the minimum standards for books. The standards, however, do not speak to currency and relevance. More than 70% of the Library's collection were published before 1984, and 30% of the book titles were published before 1980. These statistics are as true for the reference collection as they are for the general collection.

Like most colleges in California, WLAC does not meet the minimum qualifications promulgated in Title V. The current book budget is $20,000 per year. In the 1993/94 academic year, $1.00 was allocated from Program 100 (campus funds) and $24,355.00 was allocated from Program 150 (state supplementary funds). Though reliance on so-called soft funds has decreased, the book budget in the aggregate has decreased by nearly 20%.

Library Supplies
In its budget request, the Division estimated that $3850 would be required for supplies in 1999-2000. Security tags and bar code labels for newly purchased books alone cost $1000 annually, and the Division maintains over 125 computers, whose supply costs include print cartridges, replacement hardware, cables, mice, and keyboards. It is safe to estimate that the $750 actually budgeted for supplies represents less than a fifth of the Library's needs in the current year.

Equipment
The current annual budget for library equipment is $2000. The Library was able to build a 23-computer computer classroom and a 28-computer Internet research lab with "soft" funds. In order to maintain and to improve these resources and the programs they make possible, it is imperative that the college provide additional Program 100 funds.

In this, however, West Los Angeles College is hardly alone in a district that seems to under-fund library operations as a matter of course year in and year out. We are, for instance, one of the last districts to have entered the computer age by automating three Library functions: online public access, cataloging, and circulation. This chronic under-funding is an indication, many believe, of the under-appreciation of the central position that the Library plays in the successful educational experience of our students.

Allocation of budgets and funding on this campus is characterized by, among other things, a lack of open communication. While an attempt is made to provide budget managers with a forum to argue for increased budget and funding, no feedback regarding the process by which funds are allocated is published. This leads to the cynical belief by some budget managers that there are few rational guidelines for the allocation of Program 100 funds — but many backdoor deals, favoritism, and cronyism.

PLAN

The Division of Library and Learning Resources will request that the college
- Augment the library materials budget in Program 100 (object 4421) by $10,000.
Augment the book budget in Program 100 (object 4221) by $20,000.
Augment supplies budget in Program 100 by $3000.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

DESCRIPTION

The college library was one of two libraries to initiate interlibrary loan (ILL) service when the Library Automation Project was installed (the other was East Los Angeles College). That initial attempt was accomplished informally between the Library chairs of the respective colleges. Since then, a District-wide ILL policy has been ratified by all nine libraries within the District, and books and resources when available have been freely loaned within the District to students and faculty requesting them. This policy is available for review in the “Manual on Library Procedures” at the Archives Section behind the Circulation Counter.

Students enrolled at West Los Angeles College have additional resources in the 60+ libraries of the Los Angeles City Public Library (LAPL) system. The LAPL system will forward a book to any library within its system; a student living in West Los Angeles could have a book sent from any one of nine LAPL libraries in the western region. The Los Angeles County Public Library System is represented by the County Library Branch in Culver City, located less than one mile from the college.

West Los Angeles College Library is also a member of Metronet, a countywide library referral service. The University of West Los Angeles and the Los Angeles County Law Library downtown are available to the paralegal students. The Los Angeles area also has several large colleges and universities, including UCLA, USC, and branches of the California State University system, which are accessible to West Los Angeles College students. The Library is also a member of MCLS, which is a consortium of libraries listing their periodical collections. Students are sent to these libraries for certain journal collections. In addition, with the assistance of a state grant, the Library was able to purchase a Fax machine so that students can receive articles faxed from other libraries, generally from other district libraries. The Library cannot cover additional charges, so faxes are only available from institutions which do not charge for the service.

EVALUATION

The District’s formal interlibrary loan system has thus far satisfied nearly all requests for items not available at West Los Angeles College. For those few requests that are unmet
by the District libraries, the myriad resources available within less than 30 minutes drive or 12-mile radius more than adequately cover our students’ needs.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

DESCRIPTION

The Library has a formal process by which it purges outdated books and unused subscriptions to hardcopy periodical titles. For books, the librarians are scheduled to review books once every five years to determine content relevance and currency of the reference section and half of the general collection. Electronic resources are reviewed each year by the periodicals librarian utilizing similar principles. All resources, whether print or electronic, are then compared to new resources and evaluated against those new resources. In addition to criteria mentioned above, evaluation criteria include ease-of-use, authority and price. If there are compelling reasons to eliminate a resource or replace it, then the appropriate procedure is applied to make the necessary changes in the database.

These policies are available for review in the “Manual on Library Procedures” under the “Materials Selection” section. The manual is available in the Archives Section behind the Circulation Counter.

Learning Skills software and Media Center audio-video titles undergo a similar process in those respective departments. Often the faculty of the affected divisions are asked for their input as well.

EVALUATION

Established procedures are in place to review the adequacy and effectiveness of the Division’s learning resources. However, they are not implemented because of the lack of staff time. As mentioned in another substandard, the librarian staff is chronically short-staffed by 20%. The reference collection is extremely dated, with some titles predating the initial formal school experience of most of its students. The general collection has not been purged of irrelevant titles in more than ten years, and the catalog also requires purging.

With proportionately fewer titles and resources, the Learning Skills department and Media Center have fewer problems in this area.

PLAN

The college should address the personnel shortfall that prevents the Division from making a long overdue, sustained evaluation effort.
SUPPORTING DOCUMENTATION FOR STANDARD SIX

1. Program Review Self Studies:
   Library
   Learning Skills
   Instructional Media Center and Tutoring
2. HLRC Divisional Budget Worksheets, 1997-1999
3. Title V, Section 58724
4. West Los Angeles College Fact Book
STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

DESCRIPTION

The institution has sufficient faculty to support its current course offerings. However, the institution lacks faculty to develop and meet future program needs. The institution has for many years lacked sufficient support staff to support college operations and provide assistance to instructors. In addition, classroom instructors lack support staff for the classroom application and use of technology.

Faculty and staff demonstrate qualifications for employment by a well defined set of criteria determined by hiring committees or, in the instance of staff, by the LACCD Personnel Commission. Staff must pass qualifying examinations and interviews prior to being placed on a list for the job category being filled. Faculty must meet the requirements of the instructional discipline and the State of California’s minimum qualifications, and the LACCD Certificated Personnel Division reviews a comprehensive application package. The application package includes an assessment of academic preparation, work experience, references and other information as required for evaluation of the candidate.

EVALUATION

At this time, there are faculty to support the present instructional program. The college has a Faculty Position Identification and Prioritization Committee to address future needs for faculty staffing. The committee meets on a regular basis to prioritize hiring needs. The college, in addition, has a Program Review and Master Planning Committee and Budget Planning Committee that coordinate college efforts for the fulfillment of personnel needs. As the college increases its curricular offerings, expands the number of classrooms and moves into new structures such as the Fine Arts building, the college will
be able to provide more classes, which means more teachers and possibly increased support staff.

There is no plan to address classified staffing needs at this time. Staff services to aid instructors in class preparation as well as all aspects of college operations need improvement. Staff to maintain the aging college facilities is minimal to meet present operational needs. Custodial, computer support, gardening, carpentry, painting and general repair and maintenance operations are minimally staffed and require increased attention. At the same time, there is a perception on campus that budget allocations for these areas are extravagant and excessive. Even though faculty members complain about maintenance problems, they are not aware of the costs of maintaining the college grounds and facilities.

The faculty is qualified as determined by LACCD evaluation procedures. The district operations often lead to time consuming interpretation of instructional areas. For example, Computer Graphics is placed in Art, not Computer Science. Division chairs report that the LACCD Academic Senate equivalency guidelines have little flexibility. The LACCD Academic Senate also does not meet frequently enough to process special cases that fall outside clear discipline definitions. Applicants are often denied qualification by discipline because they lack the discipline title in the degrees earned, rather than by actual qualification by courses completed or work experience. The discipline approval process is time consuming and does not provide for local senate approval. The Academic Senate does endorse local control for hiring at the college level.

College recruited candidates must be placed in the District pool as a step in the hiring process. This can lead to a competitive hiring process with other colleges seeking to employ this candidate. Applications in the district pools are often dated. The college lacks the resources to target specific graduate departments or professional organizations on an ongoing basis. The District has developed an ongoing recruitment program to attract candidates to the pool. The District posts full-time openings on the LACCD Web page. Announcements are made available in the District Office and posted at the campus. Notices of openings are placed in the President's Bulletin on campus. The District also places advertising in publications such as The Affirmative Action Register, the Hispanic Outlook in Higher Education, Women's Doctoral Directory, Black Careers Now, ProNet Job Bulletin, and The Chronicle of Higher Education. Advertising is also placed in local publications such as La Opinion, the Los Angeles Sentinel and the Los Angeles Times. Frequently, the pools are not representative of college diversity goals. There is an effort to recognize the diversity of the faculty more in line with the diversity of the student body. Many discipline pools are not ethnically diverse or have strong gender biases, which has a negative impact on the selection process. There are limited recruitment funds available through the compliance officer.

There is a feeling that there is an over reliance on part-time faculty over full-time faculty. There has been a district trend toward part-time hiring, and this has affected the college. As retirement programs are implemented at a district level, fewer full-time replacements
are available as a result of agreed upon replacement formulas. Experience has demonstrated that students benefit from increased numbers of full-time faculty who are available for office hours. Until recently part-time faculty were not paid to meet with students to clarify course material. It has also become increasingly difficult to obtain part-time faculty in certain disciplines such as mathematics.

PLAN

The college needs to hire more full-time employees. A joint subcommittee of the Budget Subcommittee and FPIP has recommended to the president that full-time hires above and beyond those needed to replace any faculty retirements be done in 1999/2000.

The college will pursue diversity goals in both present and future hiring.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

DESCRIPTION

The process for all hiring is well defined by the District. Hiring committees meet prior to the announcement of a vacancy or intent to hire to define criteria, define a calendar for advertising, application review, and the interview. Priorities for hiring are identified by the FPIP committee based on requests by division chairs/faculty and reflect institutional objectives.

EVALUATION

The procedures for hiring personnel make it difficult to generate well-qualified candidates. The college must compete with the other eight colleges for the attention of applicants in the District pool. If a college recruits a candidate, the candidate’s application becomes part of the common pool. Hiring occurs on the same cycle for all colleges and, therefore, it becomes highly competitive to obtain the attention of the best-qualified candidates. There has been some criticism of the FPIP process in the priorities that are set for hiring; however, there have been limited opportunities to hire for some time.

The dependence on part-time faculty to meet instructional needs and the limited funds to hire full-time faculty have affected the hiring process. Often decisions to hire are last minute and course driven, rather than curriculum or long-term based.

The hiring of staff is a cumbersome process also defined by the district. Classified staff are qualified through an examination process and placement on a ranked list. Often qualifying examinations are not provided frequently enough for some positions.
campus has defined the need to fill a vacancy, the list is consulted and the top candidates are offered an opportunity to interview. The hiring committee defines criteria and notifies and interviews candidates. Classified personnel have the opportunity to transfer within the district to other campuses. The college has lost classified personnel to other campuses in the recent past. The college has experienced frequent turnover in some areas due to the inter-campus transfer process.

District policies hamper hiring qualified classified staff on a short-term basis to fill short-term personnel needs. This often leads the college to use overtime and the sub and relief process to meet these needs. Specially funded programs have limited opportunity to hire qualified classified personnel for the length of the project without incurring permanent status.

PLAN

The hiring process will not change significantly in the future as much of the policy is regulated by District procedures. However, the Academic Senate is working within the District Academic Senate for more campus autonomy for faculty hiring. The college as a whole seeks site-based recruitment for anticipated openings for all personnel.

Potential part-time and full-time candidates, especially in difficult to fill disciplines, should be involved in campus activities through internships and short-term projects. Files should be maintained at the campus to identify graduate students and persons interested and qualified to work on campus.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

DESCRIPTION

The process for selection of faculty relies on the expertise of full-time faculty in the discipline to assess the knowledge of the applicants in the subject matter of the teaching or service area. This is the accomplished through careful, critical reading of individual resumes, letters of recommendation presented by applicants, a review of transcripts, and personal interviews. A representative list of applicants is identified from the district pool. Interviews are held, and the top three candidates are forwarded to the college president for final selection. Most interview committees require candidates to simulate a classroom teaching session, participate in a problem solving scenario and/or present portfolios.

EVALUATION

Selection committee members for tenure track faculty positions have found that teaching demonstrations and carefully written interview questions concerning candidates’ attitudes
and past teaching experience provide information that is highly indicative of teaching effectiveness. Demonstrations by candidates have been effective for assessment purposes. Portfolios provide a review of past experience and an opportunity to assess organizational skills. Ranking forms that are included in the current contract are used to supplement committee effectiveness in evaluating candidate performance during the interview.

Background checks and additional interviews with the finalists recommended for tenure track positions further probe the extent to which the candidates possess the requisite knowledge, expertise and potential.

**PLAN**

Opportunities to assess the performance of candidates are improving. Committees continue to reassess the hiring process for the initial selection of faculty.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

**DESCRIPTION**

Information on degrees and the institutions that awarded them for full-time faculty and administrators are included on pages 112-114 of the current college catalog. There are 104 entries.

The Credentialing Division of the Los Angeles Community College District evaluates degrees for faculty and administrators. Official transcript submissions and follow-up must verify all degrees by the Certificated Personnel Division. For certification purposes, only those U.S. degrees from institutions accredited by recognized accrediting agencies are recognized. Statewide, disciplines have developed minimum qualifications for faculty. This policy of minimum qualifications replaces the old system of statewide credentials. The minimum qualifications were adopted by the California Community Colleges Board of Governors and are used in 100 colleges statewide. In some disciplines, our district has adopted minimum qualifications higher than the statewide minimum qualifications. This restricts our ability to be competitive with colleges outside our district.

The Credentialing Division of the Los Angeles Community College District for non-U.S. institutions establishes equivalence.
EVALUATION

The system of evaluation of degrees earned by faculty and administrators of the Los Angeles Community College District Credentialing Division meets the needs of the college at this time. The process of evaluation is well defined and communicated. Problems arise with categories of non-credit faculty in newly developed areas where there are no discipline guidelines, such as citizenship. The adoption of minimum qualifications as determined by the state would enable the college to have greater flexibility in selecting well-qualified candidates. Minimum qualifications would enable expansion of candidate pools and make possible the hiring for specialized disciplines.

