

**West Los Angeles College
Educational Master Plan 2011 – 2014
Implementation Evaluation**

Student Success	Goals and Objectives	Facilitators	Measures of Achievement
Objectives	Goal 1: Affirm institutional commitment to student learning.		
1a	Strongly encourage all students to participate in comprehensive orientation and assessment before class registration.	Office of Student Services	<ul style="list-style-type: none"> • # new, full-time students who participate in orientation & assessment • % of new, full-time students who participate in orientation & assessment
Implementation Specifics	<ul style="list-style-type: none"> ▪ Revise online registration system to direct students to online orientation and appointment for assessment 		
Progress/Accomplishments	<p><i>The District and the college have committed to a new SIS system that will enhance registration process. Implementation of SB1456 may contribute to this objective through registration priorities. Much progress has been made since new registration priorities have been adopted, effective Spring 2014. West Express, a new program to implement SB1456, has conducted a pilot. Fall Kick-off and Spring Kick-off included student success-related workshops that contribute to orientation and assessment, as did the Showcase.</i></p>		
Recommended Future Actions	<p><i>Enhance registration in the new SIS system to which the District and college have committed. May not need to continue this Objective in the next EMP.</i></p>		
1b	Adopt & publish recommended preparation advisories across the curriculum.	Division Chairs, Curriculum Committee, Office of Academic Affairs	<ul style="list-style-type: none"> • # preparation advisories adopted & published • # prerequisites adopted & published • # course outlines reviewed specifically for inclusion of advisories and/or prerequisites
Implementation Specifics	<ol style="list-style-type: none"> 1. Strongly encourage faculty to institute advisories and appropriate prerequisites and prepare required entry skills & methodology paperwork 2. Require submitters of course outlines & course outline updates to include written explanation for lack of advisories or prerequisites. Curriculum Committee will report inclusion/lack of inclusion to Academic Senate. 3. Publish advisories and prerequisites in online registration system 		
Progress/Accomplishments	<p><i>All prerequisites were turned on for automatic enforcement in Fall 2013. 2. Reporting about advisories and prerequisites has not been done at Senate. There has been considerable discussion in Curriculum Committee about prerequisites and advisories, however there has not been follow-up on encouraging this.</i></p>		
Recommended Future Actions	<p><i>Enhance Division reports to Academic Senate by providing guidelines as to what to present, that is, to operationalize how student success is addressed, to include prerequisite/advisory update.</i></p>		
1c	Evaluate the effectiveness of all college courses and programs using student learning outcomes.	Division Chairs, Office of Academic Affairs	<ul style="list-style-type: none"> • # courses whose SLOs have been assessed • Increased # students successfully completing courses after completion of SLO cycle

