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Shared Governance and Planning Handbook
Introduction

During 2010 the faculty, staff, students and administration undertook a review and update of the integrated shared governance and planning policies and procedures. The process involved a meta-process of first, designing the review process to get started, and then refining the process as we went along.

These groups played key roles in this over-all process review:

- College Council
- Building Program Management Committee
- Summer Think Tank for Foundation Skills
- Planning Committee
- Accreditation Standard IV committee
- Leadership Retreat Planning Committee

Several key principles and guidelines were developed

- At meetings, speak no more than twice to an issue
- Use a ‘parking lot’ to record questions, comments and issues that can’t be addressed at the time, so that they can be covered later.

The Leadership retreat represented the culminating effect of the process in building community, the theme of the retreat

A catalyst in reinforcing the importance of the processes and approaches was the $124 million over-commitment of construction funds.

- Respect all individuals
- Respect all points of view
- Provide opportunities and forums for input from all interested members
- Reduce getting side-tracked after an issues has been discussed
- Share information
  - Open forum
  - Web site
  - Annotate date and source on all documents

Community takes on new meaning with new connections with our local community.

Values:

- Community
- Simplicity
- Sustainability
- Integrity
  - Respect for individuals
  - Respect for process
**OUR VISION**

WEST: A gateway to success for every student

**OUR MISSION**

West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success.

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

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

**OUR VALUES**

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

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

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

**ENGAGEMENT**
To be fully engaged-academically, locally and globally - is to embrace learning with passion, commitment and energy.
WEST LOS ANGELES COLLEGE GOVERNANCE

Approved October 6, 2011

I.  PREAMBLE

Effective College Governance

There is consensus that the college's governance should be strengthened so that mutual consultation goes beyond the merely ceremonial. Effective governance committees must be involved in the real and important work of participatory governance.

Distinction between Policy and Operations

To accomplish this goal, the Office of the President and the College Council make a clear distinction between policy and operations. The work of effective shared college governance is in the area of policy formation and development, which results in recommendations to the college president. Policy implementation (operations) is the purview of the college administration. Once a policy has been recommended by the College Council to the president and the president approves the recommendation, the administration is entrusted with the responsibility for the implementation and execution of college policy as it deems appropriate given existing circumstances and resources. In those cases where the college president does not concur with a recommendation from the Council, the president will either return the recommendation to the Council for further consultation or state in writing why the recommendation is rejected.

II.  GOVERNANCE STRUCTURE

West's current standing system of college governance is a model that provides each of the four major constituent bodies of the college governance structure the opportunity to make direct recommendations to the college president:

A. Academic Senate

1. Academic Rank Committee
2. Curriculum Committee
3. Distance Education Committee
4. Educational Policies and Standards Committee
5. Student Success Committee
6. Transfer Committee

B. College Council (The college's effective governance body)

The College Council is a recommending body to the President of the College on college-wide policy and issues.

1. As a condition for participation on the College Council, each group participating as a constituent group member shall make the following commitments:

   a) Each constituent group, insofar as it participates in the College Council shall commit to promote the development of policy which is in the best interests of students and college
b) Each constituent group shall commit to first attempt to use the College Council for pursuing recommended policy changes or recommended policy that can be dealt with in the Council

c) Each constituent group shall commit to strive to accept and accommodate the consensus reached in the College Council, although each group will retain its ultimate right to excuse itself from the Council on a particular issue or the ultimate right to take an issue to a different arena

d) Each constituent group shall agree to attend the College Council meetings, complete any work it agrees to undertake in an expedient manner; and communicate with and involve the constituency it represents

2. All constituent groups shall agree that they will work to achieve consensus. Consensus is a process for group decision-making, a method by which an entire group of people can come to an agreement. The input of all participants are gathered and synthesized to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but also to promote the growth of community and trust.

3. If the constituent group members cannot achieve consensus on an issue before the College Council, then the Chair of the Council will call for a vote that shall be incorporated into the written minutes of the Council

4. College Council meetings shall be open and public; and agenda materials, minutes and other documents discussed by the Council will be made available for public perusal

5. Standing committees of the College Council:
   a) Accreditation Committee
   b) Budget Committee
   c) Enrollment Management Committee
   d) Facilities Committee
   e) Planning Committee
      i. Program Review Committee
   f) Resource Development Committee
   g) Technology Committee

6. Responsibilities of constituent groups with members on the College Council
   a) Constituent groups that appoint representatives to the College Council shall establish and maintain written procedures for:
      i. communicating with their constituencies
      ii. securing the input and views of their constituencies
      iii. representing the views of their constituencies
   b) These procedures will be made available for public record.
7. Introducing items into consultation for the College Council

a) Whenever any member of the College Council proposes that the Council address an issue, it should be brought to the Council in the form of a "Consultation Digest." A Consultation Digest is a formal written request for the Council to address a particular college-wide issue.

b) Prior to the preparation of a Consultation Digest, the focus shall be on the following:
   i. whether the issue is one which requires Council attention
   ii. how the issue should be defined and addressed

c) The Consultation Digest will:
   i. clearly and succinctly define the issue or problem to be addressed
   ii. provide a brief background on the issue
   iii. describe the various alternative approaches to addressing the issue
   iv. propose timelines for action and implementation

8. Items and issues for consideration of the College Council

Items and issues for consideration by the College Council must be those that have college-wide impact. These topics shall not include the academic and professional matters under Academic Senate purview as defined in AB 1725. The College Council shall make recommendations to the College President in writing with respect to the following:

a) Annual college strategic and operational plans.
b) Long range strategic planning.
c) The College Master Plan.
d) The college vision and mission statements.
e) College-wide task forces and committees.
f) Development, evaluation and management of the college budget.
g) Annual evaluation of progress toward achieving college goals.
h) Issues dealing with, but not limited to:
   i. Calendared cyclical reports (marketing/enrollment plan, facilities plan, research plan/agenda, etc.)
   ii. Communication and Technology
   iii. Physical Plant
   iv. Environmental Impact Report
   v. Bond programs
   vi. Any other college-wide policy and issues forwarded by the Executive Committee to the College Council.
9. Meetings of the College Council

a) Agendas: The meeting agendas for the College Council will be prepared and distributed to council members at least three (3) days in advance. The Executive Committee of the College Council, using mechanisms designed to solicit input from its constituencies will determine the agenda for the Council meeting.

b) Schedule of Meetings: The Chair of the College Council shall recommend a schedule of meetings for the Council with the approval of the Executive Committee.

c) Open Meetings: Meetings of the College Council are open to all interested persons or organizations who wish to observe the discussions and deliberations.


e) Official College Council business cannot be conducted without a quorum (as defined by Robert's Rules of Order).

f) Forwarding Recommendations to the College President: When the College Council forwards its recommendation(s) to the President, the recommendations(s) may or may not represent a consensus of the Council and that shall be noted in the written record of the minutes.

g) A record of each member's vote on the issues before the College Council will be noted in the official minutes of the Council.

h) Summary of College Council Meeting: Within five (5) days after a meeting of the College Council, the Chair of the Council shall provide a summary of the meeting. The summary will indicate the disposition of the various items considered by the Council, including the recommendation(s) forwarded to the President. Approved Council minutes shall be posted for public perusal.

i) Attendance: If a member has missed two consecutive meetings, or three per semester of the Council, the constituent body that appointed that member will be notified of that fact, and asked to remedy that situation.

j) The Chair of the Council: When appropriate, the Chair should have released/reassigned time in order to perform the functions required of the position. Clerical support should also be provided.

10. Training for Council members

a) Members of the College Council and the constituent groups that appoint representatives to the College Council shall annually be provided training, as determined by the Council Executive Committee, regarding the College Council process and procedures. This training will occur at the first meeting in July.

b) Training shall include, but not be limited to, the purposes and mechanics of the process, and methods for resolving disputes and achieving consensus.

11. College Council Membership

a) Terms of Members & the Council Chair
i. Members shall have 2-year staggered terms.

ii. Appointments of members shall be made in May, and the terms shall begin July 1\textsuperscript{st} of that year.

iii. In the first year of the Council, where a constituent group has more than one member, that group will determine which members shall have a one (1) or two (2) year term.

iv. An alternate may be appointed who can act and vote when the official member is not in attendance. The official member must inform the alternate, in a timely manner, that he/she will be absent from a Council meeting, so that the alternate can be prepared.

v. The Chair of the Council shall have a three-year term.

vi. The Chair shall be elected in May.

vii. To ensure a smooth transition of chairs, the previous chair should attend the College Council meetings as an ex-officio member to support the newly-elected chair. If a previous chair is appointed as a member of the College Council s/he will have voting privileges.

b) Council Membership

- Academic Senate: 4
- AFT Faculty Guild: 4
- AFT Classified: 2
- Other Classified Unit Collective Bargaining Unit: 1
- ASO: 2
- Teamsters: 1
- Vice Presidents: 3
- President (non-voting): 1

Total Membership: 18

12. Executive Committee of the College Council

a) Committee Membership:

- Senate President
- Faculty Guild President
- Classified Guild Chair
b) Responsibilities of the Executive Committee of the Council:

i. prepare the Agenda for the College Council meetings

ii. decides whether a two-thirds (2/3) or majority vote of the Council is appropriate for Agenda action items taken to the council

iii. review the Consultation Digest items and determine the disposition of such: either the item moves forward and is put on the agenda of the College Council or is referred to another group. The disposition of the Consultation Digest item will be recorded on the Executive Committee Action Form, a copy of which will be kept by the Council Chair. If the Consultation Digest item is referred to another group, that group will have ten (10) days to respond, in writing, to the Executive Committee, as to the action taken. A copy of the action form shall be sent to the appropriate group.