PLAN

The college will support District adoption of statewide minimum qualifications.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

DESCRIPTION

Procedures for evaluating each category of staff are mandated by and outlined in contractual agreements between the American Federation of Teachers, College Staff Guild, Local 1521, CFT/AFT, AFT/CIO, the Supervisory Employees Union Local 347, the AFT College Staff Guild Local 1521, CFT/AFT, AFT/CIO, the Los Angeles/Orange County Building and Construction Trades Council, the Los Angeles City and County School Employees Union Local 99, AFL/CIO S.E.I.U., and the Los Angeles Community College District.

The division chairs of the academic disciplines direct faculty evaluations as outlined in the agreement with the AFT.

The agreement with the Los Angeles City and County School Employees Union Local 99 provides an evaluation process for employee groups, including automobile mechanics, electronics lab technician, gardeners, instructional aides, instructional media technicians, office machine technicians, offset machine operators, physical education facilities attendants, and pool custodians. Evaluations for Probationary Classified Employees are to be conducted according to the length of employment. The first probationary evaluation for an employee with a six-month probationary period shall be during the second month of the probationary period. The final evaluation shall be during the fourth month of the probationary period. The first probationary evaluation for an employee with a one-year probationary period shall be during the fourth month of the probationary period. The final evaluation shall be during the ninth month of the probationary period. This contract
also includes evaluation for permanent classified employees annually by all supervisors when the length of service has exceeded more than 90 days. In addition, the agreement includes forms for outstanding work performance and unsatisfactory service.

The agreement with the Supervisory Employees Union, Local 347 describes procedures for performance evaluations in Article 11. This agreement includes employees such as accounting data entry supervisor, community services project supervisor, custodial operations supervisor, custodial shift supervisor, custodial supervisor, intermediate accountant, Lieutenant of College Safety and Police, principal gardener, stock control supervisor, supervisor carpentry and general trades, and supervisor electrical trades. Probationary employees can be evaluated at anytime. A written evaluation is required during the third and fifth months of the probationary period if the probationary period is six months. If the probationary period is one year, evaluation is to occur during the fourth and ninth months of the probationary period in writing. Additional evaluations may be given at any time. Performance evaluations are to be completed by the immediate supervisor who oversees, reviews, and checks the daily work performance. Evaluation forms are included in the agreement and are the standard evaluations used for classified employees, which include a section for the evaluation of supervisory ability. Each supervisor shall evaluate permanent employees if the period has been 90 working days or more. The evaluation process includes an appeal process if work performance is evaluated at levels below standards.

The agreement with the Building and Construction Trades Council includes the evaluation of carpenters, electricians, heating and air-conditioning technologists, locksmiths, machinists, painters, plumbers, power equipment mechanics, and computer technicians. Evaluations are conducted in accordance with the "Performance Evaluation for Probationary Classified Employees" forms. Permanent employees are to be evaluated by their anniversary date each year. Evaluations are to be conducted in writing. Evaluations are to be made by persons who are immediately responsible for the employee's work. The evaluation process includes the notice of outstanding work performance. If the employee performs below work standards, the employee must bring work performance up to standards. Standards must be clearly defined. Personnel performing at this level are expected to receive additional training and closer supervision. An appeal process is provided which is not subject to grievance or arbitration.

The agreement with the AFT College Staff Guild Local 1521, CFT/AFT, AFT/CIO includes classifications of accountants, secretaries, admissions and records assistants, evaluation technicians, administrative analysts, athletic trainer, bookstore assistant, buyer, cashier, chemistry lab technician, community services aide and assistant, computer operator, financial aid assistant, technicians, instructional assistants, library assistant, life sciences lab technician, office aide, office assistant, payroll assistant, and technician, piano accompanist, registration assistant, secretary, senior bookstore cashier, senior office assistant, telephone operator, and word processing operator. The evaluation periods are clearly defined for probationary and permanent employees. Probationary employees shall be evaluated during the second and fourth months of their probationary period in writing.
Permanent employees shall be evaluated at least once a year. Both evaluations must use the Performance Evaluation for Classified Employees forms depending on class. Evaluations shall be made by the person immediately responsible for work oversight. Permanent employees are to be evaluated by supervisor/evaluators who have worked with the staff member for one hundred twenty (120) working days during the performance period. Persons not meeting performance standards are required to have additional training and closer supervision to meet established work standards.

The AFT College Police Guild Local 1521 Agreement includes safety and police services officer I, II, safety and police services officer light duty, and safety and police services aide. This agreement excludes police lieutenants and captains. As with other categories of classified employees, the probationary employees in the Police Unit are evaluated during the second and fourth months of their probationary period. Permanent employees are to be evaluated at least once a year. Evaluations for both classes of personnel are to be in writing, using the Performance Evaluations for Probationary/Permanent Classified Employees. Evaluations are completed by the immediate supervisor. Evaluations are to be made on direct observations and not hearsay. Negative evaluations include specific recommendations for improvement. Evaluations may also include notice of outstanding work performance.

**EVALUATION**

The employee evaluation process is clearly defined in the personnel agreements with the specific union groups. There is some evidence that certain classified staff and Instructors Special Assignment (ISA) are not evaluated according to these agreements.

**PLAN**

The evaluation process must be included in the faculty and staff orientations. Records documenting evaluation interviews must be required and maintained at administrative levels. A calendar of evaluations should be maintained in each administrative area and periodically reviewed for compliance.

**B.2 Evaluation processes seek to assess effectiveness and encourage improvement.**

**DESCRIPTION**

Positive reinforcement and constructive criticism are designed to improve performance. All evaluation procedures are detailed in the Agreement between the LACCD and the AFT/Staff Guild. Performance reports for regular faculty members are required at least once every two academic years. The last digit of the employee number indicates the year in which an employee is to be evaluated. Contract faculty are evaluated annually.
Faculty are evaluated in the following areas: knowledge of subject area, effectiveness, performance of responsibilities, and professional growth. Committee membership is defined according to the discipline or nature of the assignment. Newly appointed faculty are assessed during the first year to be continued into a second year. The process includes periodic classroom visitations and conferences with the faculty member. Prior to classroom visits, the committee members are provided course outlines and any materials requested for review. New faculty are encouraged to develop mentoring relationships with senior instructors. Evaluations are confidential.

EVALUATION

The evaluation process as implemented at the college is viewed as supportive of professional growth. The Agreement is specific in its description of the process and the forms to be used. The composition of the evaluation committee is clearly outlined. The evaluation process as implemented has assumed a less negative tone. Periodic evaluation is seen as an opportunity to provide feedback and improve the overall effectiveness of college performance. It is also an opportunity to compliment strong performance. The confidentiality of the process is adhered to.

Periodic evaluations as defined by the Agreement are followed as administrative policy. Records are maintained. However, the college falls short when there is a need for interpersonal feedback on a daily basis. Faculty often feel at risk to be creative. There is a need for increased administrative trust when tasks are assigned and a need for immediate positive feedback when a job is well done. Standards of performance are not clearly outlined, and many faculty operate in a vacuum unless they do not do “the job right.” The college operates on negative feedback, rather than positive reinforcement.

Administrators need to leave their offices and walk around the campus, visiting in faculty office areas and meeting informally in faculty offices to find out what is going on. They need to compliment and encourage. We should all ask students how we are doing. How we are doing and how to do it better should be a number one priority for our college.

Administrators must be able to communicate the college vision and mission when they meet with faculty and staff groups.

PLAN

The plan at Standard One, section 4 calls for creating greater visibility for the mission statement by placing it in an attractive poster format in numerous locations around the campus.
B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

DESCRIPTION

The criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities. These criteria are listed on the standard form used by evaluation committees. Evaluations are generally conducted in a systematic and timely fashion, with appropriate follow-up for both faculty and staff. Supervisors for classified employees are responsible for all evaluations. These evaluations are based upon direct knowledge of performance.

The criteria for the evaluation of “other activities” for faculty are unclear. The Agreement between the LACCD and the AFT/Guild states that it is the responsibility of all monthly rate faculty to be involved in college activities. “These activities may include, but are not limited to, evaluation of student performance, curriculum development, sponsorship of co-curricular groups, college or District committee work, faculty meetings, or in-service training or staff development.” (Agreement, page 12)

EVALUATION

There is some evidence that some ISA faculty and classified staff have not received systematic and timely evaluations or any evaluation at all. This is an administrative responsibility as well as the responsibility of the employee requiring the evaluation. Current evaluations must be made and retained in the administrative files.

The assessment of participation in other activities, which contribute to the quality of campus life and the viability of the college, is a difficult as well as a cultural issue. There have been no consequences for faculty who do not participate in these activities. This impacts the college negatively in areas of hiring and governance. It is difficult to obtain faculty participation in hiring committees, especially in the areas of limited assignments such as for the PACE program. The lack of participation by all faculty in committee activities places undue burden on those faculty and staff who participate.

A retrospective analysis of committee participation by college faculty from 1994 to 1999 demonstrates common knowledge. The same faculty participate over and over, and many faculty are uninvolved at a college or District level. Faculty and staff participation rates never exceeded 22% (1997). In 1994, 20% of faculty and staff participated; in 1995, 16% participated. In 1996, 17% of all faculty and staff participated, while in 1997, 22% participated. In 1998, 20% of all faculty and staff participated, and in 1999, 17% of all faculty and staff participated in campus committees and activities.
PLAN

The college must establish a process of monitoring participation and consequences for contract faculty who do not meet the obligations set forth in the Agreement between the LACCD and the AFT/Guild.

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

DESCRIPTION

West Los Angeles College receives approximately $27,000 each year in AB1725 funding to support staff development. About $9,000 each year is spent supporting conference attendance of faculty, staff and administrators. Faculty, staff and administrators choose conferences related to their disciplines or work areas and submit a conference request form to reserve these funds. Their division chair or immediate supervisor, as well as (for staff) the Academic Senate president and the Staff Development chair must sign this request. At this time, the maximum yearly reimbursement is $250.

Another $9000 supports important college activities such as the Staff Recognition Luncheon, Faculty Association meetings, Academic Senate meetings or Partnership for Excellence Forums. This money pays for supplies, printing, equipment, food and refreshments for these meetings. The Staff Development Committee chair works closely with the Academic Senate president to determine which meetings need the most support.

Every year, Staff Development funds various short workshops and events based on topics proposed by the faculty, staff and administrators. During the 1997-1998 year, Staff Development sponsored workshops on EOP&S, Red Cross Emergency Procedures, Orientation for Classified Staff and a Get Acquainted Breakfast with the local Culver City Unified School District administrators.

Staff Development has also sponsored larger scale projects. In 1996-1997, there was an ongoing series of seminars led by the Staff Development Committee chair, based on the Noel-Levy “Connections” videotape series. These seminars were designed to reward and enhance employee excellence in service among the classified staff. In 1997-1998, the Staff Development Committee chair facilitated a series of six “Faculty Orientations from A to Z” seminars, which were jointly planned with the Office of Academic Affairs and the Academic Senate. These seminars were designed to acquaint newly hired faculty with college procedures, make them feel welcome and invite them to participate in the college committee structure.
Additional funding for staff development activities is available through budgetary allocations to faculty and staff through special programs.

Each college has an annual allocation administered by the Academic Senate, which supports faculty attendance at conferences, workshops and seminars. Faculty, staff and administrators may apply for tuition reimbursement. Classified staff may receive released time to take coursework related to their current position or which assists them in preparing for advancement.

EVALUATION

Opportunities exist for staff and faculty to participate in staff development activities. Promotion of programs needs to be improved so that information is effectively provided to all personnel. It is increasingly difficult, with downsizing, for staff to participate in staff development events that are scheduled during work hours. There also needs to be improved dissemination of information concerning the opportunities through district funding.

PLAN

The college will improve publication and promotion of off campus opportunities through bulletin boards and newsletters.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTION

The Staff Development funding pays $9000 for the release time of the Staff Development Committee chair, who is responsible for convening meetings of the committee, scheduling staff development activities, monitoring Flex hours, keeping track of conference attendance, approving of appropriate invoices for payment, and other staff development activities. The college president appoints the chair, relying on the advice of the Staff Development Committee, which interviews candidates for the position and then makes its recommendations to the president. The Staff Development Committee is comprised of one representative from each division plus representatives from classified staff and the administration, and one representative from the Academic Senate and other collective bargaining agents. The committee meets once each month.

Staff who participate in staff development activities are requested to evaluate the activity. A “Report of Conference Attendance” form is required of all staff who attend conferences, seminars and workshops. This report asks the attendee to evaluate the value of the conference.
EVALUATION

Attendance at the meetings is quite small, with two to three faculty members and two to three staff members. Minutes of each meeting are distributed to all division chairs and to anyone who has asked to be on the mailing list, so they can stay in communication even if they are not present at the meetings. Reminders of upcoming meetings also go out by E-mail.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

The State Education Code, the district Personnel Commission, Board Rules, Personnel Guides, Affirmative Action Guidelines and the collective bargaining agreements that cover faculty and classified staff govern personnel policies throughout the district. Agreements are negotiated between the Los Angeles Community College administrative staff and the union representatives, and are approved by the Los Angeles Community College Board of Trustees. West Los Angeles College adheres to and implements these personnel policies and procedures. Ultimately the Public Employees Relations Board (PERB) has control over disputes.

EVALUATION

While the college has written policies and procedures to ensure fairness in employment, many faculty members think the process is overcomplicated and the policies are unclear. Faculty also experience difficulty locating the relevant policies. The enforcement and application of the policies seem to be uneven, as the policies remain inconsistent.

The college shares a compliance officer with Los Angeles Southwest College. It is the responsibility of the compliance officer to ensure that there is adherence to the written policies. Issues of adherence to policies and fairness in employment procedures are communicated primarily to the compliance officer, who resolves them under the supervision of the college president.
D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

DESCRIPTION

West Los Angeles College recognizes the value of diversity in its workforce and the need to ensure equal opportunity for all groups. As required by the LACCD Board of Trustees and Title V of the California Code of Regulations, the college annually reports the achievements of its employment equity objectives.

EVALUATION

Due to budget constraints over the past few years, the hiring of new full-time faculty and staff has been minimal. However, in the employment categories of executive/management/administrative, professional (non-faculty), faculty and other instructional staff, the historically under-represented ethnic groups constitute 35% of the workforce. Women compose 38% of the workforce.