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			<ul style="list-style-type: none"> Increased # students successfully completing next course in sequence Changes made as a result of assessment
Implementation Specifics	<ol style="list-style-type: none"> Provide SLO assessment training workshops Conduct SLO assessment Adjust course content as appropriate Further assessment 		
Progress/Accomplishments	<p><i>In Fall 2012, SLOs were assessed in 56% of courses, and this number is steadily increasing. Documentation of changes made to pedagogy and curriculum are documented on the SLO assessment form. With the new pdf forms system, we will be able to create a database of the changes made as a result of assessment. A faculty SLO leader, as well as faculty facilitators, have been hired and are supporting SLO work of divisions, and college-wide. Numerous workshops are offered through Tech Fair, Leadership Retreat and Flex Day activities. Divisions are mapping their course SLO assessment cycle calendars. The Show Case is now used to assess institutional SLOs. Faculty had the option of using the Show Case to assess course SLOs.</i></p>		
Recommended Future Actions	<p><i>Enhance Division reports to Academic Senate by providing guidelines as to what to present, that is, to operationalize how student success is addressed, to include update about SLO assessment and dialogue. Expand/implement program SLO assessment.</i></p>		
1d	Provide students academic skills support via tutoring, classes, and workshops.	Office of Student Services, Office of Academic Affairs, Division Chairs	<ul style="list-style-type: none"> Increased # students enrolled in tutoring & other study skills classes
Implementation Specifics	<ol style="list-style-type: none"> Provide tutoring Provide Learning Skills classes and workshops Provide Personal Development classes and workshops 		
Progress/Accomplishments	<ul style="list-style-type: none"> Paired PD classes with other classes, including ESL, English 28 Enhancing tutoring was linked with ATD and Foundation Skills Plans as an ATD goal. Tutors are trained in Reading Apprenticeship and the Literacy Project. Project Learn offered an assessment bootcamp in Winter and Summer 2013, with tutoring in English and Math. Tutor hiring has become more rigorous; they are assessed before hiring. Overall tutor training has improved because there is now on-going training for tutors. 		
Recommended Future Actions	<ul style="list-style-type: none"> Clarify meaning of 'Provide' Measure success of students who take tutoring, PD and learning skills classes Need to re-work the Implementation Specifics 		
1e	Guide all students to the appropriate associate degree.	Office of Student Services, Office of Academic Affairs,	<ul style="list-style-type: none"> # roadmaps published # transfer majors articulated with associate degree

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		Division Chairs	requirements for corresponding associate degree major • # of awards
Implementation Specifics	<ol style="list-style-type: none"> Publish roadmaps to obtain associate degrees in two years Articulate the relationship between requirements for each associate degree major and the transfer major requirements 		
Progress/Accomplishments	<ul style="list-style-type: none"> Most program roadmaps have been developed and published on the web. Counseling participated in the review and development of the roadmaps. Transfer associate degree 		
Recommended Future Actions	<ul style="list-style-type: none"> Clarify wording!! Especially for 'associate degree major' and 'transfer major' and 'articulate' Add metric Update roadmaps as needed for all programs Share roadmaps with Counseling Articulation Officer should participate in the development and update of roadmaps Develop and implement discipline advising by faculty. This is included in the ATD plan. Modify wording of the Objective, possibly referencing certificate completion. Another possibility is to have a separate Objective for certificate completion. 		
1f	Maintain full-time faculty in the Learning Center, including a director who would coordinate student support services.	TBA	TBA
Implementation Specifics	TBA		
Progress/Accomplishments	<ul style="list-style-type: none"> 2 full time faculty continue in Learning Center, one beginning tenure-track in 2011, and the other, starting Fall 2013 The tutoring/learning skills center area was reorganized, as requested by the division. 		
Recommended Future Actions	<ul style="list-style-type: none"> Evaluate the function, the student success element of the learning skills center Need to define 'student support services' May link the learning skills center with activities of SB1456. 		

Goal 1	Recommendations	
	<ul style="list-style-type: none"> The measures of achievement in the new EMP need to be available, something we can really do. Assess how other plans (such as ATD, foundation skills, technology, facilities, etc.) align with and support the EMP goals. How can SB1456 support our planning? Ensure that library resources are included in the new EMP Make the connection with program review explicit and well-articulated. What's missing from this list of activities to improve student learning? Pedagogy and 	

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	<p>staff development are missing. For example, faculty could be encouraged to focus on student learning rather than teaching.</p> <ul style="list-style-type: none"> ▪ Explicit inclusion of curriculum would contribute to improved learning. This implies a focus on content. ▪ Address the potential disconnect between student learning and student success/completion agenda. ▪ Evaluate to what extent divisions are addressing EMP goals with their own division goals and assessment of progress on their goals. ▪ Add to the division presentation agenda to Senate a description of their program review goals. ▪ Have an Objective that explicitly connects Technology and Facilities Master Plans to institutional commitment to student learning. 	
EVALUATION OF PROGRESS		
	<ul style="list-style-type: none"> ▪ We have made much progress related to SLOs, the learning center, ATD plans ▪ A number of new buildings were completed that reflect college commitment to student learning and student success. Thus the facilities and technology plans support the EMP goals. 	
IMPLICATIONS FOR NEXT EDUCATIONAL MASTER PLAN		
	<ul style="list-style-type: none"> ▪ 	