13. Review

The President, at the end of every two years, shall provide for review and evaluation of the College Council as it functions under this document.

14. Amendments to this policy

a) Any member or members of the College Council may propose amendments to this document at any time.

b) Proposed amendments must be submitted in writing as Noticed Motions at a regular meeting of the College Council. The date and time of the meeting at which proposed amendments are to be discussed and voted on shall be determined at that time.

c) An amendment becomes part of this document, or replaces part of this document, when two-thirds of the total membership of the College Council votes to make it so.

C. Unions

a) AFT Faculty Guild

b) Classified Unions

   i. AFT Staff Guild
   
   ii. SEIU 721
   
   iii. SEIU 99
   
   iv. JCBT
c) Teamsters

D. Senior Staff

i. Academic Vice President

ii. Vice President of Administrative Services

iii. Vice President of Student Services

The sub-committees listed above, under the four major effective governance recommending bodies, report to their respective governance body and make their recommendations only through that major governance body.

The college president agrees to refer recommendations received from the leadership of the four major governing bodies to the College Council for ratification to insure that all college constituents have been fully consulted. *(Please Note: Per Title 5, recommendations on academic and faculty professional matters are the purview of the Academic Senate and its recommendations go directly to the President for approval or rejection.)*

III. SEARCH COMMITTEES FOR ADMINISTRATIVE POSITIONS

The College Council agrees that the college will conduct searches in accord with LACCD Personnel Guide Policy B456 governing searches for Deans, Associate Deans, Associate Directors, Assistant Directors and Assistant Deans.

The College Council agrees that the college will conduct searches in accord with LACCD Personnel Guide Policy B456A governing searches for certificated Vice Presidents, Directors and Senior Directors. This policy stipulates that a search committee must be composed of at least five members, the majority of whom will be administrators.

IV. EDUCATIONAL MASTER PLAN REVISION PROCESS

A. Charge:

The college president has charged the Academic Senate with periodically bringing forward an Educational Master Plan.

B. Process:

1. The annual Leadership Retreat will consider any suggested changes in the EMP.
2. The chair of the Leadership Retreat will turn over this input to the Academic Senate
3. The Academic Senate will formally task its Educational Policies and Standards Committee to begin work. The EPSC will forward its recommendation to the Senate which will act and bring forward a recommendation to the college president.
4. The president will then charge the College Council to conduct hearings on the proposed plan and to prepare a final recommendation to the president.

V. FACILITIES MASTER PLAN: BUILDING PROGRAM OPERATIONS SIGN-OFF

A. Background
The current facilities master plan has been approved and adopted as formal college planning policy. Delays in executing projects which have already been approved in the Master Plan cause higher costs and are not in the interests of our students, faculty and staff.

B. Mutual Agreement

The college president and the Vice President of Administrative Services shall be the final signatories for operational documents in the building program. The signature of the president indicates that s/he has consulted in advance with the Academic Senate President, the AFT Faculty Guild Chair, and the AFT Staff Guild Chair and has received their concurrence. The president shall also be responsible for notifying the College Council of such operational actions in the regular president's report to the Council.

VI. CLARIFICATION OF THE CHARGE OF THE COLLEGE PLANNING COMMITTEE

A. This committee is a standing committee of the College Council

B. Charge

The committee’s charge is to link the college's existing planning to the college's budgeting of discretionary resources.

C. Responsibilities:

1. Make allocation recommendations to the College Council. The Planning Committee does not itself do planning, but rather uses existing plans to establish criteria by which it makes allocation recommendations against funds identified by the Budget Committee as discretionary.

2. Monitor the policies and procedures by which program reviews and unit plans are produced and submitted to the Committee. It is the Planning Committee's responsibility to see to it that all program reviews and unit plans are submitted in a timely manner so that it can perform its major function of using these existing plans to make judgments regarding college priorities for the allocation of resources.

3. Develop and enforce policies that qualify a program or unit to apply for funding against identified discretionary resources.

For example, the Planning Committee should prioritize facility requests in light of enrollment growth initiatives. The Facilities Committee would identify the nature, scope and effect of each project and the Budget Committee would identify the available resources to fund projects. The Planning Committee would then develop its own criteria from the existing unit plans to prioritize requests for the available funding. This recommendation would go to the College Council for review and approval.

The Facilities, Planning, and Budget committees report directly to the College Council which directs these committees to serve as resources to the Planning Committee.

VII. RECALL PROVISION

The College Council Chair may be removed from his/her assignment as Chair:

1. For failure or refusal to perform the normal and reasonable duties of the Council as defined by its bylaws and by any expressed approved written motion or resolution of the Council directing the chair to proceed in a specific manner.

2. The recall process will consist of:
a. A recall petition signed by 40% of the members of the College Council and presented to the Full Council, stating in writing the reasons for the recall.
b. The Council Chair shall have a chance to answer to the reasons for this recall before voting takes place.
c. A recall election shall be conducted by a member selected by the College Council Executive Committee and a representative of the Administration and shall take place within 3 weeks of the filing of the recall election.
d. A successful recall election requires 2/3 of the votes of those College Council members present and voting,

VIII. NON-COMPLETION OF TERM of OFFICE

In the event that a Council Chair does not complete his/her term of office, a new chair shall be selected, in accordance with the Council bylaws to serve for the remainder of the unexpired term.
College Executive Committee Action Form

Date: / / 

Issue Presented in Consultation Digest:

A. Scheduled for Placement on Agenda ☐

B. Referred To: (Check Appropriate Box) ☐ College President ☐ Senior Staff Chair

☐ Academic Senate ☐ ASO

☐ AFT Faculty Guild ☐ Other

10 Working Days to Report Back To the Committee after Referral

C. No Action ☐

Reasons for not taking action

Signature of the Executive Committee Chair:

Date: ________________________
GLOSSARY

**Ad Hoc Committee**: a temporary committee created by the College Council for specific or immediate college needs.

**Consensus**: no more than 1/5 (20%) of the council members in attendance express dissenting opinions.

**Consultation Digest**: a formal written proposal that clearly and succinctly defines an issue or problem, provides a brief background on the issue, describes the various alternative approaches to addressing the issue, and includes proposed timelines for action and implementation.

**Council**: the college governance group elected or appointed by their constituencies to act as the recommending body to the College President.

**Committee**: a body delegated to consider, investigate, or report on some matter.

**Day**: a work day.

**Faculty**: those academic employees of the campus who are employed in positions that are not designated as supervisory or management for the purposes of the Educational Employment Relations Act, encompassed in Government Code Section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.

**Majority vote**: more than 50% of the vote.

**Master plan**: the comprehensive description of the college's plan for the future. The master plan addresses the college's educational programs and services, facilities, and technology. In addition, the master plan serves as the college's framework for resource allocation, priority setting and continuous innovation.

**Operational plan**: An operational plan is one that implements (operationalizes) the goals of the college

**Policy**: Policy answers the "what" — it states what overall plan or course of action is to be taken - policy is what guides the action.

**President**: the President of West Los Angeles College.

**Procedure**: Procedure **answers** the "how" — it is how the policy will be implemented — it is the implementation arm of policy. Procedures are established as a way to carry out policy.

**Process**: a series of actions leading to a policy or a goal.
**Program review:** evaluation of an academic program or operational unit for effectiveness and efficiency.

**Prop A/AA:** construction funded by passage of Proposition A/AA.

**Public perusal:** Information accessible, electronically, by internet, intranet and also by the posting of information in designated areas that are accessible to the public.

**Quorum:** 50% of the voting members + one

**Standing Committee:** a body delegated to report on matters on a regular basis.

**Strategic plan:** a plan for a course of action and allocation of resources to achieve objectives for three years or more in the future.

**Task Force:** a body created as needed to deal with a specific, single item issue.
Approved by College Council on:

Signatures:

College Council Chair:
Fran Leonard ______________________________

Academic Senate:
Adrienne Foster ________________________________
Judy Chow ________________________________
Helen Young ________________________________

Administration:
John Oester ________________________________
Betsy Regalado ________________________________
Bob Sprague ________________________________

AFT Faculty:
Bruce Anders ________________________________
Richard Olivas ________________________________
Olga Shewfelt ________________________________

AFT Classified:
Joann Haywood ________________________________
Sheila Jeter-Williams ________________________________

ASO:
Durrell Levy ________________________________

SEIU 721 Stewart
Abel Rodriguez ________________________________

Teamsters:
Rebecca Tillberg ________________________________

President, Ex-Officio
Nabil Abu-Ghazaleh ________________________________
West Los Angeles College

College Participatory Governance Structure

**COLLEGE MISSION STATEMENT**
- West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success.
- Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.
- A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue lifelong learning.