PLAN

It is hoped that future growth funding will provide opportunities to hire needed full-time faculty and staff. This funding can also improve the ethnic distribution of faculty and staff personnel plus increase the representation of female personnel in the faculty ranks.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

DESCRIPTION

By and large, personnel policies and procedures affecting staff are clear, equitable and available for information and review. Personnel documents are located throughout the college administrative offices including personnel, the library, the president’s, the vice presidents’, and the deans’ offices. Documents include the LACCD Personnel Guide, LACCD Board Rules, LACCD Personnel Commission rules and laws, collective bargaining agreements and information from PERB.

EVALUATION

There seems to be a systemic structure for the development and availability of personnel policies. The deficit remains with the administration of the policies. The counselors at
West Los Angeles College were arbitrarily moved from "D" basis employees to "C" basis employees with a twelve-day notice. A "D" basis employee works twelve months per year and a "C" basis employee works ten months per year. Services to the students were severely disrupted, with many students lacking adequate counseling and advisement services. Documentation of the severe strain on student counseling services is available by examining the number of students on sign-in sheets who left without receiving any counseling assistance. This affected certain students' financial aid and veterans benefits. In addition, there are severe adverse STRS retirement consequences for those counselors moved from a "D" basis to a "C" basis. The LACCD counseling chairs report a "D" only assignment for the benefit of consistent and comprehensive student services.

PLAN

There are legal remedies that are applied when there is a dispute over agreements. There are no changes recommended in this area.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

DESCRIPTION

The official personnel files are maintained at a designated site at the campus in the Worksite Personnel File. Personnel files include personnel records that may be used by the District in any proceedings which affect the status of the employee. The official personnel file may contain the original employment application, performance evaluations and the employee’s responses, leave of absence requests, request for transfers, notices of outstanding work performance and letters of commendation, notices of unsatisfactory service and employee responses, resignations and reinstatement requests. Files may also include records of criminal convictions, notice of unsatisfactory service and responses to the statement of charges, privileged legal correspondence and working papers, and a list of materials removed. No material whose origin cannot be identified may be placed in the files. Derogatory or adverse material must bear the name of the administrator who placed the material in the file, with the date of placement and the employee’s signature signifying that the employee has been offered a copy or the signature of a witness, if the employee refuses to sign. A written response to such communication may be provided by the employee and attached to the material. Personnel have the opportunity to sign material placed in the file, and the signature will indicate that the employee has been given a copy of the material. If the employee refuses to sign the material, a witness’s signature will indicate that he/she has received or has been offered a copy of the material. If an employee is not available, material will be sent certified mail to the employee’s address of record.
An employee shall have the right at any reasonable time to inspect the Official Personnel File. All personnel files are maintained in a manner to insure security, at a minimum a locked file.

**EVALUATION**

Procedures for the receipt and storage and security of personnel records meet outlined standards.

**PLAN**

There is no indication of change in these practices at this time.

**SUPPORTING DOCUMENTATION FOR STANDARD SEVEN**

1. LACCD Faculty Evaluation Procedures  
2. Collective Bargaining Agreements  
3. LACCD Personnel Guides  
4. LACCD Board Rules  
5. LACCD Academic Senate Equivalency Guidelines  
6. FPIP Policy  
7. West Los Angeles College Fact Book
STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

DESCRIPTION

The West Los Angeles College campus consists of a combination of permanent and temporary facilities. A gymnasium, with swimming pool, was completed in 1997, and a three-building Aviation Complex with shops, hangar space and two engine test cells was completed in 1998. The Aviation Maintenance Technology program was then relocated from the airport campus to the main campus. A temporary structure underwent extensive renovation to house the new CalWORKs program. As of January 1999, 55% of the facilities are permanent and 45% are temporary. A new Fine Arts Complex is under construction, with anticipated completion in the Spring of 2000. It is expected that instruction will begin in this new facility Spring 2000. This building will satisfy long-term needs of the campus in many cultural and instructional areas.

A Child Development Center is funded for working drawings and construction in 1998-1999. The project should go out to bid by the Summer of 2000 and be completed Fall of 2001. This center will provide a permanent facility to replace the existing temporary building and will also provide instructional classrooms and laboratories not presently available. In the meantime, the existing Child Development Center will be expanded by the Spring of 2000.

Proposed for future construction is a Science Center that will bring together the biological and physical sciences, now scattered in small laboratories in temporary buildings. The new facility would maintain and expand the Biological Science lab by adding a second floor to the existing building. Dental Hygiene, Anthropology and Psychology will also be accommodated in this addition.

Other proposals for future construction include a Student Services Center and renovation of the Computer Center. The Student Services Building will include Admissions, Counseling, EOP&S, Disabled Students, International Students, Career and Transfer Center, Assessment Center, Student Activities, Student Store, Business Operations and Administrative offices. Consolidating all of these offices in one building will provide better access for students to be served and increase efficiency. These offices are presently in temporary facilities, scattered around the campus. The renovation of the Computer Center in the CE building will provide for the expansion of the computer laboratories.
As the college completes these planned permanent facilities, temporary facilities will be removed in order to provide more parking space. It is expected that there will still be a need for more parking space in the future.

A feasibility study is being conducted to assess the most economical use of the Airport Center compatible with some instructional use. Partnerships are being pursued with community-based organizations and businesses to use the facilities as effectively as possible until the study is completed and a plan developed.

Through capital outlay funds the college has renovated the major paths of travel for the disabled to meet American with Disabilities Act standards. This project included the replacement of signage on campus to assist the disabled with locating the most convenient and accessible areas to park and access facilities. Projects funded by the FEMA and the Energy Conservation Program have allowed the college to replace most of the lighting on campus with more energy conservation systems and ensure the ceiling systems are earthquake resistant.

Through scheduled maintenance funds the college has installed a state-of-the-art telephone system, replaced most of the heating, ventilation and air conditioning units, re-roofed most of the buildings on campus, and replaced the central boilers for the permanent buildings with independent boilers for each building. Planned scheduled maintenance projects include replacing sewer lines, remaining heating, ventilation and air conditioning units and various other infrastructure items.

In addition to the capital outlay and scheduled maintenance projects for permanent buildings, alteration and improvement projects are identified and proposed as part of the unit plans. The proposed projects are reviewed with the Work Environment Committee through collective bargaining agreements and the Master Plan Committee. In the past, the projects were accomplished based upon the availability of funds, which usually meant that only specially funded programs could be accomplished. Limited funds were available for general fund projects from a fee collected from international students. In order to ensure that college priorities were addressed, A & I criteria have been now been established to evaluate the proposed projects so that general funds could be allocated for the projects as part of the budget process. Projects have included the rewiring of the Data Center, renovation of A-13 for a Student Entry Center, Renovation of the Pavilion Staff Lounge, Renovation of the Dental Hygiene Building, replacement of carpet and rewiring of the Assessment Center. Projects to be accomplished include the renovation of the Police Office, a new computer laboratory and replacement of carpet with vinyl tile.

A Computer Planning Committee composed of key users of computers has developed plans for the use of computer technology on campus. The college has a fiber optic backbone with all classrooms and offices connected to the network. Computers have been provided for the instructional divisions in the department chairperson's office and in the departmental workroom. Computers are also available for faculty in the Faculty Support Center. The Faculty Support Center was established to provide access to
computers and the network for part-time and full-time instructors who did not have access to a computer. A videoconference center has been established in the HLRC. District funds have been used to automate the HLRC. A computer service center has been established in B-6.

In May 1997, the Academic Senate approved the establishment of a committee to review technology in the curriculum and to identify possible areas for implementation. The Computer Planning Committee combined with the Distance Learning Committee of the senate to advise on the use of Telecommunications Technology Infrastructure Program (TTIP) funds for the expansion of the network infrastructure, for staff development, and to improve library automation.

**EVALUATION**

With the completion of the Fine Arts Complex and the Child Development Center, significant progress will have been made in providing appropriate and adequate physical resources. The HLRC now houses a multitude of functions and services that were not originally planned to be there. The HLRC was not constructed to maximize use of technology in the instructional support services being provided in the building. Services will continue to expand requiring additional space, but current space is fully utilized.

Similarly, inadequate and poorly functional space houses the college’s student services programs. The students do not have adequate space for the Associated Student Organization activities or offices. A Student Center is included in the college’s facilities master plan, but the college has not been successful in identifying a source or sources of funding for construction. It is unlikely that a Student Center will be supported by state construction funds because of the state priorities for construction.

The completion of the Physical Education Complex and the Aviation Technology Complex, the expected completion of the Fine Arts Complex and funded construction of the Child Development Center mean that significant progress has been made in providing appropriate and adequate physical resources and in accomplishing the Facilities Master Plan for the college. However, the college still has a significant portion of its facilities in 30-year-old temporary facilities not designed to address the increased use of computers in instruction. A Science Complex is needed to provide additional science labs and address a need for larger labs, as some of the current labs restrict class size. The proposed Student Services Center is needed to provide appropriate physical space for the student services, administrative services and student life functions on campus. Because of state priorities, the proposed Student Services Center is not a high priority.

Renovations of the HLRC have provided for an Internet laboratory, videoconference center and open computer laboratories. However, the HLRC was not constructed for the use of technology in the instructional support services provided in the building, and the effectiveness of these services has been hindered. The expanding use of technology will require additional space in the HLRC.
PLAN

The facilities master plan must be updated to address changes and emerging needs in instructional and student support, especially in the use of technology.

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

DESCRIPTION

The maintenance and operation of physical facilities are accomplished through the Plant Facilities staff. There are three positions for support of the computer network and infrastructure, twelve positions for maintenance, four for landscape maintenance, and twenty-two positions for the custodial management and operations. The Plant Facilities staff has one supervising plumber, two heating, ventilation and air-conditioning technicians, one carpenter, one supervising electrician, and one electrician.

A pool custodian who can clean the pool and perform other custodial duties was hired in 1997. In 1998, the custodian for the Airport Center was transferred to the main campus to take care of the Aviation Technology Complex.

EVALUATION

The increasing use of facilities for multiple summer sessions, late start classes, the Extension Program, and collaborative activities and the aging of the existing facilities have increased the demand for custodial and support services. The addition of the Fine Arts Complex and subsequent Child Development Center will further increase the demand for custodial services.

Buildings are scheduled to be cleaned regularly, but because of attrition of personnel, illness and freezes on hiring of personnel, some tasks are performed less often than is desirable. With the recent improvement of the fiscal status of the district, improved management of workers’ compensation cases and hiring of additional personnel, the quality of maintenance has improved. Special projects such as floor care and window washing are being scheduled. In-service custodial training is being provided. New buildings will require additional personnel in order to keep them cleaned regularly.

Work orders are taken over the phone, by e-mail or by other correspondence. They are tracked by an in-house computer system. Over 8000 work orders are processed each year. A system of walk-throughs with the department chairpersons and administrators of offices
has been initiated to assist in identifying, prioritizing and scheduling work requests and distinguishing alteration and improvement requests from work orders. The Plant Facilities office has been a leader in the district in developing and implementing a state funded energy conservation project to replace lighting. Also, the Plant Facilities staff has participated and implemented energy conservation plans for utilities.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

DESCRIPTION

The college currently has a single site, its main campus. No classes are currently conducted at the Airport Center. There are a few PACE classes offered offsite at well-constructed and well-maintained sites.

All plans for new facilities are approved by the Division of State Architects and are inspected by licensed inspectors employed by the District. The campus was reviewed for conformance with the access requirements of the American Disabilities Act, and funding was obtained from the state for meeting the access requirements for the main paths of travel.

The Disabled Access capital outlay project corrected the major paths of travel to provide for access meeting the American Disabilities Act requirements.

A District Safety Plan has been developed which addresses the requirements of the Injury and Illness Prevention Program and other legal mandates. A district-wide health and safety officer is being funded at the district office to work with the colleges on the development and implementation of the plan.

The college has a police force of one captain who is shared with LA Harbor College, 6 full-time officers, 5 part-time officers, 3 cadets and one clerical support person. The campus is staffed 24 hours a day for seven days a week. As the college is completely fenced and has limited access, security problems are minimized. There have been discussions in process for several months regarding the Los Angeles County Sheriff's Department taking over the police force.

As required in three of the collective bargaining contracts, a Work Environment Committee reviews safety, security and health issues and makes recommendations to the president. There have been complaints about the air quality in buildings over the last several years, but the analysis conducted by a testing firm indicated that the air quality was well within acceptable standards.
EVALUATION

The access for the disabled has been greatly improved on the campus as a result of the Disabled Access project. Despite the uncertainties of the future of the Police Department, the college has had relatively few security problems. The age of the temporary facilities make them more and more costly to maintain and expensive to operate.

PLAN

Alternative ways will be explored to fund replacement of the temporary facilities in order to improve the effectiveness of college operations.

4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

DESCRIPTION

As part of its Unit Planning Guide development each year, units develop requests for funding for equipment purchase. Funds for equipment in the general program budget are limited, but block grants from the state have been used the last several years to keep instructional equipment up to date. Equipment purchase requests may be included in the regular budget process or may be submitted for consideration for state block grant funds. The responsibility for the annual review of requests and allocation of state block grants for equipment is divided between the Budget Subcommittee and Divisional Council. The state block grant has assisted the college in making significant progress in acquiring equipment to adequately support the educational programs and services of the institution. Selection of equipment has sometimes exceeded the college’s ability to alter facilities to house the equipment.

The inventory of equipment is computerized in a District system, and new items are input as they are received. The responsibility for equipment maintenance and inventory is assigned to the facilities manager.

A maintenance budget is established each year for the college infrastructure. Departments budget for the maintenance of equipment items within their area.

EVALUATION

Without the block grants and other specially funded programs the replacement of equipment would have been extremely difficult. Non-instructional departments such as
student services have been able to participate in the use of the funds recently because of the change in the guidelines.

PLAN

Methods to link the selection of equipment with the alteration of facilities will be developed in the planning process.

5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

DESCRIPTION

The need for permanent facilities goes back to the beginning of the college. After the first phase of construction ending in 1978, Proposition 13 hit and funds dried up. Dr. Thor, president of WLAC from 1986 to 1990, resurrected the concept of constructing permanent facilities and entered into discussions with the state. A facilities master plan was drawn up by an architectural firm, with input from the WLAC Futures Committee, which was responsible for long-range planning (precursor to the current WestPAC committee), based on their analysis of the most effective way to develop the campus. Dr. Thor, with the advice of the Futures Committee, submitted the college's permanent facilities construction priorities to the LACCD. The Board of Trustees then set its priorities. And finally, the proposals were submitted to the state, which placed them, along with proposals from other colleges, on a prioritized list. It has been stated that "the college and the district through its planning committees are compelled to set priorities in terms of what the state would fund."