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Transfer Objectives	Goals and Objectives	Facilitators	Measures of Achievement
	Goal 2. Support students in preparing for transfer.		
2a	Recruit college-ready students	Office of Student Services	<ul style="list-style-type: none"> • # high schools visited • # transfer roadmaps posted on West's website • Change in # of 1st time freshmen
Implementation Specifics	<ol style="list-style-type: none"> 1. Visit high schools and encourage college-ready students to come to West for transfer preparation. 2. Publish roadmaps to transfer in 2 years. 3. Promote roadmaps to transfer in 2 years 		
Progress/Accomplishments	<i>Phyllis Jumpstart Work with high schools Assessment preparation for high school students Need to have attractive programs to attract college-ready students Roadmaps could be framed as 2+2 roadmaps</i>		
2b	Enhance the college's transfer program by developing a comprehensive, integrated transfer plan.	Division Chairs, Office of Academic Affairs, Office of Student Services.	<ul style="list-style-type: none"> • Increase in student transfers. • # roadmaps for transfer in 2 years. • # roadmaps for transfer in 3-4 years. • Increase in # of clubs for transfer majors. • # new peer advising groups.
Implementation Specifics	<ul style="list-style-type: none"> • Curriculum: <ul style="list-style-type: none"> ○ Institute and enforce appropriate prerequisites. ○ Develop and offer curricula that successfully prepares full-time student to transfer in 2 years. ○ Develop and offer curricula that successfully prepares part-time student to transfer in 3-4 years. • Scheduling: <ul style="list-style-type: none"> ○ Develop and publish roadmaps to transfer. ○ Schedule required transfer major classes so that full-time student can transfer in 2 years. • Student support: <ul style="list-style-type: none"> ○ Institute transfer major clubs. ○ Institute faculty advising groups for transfer majors. ○ Institute peer advising groups for transfer majors. ○ Integrate the existing Student Services and Academic Affairs transfer activities. 		
Progress/Accomplishments	<i>Phyllis check with Helen</i>		
2c	Strengthen pathways to transfer to 4-	Articulation Officer,	<ul style="list-style-type: none"> • # articulation agreements

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	year colleges and universities.	Division Chairs, Curriculum Committee	<ul style="list-style-type: none"> • # courses articulated for transfer major preparation • % transfer majors with all transfer major requirements articulated • % General education courses articulated
Implementation Specifics	<ol style="list-style-type: none"> 1. Maintain updated articulation agreements for all courses and transfer major requirements. 2. Develop clear guidelines to be used by division chairs to track transfer major requirements. 3. Develop clear guidelines to be used by division chairs to establish and maintain articulation for all transfer major requirement courses as well as for all general education courses. 4. Check the current articulation status for transfer major requirements during the course outline approval process. 		
Progress/Accomplishments	<p><i>Transfer degrees (TMC) are not the only programs we want students to take since they apply to only Cal State universities</i> <i>Check with Donna, Bob, Kathy, and Adriana</i> <i>Unclear what #2 means. Perhaps the articulation officer could provide the relevant transfer major requirements to each Division Chair. "Inform Division Chairs of the requirements in the majors to which our students transfer at the various universities so that they can plan appropriate curriculum and class schedule."</i></p>		