* Formerly Building Program Management Committee
  08/2011
West Los Angeles College

College Committees

Table of Contents

Shared Governance Committees

Accreditation Steering Committee
Budget Committee
College Council
Enrollment Management
Facilities Committee
Planning Committee
Program Review Committee
Resource Development Committee
Technology Committee
Work Environment Committee

Academic Senate Committees

Academic Rank
Academic Senate
Curriculum Committee
Distance Education Committee
Educational Policies & Standards Committee
Faculty Position Identification Prioritization Committee
Senate Executive Committee
Student Success Committee
Transfer Task Force
Operational Committees

Divisional Council
Emergency Preparedness
Leadership Retreat
Matriculation
Student Services Council

Unions

Adjunct Faculty Meeting
Adjunct Orientation (AFT Faculty Guild)
AFT Guild Chapter
AFT Staff Guild (1521A)
Operations (Local 99)
SEIU (721)
Teamsters 911

Miscellaneous

College Citizens’ Oversight Committee
West Los Angeles College

College Committees
Charge and Structure

Shared Governance Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Accreditation Steering Committee</th>
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<tbody>
<tr>
<td>Charge</td>
<td>The Accreditation Steering Committee of West Los Angeles College provides leadership for the college's accreditation efforts in the following ways:</td>
</tr>
<tr>
<td></td>
<td>- Review the ACCJC Accreditation Standards</td>
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<td>- Encourage and promote dialogue across the college on student learning and institutional effectiveness.</td>
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<td>- Communicate information on accreditation to the college constituencies and community.</td>
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<td>- Facilitate the organization and structures for accreditation reports.</td>
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<td></td>
<td>- Oversee the preparation of accreditation reports.</td>
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<td>- Establish guidelines for the cataloging and maintaining of evidence to support accreditation.</td>
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<td></td>
<td>- Plan, facilitate and prepare for accreditation team visits to the college.</td>
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</tbody>
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Mission

Purpose

Reporting Line College Council

Brown Act No

Chair Fran Leonard

Co-Chair Robert Sprague

Term for Chair 2 years

Membership 1 AFT Faculty Guild representative; 1 AFT Staff Guild representative; 1 ALO representative; 1 Academic Senate representative; 1 Administrator representative; 1 Facilities representative; 1 Research & Planning representative; 1 SEIU 721 representative; 1 Student Services representative

Term of Membership 2 years

Meeting Schedule 3rd Tuesday; 1-3pm
Committee Name | Budget Committee
--- | ---
Charge | 1. The committee oversees the process for the preparation and the timeline for the development of the college’s annual operating revenue and expense budgets and synchronizes this process with the LACC District budget committee.
2. The committee periodically reviews budget reports from the Vice President of Administrative Services and assesses progress of revenue and expense budgets throughout the fiscal year to promote fiscal transparency.
3. The committee identifies discretionary resources and makes allocation recommendations to the College Council for these funds. Such recommendations will be coordinated with the Program Review and Planning committees.
4. If conditions warrant, such as a District fiscal emergency, the committee makes recommendations regarding proposed plans for action.

Mission
Purpose
Reporting Line | College Council
Brown Act | No
Chair | Ken Takeda
Co-Chair | Vacant
Term for Chair | Indefinite
Membership | 3 Administrator representatives, 2 AFT Faculty Guild representatives, 2 AFT Classified Guild representatives, 2 Academic Senate representatives, 1 ASO representative, 1 Local 721 representative, 1 Teamsters representative
Term of Membership
Meeting Schedule | 4th Wednesday; 2pm-4pm

Committee Name | College Council
--- | ---
Charge | The College Council is a recommending body to the President of the College on college-wide policy and issues. MOU #CC906-1, September, 26, 2006.
Mission
Purpose
Reporting Line | College President
Brown Act | No
Chair | Fran Leonard
Co-Chair | Vacant
Term for Chair | 2 years
Membership | 4 Academic Senate representatives, 4 AFT Faculty Guild representatives, 2 AFT classified representatives, 1 other classified collective bargaining units representatives, 2 ASO representatives, 1 teamsters representative, 3 vice presidents, president (non-voting)
Term of Membership | 2 years staggered
Meeting Schedule | 1st Thursday; 1-3pm
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Enrollment Management Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>EMC oversees enrollment to achieve and maintain target levels. The committee will do this by tracking student’s characteristics and outcomes and developing and evaluating recruitment programs. In 2007, the Enrollment Management Committee was established as a campus committee that reports to the Academic Senate. EMC includes key offices among various divisions that meet to coordinate operational schedules, priority actions and resources to better and more efficiently serve students. EMC fosters greater cooperation and synergies among all campus units that have key contact points with students (i.e. publications, alumni, development, website developers, video services, student affairs, etc.) EMC fosters clear coordination and sharing of information across campus Integration of information and administrative efforts on all constituent-facing fronts (tight integration of recruitment, student activities, outreach activities, campus visit programs, public relations, alumni activities, etc.)</td>
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<table>
<thead>
<tr>
<th>Mission</th>
<th>Purpose</th>
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<tr>
<td>Reporting Line</td>
<td>President and College Council</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Betsy Regalado</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Ken Lin</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Membership</td>
<td>Coordinated by the President and includes staff from Admissions, Academic Division Chairs, Student Financial Assistance, Academic Senate representative, Counseling Center, Advertising and Public Relations, Student Government, Student Services, Testing/Student Assessment, Classified Staff Support</td>
</tr>
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<tr>
<th>Term of Membership</th>
<th>Meeting Schedule</th>
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<tr>
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<td>2nd Thursday; 10am-12pm</td>
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### Facilities Committee

**Charge**
- Prioritize and make recommendations to the College Council on
  - alteration & improvement projects around campus
  - state-funded capital construction and scheduled maintenance projects
  - bond program projects
- Create stake-holder committees to assist with design of Capital Construction & Bond Projects;
- Provide oversight of bond program construction plans, progress, and budgets;
- Provide updated information to all constituency groups on major maintenance and construction projects;
- Provide recommendations on
  - building access control and campus safety projects
  - campus accessibility issues

<table>
<thead>
<tr>
<th>Mission</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>To link the college’s existing planning to the college’s budgeting of discretionary resources.</td>
<td>To maintain the college’s adherence to the planning and budgeting principles developed and put forth in the Master Plan.</td>
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<tr>
<th>Purpose</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>To implement and continually adapt the Master Plan through the college’s annual planning and budgeting process. The process ensures that planning creates the foundation for budget development. The Planning Committee guides the process, supported by the Dean of Planning. By means of the committee’s activity, the constituency groups review planning and budgeting and makes recommendations to the college president.</td>
<td></td>
</tr>
</tbody>
</table>

| Reporting Line | College Council |
| Brown Act | No |
| Chair | John Oester |
| Co-Chair | Jane Witucki |
| Term for Chair | |
| Membership | VP of Academic Affairs, VP of Administrative Services, VP of Student Services, 3 Academic Senate Faculty representatives, 1 ASO representative, 2 AFT Faculty representatives, 1 AFT Staff representative, 1 AFT Classified representative (non-voting), 1 SEIU representative, 1 Plant Facilities representative |
| Term of Membership | |
| Meeting Schedule | 1st Thursday; 3-5pm |

### Planning Committee

<table>
<thead>
<tr>
<th>Charge</th>
<th>To link the college’s existing planning to the college’s budgeting of discretionary resources.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To maintain the college’s adherence to the planning and budgeting principles developed and put forth in the Master Plan.</td>
<td>To implement and continually adapt the Master Plan through the college’s annual planning and budgeting process. The process ensures that planning creates the foundation for budget development. The Planning Committee guides the process, supported by the Dean of Planning. By means of the committee’s activity, the constituency groups review planning and budgeting and makes recommendations to the college president.</td>
</tr>
</tbody>
</table>