The facilities master plan was developed in view of the state's priorities, with the highest priority for state funding being classroom and laboratory construction but also the need to complete the campus. The facilities plan included the construction of the Physical Education Complex (now completed), the Aviation Technology complex (now completed), the Fine Arts complex (in construction), and the Child Development Center (funded for construction). Also, proposals have been submitted for a Student Services Center, and a Science Complex, which were included in the Facilities Master Plan. However, the Student Services Center, an important college priority in terms of effectiveness of college operation, is a low state priority. Because of changes in technology and programs at the college, new facilities needs have been identified in the planning process.

Most alterations and improvements projects have been based on the availability of outside funding, such as grants. For example, fees collected from foreign students provided for a renovation of the Student Entry Center. The rewiring of the HLRC Information Center
was funded by the State TTIP and Title III grants. Often the filing of a grievance has determined the priority for an A&I project.

In the December 3, 1998 meeting of the Master Planning and Program Review Committee, Acting President Stansbury requested that the committee work on developing criteria for prioritizing A&I requests coming from program review and unit planning guides. He provided the committee with state guidelines for prioritizing capital outlay projects to be considered with other criteria that would be developed by the MP&PR Committee. Recommendations on the priorities of A & I requests in the unit plans will be recommended by the MP&PR Committee.

EVALUATION

The facilities master plan and scheduled maintenance projects have been part of the college master plan for several years. The completion of several permanent buildings and construction of two more permanent buildings will help the college to make significant progress towards its long-term physical plant plan. The recent efforts to revise the college master plan have produced an interim master plan with some implications for facilities. Physical resources planning was part of the master planning effort. The planning efforts to make the best use of the Airport Center are still in the developmental stages and should be completed this fiscal year. The college has been successful in updating the facilities for technology, but the needs are increasing. The college’s master planning efforts this Spring are consistent with the district’s master planning efforts to address facility needs.

PLAN

The Facilities Master Plan will be updated in coordination with the College Master Plan.

SUPPORTING DOCUMENTATION FOR STANDARD EIGHT

5. Facilities Master Plan
6. Technology Master Plan
7. District Safety Plan
4. A & I criteria
5. West Los Angeles College Fact Book
STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

DESCRIPTION

The college budget planning process is a part of the Los Angeles Community College District budget process. There are two sources of funding for the college’s operations. One source is money distributed by the State of California to the Los Angeles Community College District, according to student enrollment in the previous year. Until 1998, the Los Angeles Community College District office first retained a portion of these funds for district office expenses and the operation of district-wide programs. The remainder was then apportioned to the nine colleges in the district. The colleges then utilized the Program 100 funds for their operational expenses, including the salaries of administrative, classified and certificated personnel, as well as maintenance and utility expenses. These funds, also known as “hard money,” are not restricted and go into Program 100 categories as determined by the college.

The second source of funding are various federal, state and private institutions that grant funds specifying target programs. These restricted or categorical funds are also known as “soft money” and can only be spent as specified.

The district process is based on the state’s allocation of funds, which are related to the number of full time equivalent students (FTES). An allocation model was developed in 1992 that funded District Office, District-wide and stabilization funds off the top. Under this general scheme, the district was assured of sufficient funds, but the colleges often experienced budget deficits. Colleges that overdrafted were to reimburse the district over a three-year period. In practice, these individual campus deficits were carried forward and eventually forgiven by the district.

In recent years the district has experienced declining student enrollments, but the colleges continued operations much as they had historically and ran ever-increasing deficits. The State of California responded by placing the district on its fiscal watch list. At the end of April 1998, the LACCD Board of Trustees took swift action and restructured the basic plan for fiscal expenditures and accountability.

This 1998 Reform and Decentralization Resolution includes the following provisions:
• In order to tie college funding directly to performance, each college shall retain the revenue it generates, with the reform being phased in.

• The college budget shall include items currently in the district-wide accounts to the extent possible.

• The colleges shall determine, based upon their needs, the services to be performed by the colleges and the services to provided centrally.

• A process shall be developed by which the colleges pay for the services performed centrally and for a prudent district-wide reserve. The colleges shall also maintain a prudent college reserve.

• The college presidents shall be held directly accountable by the Chancellor and the Board of Trustees.

Under this plan the colleges will have much more control over their expenditures and will have a concomitant responsibility to perform within their budget. Each college president is the responsible person for overseeing the college budget.

The Board adopts a calendar with timelines for the college to submit an operational plan. The District Fiscal Services office provides a budget development package that defines how the college is to follow the budget process and specifies the initial allocation. The process starts with a preliminary allocation and an Operational Plan scheduled to be submitted in March. A Tentative Budget is approved by the Board in June, and a Final Budget is approved by the Board after the state budget is approved, usually in August.

The college advisory council, WestPAC, has a standing committee for addressing budgetary matters. This Budget Subcommittee was expanded in 1998 and now provides for two representatives each from the Academic Senate, the administration, the AFT classified staff, the AFT faculty, and the Associated Students Organization. This committee is chaired by the vice president of Administration and reports directly to WestPAC, which makes recommendations to the president of the college. The college president later reports back to WestPAC on the progress of the recommendations. The Budget Subcommittee’s responsibilities include the review of present allocations and expenses, along with recommendations for adjustments to the budget. A preliminary budget is prepared and submitted to the district. A Tentative Budget and Final Budget are recommended to WESTPAC after review of unit plans, funding requests and changes in allocation.
EVALUATION

The previous top-down method of funding college activities was district driven and resulted in uncertainty and much tentative planning by the college. The result was continual operation without adequate funding in the hopes that restitution would be made later. Since this method sufficed over a period of years in which declining enrollments set in, a practice of deficit spending became entrenched. This finally resulted in the fiscal crisis of 1998, in which the district was placed on the state’s watch list. Not only did this method of operation encourage the college to live beyond its means, but it prevented sound long-range planning. The college planning process was unstable, students were not served well, and the college lost students and the related funds. Recent changes to the district budget process will enable the college to engage in improved financial planning.

The campus is undergoing reorganization in response to the general decentralization activity as described in Standard Ten. During Spring 1999, the college held college-wide meetings to explore the different facets of the college’s operations. These meetings were shared governance meetings in which all constituencies participated. Included in these discussions were the master plan and the budget process. In 1998-1999, the college community reviewed its vision, mission and strategic goals in the development of a master plan to guide the college in financial planning.

PLAN

The master plan will now be more directly included in the budget process so that in the future the various allocations will be made in accordance with the long-range goals of the college. Unit plans will now be an integral part of this process.

A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

DESCRIPTION

As previously indicated, a pattern of deficit spending at the colleges had become entrenched. In 1997-98, seven out of the eight colleges overdrafted their allocation. The decentralization process in which the district is now engaged brings to the college more control and authority over expenditures. The college should be able to respond to opportunities more readily and meaningfully. The students should be better served, and more students should be attracted to enroll. This could reverse the compounding decline in FTES and funds that the college has experienced during this decade.
In 1998-1999 colleges submitted quarterly reports on the status of their current and projected year-end expenditures. The colleges were held responsible for ensuring expenditures were within their allocations under the new model.

EVALUATION

At the end of the 1998-1999 fiscal year, no colleges over drafted their allocation. There was a significant improvement over the previous year. For the first time in many years the 1999-2000 budget for hourly rate instructors and utilities was fully funded at the start of the year.

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

DESCRIPTION

The present capital construction plan is based on the educational and facilities master plan developed in 1988. The completion of the Physical Education Complex, Aviation Technology Complex and the soon to be finished Fine Arts building are in keeping with the master plan. The Child Development Center should begin construction late in 1999-2000. Proposals have been submitted to the state for the Science Complex and Student Services Center as included in the master plan.

The new Aviation Complex, which includes test cells for operation of piston and turbine aircraft engines, is the best installation for running aircraft engines in a controlled environment in this area. It potentially represents significant income to the college by leasing time in the test cells for commercial operators to test run aircraft engines. This facility was also the location of a Culver City Chamber of Commerce “mixer” during the Spring of 1999, where community and business leaders met with college personnel to identify common interests.

Two rapidly developing nearby projects are of significant importance to West Los Angeles College. The Dreamworks SKG film studios are planned to be located within three miles of the campus on the former Howard Hughes Airport; even closer is the entertainment and shopping complex now under construction at the Howard Hughes Center. The Dreamworks represents potential partnerships in training and employment for entertainment related projects. It is within the Playa Vista Project, the largest such project currently under development in the United States and the largest in the history of Los Angeles. It is to be twice the size of the Century City project, with 19,000 residences and one million square feet of office space in the first phase.

The City of Los Angeles was to provide 35 million dollars in tax credits to Playa Vista because of the number of jobs and contracts that were believed would be generated.
Although all nine colleges in the Los Angeles Community College District stand to participate in training programs with the Dreamworks, this college is the closest to the Playa Vista site and, therefore, could have played a leading role. Since the Dreamworks concept may be built elsewhere in Los Angeles, perhaps in the Valley, there may still be opportunities for West and the other colleges. Even now, there are student and faculty opportunities planned for Dreamworks in the Summer of 2000.

However, although construction of the other aspects of Playa Vista is underway, there is growing community opposition to the project, based upon the negative impact on and destruction of most of the remaining wetlands and on the increased traffic and air congestion that will result. Also, there is persistent difficulty in obtaining the necessary funding for this huge project, which is the reason cited by Dreamworks for pulling out.

Assembly Speaker Antonio Villaraigosa recently announced twenty-five million dollars in seed money toward the purchase of the entire La Ballona Wetlands area to be set aside as a preserved wetlands as a part of the two billion dollar parks bond measure. Governor Gray Davis has signed the measure, which will be on the March 2000 ballot.

EVALUATION

In the last six years the college has experienced the completion and funding of several desperately needed and long planned facilities. The proposed Science Center and Student Services Center will complete the proposed buildings under the existing facilities master plan. Since the development of the proposed facilities master plan, needs, especially in the use of technology in the learning resources center and the classroom, have now surfaced. The state priorities for funding do not favor a Student Services Center despite the importance of it for student support. Finally, many of the college classrooms are in the B Buildings, temporary structures now 30 years old.

Two facilities have been constructed since the previous review. The Gymnasium and the three-building Aviation Technology Complex have been completed and occupied. Under construction is the Fine Arts Complex slated for completion in 2000. The state has awarded funding for a new Child Development Center. Although planning and funding of these three sizeable constructions comes through the district’s Capital Improvement Fund, the ongoing maintenance and utility expenses will need to be shouldered by the college.

PLAN

The Facilities Master Plan will be revised to address emerging technology needs in learning resources and classrooms.

Alternative sources of funding for the Student Services Center will be sought.
Funds from sources other than the state need to be attracted. Extension classes as well as the Center for Economic Development and Continuing Education can provide these opportunities for enhancing the budget.

New programs related to the entertainment industry will be offered in the Fine Arts building.

Use of facilities in both the existing new Aviation Complex and the new Fine Arts building can be leased out for group activities requiring auditorium settings. Hence, fees from community use of campus space should increase significantly.

With the transfer of the Travel Program and the Aviation Technology Program to the main campus, the Airport Campus is now available for such alternative uses as expanded commercial parking on this site, which is one block from the LAX main entrance, or construction of a convention/meeting facility. Some near-term uses being considered would be to use the existing buildings for training in the entertainment, job preparation, and law enforcement arenas. Consideration will also be given to selling all or part of the Airport Campus to the airport authority for use as a people mover or other activity.

As a potential source of further revenue, an expansion of the bookstore’s services is actively being planned to include more items for sale, including food, in an expanded facility. In addition, food carts have recently been installed on the campus grounds on a trial basis, with plans to retain them if they prove profitable.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

DESCRIPTION

A budget process and calendar are recommended to WestPAC. Several budget workshops have been held to explain the budget and budget subcommittee meetings are announced in the President’s Bulletin to provide for the college community to become more knowledgeable about the budget process.

EVALUATION

The budget process does follow the process as recommended and adopted by WestPAC, but some in the college community, particularly the Academic Senate and others, have expressed concerns and lack of understanding about the budget process.

PLAN

Linkages between the master plan and budget operational plan will be articulated.
A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

DESCRIPTION

The budget process is based on the development of unit plans and subsequent budget operational plans. The administrators, faculty and staff are able to participate according to their respective budget manager and administrators in charge. Faculty, staff and administrators participate as constituent groups in the Budget Subcommittee and WestPAC. The constituent groups are also able to submit input directly to the president as part of their consultative process.

EVALUATION

The budget process does provide opportunities through the Budget Subcommittee and WestPAC. However, some individuals and groups have stated that they do not have enough time, or are not familiar enough with the process, to participate effectively. Furthermore, because of objections to WestPAC, which are discussed in Standard Ten B.6, the Academic Senate no longer votes on the Budget Subcommittee or WestPAC.

PLAN

Linkages between the master plan and the budget operational plan will be articulated.

Through the process presented as a plan in Standard Ten B.1, Academic Senate reservations about the budgeting process will be resolved.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

DESCRIPTION

Financial management is a joint responsibility between the college and the district office, but ultimate responsibility for the college budget now resides with the college president. This approach is a major change in the way the college has done business. The colleges now submit quarterly reports on their financial and enrollment status. These reports become part of the district’s quarterly report.

Since 1992, budget managers and administrators in charge of activities have been identified for all accounts and programs. The budget manager and administrator in
charge are required to cosign every budgetary transaction. This ensures administrative accountability for transactions within managers’ purview.

The college fiscal administrator submits reports to the college president, vice president of administration, department heads and to the district comptroller. Periodic financial reports are prepared and reviewed by the college staff. The reports include bookstore activities, ASO activities and student assistance programs. Specific reports include weekly collections reports for the bookstore and other miscellaneous activities. Account balances are typically reported monthly to the vice president of administration and to department heads so that management decisions may be made.

Final accountability for fiscal activities, as well as all other aspects of the college administration, now resides firmly with the college president. The principal financial officer, however, is the vice president of administration. Under the vice president of administration is the college fiscal administrator. The fiscal administrator supervises the Business Office as well as the accounting, payroll, and personnel functions.