Goal 2	Recommendations	
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	EVALUATION OF PROGRESS	
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	IMPLICATIONS FOR NEXT EDUCATIONAL MASTER PLAN	
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Build on Career Technical Education	Goals and Objectives	Facilitators	Measures of Achievement
Objectives	Goal 3: Build on WLAC's success in Career Technical Education (CTE) to improve the whole college.		
3a	Strengthen relevant and effective vocational programs.	CTE Dean, CTE Program directors, Advisory Boards	<ul style="list-style-type: none"> • Increased # students receiving job promotions • Increased # students passing industry or professional certification/licensing exam • Increased # students obtaining employment after receiving certificate or degree in career technology. • Increased # annual Advisory Board meetings for each CTE program
Implementation Specifics	Evaluate the Career Technology Education programs to identify effective practices		
Progress/Accomplishments	<i>Some CTE are surveying graduates 6 months after program completion to determine employment and/or promotions status, providing a pathway to certification and licensing within the program (assisting students in scheduling exams as a cohort). Making programs chairs accountable for advisory board meetings as required by VTEA/Perkins by submitting minutes and sign-in sheets (posted on WLAC website(?)).</i>		
3b	Provide appropriate foundation skills support for vocational programs.	CTE program directors	<ul style="list-style-type: none"> • # CTE programs with identified pre-requisite courses (=entrance requirements) • # roadmaps created for entrance into CTE • % students entering CTE programs with prerequisites satisfied at West.
Implementation Specifics	<ol style="list-style-type: none"> 1. Identify prerequisites (=entrance requirements) for CTE programs 2. Create roadmaps for entrance into CTE programs 		
Progress/Accomplishments	<i>Roadmaps for CTE programs are posted on the WLAC website. Orientations are posted on the WLAC website and in the schedule of classes for CTE programs where students can obtain information on pre-requisites and roadmaps for program completion.</i>		
3c	Strengthen relationship between counselors and CTE programs	CTE program directors & Counseling Division	<ul style="list-style-type: none"> • # counselors receiving training in CTE program requirements. • # advisors receiving training in CTE program requirements. • # counselors active on CTE Advisory Boards • # CTE programs with counselors on Advisory Boards
Implementation Specifics	Provide to counselors and advisors appropriate professional development training in CTE program requirements.		

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Progress/ Accomplish- ments	<i>A counselor has been assigned to some CTE programs. Advisor training is currently being discussed in Academic Senate.</i>		
3d	Develop new vocational education program offerings in growth areas the college is well equipped to serve.	Office of Academic Affairs	<ul style="list-style-type: none"> • # new programs developed & offered • Written policy on process for designing and obtaining approval of new programs.
Implementation Specifics	Clarify steps in process of program development and the chain of command in development process		
Progress/ Accomplish- ments	<ul style="list-style-type: none"> • <i>New programs are being developed in Computer Science, Allied Health, Film Production and (International) Business.</i> 		

Goal 3	Recommendations	
	<ul style="list-style-type: none"> ▪ Unsure of written policy for designing a new program, continue the discussion and advisor training for CTE programs, Increase counselor attendance in advisory board meetings. 	
	EVALUATION OF PROGRESS	
	<ul style="list-style-type: none"> ▪ Progress in many areas of CTE has been made; the Dean of CTE has provided guidance and structure for developing new programs and tracking employment rates. The SLO Advisors have provided guidance in developing road maps for programs and continuous evaluation of the programs. 	
	IMPLICATIONS FOR NEXT EDUCATIONAL MASTER PLAN	
	<ul style="list-style-type: none"> ▪ 	