<p>| Reporting Line | College Council |
| Brown Act | No |
| Chair | Rebecca Tillberg |
| Co-Chair | |
| Term for Chair | Indefinite |
| Membership | VP of AA, VP of AS, VP of SS, 3 Academic Senate representatives, 3 AFT Guild representatives, 1 Student Services representative, Dean of Research and Planning, 2 AFT Classified representatives, 1SEIU representative, Resource representative, president (non-voting) |
| Term of Membership | |
| Meeting Schedule | 4th Monday; 1:30—3:30pm |</p>
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Program Review Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>As stated in the Participatory Governance Agreement which was unanimously approved by the Academic Senate in Spring 2003: The Program Review Committee is charged with planning, coordinating and reviewing the college-wide program review efforts as part of college planning. As such, it reports its recommendations to the Academic Senate, the College Planning Committee, which reviews the program review committee’s recommendations and forwards them to the College President and the College Coordinating Council. The committee reviews and, with the consent of the Academic Senate, revises the program review instruments, develops surveys to evaluate program effectiveness, works closely with the college researcher to provide the relevant data for effective program review, and researches best practices that could enhance the program review efforts of the college.</td>
</tr>
</tbody>
</table>
| Mission        | 1. It is a process to improve the teaching and learning environment that every person of the college community is committed to.  
2. It is required by the California Code of Regulations, Title V, Section 51022.  
3. It is required by the Accrediting Commission for Community and Junior Colleges. |
<p>| Purpose        | Planning Committee       |
| Reporting Line | No                       |
| Chair          | Fran Leonard             |
| Co-Chair       | Vacant                   |
| Term for Chair | 2 years                  |
| Membership     | Faculty and Division Chairs, 1 Title V representative, 1 Administrator, 2 Academic Senate representatives, 1 Divisional Council representative, 2 Academic Affairs representatives, 3 Student Services, 1 Administrative Services representative, 1 ASO representative |
| Term of Membership | 2 years; staggered     |
| Meeting Schedule | 3rd Wednesday; 1-3 pm   |</p>
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Resource Development Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>The Resource Development Committee (RDC) is the recommending and advisory committee to the College Council charged with guiding and overseeing the Resource Development Office as it seeks to identify, develop, apply for, or implement grant, partnership, and contract opportunities aligned with and facilitating the college’s mission and strategic plan. The RDC will develop institutional processes by which members of the college community have access to a formal process to contribute to development ideas, participate in resource creation activities (e.g., proposal development, partnership building, contract opportunity development, faculty exchanges, activities that expand and strengthen student learning), and encourage and facilitate a campus culture that supports resource development activities as vital to the intellectual and scholastic vitality of the college.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Line</td>
<td>College Council</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Robert Sprague</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Membership</td>
<td>4 Academic Senate representatives, VP of AS, VP of AA, VP of SS, Dean of Development, 1 AFT Classified representative, 3 AFT Faculty representatives, 1 ASO representative, 1 SEIU representative</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>4th Thursday, 12:30 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Committee</th>
<th></th>
</tr>
</thead>
</table>
| Charge                      | The Technology Committee is a college-wide committee charged with review and oversight of the 2009-2016 Technology Master Plan (TMP) implementation. The responsibility of the committee is as follows:  
  - Review the TMP to assess the progress towards reaching the core goals  
  - Identify areas where updates to the TMP are needed  
  - Identify the required steps for the implementation of the goals and strategies in the plan  
  - Monitor progress of the implementation of the goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
<p>| Mission                      | Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Reporting Line              | College Council                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Brown Act                   | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Chair                       | Vidya Swaminathan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Co-Chair                    | Robert Sprague                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Term for Chair              | Indefinite                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Membership                  | 3 Administrators chosen by the college president, one of which will be the VPAA, 2 from Classified (IT Director and 1 AFT Classified representative), 6 from faculty, (3 representatives appointed by the AFT Faculty Guild and 3 representatives appointed by the Academic Senate).                                                                                                                                                                                                                                                                                                                                                                   |
| Term of Membership          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Meeting Schedule            | 3rd Tuesday, 3-5 pm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Work Environment Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>The WEC shall recommend policy and monitor all work environment matters including, but not limited to grounds and facilities, parking, classroom conditions, allocation and conditions of faculty office space, air quality, temperature control, day and night lighting, VDT usage, health, sanitation and safety.</td>
</tr>
<tr>
<td>Mission</td>
<td>To promote the goal of improving the quality of the work environment, the WEC can develop recommendations regarding work environment issues and then seek to reach agreement with the administration so that the administration may implement these recommendations.</td>
</tr>
</tbody>
</table>

**Reporting Line**  
Brown Act: No  
Chair: Jack Ruebensaal  
Co-Chair: Vacant  
Term for Chair: Appointed by AFT President  
Membership: Faculty Representatives, Administrator Representatives, Employee Representatives  
Term of Membership: Faculty appointed by chapter president; Administrator appointed College President; Employees appointed by District (There must be 2x as many faculty per Administrator)  
Meeting Schedule: 3rd Friday; 10-11am
### Academic Senate Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Our local Senate policy provides: full-time, regular faculty or retirees who file an application for advancement are eligible to be considered.</td>
</tr>
</tbody>
</table>

**Background:** Establishment of academic rank through the granting of titles provides increased status, greater community recognition, and, improvement in the personal welfare of the faculty. Titles lend prestige in the publication of textbooks and other educational materials. Titles identify associate degree faculty more closely with other segments of higher education as designated in the Master Plan of Higher Education in California.

Academic rank shall not be established on any campus within the District unless a majority of the members of the Faculty Senate voting request it, and, conversely, may be discontinued upon the request of a majority of the members of the Faculty Association voting at that particular college.

The Academic Rank Committee chair will generate and send a list with each newly appointed or advancing name, rank and discipline to the Office of Instruction for inclusion in the next college catalogue. The Academic Rank Committee chair will ensure that the applications for advancement in rank are submitted to the Vice President of Academic Affairs for inclusion in the faculty member’s campus personnel record folder.

The Academic Rank Committee chair will ensure that photocopies of the certificates of rank are sent to the District Personnel Office for inclusion in the faculty member’s personnel record folder. The Academic Rank Committee chair will ensure that each applicant receives a certificate declaring advancement of rank. The Academic Rank Committee chair will ensure that existing rank listings are reviewed for accuracy on a yearly basis. The Academic Rank Committee chair will devise a time line for this activity that correlates with the production and publication of the college catalogue.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Line</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Judy Chow</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td></td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Twice a semester</td>
</tr>
<tr>
<td>Committee Name</td>
<td>Academic Senate Committee</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters, including the following policy development and implementation matters:</td>
</tr>
<tr>
<td></td>
<td>• Curriculum including establishing prerequisites and placing courses within disciplines</td>
</tr>
<tr>
<td></td>
<td>• Degree and certificate requirements</td>
</tr>
<tr>
<td></td>
<td>• Grading Policies</td>
</tr>
<tr>
<td></td>
<td>• Educational Program development</td>
</tr>
<tr>
<td></td>
<td>• Standards or policies regarding student preparation and success</td>
</tr>
<tr>
<td></td>
<td>• District and college governance structures, as related to faculty roles</td>
</tr>
<tr>
<td></td>
<td>• Faculty roles and involvement in accreditation processes, including self-study and annual reports</td>
</tr>
<tr>
<td></td>
<td>• Policies for faculty professional development activities</td>
</tr>
<tr>
<td></td>
<td>• Processes for Program Review</td>
</tr>
<tr>
<td></td>
<td>• Processes for institutional planning and budget development</td>
</tr>
<tr>
<td></td>
<td>• Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Adrienne Foster</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Judy Chow</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>27 members – Executive, Senators-at-Large, District Senators, Divisional Senators, Adjunct Senators</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>Two year term; staggered</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>2nd &amp; 4th Tuesday; 12:45 pm-3 pm</td>
</tr>
<tr>
<td><strong>Committee Name</strong></td>
<td><strong>Curriculum Committee</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Charge</td>
<td>The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review and implementation of curriculum both at the college and state level. By resolution, the committee is charged to have members representing students, articulation officers, librarians and noncredit faculty. Under the direction of the President, the chair and/or members of the committee provide technical assistance to local college curriculum committees, academic senates and the faculty in general.</td>
</tr>
<tr>
<td>Mission</td>
<td>To provide resources, training, and information to enable faculty to keep West’s curriculum up-to-date.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To review curriculum documents relating to course adds, changes, deletions and the creation of new courses, as well as new programs, and, after discussion make appropriate recommendations to the senate.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Judy Chow</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>1 representative from each division, 1 AFT representative, 1 Senate representative, 1 Classified representative, Articulation Officer, 1 ASO representative.</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Last Wednesday of the month; 1-3pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Committee Name</strong></th>
<th><strong>Distance Education Committee</strong></th>
</tr>
</thead>
</table>
| Charge            | 1. Develop the recommended college policy on distance learning, including but not limited to the various methods associated with online course delivery.  
2. Develop agendas and submit approved minutes of each meeting to the Senate.  
3. Report periodically to the Academic Senate on:  
   a. Courses and sections that are delivered by distance learning and their total census date enrollment based on data provided by the college researcher.  
   b. Support services that are offered to distance learning faculty, and any additional support services that are recommended to by the committee.  
   c. Support services that are offered to distance learning students and any additional support services that are recommended by the committee.  
   d. Other duties as assigned. |
| Mission           | The West Los Angeles College Distance Education Committee advises the Academic Senate in its decision-making regarding Distance Education issues. It is a standing committee of the Academic Senate. The committee will discuss and refer any issues regarding working conditions and other labor issues to the appropriate bargaining unit(s). |
| Purpose           |                                    |
| Reporting Line    | Academic Senate |
| Brown Act         | Yes |
| Chair             | Vanita Nicholas |
| Co-Chair          | Alice Taylor |
| Term for Chair    | 2 years |
| Membership        | Faculty must be appointed by Academic Senate |
| Term of Membership| 2 years |
| Meeting Schedule  | 3rd Wednesday; 1:30pm |
The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives.