EVALUATION

After the shift to college accountability, all colleges in the district had a balance in 1998-1999. A system of college quarterly reports occurring in addition to the District Quarterly Report to the state provided an oversight and status of finances at the college.

PLAN

With the more clearly defined budget process coming out of the college-wide meetings of 1998-99, there may be more faculty and staff understanding and participation in the budget process. In addition, there will be sharper oversight of the fiscal activities conducted by program managers and the college president as stimulated by the greater authority and responsibility flowing from the decentralization plan. The plan to update systems through the acquisition of improved technology will provide greater access to more timely financial data. This will enable the college to improve its financial management.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

DESCRIPTION

The district’s financial statements are audited annually by an independent CPA firm. The 1998 report was performed by PriceWaterhouseCoopers LLP of Los Angeles, Certified
Public Accountants, using generally accepted auditing standards and Government Auditing Standards published by the Comptroller General of the United States.

According to the outside auditor’s report on district financial statements as of June 30, 1998, the report was unqualified, which means that the auditors were completely satisfied as to the fairness of presentation in the statements. Also, the audit did not disclose any instance of noncompliance considered material to the financial statements.

EVALUATION

A number of minor student financial assistance errors were identified and corrective action recommended in the auditor’s report. A number of computer network access situations involving guest accounts were identified and corrective action recommended. The Year 2000 problem was assessed by the district, and it was stated that financial applications are compliant. However, some of the non-financial and process control applications are not compliant, and the auditors recommended further assessment and correction. The Year 2000 problem has been seen as more problematic in general than was believed to be true at the time of the auditor’s report, however.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Financial Aid, the West Los Angeles College Foundation and specially funded programs obtained through grants or contracts are included in the external audit and are included in the college system of having budget managers and administrators in charge, described above.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

DESCRIPTION

The West Los Angeles College auxiliary association is known as the West Los Angeles College Foundation. The foundation operates according to approved bylaws and follows California State law concerning community college foundations. It also files annual state and federal tax statements. The foundation currently has twelve board members led by Linda Shimada. The Foundation has traditionally focused on the oversight and award of scholarships.
EVALUATION

The Foundation has contributed to the goals of the college through the oversight and award of scholarships. The foundation board has become aware of other foundations and their fund raising endeavors on behalf of the colleges. The Foundation is assessing whether it may be able to play a larger role in accomplishing the mission and goals of the college.

PLAN

The planned strategic planning retreat on October 30, 1999 will assist the foundation in determining its direction with regard to a change in their vision and mission.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

Contractual agreements are governed and processed in accordance with District policies and procedures. Requests for contracts are initiated at the college by the budget manager and approved by the administrator in charge and vice president of Administrative Services. The agreement is then approved by the president of the college. These parties review the agreements to ensure that the agreements are following District policies and procedures in keeping with the Educational Code, program requirements and good business practice. The agreements are further reviewed by the District Contracts Office and the Office of General Counsel to ensure the integrity of the institution is maintained.

EVALUATION

Existing policies and procedures protect the college and District.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

DESCRIPTION

The Chancellor has proposed to the board a plan for systems modernization to update the financial, human resources and student support systems in the District. The systems modernization proposal is a result of study groups from the Reform and Reorganization efforts and district-wide concerns with the computer information systems in the District. The initial efforts will be directed at personnel and payroll systems. A consultant has been hired to assist in the selection of the vendor to develop an improved system.
EVALUATION

The proposed system modernization address concerns about the outdated personnel and payroll system. Previous efforts have made improvements in the system, but this proposal is contemplating much more extensive changes.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

DESCRIPTION

The District is responsible for the retirement of bonded indebtedness and repayment of all long-term liabilities. The “General Long-Term Debt Account Group” (Report on Audited Financial Statements, June 30, 1999—audited by PriceWaterhouseCoopers L.L.P.) accounts for the District’s long-term debts and manages long-term portions of employee vacation benefits, workers’ compensation claims payable, and insurance premiums payable.

EVALUATION

Historically, the Los Angeles Community College District has met all bonded indebtedness and other long-term obligation repayments. With the new system of accountability and district oversight of repayment of debt, the college and the District have identified and have reasonable plans to cover all future obligations.

C.2 The institution has policies for appropriate risk management.

DESCRIPTION

Risk management resides primarily with the district office. At the District Office a Risk Manager and Occupational Health and Safety Specialist work with the colleges on addressing workers’ compensation, insurance and safety issues. Risk includes two categories of loss possibilities: historical or predictable losses, and disaster related losses such as by earthquake or massive civil disturbances.

Typical losses are covered by a combination of insurance policies from private carriers and by self-insurance of the district. Liability insurance has a $250,000 deductible per occurrence and workmen’s compensation insurance a $300,000 deductible. Property insurance incorporates a $5,000 deductible with $25,000 deductible if the loss is by flood. The only building on campus covered by earthquake insurance is the Feldman Learning Resources Center. It has a 15% loss deductible. Otherwise, earthquake coverage is by self-insurance.
C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

DESCRIPTION

The propriety, adequacy, and safety of cash and other reserves are primary concerns of the District Board of Trustees. As provided in the Education Code, a significant portion of the District's cash balances is invested with the County Treasurer. In accordance with its investment policies and with the California Administrative Code, the District may also invest its cash balances in securities of the U.S. government, certificates of deposit, and other types of interest-bearing or income-producing minimum risk investments.

The 1998 Reform and Decentralization Resolution attempts to place more responsibility for financial planning, including attention to cash flow and reserves, on the nine colleges. It calls for each college to maintain a reserve as well as to contribute to a District reserve.

The District has demonstrated its ability to fulfill cash flow requirements to cover necessary operational expenses and to meet emergencies and other unanticipated costs. In the final budget for the 1999-2000 fiscal year, the District set aside 4% of the unrestricted General Fund operating budget, or $12 million, as a contingency reserve. The college does not have a set aside reserve. Any unmet needs have to be addressed from existing accounts.

Enrollment figures of credit student head counts for the 1998-99 fiscal year were 7,037 (Fall) and 6,967 (Spring). This compares with credit student head counts for the 1997-98 fiscal year of 7,383 (Fall) and 7,122 (Spring). This represents a 5% and 2% drop respectively. Fall head counts at the beginning of the decade were over 9,700 students. During the period of inconsistent student head counts, the college has been able to maintain and/or increase its FTES. The FTES for 1996-97 and 1997-98 were 4,794 and 5,098 respectively. College budgeting now proceeds on the understanding that our enrollment guarantees certain levels of support from the District.

EVALUATION

The district's reserve funds have increased and allowed the District to improve its standing based on the State Chancellor's criteria.

The 1998-99 college allocation was increased, and it is anticipated that the 1999-2000 college allocation will be significantly increased as a result of the increased control and responsibility assigned to the colleges. The Budget Subcommittee regularly reviews the budget and expenditure requests and provides recommendations through WestPAC to the college president. Increased attention to the budget is a reflection of the expanded campus autonomy.
PLAN

The college plans to participate in the continued implementation of the 1998 reforms.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

DESCRIPTION

Since the previous accreditation review, the district has developed an organization-wide disaster recovery plan. A pilot is being run with the payroll system for evaluation. The college has also assessed Y2K issues and has developed a plan to address potential operational issues.

EVALUATION

A business resumption plan for all critical district applications needs to be developed. This plan should provide detailed instructions for use by each significant department, including manual procedures for operating and collecting data.

PLAN

Backups should be tested periodically.

SUPPORTING DOCUMENTATION FOR STANDARD NINE

1. WLAC Accreditation Report, February 1994
2. LACCD Report on Audited Financial Statements, June 30, 1999
3. PriceWaterhouseCoopers PPL
5. WLAC Budget 1999-2000
7. Table of District Allocations for Personnel, Maintenance and Utilities, and Enrollments
8. 1998-99 Salary Schedules & Restructured Class Titles
9. West Los Angeles College Fact Book
STANDARD TEN: GOVERNANCE

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

Seven members of the Board of Trustees are elected to serve the Los Angeles Community College District. Each member is elected at-large by the qualified voters of the school districts served by the nine Los Angeles community colleges. In separate yearly election students of the nine Los Angeles community colleges elect a student trustee. The student trustee holds a non-voting seat as the eighth member of the Board.

The voting members hold office for four years on staggered terms. Elections are held every two years, falling in the odd numbered years beginning in 1969, and alternating between offices. Newly elected members take office on July 1st following their election. The terms of office of outgoing members expire on the day before such newly elected members take office. The President and Vice President of the Board of Trustees are elected by the Board for one-year terms at the annual organizational meeting.

EVALUATION

The current Board consists of two males and five females, including four persons of color. In November 1998, one of the members of the Board of Trustees was elected to the State Assembly, which left a Board seat vacant for over a year.

The Board is effective in representing a broad range of constituencies. Some Board members are active in the community, attending public functions, holding small group and individual meetings, and serving as members of local and state organizations, boards and commissions. A few members of the Board have made concerted efforts to visit all campuses at least once a year.
There have been concerns expressed that special interest groups in the district, such as collective bargaining organizations, have particular influence. In an attempt to give voters more direct influence over the Board, the State Legislature passed a bill replacing the at-large elections, calling for the district to be divided into seven areas, each of which would elect its own Board member. Governor Davis vetoed this bill.

A.2 The governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional mission statement and policies.

DESCRIPTION

The mission of the Los Angeles Community Colleges is to provide comprehensive lower-division general education, occupational education, transfer education, transitional education, as well as counseling and guidance, community services, and continuing education programs which are appropriate to the communities served and which meet the changing needs of students for academic and occupational preparation, citizenship, and cultural understanding. The Board holds each college responsible to be accessible to all individuals who have the capacity and motivation to profit from higher education.

The Los Angeles Community College District affirms the principle that individuals should have opportunities to develop to their full potential. To that end, the Board’s main responsibility is to students, to provide educational opportunities which benefit students and enable them to contribute to society.

The Board of Trustees has delegated to the District Academic Senate the responsibility to develop comprehensive policies for curriculum development and review, insuring that all educational programs meet standards set forth in Board-instituted rules, policies and procedures. These policies require Board approval of all new educational programs, and as part of the approval process, the Board reviews programs, degrees and certificates to ensure that they are of high quality and are consistent with stated institutional purposes.

Since the passage of AB 1725, and a consultation process, the Board adopted the policies known as E-64 for curriculum review.

In its effort to assure financial accountability, the Board has assigned financial responsibility for each college to the president of that college. A new budgeting system is being phased in, in which each college will eventually be funded in direct proportion to the revenue it generates.
EVALUATION

The Board acknowledges in its educational philosophy the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges' communities and to the growing diversity among students. The Board restructured the district by decentralizing its function, allowing each individual college to be responsible for its own fiscal management. Curriculum design became the responsibility of each college. This left individual colleges responsible for the quality of the educational experience, to be judged by its value to students and communities, not merely by quantitative appeal. However, the Board retains the responsibility of final approval of all curricula and for policies and standards which assure the quality of the colleges' educational programs.

Both in the adoption of a mission statement and through resolutions, the Board articulates its policy agendas. For example, the Board has adopted resolutions on access, support of basic skills, citizenship education and diversity. The Board further recognizes that academic freedom is essential to excellence in education.

Policy in the areas of curriculum and faculty hiring is developed by the District Academic Senate (DAS). In April 1998, the Board adopted a resolution which supported college responsibility for curriculum and hiring. The DAS has agreed to some changes but not all.

In 1998, the district experienced a $13.5 million deficit and was placed on the State Chancellor's Watch List. The state subsequently conducted an audit of the district. In order to eliminate the deficit and put the district on a strong fiscal basis, the Board took actions to reduce expenditures, including the district-wide reorganization. Furthermore, the district sought a chancellor with a strong background in resolving fiscal management. Dr. Drummond was appointed in 1999 as Chancellor for the Los Angeles Community College District. Through his leadership and with Board approval, the colleges were each given complete fiscal responsibility. Other actions taken to strengthen the fiscal integrity of the district were to seek grants from state, federal and private agencies and to reassess real estate property and real estate planning for the district. By the Spring of 1999, the fiscal crisis had been resolved; the district ended the 1998/1999 fiscal year with a positive balance.

A large part of the projected deficit had been a fine imposed by the state because of a decline in the full-time faculty to part-time faculty ratio. However, the fine was rescinded, in part because of the pervasive violations of the full-time/part-time ratio at colleges across the state.

Currently, the district has been asked to address the recent salary increases for most of the employees, impacting the current budget, which is only 97% of the 1998 budget. With the budget cutback, salary increases and faculty, staff and administrative positions were left unfilled.
A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The Board of Trustees establishes rules and regulations consistent with the regulations of the Board of Governors and the laws of the state for the government and operation of the community colleges in the district and delegates appropriate authority to officers, employees, or committees of the district, the college, or the governing Board. The Board of Trustees executes any powers delegated by law to it or the district of which it is the governing Board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing Board.

The Board has an effective organizational structure. The Board generally meets every other Wednesday, with a closed session beginning at 12:30 p.m. and the public session beginning at 3:30 p.m. Special meetings of the Board are sometimes called to handle business that cannot be dealt with completely at a regular meeting. To encourage the participation of the entire college community, meetings are scheduled at each college in the district during the course of the academic year.

The Board delegates to the chancellor implementation of its adopted policies, rules and regulations. The chancellor’s support staff includes the Vice Chancellor of Business Services, the Vice Chancellor of Human Resources, and their staffs. The Board delegates the administrative function of each college within the district to a college president who has a staff of senior administrators. Faculty retains responsibility for academic and professional matters as outlined in AB 1725.

EVALUATION

Members of the Board and the Chancellor have stated that they wish to view the district as “a confederation of colleges” with the district serving to facilitate their operations by fulfilling state-mandated requirements that can best be performed by a central office. They also view part of the district’s function as being the provider of cost effective college services, such as personnel and payroll. The Board seeks to monitor district personnel needs closely to ensure that the district office efficiently augments college operations but does not duplicate them.

The most significant policy change was the implementation of the decentralization of the district in 1998. At this point, the DAS voiced its concerns that the Board had neglected to consult with the DAS on decentralization. At the urging of the State Chancellor, the Board included the DAS in these discussions.

Through thorough discussion using evaluations from college presidents, the Board was able to identify key areas of ineffective processes. Key areas were identified in which to
strengthen policies and practices. They are as follows: 1) conduct more thorough investigation of new personnel commission openings; 2) identify the press and voters as key evaluating resources; 3) build stronger partnerships and alliances with business communities; 4) set broader goals; and 5) listen to students.