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Foundation Skills	Goals and Objectives	Facilitators	Measures of Achievement
Objectives	Goal 4. Improve # students advancing into transfer preparation & Career Technology Education programs by supporting the college's Foundation Skills Program.		
4a	Institute educationally-sound class sizes in all foundation skills classes.	Basic Skills Committee, Division Chairs, Office of Academic Affairs	<ul style="list-style-type: none"> Publish class sizes for foundation skills classes Compare completion rates for foundation skills classes with lower enrollment size with historical data
Implementation Specifics	<ol style="list-style-type: none"> Perform literature search on student success & class size limit Agree on target class limit for foundation skills classes that is lower than general education class sizes 		
Progress/Accomplishments	<ul style="list-style-type: none"> Not done <i>Language Arts division members have had a few brief discussions on this topic, but no action has been taken.</i> <i>Here is a possible resource: http://www.ncte.org/positions/statements/whyclasssizematters.</i> 		
4b	De-stigmatize pre-collegiate classes	Educational Policies and Standards Committee	<ul style="list-style-type: none"> Name change reflected in schedules of classes and catalog and on college website
Implementation Specifics	Re-label basic skills as foundation skills.		
Progress/Accomplishments	<ul style="list-style-type: none"> Not done <i>"Basic Skills" still found on pp. 37 & 38 of the catalog</i> <i>"Basic Skills" found in college reports:</i> http://www.wlac.edu/matriculation/DOC/Matriculation%20Department%20Year%20End%20Report%202011%202012.pdf (p. 3) http://www.wlac.edu/matriculation/DOC/Student%20Success%20and%20Support%20Program%20Newsletter%20May%202013.pdf <i>"Basic Skills" found in meeting minutes:</i> http://www.wlac.edu/matriculation/DOC/Student%20Success%20and%20Support%20Program%20Newsletter%20May%202013.pdf <i>Is this a worthwhile goal? Is there data to show that this type of terminology matters?</i> 		
4c	Establish and support learning communities and recruit students during registration.	Division Chairs, Office of Academic Affairs, Office of Student Services, Dean of Planning and Research	<ul style="list-style-type: none"> Compare student success rates from learning community programs with overall student success rates
Implementation Specifics	<ol style="list-style-type: none"> Continue and evaluate UMOJA, FACE, and Puente initiatives Investigate establishment of other learning communities 		
Progress/Accomplishments	<ul style="list-style-type: none"> <i>Puente program continues</i> <i>Umoja program is in limbo/transition.</i> <i>FACE program has been disbanded.</i> <i>The college is investigating various First Year Experience-type programs.</i> 		

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4d	Prepare students with intensive writing instruction	Language Arts faculty members	<ul style="list-style-type: none"> • # of eFolios uploaded • Increase in % students who successfully complete English sequence • Increase in % students who successfully transfer
Implementation Specifics	Implement a “write your story project” in English 21-28-101 tied to eFolios		
Progress/Accomplishments	<ul style="list-style-type: none"> ▪ <i>This program was implemented for one semester.</i> 		
4e	Prepare students with subject integrated college reading instruction	Basic Skills Committee designees	<ul style="list-style-type: none"> • # of faculty attending these professional development activities
Implementation Specifics	Provide to faculty professional development activities on subject integrated college reading instruction to build understanding among faculty and come to consensus.		
Progress/Accomplishments	<ul style="list-style-type: none"> • <i>Under Nancy Sander's leadership and with the Student Success Committee/ATD Teams' support, Reading Apprenticeship has taken off at West. The FIG met monthly over the 2012/2013 school year, and several faculty members have participated in RA training and development.</i> • <i>Reading Horizons was purchased to bolster the Learning Center's literacy offerings.</i> 		
4f	Prepare students using diversified mathematics instruction	Dean of General Education and Transfer, Division Chairs, Basic Skills Committee designees	<ul style="list-style-type: none"> • Receipt of data from CTE programs and disciplines with General Education courses • Chart developed and published summarizing math skills advised/required for successful completion of General Education courses • # new diversified approaches instituted
Implementation Specifics	<ol style="list-style-type: none"> 1. Survey CTE faculty to determine the math skills students need for successful completion of CTE program 2. Support Objective 1b by reviewing math skills advised/required for successful completion of General Education courses other than Mathematics courses. 		
Progress/Accomplishments	<ul style="list-style-type: none"> • <i>I do not know of this having been done. I will check with math faculty members.</i> 		
4g	Prepare ESL students for successful transfer and/or career.	Dean of General Education and Transfer, Language Arts Division Chair or designee	<ul style="list-style-type: none"> • Increased student persistence in ESL sequence • Increase in % students who complete ESL sequence • Increase in % ESL students who successfully transfer
Implementation Specifics	<ol style="list-style-type: none"> 1. Offer a broad range of ESL classes as well as hybrid ESL classes. 2. Pair ESL classes with transfer GE class. 		
Progress/Accomplishments	<ul style="list-style-type: none"> • <i>Reading Apprenticeship and paired classes are strategies being used to prepare ESL students for transfer and/or career.</i> 		