The Educational Policies Committee researches issues as required and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Educational Policy &amp; Standards Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives.</td>
</tr>
</tbody>
</table>

| Mission                         |                                                                                                           |
| Purpose                         |                                                                                                           |
| Reporting Line                  | Academic Senate                                                                                         |
| Brown Act                       | Yes                                                                                                       |
| Chair                           | Joyce Sweeney                                                                                            |
| Co-Chair                        |                                                                                                           |
| Term for Chair                  |                                                                                                           |
| Membership                      | VP of Academic Senate, VP of Academic Affairs (English), Athletics/Counseling, Music/Fine Arts, Language Arts/Learning Skills |
| Term of Membership              |                                                                                                           |
| Meeting Schedule                | 3rd Thursday; 3 pm                                                                                       |

| Committee Name                  | Elections Committee of Academic Senate                                                                     |
| Charge                          | To conduct elections for the Academic Senate and fill vacancies when they develop on standing committees of the Academic Senate. |

| Mission                         |                                                                                                           |
| Purpose                         |                                                                                                           |
| Reporting Line                  | Academic Senate                                                                                         |
| Brown Act                       | Yes                                                                                                       |
| Chair                           | Vacant                                                                                                    |
| Co-Chair                        | N/A                                                                                                       |
| Term for Chair                  | 1 year                                                                                                    |
| Membership                      | TBD                                                                                                       |
| Term of Membership              | 1 year                                                                                                    |
| Meeting Schedule                | TBD                                                                                                       |
### Faculty Position Identification Prioritization Committee

<table>
<thead>
<tr>
<th>Charge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>“The philosophy of the FPIP Policy shall be to promote fairness and equity in resource allocation, specifically in regard to faculty hiring, in accordance with the mission of the college. It is the explicit intent of the FPIP Policy to establish an open and objective process which will best serve the collective interests of the WLAC community. The prioritization of proposals for faculty hiring shall be based on the needs of the students, the college, the disciplines, the programs, and the enrollment trends. A wide range of factors shall be considered in the process.” (FPIP Policy)</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The purpose of the FPIP Committee is to implement the FPIP Policy. The FPIP Policy defines the procedures at WLAC pertaining to the identification and prioritization of full-time probationary faculty positions.</td>
</tr>
<tr>
<td><strong>Reporting Line</strong></td>
<td>Academic Senate</td>
</tr>
<tr>
<td><strong>Brown Act</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>Lisa Kamibayashi</td>
</tr>
<tr>
<td><strong>Co-Chair</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term for Chair</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Membership</strong></td>
<td>VP of Academic Affairs, VP of Student Services, Faculty 3 Academic Senate Faculty representatives, 1 AFT Faculty representative</td>
</tr>
<tr>
<td><strong>Term of Membership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meeting Schedule</strong></td>
<td>4th Friday; 8am-10am</td>
</tr>
</tbody>
</table>

### Committee Name: Student Services Council

<table>
<thead>
<tr>
<th>Charge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>Dissemination of information; discussion of critical issues affecting Student Services at the Campus, District, State and Federal levels</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Staff meeting with all Student Services Administrators/Program Directors-Managers/Chairs</td>
</tr>
<tr>
<td><strong>Reporting Line</strong></td>
<td>VP Student Services</td>
</tr>
<tr>
<td><strong>Brown Act</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>Betsy Regalado</td>
</tr>
<tr>
<td><strong>Co-Chair</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Term for Chair</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Membership</strong></td>
<td>VP of SS, Deans of SS, Counseling Chair, Financial Aid Manager, DSPS Coordinator, Matriculation Coordinator, Transfer Center Director, ASO Advisor, International Student Advisor, Athletic Director, Child Development Center Director</td>
</tr>
<tr>
<td><strong>Term of Membership</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Meeting Schedule</strong></td>
<td>4th Thursday; 10am-12pm</td>
</tr>
</tbody>
</table>
## Operational Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Divisional Council</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee Name</strong></td>
<td><strong>Divisional Council</strong></td>
</tr>
<tr>
<td><strong>Charge</strong></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>To review, discuss, and make recommendations on instructional plans, operations, funding, policies, procedures and regulations and make recommendations on instructional and related issues. The committee meets the first Tuesday of the month during the school year. Special meetings are called on the third Tuesday of the month.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>VP of Academic Affairs</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Robert Sprague</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>VP of AA, Deans of AA, All Instructional Division Chairs</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>1st Tuesday; 12:30-3:00pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Emergency Preparedness Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee Name</strong></td>
<td><strong>Emergency Preparedness Committee</strong></td>
</tr>
<tr>
<td><strong>Charge</strong></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td>To prepare an Emergency Plan which will protect the lives of all college employees and students.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help representatives from all areas of the campus develop a comprehensive Emergency Preparedness Plan, to offer training in basic first aid.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td></td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Ray Shackelford</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>VP of AA, VP of AS, 1 representative from SS, Academic Senate President, 1 ASO representative, 1 AFT Faculty representative, 1 AFT Classified representative, 1 Supervisors Union representative</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>TBA</td>
</tr>
<tr>
<td>Committee Name</td>
<td>Leadership Retreat</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Charge</td>
<td>To provide a retreat for all who wish to participate (“All are leaders.”), focusing on best practices in instruction and services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>Fran Leonard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Schedule is set in early fall in preparation for the retreat, usually held on the 3rd Friday in November of each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Matriculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>The Matriculation Advisory Committee works with the Matriculation Coordinator in the implementation of the Matriculation Program and all corresponding activities related to Matriculation for the College. The Committee makes recommendations and serves to advise the Coordinator in the Matriculation Component areas to include: Admission, Assessment, Orientation, Counseling, Follow-Up, Pre-requisites, Research, Coordination and Training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
<th>To ensure Student Success</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To work as a mechanism that monitors student access and progress through college programs and services that perform a function related to the student’s ability to acquire an AA degree, Vocational Certificate, and or transfer to a University.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Matriculation Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Matriculation Coordinator</td>
</tr>
<tr>
<td>Chair</td>
<td>Matriculation Coordinator</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Membership</th>
<th>Representatives from: Math Chair, English Chair, ESL Chair, EOPS, DSPS, Counseling, ASO, Senate, Teaching Faculty, Transfer Center, College Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>One-two time a semester. The Matriculation Assessment Sub-Committee, consisting of the Math Chair, English Chair, ESL Chair, APMS Director, College Researcher and Matriculation Coordinator convene several times a year concerning Assessment issues.</td>
</tr>
</tbody>
</table>
# Unions

<table>
<thead>
<tr>
<th>Name</th>
<th>Adjunct Orientation (AFT Faculty Guild)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>The AFT Faculty Guild is known as The Los Angeles College Faculty Guild is the exclusive bargaining agent for full-time faculty and part-time faculty working in the nine community colleges within the Los Angeles Community College District. The College Guild has represented the district’s faculty since the beginning of collective bargaining in California’s community colleges in 1977, and is the largest local union of community college faculty in California.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College Union Locals</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Olga Shewfelt</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>All instructors, both full-time and part-time</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>5-7 pm</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Adjunct Faculty Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Olga Shewfelt</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>All adjunct faculty</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>See dates</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>AFT Guild Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Olga Shewfelt</td>
</tr>
<tr>
<td>Name</td>
<td>Operations (Local 99)</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College Union Locals</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td></td>
</tr>
<tr>
<td>Term of Membership</td>
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</tr>
<tr>
<td>Meeting Schedule</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>SEIU (721)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College Union Locals</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Abel Rodriguez</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td></td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Teamsters 811</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College Union Locals</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td></td>
</tr>
</tbody>
</table>
## Miscellaneous Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>College Citizens’ Oversight Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>To advise the District Citizens’ Oversight Committee regarding the District’s expenditure of bond revenues on the specific projects listed in the bond proposition that are planned for the College.</td>
</tr>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the District Citizens’ Oversight Committee regarding the District’s expenditure of bond revenues on the specific projects listed in the bond proposition that are planned for the College.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>District Citizens’ Oversight Committee</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Elliot Axelband</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>Membership</td>
<td>At least seven members representing the following organizations in the community: a business organization, a senior citizens’ organization, a bona fide taxpayers’ organization, a student of the college who is actively involved in a student organization, and a member of a college advisory group or the college’s foundation.</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>Two years and no more than two consecutive terms</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>At least three times a year</td>
</tr>
</tbody>
</table>
West Los Angeles College
Planning Committee
2009-10

CHARGE:

To support and guide the implementation of the college master plan and the linkage of planning and resource allocation.

PURPOSE:

1. Make resource allocation priority recommendations based on program reviews and unit plans to the College Council. Develop the policies and criteria to guide the allocation priorities.

2. Develop and monitor the policies and procedures by which program reviews and unit plans are produced and submitted to the Committee.

3. Monitor, evaluate, assess and report on the progress the college makes in reaching the goals of the major college master plans.