The Board has shown reasonable flexibility in its approach to evaluating programs and policies. Generally, a request from a college president will be sufficient cause to review a program or policy.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

DESCRIPTION

The Board of Trustees initiates a nationwide search for a chancellor and supervises it through its conclusion. After having sought input from the faculty and staff of the colleges, community representatives and other parties they deem appropriate, the Board develops an announcement that, at a minimum, describes the position and the criteria to be used in selecting a successful candidate such as desirable skills, attributes and other personal and professional characteristics.

The Board retains responsibility for the appointment of the college presidents and district senior-level administrators and confirms the appointments of other major academic and administrative officers as recommended by the Chancellor.

Upon actions of the Board, the Chancellor supervises searches for administrative officers. A selection committee, including representatives of the district, college and community representatives, is established. The Board selects the final candidate. Currently, the district is updating the Administrative Evaluation Form to reflect the appropriate needs of the college's and district's mission.

EVALUATION

Presently, the formal procedure to select a chancellor of the district is formulated as a Board action. There is no existing Board rule. The Board of Trustees for the Los Angeles Community College District recently selected a new chancellor in 1999, making him the third chancellor in the district since 1993. His appointment was confirmed after extensive interviews with each candidate identified through responses to advertising campaigns. Upon employment, the contractual agreement establishes the evaluative mechanisms for determining performance and compliance with the goals and mission of the district.
The specific procedure for evaluation is a format, rather than an evaluation based on a specific form. For example, during the tenure of Chancellor Segura, the evaluation involved perceptions regarding the Chancellor’s performance in relation to specific issues. The current Chancellor has identified four Professional Goal categories for 1999-2000, and it is expected that his job evaluation will be based on his performance in relation to those goals. The evaluation will include not only paper assessments but also external review, in the form of Board interviews with individuals impacted by the Chancellor’s leadership. Similarly, college presidents have been asked to identify their goals, and will be evaluated according to them.

A. 5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

DESCRIPTION

The size, duties, responsibilities, structure and operating procedures of the governing board are clearly defined in the Board Rules in those areas not covered by the Education Code. A general description of the duties and responsibilities of boards of trustees is also available in the Community College League of California’s Handbook for Board Members, provided to trustees throughout the state. The Board of Trustees of the LACCD adopted a code of ethical conduct for its members on November 3, 1993. It states that the Board would act as a whole and that no single member would act in place of the Board. Board Rules 2411, 2412, 2413, and 2414 identify the number of trustees required to transact various Board business. The statement of Ethics and Conduct also identifies areas of potential conflict of interest, reinforcing Board Rule 7100.15.

Although the Board does not formally evaluate its own performance, the electorate does so in voting for trustees.

The Board generally meets every other Wednesday, with the closed session commencing at 12:30 p.m. and the public session commencing at 3:30 p.m. However, special meetings of the Board are sometimes called to handle business that cannot be dealt with completely at a regular meeting.

The Board has established standing committees to assist in the fulfillment of its duties and responsibilities and to study policy issues, make inquiries and conduct studies.

EVALUATION

The Los Angeles Community College District publishes its duties, responsibilities, structure, and operating procedures on the district Web page. Sited under Board Rules,
the site lists eighteen chapters that provide clear descriptions of the board rules and codes. The Board also publishes minutes and distributes several copies to all administrators throughout the district.

While Board members express a strong desire to review all of the district's policies with the stated intent to become more active in setting outcome-oriented goals for the district, they have not thoroughly updated the Board Rules since 1969. Each college is expected to comply with all board rules and is responsible for establishing policies for and approval of academic master plans. Upon approval of each college plan, the Board of Trustees submits such master plans to the Board of Governors for state review and approval.

Upon occasion, State Chancellor Nussbaum intercedes with the Board. For example, he recently intervened in opposition to a Board proposal to dissolve the District Academic Senate.

In addition, there have been concerns about the duration speakers must wait in order to be heard, due to delayed closed Board sessions held prior to open meetings.

**PLAN**

The Board should consider reconvening closed sessions rather than delaying an open session.

A. 6 The governing board has a program for new member orientation and governing board development.

**DESCRIPTION**

An informal, day-long orientation is provided for new Board members from across the state by the Community College League of California. New members receive the League's *Handbook for Board Members*, along with a binder on critical issues. They meet the State Chancellor and other key personnel. Members of the Board attend state and national conferences for community college trustees.

**EVALUATION**

While the Board has made concerted efforts to strengthen district leadership by conducting annual Leadership Conferences, the Board has recognized a need for a formal program of orientation for new Board members. The three new members elected to the Board on July 1, 1999 were given an orientation on their requirements and duties. On a personal level, the new chancellor has provided extensive information and interaction with all Board members to assist them in becoming effective Board members. However,
the Board has no formal program for board development; such development is dependent upon the individual interests of the Board members.

A.7 The board is informed about and involved in the accreditation process.

DESCRIPTION

The Board is informed of the accreditation process and is involved in the process. Chancellor Drummond and Trustee Candaele have made themselves available to the Accreditation Self Study Steering Committee and to the Committee on Standard Ten.

EVALUATION

While the Board members have received written reports on accreditation activities, there is no preparation for new board members regarding the accreditation process.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTION

Since the 1994 Accreditation visit, significant college resources have been devoted to institutional planning. In keeping with West Los Angeles College’s commitment to shared governance, President Wong resolved to be guided by the Master Planning Process (discussed at length in Standard 3) in setting college goals. The faculty-led Master Plan and Program Review Committee is charged with defining goals, developing plans, and establishing priorities for the institution, and presented the Interim Master Plan to the Academic Senate and to WestPAC in the Fall of 1999.

In Fall 1998, the college began to review its draft master plan. With the active support of the president, a series of college-wide workshops were held to refine the college’s vision, mission, goals and master plan in view of district goals and new directions. The workshops included:

- Strategies for Competing on the Westside: October 16, 1998
- Review of Vision and Mission: February 17, 1999
- Committees on College Governance: series of meetings
- Review of Budget Information: April 7, 1999
- Plan for Student Success: April 21, 1999
Marketing the College  
Master Plan/1999-2000 Priorities  
Facilities/Technology Plan  

March, 1999  
May 3, 1999  
May 4, 1999

At the May 12 meeting the results of the college-wide workshops, unit plans, and master plan meetings were reviewed and college goals confirmed. Copies of all the college-wide workshops have been provided to constituent groups and to the library for anyone to review. All constituent groups were invited, and all individuals were encouraged to participate in the planning workshops. Response to the workshops was favorable.

EVALUATION

In instituting a master planning process, the president attempted to involve all the segments of the campus, in accordance with her understanding of AB 1725. Key to this effort was the assignment of faculty, with release time, as co-chairs of the Master Planning and Program Review Committee of WestPAC. The president has participated in master planning meetings, under the leadership of the faculty chairs.

From September 28, 1998-June 30, 1999, Dr. Paul Stansbury served as interim president while Dr. Wong worked at the district office on reorganization. Dr. Stansbury enthusiastically supported master planning efforts (organizing all of the meetings listed above for 1999), and devoted substantial efforts to addressing disagreements concerning shared governance.

In an attempt to further develop understanding of shared governance at the college and to improve its functioning, Dr. Stansbury convened a Shared Governance Committee, which included the Academic Senate and its president, the guild chapter chairs, and chairs of major campus committees. The committee reviewed the documentary evidence of the governmental structures of the college, comparing them to well received shared governance systems and structural revisions from other community colleges, and produced an interim report on the state of shared governance at the college which sought to define the status quo.

There seems to be considerable disagreement, particularly among the faculty, as to the proper role of the president, and particularly her advisory council, WestPAC, in institutional leadership. For example, the Faculty Senate has objected that WestPAC assumed the role proper to the senate in instituting the Master Planning Committee, but Faculty Guild representatives have held that WestPAC, reporting to the college president, is indeed the appropriate body to support this committee. The implication is that some faculty would like the president to be more proactive in setting goals, plans and priorities, while others would like this power to rest more firmly with the Academic Senate.

The Academic Senate president requested technical assistance from the Community College League of California and the State Academic Senate; after a meeting on November 16, consensus was reached that the college must conduct a thorough review of
governance structures and procedures, leading to a step-by-step revision of our governance structure. The Academic Senate, in resolutions passed November 23, 1999, undertook to begin the process.

PLAN

In January 2000, the administration and the Academic Senate will hold a workshop on the implementation of shared governance.

By February 29, 2000, the Academic Senate will respond to the description of the lines of responsibility identified by the Shared Governance Committee and to the roles of campus committees in the decision-making structure of the college, by

1) producing a comprehensive report on the current governmental structure, and

2) proposing specific changes to the current system, changes which, if implemented, would result in a shared governance structure that the Academic Senate would fully support.

By April 28, 2000, the administration will explain any objections it may have to the senate reorganization and present a modified version of the reorganization plan.

In the Fall of 2000, the campus will discuss the proposed reorganization and the role of the collective bargaining agents and agreements, while seeking to insure that appropriate participation is sought from students and staff. By the end of 2000, the campus will reach a consensus on what is to be done.

By April 28, 2000, the administration will explain any objections it may have to the senate reorganization and present a modified version of the reorganization plan.

Further iterations of shared governance will occur along similar lines.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTION

The college president ensures that all statutes, regulations and board policies are implemented. Budget managers and an administrator in charge are identified for all accounts and are held responsible to see that all activities are in conformance with statutes, regulations and board policies.
EVALUATION

Because the district’s preliminary and final budget allocations for the college, except in the current year, have been inadequate to fund such “discretionary” areas as the hourly instructional budget and utilities, the president has of necessity been very much involved in managing resources, implementing priorities and controlling expenditures.

Despite a shortfall of approximately one million dollars in each of the recent years, West Los Angeles College has been able to avoid deficits except for 1997-1998, when our deficit was approximately only $200,000 despite the severity of the district’s fiscal situation. The college experienced a rise in enrollment and had a positive ending balance at the end of 1998-1999.

The budget process has been well publicized and consistently followed. The Budget Subcommittee develops and submits written recommendations to WestPAC. WestPAC, which is composed of all constituencies, then recommends to the college president. The Academic Senate has opted not to vote in the WestPAC meetings but continues to voice its views through its representatives at the meeting. The Academic Senate is also able to submit recommendations directly to the president.

There has been some concern that the budget should be responsive to the planning process, and the planning efforts in the Spring were intended to ensure that planning drives the budget. In the planning process, plans were developed for all units at the college and the budget was addressed in view of college priorities. Despite the large amount of information provided, there has also been concern expressed about the lack of information about the budget.

B.3 The institution is administratively organized and staffed to reflect the institution’s purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

DESCRIPTION

West Los Angeles College is organized into three major administrative divisions, which report to the college president: Academic Affairs, Administrative Services and Student Services. An organization chart has been established and revised to show the reporting relation within the major divisions.

The administrative staffing plan has been based upon a model developed by the LACCD before college based accountability was established which gave the college eight administrators. The number of administrators is proportionately smaller than surrounding districts. An Associate Dean of Student Services was hired in 1998-1999. In 1999, a district-wide restructuring designated the former Dean of Student Services as a vice
president, to establish parity with the vice presidents of Academic Affairs and Administration. Nine academic administrators: the president, the vice president of administration, four administrators in Academic Affairs, and three in Student Services, administer the college. In October of 1999, Dr. Wong conducted a major reorganization of these administrators, which she publicized to the college through a chart titled "WLAC Administrative Reorganization." The college employs nine additional classified managers with various functions, including facilities management, security, and compliance.

Organizationally, West LA College is composed of nine instructional divisions, each of which comprises a set of related academic or occupational disciplines. Each division has a division chair, elected by the division and confirmed by the college president. These nine chairs schedule classes, hire and evaluate hourly instructors, and see that the programs and services in their areas are functioning smoothly. Twice a month the nine chairs meet as a Divisional Council to address matters of mutual concern.

EVALUATION

Some faculty believe that the current number of administrators is excessive given the size of the college and the budget. They believe that in the best interests of the college more full-time faculty should be hired in lieu of the current number of administrators. This belief has resulted in discussions which have focused on numbers rather than a review of administrative duties and responsibilities. The administrative staff, on the other hand, do not agree that they could function with fewer administrators because they have seen their administrative duties and responsibilities increase as a result of changes related to increased state and federal regulations, new programs, participation in the shared governance process, increased enrollment, and new college initiatives.

Because the district administrative staffing plan limits small colleges to eight administrators, some colleges in the district have assigned instructors to perform functions that could be perceived as administrative in nature. West Los Angeles College has several positions in this category, including the CalWORKs director, institutional researcher, and Master Planning and Program Review coordinators.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

DESCRIPTION

Only persons who meet state minimum qualifications for academic administrators are eligible to apply for these positions. Management staff must meet minimum qualifications as established by the Personnel Commission. In addition colleges and the district office add additional desirable qualifications for positions. Committees
representing various constituent groups interview candidates and make recommendations to the president who, in turn, recommends to the Chancellor and the board. This process ensures that administrative officers are qualified by training and experience.

The duties and responsibilities of institutional administrators are contained in job descriptions that are published as part of the selection process and are included as part of the evaluation process. Duties and responsibilities of classified management are determined by the Personnel Commission and are published in official job descriptions.

The president is evaluated by the Chancellor annually. During their first two years, administrators are evaluated annually by their supervisors. Following that period, academic administrators are evaluated once every two years and classified management once a year.

**EVALUATION**

As in most academic institutions, there is not agreement among students, classified staff and faculty on the overall efficiency and effectiveness of the administration. On an individual basis, some administrators seem more effective than others.

District compensation for administrators is not competitive either in the region or in the state, contributing to difficulties in attracting the most qualified and experienced administrators.

Because of the number of administrators at West, each is required to perform duties in broad areas, and their assignments are frequently changed and their responsibilities are increased. As a consequence, there is a demand for flexibility to meet the challenges presented by changing assignments.

**B.5 Administration has a substantive and clearly-defined role in institutional governance.**

**DESCRIPTION**

The Board of Trustees has clearly defined the roles of administrators in college governance, charging them with responsibility for campus management. Administrators report to, and are guided by, the president. She accepts recommendations on policy and governance through WestPAC, which was set up to provide input from the five constituency groups: Academic Senate, Faculty Guild, Staff, Students, and Administration.