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Accomplish- ments	
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Goal 4	Recommendations	
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	Evaluation OF PROGRESS	
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	IMPLICATIONS FOR NEXT EDUCATIONAL MASTER PLAN	
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Diversified Modes of Instructional Delivery	Goals and Objectives	Facilitators	Measures of Achievement
Objectives	Goal 5. Ensure highest levels of educational quality within West’s diversified modes of instructional delivery.		
5a	Support a variety of learning communities	Learning Community Program Directors, Dean of Research and Planning	<ul style="list-style-type: none"> • Successful completion rates • Successful retention rates • Successful persistence rates • Graduation counts
Implementation Specifics	<ol style="list-style-type: none"> 1. Evaluate our current learning communities to identify effective practices. 2. Expand implementation of effective practices. 3. Consider developing interest-driven learning groups (e.g. cinema production, environmental sustainability) 		
Progress/Accomplishments	<ul style="list-style-type: none"> ▪ 		
5b	Make online student services available to all students.	Office of Student Services, Office of Academic Affairs	<ul style="list-style-type: none"> • # students using online counseling • # students using online library services • # students using online financial aid services • # students using online tutoring
Implementation Specifics	<ol style="list-style-type: none"> 1. Expand online services (including but not limited to, online counseling, library, financial aid, and tutoring). 2. Evaluate effectiveness of online services 		
Progress/Accomplishments	<ul style="list-style-type: none"> ▪ 		
5c	Support highest quality online and hybrid courses	Division Chairs, Dean of Distance Learning	<ul style="list-style-type: none"> • Increased # training sessions for ETUDES • Increased # participants in ETUDES training sessions • Increased # faculty who have been trained in online pedagogy • # courses instituted or updated with assistance of instructional designer • # reviewers trained in online instruction
Implementation Specifics	<ol style="list-style-type: none"> 1. Expand pedagogy training for online courses 2. Implement best practices guidelines for online teaching. 3. Implement best practices for online instructional design. 		

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	4. Provide for an instructional designer to support or assist instructors with online instructional design. 5. Implement best practices for review of online teaching.		
Progress/ Accomplish- ments			
5d	Identify best practices for implementation by programs in evening, on weekends, and off-campus.	Office of Academic Affairs, Office of Student Services, Office of Administrative Services	<ul style="list-style-type: none"> • # survival guides distributed • # reviews completed • # best practices adopted • # hours of support services provided on weekends • # hours of support services provided in the evening
Implementation Specifics	<ol style="list-style-type: none"> 1. Provide survival guide to evening, weekend, and off-campus instructors. 2. Conduct review of evening, weekend, and off-campus programs to identify best practices. 3. Expand best practices for programs in evening, on weekends, and off-campus. 4. Expand support services for evening and weekend students 5. Improve the awareness by the Sheriff's Office and Plant Facilities of the classes in session on weekends. 		
Progress/ Accomplish- ments	▪		
5e	Provide the most effective technologies in and out of the classroom to support student learning.	Technology Committee, Senior Administrative Staff	<ul style="list-style-type: none"> • Refer to Technology Master Plan
Implementation Specifics	<ol style="list-style-type: none"> 1. Update Technology Master Plan. 2. Implement Technology Master Plan. 		
Progress/ Accomplish- ments			

Goal 5	Recommendations	
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	EVALUATION OF PROGRESS	
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	IMPLICATIONS FOR NEXT EDUCATIONAL MASTER PLAN	
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