MEMBERSHIP:

<table>
<thead>
<tr>
<th>Constituency Group</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Chair, College Council [ex officio]</td>
<td>Fran Leonard</td>
</tr>
<tr>
<td>▪ Academic Senate [3 representatives]</td>
<td>Rod Patterson</td>
</tr>
<tr>
<td>▪ AFT Guild [3 representatives]</td>
<td>Olga Shewfelt</td>
</tr>
<tr>
<td>▪ Administration</td>
<td></td>
</tr>
<tr>
<td>▪ President [ex officio]</td>
<td>Mark Rocha</td>
</tr>
<tr>
<td>▪ Vice President, Academic Affairs</td>
<td>Bob Sprague</td>
</tr>
<tr>
<td>▪ Vice President, Administrative Services</td>
<td>John Oester</td>
</tr>
<tr>
<td>▪ Dean, Research and Planning, Chair</td>
<td>Rebecca Tillberg</td>
</tr>
<tr>
<td>▪ Student Services Representative</td>
<td>Michael Goltermann</td>
</tr>
<tr>
<td><strong>Classified Staff</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Union Rep: SIEU</td>
<td>Helen Lin / Abel Rodriguez, alternate</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>▪ ASO Representative</td>
<td>Eileen Gnehm</td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td>Name</td>
</tr>
<tr>
<td>Budget Manager</td>
<td>Isabell Chung</td>
</tr>
</tbody>
</table>

SUBCOMMITTEE:
Program Review

A Vision for the Future
Through innovative programs and responsive community services,
West Los Angeles College empowers students to succeed.
**West Los Angeles College**  
**Campus-wide Governance Committee**  
**Self Evaluation Form**

<table>
<thead>
<tr>
<th>Month</th>
<th>Meeting Date(s)</th>
<th># of Members Attending</th>
<th>Agendas posted in advance?</th>
<th>Minutes posted?</th>
<th>Please List the Major Issues/Tasks Addressed at Each Meeting</th>
</tr>
</thead>
</table>
| July  |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| August|                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| September |             |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| October |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| November |                |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| December |                |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| January |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| February |                |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| March |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| April |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
| May |                 |                        | Yes | No | Yes | No | 1. [Issue #1]  
2. [Issue #2]  
3. [Issue #3]  
4. [Etc.] |
June

Average Attendance

Major Committee Accomplishments & Achievements in Past Year
- [Accomplishment #1]
- [Accomplishment #2]
- [Accomplishment #3]
- [Accomplishment #4]
- [Etc.]

Major Obstacles/Problems with Committee Function
- [Obstacle/Problem #1]
- [Obstacle/Problem #2]
- [Obstacle/Problem #3]
- [Obstacle/Problem #4]
- [Etc.]

Recommendations for Improving Committee Process/Efficiency
- [Recommendation #1]
- [Recommendation #2]
- [Recommendation #3]
- [Recommendation #4]
- [Etc.]

Committee Goals (If Appropriate) for Coming Year
- [Goal #1]
- [Goal #2]
- [Goal #3]
- [Goal #4]
- [Etc.]

Chair/Co-Chair Signature: __________________________
Chair/Co-Chair Name: __________________________
Chair/Co-Chair Signature: __________________________
Chair/Co-Chair Name: __________________________

Members:
- Academic Senate: __________________________________________
- AFT Faculty: __________________________________________
- AFT Staff: __________________________________________
- ASO: __________________________________________
- SEIU: __________________________________________
- TEAMSTERS: __________________________________________
- Administrator: __________________________________________
**DISTRICT-LEVEL PLANNING**

**Overview**

The District seeks to achieve its mission by establishing clear plans and by holding itself, the colleges, and District employees accountable for achieving the goals and objectives these plans contain. However, to work effectively in a large multi-campus district, planning must be a highly collaborative effort. Since the District granted the colleges expanded autonomy in the late 1990s, the colleges and college leaders have been directly responsible for establishing their own strategic goals and objectives in response to the educational, workforce, and cultural needs of the communities they serve. As a result, District planning in the LACCD is not a top-down, “command and control” process. Planning at the district-level typically is meant to coordinate college activities—as in FTES goal setting—or to provide a coherent district-wide framework for college plan development—as in the case of the *District Strategic Plan*. It is not meant to micro-manage the activities of the colleges, but to guide college activities in a way that achieves the District’s mission while providing a mechanism for reviewing college effectiveness and promoting accountability. There are six primary types of planning activities that are carried out at the district level. These include:

1. District Strategic Planning
2. Annual Board & CEO Goal Setting
3. District Budget Planning & Enrollment Management (FTES Target Setting)
4. District Facilities Planning
5. District IT Planning

**The District Strategic Plan and District Strategic Planning**

Because the challenges involved in expanding student access, coping with under-preparation, and adapting to changing workplace needs are deeply contextual, each college is expected to implement activities that support district-wide goals in light of local conditions and institutional priorities. The *District Strategic Plan (DSP)* provides the colleges with a framework of priorities and expectations. It serves as a guide to the colleges for strategic goal setting and accountability as they establish their own local institutional priorities and outcome measures.

Formally adopted on January 24, 2007, the *LACCD District Strategic Plan 2006-11* contains five goals and 33 related objectives designed to create a flexible framework for college-level activities and initiatives. The first such plan in the history of the District, the *LACCD District Strategic Plan 2006-11* was designed to achieve the District’s newly revised mission and to support the goals of the State Community College System *Strategic Plan*.

The *District Strategic Plan 2006-11* commits the LACCD to the following goals:

**Goal 1. Access: Expand Educational Opportunity and Access**
Increase awareness of the educational opportunities available at LACCD colleges and expand access to vocational, transfer, basic skills, and life-long learning programs among all populations in the greater Los Angeles area, including those that have been traditionally underserved.

**Goal 2. Success: Enhance all Measures of Student Success**
Help students identify and achieve their educational goals—including transfer to four-year institutions, job and career preparation and placement, basic skills improvement, and life-long learning.
Goal 3.  **Excellence: Support Student Learning and Educational Excellence**
Place student learning at the center of all District endeavors by transforming LACCD colleges into vibrant learning communities that offer challenging, student-centered courses and programs taught in a variety of “state-of-the-art” modes of delivery by engaged, professional faculty who expect the best from themselves and from their students.

Goal 4.  **Accountability: Create A District-wide Culture of Service and Accountability**
Foster a culture of service and accountability across the District that maximizes the ability of our colleges to act as highly-effective and efficient independent entities while simultaneously capturing the benefits of being a large, multi-college district.

Goal 5.  **Collaboration & Resources: Explore New Resources and External Partnerships**
Strengthen external partnerships at all levels in order to enhance political support for District initiatives, expand District financial resources, and improve District relationships with all communities in the greater Los Angeles area so that LACCD colleges can offer more responsive, relevant, and affordable educational programs and support services.

**District and College Planning and Budget Allocation**

The following diagram depicts the interlocking relationship between district and college-level strategic planning and budgeting in the LACCD. Revised on a 6-year cycle, the District Strategic Plan (DSP) establishes a framework of goals that guides but does not constrain planning at the college level. The colleges align their strategic goals and annual planning priorities with those of the DSP and establish annual budget priorities in support of these goals. Within the District Effectiveness Review Cycle, each year the colleges report to the Board’s Planning and Student Success Committee on the progress they have made on past annual goals and on anticipated planning priorities for the coming year (see p.16). These reports inform the Board’s annual goal-setting process, which in turn shapes college planning priorities and initiatives. During the sixth year of the planning cycle, the DSP is evaluated and revised.
District-wide Accountability

Core Indicators of Institutional Effectiveness

In 2007, a system of district-wide outcome measures was created to facilitate the assessment of progress made toward achieving the goals of the District Strategic Plan. The Core Indicators of Institutional Effectiveness were designed by the District Planning Committee to provide an “at-a-glance” index of overall institutional health and effectiveness, to support accountability reporting efforts, and to provide a consistent, mutually-agreed upon set of District-wide effectiveness measures with commonly understood definitions and data sources. Aligned with the major goals of the District Strategic Plan, the Core Indicators include the following:

Access Indicators

- Fall Term Core Program (exclude academies) Credit First-Time Student Headcount
- High School Capture Rate
- Fall Term African American/Latino Male Enrollment Rate

Student Success & Educational Excellence Indicators

- Fall Term Core Program Within-Course Success Rates
- Total Degrees & Certificates Awarded & Total Transfers
- ARCC “Student Progress & Achievement Rate”
- Core Program Fall-to-Spring Persistence Rate
- Core Program Fall-to-Fall Persistence Rate

Institutional Efficiency Indicators

- Annual Instructional Efficiency (Instructional Costs/Full-Time Equivalent Student)
- Annual Administrative Efficiency (Admin. Costs /Full-Time Equivalent Student)
- Cost per FTES by Type of Educational Program (GE, CTE, etc.)
- Total unrestricted Net Assets

The Core Indicators inform a number of annual district-wide accountability reporting processes, including the Board’s self assessment process, the Board’s District Effectiveness Review Cycle, and the College Effectiveness Reports (see p. 16). They are also displayed on the District website at http://research2.laccd.edu/indicators/index.html:

![Core Indicators of Institutional Effectiveness](image-url)
The Board of Trustees Annual District Effectiveness Review Cycle

The Board of Trustees plays a central role in District-wide planning and accountability through its annual goal setting process and through the related Board District Effectiveness Review Cycle. Adopted by the Board in January 2010 as a refinement on its former self assessment and District Institutional Effectiveness Review processes, the District Effectiveness Review Cycle is designed to do the following:

- To assure that district-level strategic goals are implemented and monitored, leading to district-wide sustained quality improvement;
- To synchronize the Board’s annual goal setting process with the traditional academic calendar;
- To align annual Board goals with those of the Chancellor, the college presidents, and District Senior Staff;
- To align District and college Institutional Effectiveness reporting with the Board’s annual ARCC AB 1417 review, and its annual self-assessment process.