In November of 1997, a shared governance agreement between the Academic Senate and the college was signed by the college president and the Academic Senate president. The agreement, discussed at greater length in component B.7 of this standard, delineates those
academic and professional matters in which the administration (represented by the
president) primarily relies upon the Academic Senate and those in which the president
reaches mutual agreement with the senate. Evidently, the college planning and advisory
committee, WestPAC, which includes representation from the Academic Senate, the
faculty and classified unions, the Associated Students Organization and administration,
provides the opportunity for each of the major constituent groups to participate in all
other areas of college governance with the administration. Except in those areas in which
the administration must rely primarily on the Academic Senate or is constrained by
collective bargaining agreements, WestPAC forwards its recommendations on
institutional governance to the administration.

EVALUATION

As in the case of the president’s role in planning, there has been considerable
disagreement about the precise extent of administration responsibility and the degree to
which it should be shared with other bodies. The Academic Senate has particularly
objected to the role of WestPAC.

There is not a clear understanding of those specific areas of governance in which the role
of the faculty is to make recommendations to the administration. For example, the
Shared Governance Agreement states that the administration must reach mutual
agreement with the senate before changing “standards or policies regarding student
preparation and success.” Some interpret this to mean the administration must reach
mutual agreement with the senate before redesigning workspaces in the Student Entry
Center or instituting faculty advisement, while others counter that these are examples of
the implementation of policy and do not require mutual agreement.

PLAN

Plans for the redefinition of shared governance are listed at component B.1 of this
standard.

B.6 Faculty have a substantive and clearly-defined role in institutional
governance, exercise a substantial voice in matters of educational
program and faculty personnel, and other institutional polices which
relate to their areas of responsibility and expertise.

DESCRIPTION

Faculty formally participate in governance through a variety of committees; in general,
those pertaining to academic and professional matters are under the purview of the
Academic Senate (discussed in component B.7 of this standard), while the AFT Faculty
Guild represents faculty in matters covered by the contract. Some committees report to
the senate. Others report to the president, usually through WestPAC.
WestPAC meets monthly, and its membership includes four Academic Senate representatives (although the senate has elected NOT to vote), four AFT faculty representatives, in addition to two representatives from the classified unit, four from the administration, and four representatives of the Associated Student Organization. A faculty member has chaired or co-chaired WestPAC since 1992.

WestPAC's Budget Subcommittee has four faculty members, two from the senate and two from the AFT. Other members include two students, two classified representatives and two representative of the administration.

The faculty have major input on operational issues involving academic programs through Divisional Council, comprised of the chairs elected by the faculty of each of the academic divisions.

Through a key Academic Senate committee, the Curriculum Committee, faculty review proposed courses, programs, prerequisites, and other details crucial to the curriculum process. Although the Curriculum Committee is a subcommittee of the Academic Senate, only two of its members are appointed directly by the senate. Nine are appointed by the nine divisions, one by the AFT, one by the administration, and one by the Associated Students Organization (ASO). The college articulation officer also serves on the Curriculum Committee. As this is one of the primary areas of faculty responsibility, it is important to note that the chair of this committee has always been a faculty member, and its decisions are subject to Academic Senate approval.

Faculty participate in institutional governance and exercise their voice in faculty personnel matters. Working as divisions, faculty propose the creation of new tenure-track positions. These applications pass to the Faculty Identification and Prioritization Committee (FPIP), a joint faculty-administration committee whose job it is to review applications for tenure-track faculty positions submitted by disciplines/divisions and to submit a prioritized list, which the college president uses to prioritize and approve the filling of probationary faculty positions. On faculty-administration search committees, faculty participate in all stages of the hiring process, up to the point that the hiring committee recommends two candidates for a position. (The president makes the final selection.) Review of probationary faculty and tenured faculty is carried out by committees comprised of faculty chosen by the division and by the faculty member under review, with the non-voting participation of an administrator.

Other ways that faculty are involved in policy setting include membership on the Matriculation and Student Equity Committee, the Marketing and Recruitment Committee, the CalWORKs Advisory Committee, Faculty and Staff Diversity Committee and the Distance Learning/Technology Committee (a subcommittee of the Academic Senate). The college Master Planning and Program Review Committee is currently co-chaired by two faculty members with .2 FTE re-assigned time each. The co-chairs share responsibility for coordinating and facilitating the Master Planning and Program Review
processes. The committee also includes a faculty member from the senate and the AFT. This committee deals with policies related to college goals (relative to vision and mission) and how those goals should be prioritized and then implemented. (This committee is discussed at length in Standard 3.) The committee keeps college constituencies informed of its work through reports to the Academic Senate, Divisional Council, WestPAC, and by a newsletter. A new subcommittee of Master Planning and Program Review, comprised exclusively of faculty members, is the Retention, Persistence, and Success Committee. It conducted surveys during the Spring semester 1999 to determine how many hours students work, the number of units they are taking, and whether or not they are single parents.

EVALUATION

Through a number of committees on campus, faculty exercises its role in institutional governance. However, in some instances, the faculty are still grappling with how best to participate in those areas of responsibility and expertise which are theirs.

Under the current senate president, the senate approved a motion withdrawing the senate from any voting at WestPAC, on the belief that WestPAC has superseded the senate’s prerogative by making recommendations to the college president on areas which should be the senate’s. This belief is supported by a letter of December 17, 1997, which is critical of the college president’s reliance on the college council, WestPAC. The State Senate President, Bill Scroggins, stated in his letter that the “...Senate just has not been substantively involved in many academic and professional matters.” The letter points out that authority of the Senate has been reduced in the following ways:

1. WestPAC has assumed the senate role of planning program review and budget development.

2. Decisions are being inappropriately made outside of the Academic Senate recommendation process.

3. WestPAC By-laws give power to WestPAC to create ad hoc committees, and some of these committees deal with academic and professional matters in which the senate must speak for the faculty.

4. According to WestPAC By-laws, WestPAC appoints committee chairs. When such committees deal with academic and professional matters, such authority should be reserved to the Academic Senate, in consultation with the CEO.

5. WestPAC By-law IV.E allows for motions to be passed for recommendation to the president even when they deal with union or senate issues.

The senators representing the senate are still attending meetings of WestPAC, and the senate agenda still allows for reporting from WestPAC by those representatives, but, by
not voting, the senate expresses its sense that some WestPAC decisions properly belong in the senate.

Current faculty roles in governance, the West PAC By-laws, and in the master planning, program review and budget processes were all approved by the Academic Senate when originally proposed and discussed. This approval occurred prior to the signing of the Shared Governance Agreement by the Academic Senate president and the college president in 1997. The college administration and the Academic Senate have been at an impasse on the implementation of shared governance because the Academic Senate and college president have not been able to reach agreement on changes to the current processes and procedures. The Academic Senate has passed resolutions calling for such changes but has not submitted them to the administration in writing. Ideally, a joint, cooperative and truly collegial process will be developed to address these questions/concerns.

The State Academic Senate has recognized the difficulties that exist with the implementation of shared governance at West Los Angeles College. For this reason, there have been three visits by the State Academic Senate president to assist the college in the implementation of shared governance and collegial consultation in accordance with AB 1725. A fourth visit went beyond an informational visit to “technical assistance” in September of 1997. In November of 1999, the State Senate and Community College League provided further technical assistance, resulting in Academic Senate Resolutions to work to reformulate college governance. (See also component B.1 of this standard).

Another serious concern for this small college is that a limited number of faculty participate in almost all the committees, perhaps because there is a low level of confidence in decision-making processes (see Standard VII, B.3). Therefore, policy and decisions are being shaped and made by only a small group of participants. This makes these active participants vulnerable to those who, while not participating in the process, still reserve the right to criticize the work of those who do participate. In addition, those who participate and do so on a number of committees find themselves stretched and pulled by multiple demands on their time and energy, which sometimes leads to exhaustion and burnout. In several committees on campus, the additional energy, enthusiasm and commitment demonstrated by recently-hired faculty has been welcome.

PLAN

Plans for a review of shared governance are stated at component B.1 of this standard.

The college will encourage all faculty members to participate in college governance. All opportunities will be used (new faculty orientations, committee meetings, the President’s Bulletin) to remind faculty of their obligation under the AFT contract.
B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

DESCRIPTION

Since 1977, the college has had an Academic Senate composed of representatives from each academic division, an equal number of at-large senators, two district senators, and two senators elected by the part-time faculty. According to Title 5, the Academic Senate is the one faculty body that deals primarily with “academic and professional matters.” Through resolutions and motions discussed and acted upon by the senate, the faculty take positions on a number of important issues. Furthermore, representation from the administration, staff and ASO at senate meetings has created a forum for the exchange of views. During the academic year 1998-99, the ASO frequently did not take the opportunity to send a representative to the Academic Senate meetings, but in Fall 1999 the ASO has had a student representative at each Academic Senate meeting.

For the past few years, there has been a continuing debate as to the proper role for the Academic Senate in college governance. At its heart is the implementation of AB1725, which sought to establish shared governance at the community colleges.

On November 11, 1997, the college president and the president of the Academic Senate signed a West Los Angeles College Shared Governance Policy, modeled upon a policy document adopted by the Los Angeles Community College Board of Trustees on December 18, 1996. (That document affirms the Board of Trustees’ obligation to consult collegially with the District Academic Senate on district-wide academic and professional matters and delegates the college president of each of the nine campuses to consult collegially with each college’s Academic Senate.)

Accordingly, the West LA College document agrees that the “President of West LA College recognizes the WLAC Academic Senate, composed of various representatives of the college, and will consult collegially with it on academic and professional matters common to the campus.” Further, the “President of West LA College recognizes and affirms his/her obligation to consult collegially with the WLAC Academic Senate when adopting policies and procedures on academic and professional matters. Therefore, the primary function of the WLAC Academic Senate, as representatives of the college faculty, is to make recommendations to the administration of the college and the Board of Trustees.”

The WLAC Shared Governance Policy follows the language of AB1725 in laying out the consultation process by stipulating six areas in which the administration will “rely primarily upon” the counsel of the senate:
• Curriculum, including establishing prerequisites and placing courses within disciplines,
• Degree and certificate requirements,
• Grading policies,
• Policies for faculty professional development activities,
• Processes for program review, and
• Faculty roles and involvement in accreditation processes, including self-study and annual reports.

In a further five areas the college president will reach “mutual agreement” with the senate:
• Educational program development,
• District and college governance structures as related to faculty roles,
• Processes for institutional planning and budget development,
• Standards or policies regarding student preparation and success, and
• Other academic and professional matters as mutually agreed upon by the president and Academic Senate.

The Shared Governance Policy stipulates that in order to facilitate the consultation process, the senate president and the college president will meet at regularly scheduled intervals. Correspondingly, meetings between the Senate Executive Committee and various campus administrators are also to be held. Finally, other meetings that “will effectuate the consultation process” may also be held.

The Executive Committee of the senate, which consists of four officers (president, vice president, secretary and treasurer) makes efforts to consult collegially with the college president. These consultations used to occur on a regular monthly basis about four years ago, but since then, scheduling has been irregular and infrequent. Some senators have suggested that the problem is that the college does not provide institutional support in the form of resources, such as released time, for senate officers or other senators to attend the meetings intended to carry out shared governance or to participate otherwise in shared governance functions.

EVALUATION

As indicated in other components of this standard, the formulation of a Shared Governance Agreement has not resolved the critical issues involved in making shared governance function at this campus. Further efforts are required for the college to come to terms with shared governance.

When the Shared Governance Policy was signed, the senate and the college president agreed to hold a workshop to discuss implementation strategies. Then-Chancellor Segura agreed to facilitate the workshop, and with his departure from the district the workshop was not held.
Consultation between the Executive Board of the senate and the college president have been an effective way for the college president to interface with the senate leadership in dealing with complex or pressing issues. It can also help promote smoother processes for institutional governance. In the Fall of 1999, the college president and the Academic Senate president resolved to hold these consultations more regularly, and the college president has been summarizing their content in open letters to the Academic Senate president.

The Academic Senate president has improved communication with students by encouraging the ASO to send representatives to the Academic Senate meetings, and by attending ASO meetings himself.

**PLAN**

All constituencies of the college will pursue the plan as stated in component B.1 of this standard.

**B.8** The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

**DESCRIPTION**

Acting on a recommendation from WestPAC, in 1996, the president approved release time of 1.0 for the Academic Senate, with .4FTE for the president, .2 for the Curriculum Committee chair, .2 for the senate representative and chair of the FPIP, and .2 to fund a program assistant for the senate president. The faculty chair of the Staff Development Committee and the faculty coordinators of Master Plan and Program Review each receive .2 release time.

**EVALUATION**

Since these released time allocations, which are provided to support faculty participation in governance, could change at the president's discretion, some senators do not believe there is a written policy which defines appropriate institutional support for faculty participation in governance and that, as a result, consultation is not regular and issues tend to be resolved without significant influence by the senate.

On March 9, 1999, the senate passed the following resolution: "...that the Senate strongly urge the college president to grant 2.5 release time to the Senate Executive Committee to be assigned by the committee with the approval of the Senate in a manner that would best serve the goal of faculty participation in shared governance."
PLAN

The Academic Senate president will present the March 9, 1999 motion to the college president. By the end of 1999, the Academic Senate president and the college president will set a schedule of a series of meetings to reach mutual, written, agreement on release time for faculty to participate effectively in college governance. As part of this discussion, the college president will evaluate the senate's request for additional release time vis a vis the costs to the educational program.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

DESCRIPTION

A document from the Board of Governors entitled Minimum Standards for Staff Participation in Governance (1991) clearly states the role of staff in institutional governance, including the changes made in Title V by AB1725. This text has repeatedly been circulated around campus in connection with various reevaluations of the staff role in shared governance, most recently, by the functions committee, which sent copies to all shared governance committee chairs and to all constituent group chairs.

Staff development activities have been conducted to help staff in participating more effectively in college governance.

EVALUATION

The Minimum Standards for Staff Participation in Governance document is not easy or inviting to read, and it has not been effective in developing a consensus, among both staff and managers, about the appropriate level of staff participation. Almost every staff member at West Los Angeles College performs certain duties that no one else on campus does, and it is often very difficult for individuals to be away from their positions for an hour or two for a committee meeting. Staff members are often not sure that they should be released for committee work, and their supervisors often decide that they cannot be released for specific meetings. This may help explain why almost 40% of staff responding to the Accreditation survey reported that they do not participate in college support activities. Perhaps equally problematic, more than 20% reported participating in four or more activities. Such individuals would obviously have difficulty getting their job duties completed while participating at such a high level, which may, in turn, contribute to a perception among supervisors that staff should not participate in unlimited governance activities.