LACCD Board of Trustees District Effectiveness Review Cycle
Adopted by the Board on January 20, 2010

Annual Board Evaluation June (Committee of the Whole)
- Review progress on Board Goals
- Review progress on CEO Goals
- Review Prior Year's Evaluation
- Establish Draft Annual Board Goals

Annual Board Retreat First Meeting of Year
- Establish Annual Board Goals
- Align CEO Goals with BOT goals
- Align Arriba Calendar & Plan
- Strategic Activities

Annual District Effectiveness Report May (Committee of the Whole)
- ARCC AB 1417 Outcomes Review
- District Strategic Plan & Core Indicator Update

College Activities in Support of Goals
July through June of Each Year
- Colleges informed of Board & Strategic Goals
- College conduct activities in support of college & district strategic goals & Board priorities

Annual College Institutional Effectiveness Reports
April (Planning and SS Committee)
- Reports on College Core Indicators
- Reports on College activities and achievements related to college and District Strategic Plan
The annual District Effectiveness Review Cycle includes five stages or activities:

1. **Annual Board Retreat**
   In July, the Board meets to finalize its annual Board self-assessment, completes its formal review of the District Effectiveness Report, and sets new Board goals.

2. **College Activities/Implementation**
   Throughout the fall, winter, and early spring, the Chancellor, the college presidents and District Executive Senior Staff align their goals with the Board’s goals, and the colleges undertake activities in support of their annual goals and priorities.

3. **Annual College Effectiveness Reports**
   In April, the nine colleges report to the Board’s Planning and Student Success Committee on the progress they have made toward achieving college and District strategic planning goals. During this review, college leaders discuss the alignment of college and district strategic goals, document progress made on local planning efforts via Core Indicator outcome measures, and inform the Board about college priorities and initiatives for the coming year. Each college documents its progress by means of a College Effectiveness Report, which includes comparative Core Indicators linked to District Strategic Plan goals for student access, student success, and fiscal accountability, as well as additional information on Student Learning Outcomes, financial aid, and foundation balances:

![Graph](image-url)
4. Annual District Effectiveness Report
In May, the College Effectiveness Reports are followed by a more comprehensive accountability report to the entire Board. This report presents critical externally and internally defined accountability measures for the District and District colleges and provides the Board with a district-level analysis of progress made on the District’s strategic goals. Delivered during a committee of the whole, this District Effectiveness Report provides the Board with the following:

- A synopsis of the nine College Effectiveness Reports
- A report of Core Indicator outcomes linked to the District Strategic Plan
- Results of the District’s annual ARCC AB 1417 Accountability Report
- An assessment of progress made on district-level initiatives related to the DSP
- An assessment of future District challenges and priorities

5. Annual Board Self Evaluation
In June, the Board carries out its formal Board self evaluation, assesses progress made on past Board goals, and projects future challenges and opportunities for the coming year. This assessment process is completed with the publication of new Board goals in early July.

The DSP “Plan-Act-Check-Improve” Cycle
The Board’s annual District Effectiveness Review Cycle is an essential component of the District’s 6-year Strategic Planning process. Every six years, the DSP undergoes a summative evaluation and revision process. The District Planning Committee initiates the DSP revision process by assessing progress made on each of the plan’s goals and objectives using a “scorecard” linked to DSP Core Indicators. Information from this assessment is shared with the Board of Trustees during its District Effectiveness Review and is then forwarded to the Chancellor’s District Strategic Plan Taskforce—a special ad hoc committee of the District Planning Committee which is created to carry out the District strategic planning process. This taskforce conducts extensive internal and external scans that provide the following information:

- Student access core indicator data
- Student success core indicator data
- Financial aid data
- Student and employee profiles
- Fiscal effectiveness data
- Area demographics
- Area educational attainment
- High school achievement data
- Regional business and economic trends
- Regional labor market demand

The DSP Taskforce also conducts “SWOT” focus groups with stakeholders at all college and district locations to gather information about current District strengths and weaknesses as well as the opportunities and threats the District will face in future years. Once the Taskforce has assessed past planning goals, analyzed internal and environmental scan data, and reviewed focus group results, it formulates new draft goals and objectives which are then reviewed at the District and college level by all constituencies. After further revision, draft goals and objectives are forwarded to the Board’s Planning and Student Success Committee for review before being sent to the Board for final approval. Once approved, the new DSP goals are used to inform Board and college goals. At this point, they enter the District Effectiveness Review Cycle and are then
coordinated with college planning and budgeting efforts, resulting in continuous measurable improvement at the college and classroom levels.

The following diagram details the “Plan-Act-Check-Improve” cycle involved in the LACCD District Strategic Planning process.

The District Planning Committee initiated the revision of the *District Strategic Plan, 2006-2011* in spring 2010. A new *District Strategic Plan* will be sent to the Board for review and approval by January 2012.
# West Los Angeles College Planning and Budgeting Integrated Linkages

**2009 - 2015**

## Effectiveness Cycle: Plan

<table>
<thead>
<tr>
<th>Do</th>
<th>Check</th>
<th>Act</th>
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<tbody>
<tr>
<td>Program improvements</td>
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## Effectiveness Cycle: Plan

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## Accreditation Self Study

- Standards Committees begin drafts
- Final draft preparation
- Produce self study/present to board
- Site visit

## Accreditation Self Study (cycle)

- Institutionalization accreditation next site visit spr 2018
- Ongoing evidence collection
- Ongoing evidence collection
- Ongoing evidence collection
- Ongoing evidence collection

## West Los Angeles College

- Budget Priorities 2014-15
- Student Survey
- Campus Climate Survey

## Technology Master Plan Update

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Technology Master Plan Update (cycle)

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Student Services Master Plan Update

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Student Services Master Plan Update (cycle)

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Educational Master Plan Update

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Educational Master Plan Update (cycle)

- Draft and adopt
- Assess progress to goals
- Assess progress to goals
- Assess progress to goals

## Student Survey

- Update begins
- FPIP

## Program Review

- SLO Assessment
- Program Planning & Budgeting

## Program Review

- SLO Assessment
- Program Planning & Budgeting

## Program Review

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- Program Planning & Budgeting

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- SLO Assessment
- Program Planning & Budgeting
West Los Angeles College Planning Connections: Alignment of Goals

**State Strategic Plan**

- Goal A: College Awareness
- Goal B: Student Success and Readiness
- Goal C: Partnerships for Economic and Workforce Development
- Goal D: System Effectiveness
- Goal E: Resource Development

**Los Angeles Community College District Strategic Plan, 2006-2011**

- Goal 1: Access
- Goal 2: Student Success
- Goal 3: Excellence – Support for Student Learning
- Goal 4: Accountability – Culture of Service
- Goal 5: Resources and External Partnerships

**WLAC Educational Master Plan 2011-2014**

- Goal 1: Commitment to Student Learning
- Goal 2: Transfer Preparation
- Goal 3: Career Technical Education
- Goal 4: Foundation Skills Program
- Goal 5: Diversified Modes of Instructional Delivery

**WLAC Student Services Master Plan 2007-2011**

- Goal 1: Streamline enrollment process
- Goal 2: Undeclared Majors
- Goal 3: Academic Probation
- Goal 4: Transfer and Degree Achievement
- Goal 5: Increase Academic Preparedness
- Goal 6: Increase Awareness and Utilization of Services

**WLAC Technology Master Plan 2009-2016**

- Goal 1: Improve Student Learning
- Goal 2: Technology solutions to support Basic Skills
- Goal 3: Enhance Vocational Education and Training Programs
- Goal 4: Support Various Online Instructional Delivery Methods
- Goal 5: Support Various On-Campus delivery Methods
- Goal 6: Support Campus Services and Facilities
- Goal 7: Identify how Measure J funds will support academic computing

**WLAC Facilities Master Plan**

- Goal 1: "State-of-the-Art" campus environment
- Goal 2: Organize campus facilities to strengthen interaction
- Goal 3: Create distinctive skyline – location in foothills of Baldwin Hills
- Goal 4: Pedestrian-friendly Campus Core
- Goal 5: Preserve, enhance & restore the natural environment
- Goal 6: Safe, convenient & accessible environment
- Goal 7: Maintain flexibility for future growth & expansion
LINKING PLANNING TO BUDGETING

Summary of Annual and Comprehensive Review Cycles

1. Review Mission
   - Accreditation
   - Steering Committee

2. Review Master Plans
   - Educational;
   - Student Services;
   - Technology;
   - Facilities.
   - Include “strategic overlay” statement

3. Program Reviews

4. Vice Presidents
   - Integrated Budget Priorities

5. Budget Committee
   - Review & Recommendations

6. College Council
   - Review & Recommendations

7. President
   - (FY budget allocation)

Annual Cycle

Comprehensive Review Cycle
approved requests are funded. denied requests are communicated to all constituents.

division priority list established for human resource, facilities, and equipment.