Another issue is communication among and to the staff. Until 1990, a Classified Council functioned as a forum for the exchange of information among staff. Classified Councils
throughout the district were disbanded because of concerns that they might conflict with the rights of the bargaining units to represent staff on contractual matters. Since staff are represented by five separate collective bargaining units, and some classified employees are not members of any such unit, West lacks a single forum at which staff may be addressed or give their views. Furthermore, written communications are hampered by the fact that some staff do not have district/campus e-mail.

PLAN

By the end of the Spring 2000 semester, the Shared Governance Committee will complete its description of the campus governance structures, including committees and their composition. This material will be distributed to staff as part of an invitation to participate in college governance. At the same time, limits will be set as to the number of committees on which any one staff member may serve, with the expectation that staff participation will be spread more evenly among the staff.

The description and supporting documents will be placed on permanent reserve in the library.

By February 2000, a staff liaison group will be reestablished to disseminate information among staff and from the staff to all other constituency groups. This group will not deal with contractual issues, which are reserved to the bargaining agents.

All staff will be asked to sign up for e-mail.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

DESCRIPTION

The Title 5 Section on Student Shared Governance (51023.7 Students) clearly states the role of students in institutional governance. A copy of Title 5 is available at the library reference desk. The existence and availability of this document is not clearly publicized.

EVALUATION

At some points, students have been very active in college governance, even chairing such major committees as WestPAC. There has been an effort by the interim president to make a viable and credible attempt to include AFT Staff, AFT Faculty, the Academic Senate, and the administration in the shared governance process at West Los Angeles College. The ASO, the student government body, is also invited and encouraged to participate. With a full-time advisor now, it can be expected that the students will receive leadership training which will allow them to become even more viable participants in the
shared governance process at West. That, however, will not address the problem that there is no clear publication of the students’ role in institutional governance.

The college does not have a campus-supported newspaper. The ASO’s limited resources of time, money, and expertise hinder them in their publication of The Student Voice. Resurrected in 1994-95 under the leadership of ASO president Jury Candelario, The Student Voice re-emerged as a one-sheet “flyer.” In 1996-97, under the leadership of ASO president Michael Griffin and his excellent editorial and graphics staff, The Student Voice grew to become a four to six page publication. It included, in addition to well written student pieces, sports, advice, and updates on activities, the all-important paid advertisements of local businesses.

In addition, under Griffin’s leadership, the 1996-97 council also began the investigation of the “Club system.” That system would allow all students access to their own e-mail account. This account would have given them the opportunity to be in touch with their instructors and peers. This is not a novel idea as it is common practice at most higher educational institutions, but new to West. However, with most things student related, the driving force either graduates and/or transfers and the idea dies if the incoming council does not pick up the ball. The Student Voice continues now under new leadership. There as been no further word on the Club system.

PLAN

Widely distribute Title 5 Section on Student Shared Governance (51023.7 Students), including distribution by e-mail. The distribution list would include the chairs of the following: Academic Senate, WestPAC, Curriculum Committee, Master Planning, Matriculation/Student Success, Budget Subcommittee, as well as any other shared governance committee which has student participation, by December 1999.

Establish and update the district e-mail account of ASO elected officers (president, vice president, treasurer, and chief justice) to include training by July 1, 2000 and by July 1 of each year for each incoming council thereafter.

Provide training in leadership development, parliamentary procedures, time management, matriculation, and the governance process of West Los Angeles College by July 31, 2000 for incoming council and by July 31 for each incoming council thereafter. It is further recommended that this training continue as the semester progresses and as needs arise.

Redefine the roles and duties of senatorial positions in the ASO by-laws relative to shared governance and committees at West by the end of 2000.

Support the reestablishment of a campus-wide newspaper by increasing the credibility and visibility of the existing Student Voice, to be accomplished by having better distribution and advertisement solicitation and encouraging more student input. A faculty journalism advisor would be of significant help.
C. Multi-College Districts and/or Systems

C. 1 The district chief executive officer provides effective leadership to define goals, develop plans and establish priorities for the institution.

DESCRIPTION

The Chancellor is appointed by the Board of Trustees and is evaluated annually. Under this authority the Chancellor is responsible for providing leadership to the district in the areas of planning, setting priorities, managing district resources, and ensuring compliance with state statutes and regulations and implementation of Board policies. The Chancellor supervises the preparation of the dockets for all Board meetings, and conducts official correspondence for the district. The Chancellor makes his recommendations on all matters pending before the Board, and the Board delegates the administration of the district to the Chancellor.

EVALUATION

In 1999, the Board appointed Dr. Mark Drummond as Chancellor for the Los Angeles Community College District. He replaced the interim Chancellor James Heinselman, who served as Chancellor from February 1998 to June 1999, and who followed Dr. William Segura, Chancellor from August 1996 through January 1998. Mr. Neil Yoneji served as interim Chancellor and Chancellor from January 1994 to May 1996.

Each chancellor brought his own priorities to the position. Mr. Yoneji initiated exploration of restructuring the district’s services and operations. Dr. Segura implemented the Administrative Leadership Institute (ALI), which has now become a requirement for all nine colleges to participate. Mr. Heinselman provided leadership in the reorganization of the district, which is still underway. Within his first three months, Dr. Drummond made concerted efforts to establish an effective leadership presence within the district. With a strong administrative background, he has made efforts to focus on community improvement and economic growth in the region. He is currently providing leadership and assisting the Board to articulate district goals, to engage in long-term planning and to establish priorities for the district.

Chancellor Drummond visualizes a confederation of related colleges, each with its own mission, administration policies, and recognizable and predictable fiscal management. By encouraging autonomy of each college while recognizing the processes of shared governance, he insists that college goals must be explicit and available to be monitored.

The Chancellor has specific professional goal categories that serve as success indicators to measure the effectiveness of his leadership skills. These goals include assuring
financial stability for the district and colleges, building real functioning partnerships with public and private organizations, improving district communication functions, and making a start to coordinate development for the district in a way that enhances and strengthens development efforts on the campuses. He also asserts that these goals are articulated to the Board with specific outcome to be used as a yardstick to measure effectiveness.

C.2 The district chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statues, regulations and board policies.

DESCRIPTION

The Chancellor meets with his assistants and other staff, as well as college presidents, to analyze data, discuss issues, set goals, monitor the implementation of Board policies, and solicit recommendations. The Chancellor takes measures to ensure that resources are effectively managed and that he communicates to the college presidents that they are responsible for carrying out fiscally sound operations at their college sites.

EVALUATION

The Chancellor brings to problem solving a leadership style that is fair, clear, unambiguous and resolute. He has explained at several public forums that he believes success can be achieved if a leader does his homework (that is, understands the problems and identifies solutions), selects the right people, delegates where necessary, and stays the course as needed. The budgeting model the Chancellor has devised is one that will enhance local college initiative, and it has Board approval.

Dr. Drummond expressed the need to enhance and strengthen the development efforts for all nine colleges. He has visited West Los Angeles three times and stated that he intends to continue visiting each campus once every five weeks to identify the needs and supply the colleges with resources that will assist them in accomplishing their goals. One of his leadership goals is to target firms and foundations that would not normally be involved with the district and to build a fund that can be used to provide scholarships and faculty development assistance through Trustee Grant programs.

Antiquated information systems have hampered district effectiveness. In response, the district has initiated a Systems Modernization project to upgrade information systems. The first phase is to upgrade the Personnel and Payroll portions of the information system. The design and development of the upgraded Personnel and Payroll Systems is targeted for completion by the end of the 1999-2000 fiscal year, for implementation in 2000-2001. The next phase of the Systems Modernization project is have design and development of the Financials portion of the information system not already upgraded as

C. 3 The district has statements which clearly delineate the operational responsibilities and foundation of the district and those of the college.

DESCRIPTION

The district has statements clearly identified in the LACCD Board Rules and the Administrative Procedures Handbook. Operational responsibilities and services are divided up into separate departments, each headed by a director or Assistant Chancellor, with clearly delineated responsibilities listed in the District Board Rules, which are accessible on the District Web page. The areas are as follows: Legislative Services; Legal Counsel; Communications; Instruction; Business Services; Admissions, Guidance, and Records; Campus Life: Organizations, Events, Activities; Human Resources; Personnel Commission; Community Services; and Auxiliary Organizations. Each function has its own operational functions that must meet the goals of the district.

EVALUATION

Currently, the district continues to reorganize its functions to support the decentralization goals of the district. As the district redefines the responsibilities of each college, it provides guidelines that include how each college will implement its educational planning strategies and fiscal operations. One of the changes that has been implemented is that the district has enhanced budgetary responsibilities to the campuses by allowing colleges to authorize contracts up to $5,000 from $2,000. It has also enhanced college autonomy by allowing colleges to authorize personnel acquisitions. With decentralization, district and college responsibilities are no longer as clear as they once were to people actively working with the district.

PLAN

A succinct (1-2 page) breakdown of district and college responsibilities might be of assistance to program managers.

C.4 The district system provides effective services that support the mission and function of the college.

DESCRIPTION

The district communicates through Board and ad hoc committees to assure the compliance of the District Mission Statement, as established by Board Rule 1201, which
states as follows: "The mission of the Los Angeles Community Colleges is to provide comprehensive lower-division general education, occupational education, transfer education, transitional education, counseling and guidance, community services, and continuing education programs which are appropriate to the communities served and which meet the changing needs of students for academic and occupational preparation, citizenship and cultural understanding." Each functional area of the district (identified in section C.3) is responsible for assuring compliance with the district mission. As the Board establishes policies and approves academic master plans, all standing committees are directed to investigate effectiveness to assure alignment with the mission statement.

EVALUATION

Each college must adopt the mission statement of the district. The Chancellor’s goal categories are to assure that the district provides adequate support for each college to fulfill their mission. Due to the reduction of district staff as a result of decentralization, each college has had to increase its level of responsibility to support the goals of the district mission. In addition, processing of new employees, accounting actions, and budget acquisitions have slowed down, negatively impacting the actions of each college.

C.5 The district and the colleges have established and utilized effective methods of communication and exchange information in a timely and efficient manner.

DESCRIPTION

The district is responsible for developing communication channels to inform the public and members of the college community about the philosophy, functions, activities, organizational programs, and events of the Los Angeles Community College District.

EVALUATION

The Los Angeles Community College District has implement several communication channels to communicate their goals and mission for the district. The district Web site lists and updates Board policies, philosophy, function, and duties. The Board publishes minutes and distributes several copies to all administrators throughout the district. In the past, there have been stated concerns for an increase of community involvement and interest on campus issues. However, Board members have made a few attempts to visit all campuses at least once a year. They have also expressed a need to be more involved in campus activities.

C.6 The district has effective processes in place for the establishment and review of policy, planning and financial management.
DESCRIPTION

The annual Budget is the official document through which the District expresses its educational plan in terms of planned expenditures. The budget serves as a tool for obtaining the most efficient and effective utilization of the District's fiscal resources. This is accomplished by compiling a complete listing of the District's priorities to determine where funds may be used most advantageously. It should be realized that budgeting is, by necessity, a continuing process of monitoring, reviewing, evaluating, and adjusting.

EVALUATION

Each year the Board publishes a Budget Calendar that establishes dates for the completion of various phases of budget preparation and a schedule of meetings to comply with provisions of law governing District budgets. Specifically, dates are established for the following: Chancellor's Budget, Tentative Budget, Publication Budget, and Final Budget.

In Spring of 1998, the board was informed that there was projected $13 million deficit and the district was on the Chancellor's Watch List. A state audit was subsequently conducted of the district. In order to avoid the deficit and put the district on a strong fiscal basis, the board took action to reduce expenditures and to reform the district. The board instructed the colleges' presidents that they were going to be held accountable for any deficits. By the spring of 1999, the fiscal crisis had been resolved; the district ended the 98-99 fiscal year with a positive ending balance.

SUPPORTING DOCUMENTATION FOR STANDARD TEN

1. Title 5 - Section on Student Shared Governance 51023.7 Students
2. Minimum Standards for Staff Participation in Shared Governance, Board of Governors Document
3. The Voice ASO publication
4. Tabulations of Student Surveys
5. West Los Angeles College Shared Governance Agreement
6. FPIP Policy
7. Chapter VI, LACCD Board Rules
9. Senate Resolutions requesting specific changes to Shared Governance
10. West Los Angeles College Fact Book
Planning Summary

There are four very large areas in which West Los Angeles College needs to engage in further planning, as well as many limited areas. Plans ranging from the very specific to the quite general are included in each standard; many repeat, because they address problems that manifest themselves in more than one aspect of campus life. What follows is an overview of the grander themes that emerge in a review of all the plans. Each theme is illustrated with some of the most ambitious and far-reaching plans that have been formulated in the Self Study Report.

Master Plan

It is clear that the college needs to engage in more systematized planning. The foundations have been lain, with a master plan and program review process beginning to interlock with a unit planning system and with financial and physical planning. Still, the college has to move from a master plan which is a statement of general goals to a set of operational plans which both reflects the master plan and has wide campus buy-in. This task is just underway. The plans in this self study will be incorporated. The operational plans will eventually include, an educational master plan, a financial plan, a revision of the facilities master plan, and a human resources plan which incorporates the success of the FPIP in hiring across campus.

Shared Governance

Crucial to its success is the full participation of staff, students, and, especially, faculty. A clearer definition of the shared governance process will help involve some of the faculty, both those who feel that participation is futile because the administration does not respect faculty input, and those who feel that committees are more liable to slow down and complicate the process of decision making than they are to make valuable contributions to it. Part of this planning is the establishment of clearer lines of communication with the staff.

Institutional Research

There is massive confusion about how the college should be gathering and using data. The self study calls for a through reevaluation of the office of Institutional Research, one which will determine which data-gathering tasks should be the duty of that office, what support the Institutional Researcher will need to effectively carry out those duties, and how and to whom tasks not in his domain will be delegated.

Basic Skills Coordination

The departments of mathematics, English, and learning skills share responsibility for instruction in basic skills. There is a critical need for coordination. In addition, the college has recognized that students needing basic skills instruction generally have other