- faculty requests are forwarded to fpip.
- facilities requests are forwarded to wec or bpmc.
- classified staff, equipment and other discretionary resources prioritized by the three vps.

identifies funding source and level of funding on recommendation lists received from fpip, wec/bpmc, and vps.
LINKING PLANNING TO BUDGETING

Faculty Position Identification and Prioritization Links

1. Review Mission
   - Accreditation Steering Committee

2. Review Master Plans
   - Educational; Student Services; Technology; Facilities. Include “strategic overlay” statement

3. Program Reviews

4. Curriculum Committee (new program approval)

5. FPIP Committee

6. Academic Senate

7. President (FY budget allocation)

Comprehensive Review Cycle

Annual Cycle

District FON - Budget Committee

College Council
PURPOSE

The purpose of the Faculty Position Identification and Prioritization (FPIP) Policy is to establish procedures at West Los Angeles College (WLAC) to implement Board Rule 10304.1 of the Los Angeles Community College District’s Board of Trustees pertaining to the identification and prioritization of full-time probationary faculty positions.

PHILOSOPHY

The philosophy of the FPIP policy shall be to promote fairness and equity in resource allocation, specifically in regard to faculty hiring, in accordance with the mission of the college. It is the explicit intent of the FPIP Policy to establish an open and objective process which will best serve the collective interests of the WLAC community.

GOALS

The prioritization of proposals for faculty hiring shall be based on the needs of the students, the college, the disciplines, the programs, and the enrollment trends. A wide range of factors shall be considered in the process.

FUNDING SOURCES FOR PRIORITIZED POSITIONS

The WLAC Faculty Position Priority list applies to probationary positions funded with program 100 and program 109 funds only.

COMMITTEE ON FACULTY POSITION IDENTIFICATION & PRIORITIZATION

The Committee on Faculty Position Identification and Prioritization (FPIP Committee) shall be the designee for the WLAC Academic Senate and the President of the College for the implementation of Board Rule 10304.1.

The FPIP Committee shall be composed of the following:

Five (5) Full-Time Faculty
Three (3) Administrators

The President of the Academic Senate and the Academic Senate shall jointly nominate the full-time faculty committee members drawing upon teaching and non-teaching faculty, with appointment to the committee being subject to full Senate confirmation. The appointment shall be for a three-year term. The terms of appointment shall be overlapping. Thus, in the first year of the FPIP Policy three (3) faculty members shall be appointed for three-year terms and the other two (2) faculty members shall be appointed for two-year terms. Division chairpersons shall not serve on the committee. The President of the College shall designate the administrative appointees. The FPIP Committee shall select a chairperson for a term of three years. That selection shall take place at the beginning of an academic year. Members of the committee should be members of the college community who have a comprehensive knowledge of all aspects of the college, i.e. - Academic Affairs, Student Services, and Administrative Services.

The college institutional researcher shall be an ad hoc member of the committee at the meeting(s) devoted to evaluating the quantitative enrollment data.

PROCESS

1. At its first meeting of each academic year the committee will decide upon and announce a timetable giving the deadlines for submission of faculty position prioritization applications, the date of the FPIP interviews, and the date of release of the final faculty position recommendations. In addition, the FPIP Committee shall review the criteria which will be used to prioritize faculty positions.
2. For pre-collegiate instruction positions, the criteria for prioritization shall include:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - How the proposed position supports non-voc ed learning communities
   - Fiscal Impact (FTES/FTEF)
   - Recommendation of current program review

For positions in general education instruction, the criteria for prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - Annual # of students taking courses in discipline in order to complete associate degree GE
   - Number of other disciplines that satisfy same GE requirement
   - How the proposed position supports non-voc ed learning communities
   - Fiscal Impact (FTES/FTEF)
   - Recommendation of current program review

For instructor positions in transfer major preparation, the criteria for prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand in transfer prep classes (Average fall semester census enrollment for past 3 years)
   - Completed roadmaps to transfer in two years
   - Annual # of associate degrees and/or certificates of achievement
   - How the proposed position supports a transfer preparation learning communities
   - Fiscal Impact (FTES/FTEF)
   - Recommendation of current program review

For instructor positions in workforce and professional education, the criteria for prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - Annual # of associate degrees and/or certificates of achievement
   - How the proposed position promotes the strategies of the Educational Master Plan
   - Active advisory board
   - Fiscal Impact (FTES/FTEF)
   - Recommendation of current program review
   - Impact of position on non-WASC accreditation/approval

For counselor, librarian, athletic coach, and other faculty positions, the criteria for prioritization shall be:
   - Current staffing status
   - Student demand
   - How the proposed position promotes the strategies of the Educational Master Plan
   - Impact of position on non-WASC accreditation/approval
   - Recommendation of current program review

For new programs, disciplines, and services, the criteria that will be used for prioritization shall include:
   - How the proposed position promotes the strategies of the Educational Master Plan,

3. Faculty position identification and prioritization (FPIIP) application forms which reflect the criteria to be used for determining the faculty position recommendations shall be distributed to the division chairpersons and shall be available to any faculty member or administrator. The criteria for ranking shall also be distributed.

4. A FPIIP application shall be required for each full-time, probationary faculty member to be replaced or added. (An application may be submitted for an anticipated retirement.)

5. FPIIP applications for proposed probationary tenure-track faculty in existing disciplines, programs, and services may be submitted to the FPIIP Committee by regular or probationary faculty members, division
chairpersons, the college Academic Senate, or the college administration. FPIP applications submitted by a division chairperson for a division shall include signatures by a majority of the faculty members of the division. A division chairperson may submit an application as a discipline faculty member. Applications submitted by discipline faculty members must include the signature of the Division Chairperson, or program director or the President of the Academic Senate, or the Vice President of Academic Affairs, or (for counselors only) the Vice President of Student Services. A division chairperson submitting an FPIP application as a discipline faculty member may not sign his/her own supporting signature in the capacity as division chairperson. The signature of the President of the Academic Senate represents a motion of support passed by the WLAC Academic Senate. Discipline faculty members and division chairpersons should coordinate their efforts to insure that only one application per position is submitted for prioritization. Requests for proposed probationary tenure-track faculty for new programs or special programs shall be submitted only by the Planning Committee or the Vice President of Academic Affairs or the Vice President of Student Services. The FPIP Committee shall formally request the Planning Committee to submit a list of proposed probationary tenure-track faculty for new programs and/or special programs. This list of positions shall be based upon an analysis of program reviews/unit plans conducted by the divisions.

6. The Articulation Officer shall provide assistance to the FPIP Committee and the applicants with regard to responses on the FPIP application about articulation matters.

7. The College Institutional Researcher shall provide the quantitative data required in the prioritization process. This shall include:
   - Census enrollment data by subject area (Average fall semester census enrollment for the past three years)
   - Percent full-time instructors in the classroom by subject area
   - Annual # of degrees and certificates
   - FTES/FTEF
   - And other available data that the committee deems appropriate

8. Once the FPIP applications have been submitted, the FPIP Committee will review the information and may send by email a list of additional questions for each applicant in order to clarify the FPIP application. The FPIP Committee may then invite the applicant to appear before the FPIP Committee to answer these additional questions.

Proposed probationary positions that would be supported by specifically designated funds (i.e. a categorically-funded program or a specially-funded program) shall be reviewed for merit. The FPIP Committee may validate the justification for the requested position. If the requested position is found to have merit, then the FPIP Committee will recommend that the position be filled. The positions will not be included on the faculty position priority list.

9. Horizontal Prioritization to Connect to Educational Master Plan.
   Each proposed probationary tenure-track position shall be placed into one of five categories
   - Category: Instructors for pre-collegiate instruction
   - Category: Instructors for general education, transfer preparation and degree preparation
   - Category: Instructors for career technical education and professional education
   - Category: Counselors, librarians, athletic coaches, and other faculty
   - Category: Faculty for new program development and for special programs (see provision 5)
   
   (NOTE: Notwithstanding extenuating circumstances and subject to future student needs, it is the expectation of the FPIP Committee that upon hire, the majority of the instructor’s teaching assignment in subsequent years will reflect the category selected in this FPIP process.)

Within each category, the faculty positions shall be prioritized, creating horizontal tiers composed of one position from each of the five categories. Using the first tier (the 1st position from each category), the FPIP Committee shall create a ranked tier one. The prioritized positions within each category and the prioritized list of five created from tier #1 shall be forwarded to the College President. The FPIP Committee shall recommend filling the first five positions authorized for search and selection from tier #1 in rank order. The FPIP Committee shall recommend filling subsequent authorized positions from tier #2 (the second ranked positions in each of the five categories).
The college president shall accept the top five FPIP recommendations. If more than five hires are authorized for search and selection, then the college president shall propose positions #6 and #7 in consultation with the FPIP Committee and the Academic Senate, with written justification. If more than 7 hires are authorized for funding, the college president would reconvene with the FPIP Committee and come to a mutual agreement on additional positions.

10. **Consensus evaluation of applications**
The ranking of the proposed probationary tenure-track positions identified through FPIP applications shall be by FPIP Committee consensus.

11. If a FPIP Committee member is a member of a discipline which has an FPIP application under consideration, that member shall be excluded from the discussion and the evaluation process. This FPIP Committee member may be replaced by an alternate appointment.

12. **Procedures when consensus cannot be reached in scoring.**
In the event consensus cannot be reached on the ranking of position for a particular criterion, the disputed criterion shall be separated from the evaluation. The remaining criteria shall be considered and the ranks determined. If the omitted criterion(a) would not elevate the position to the top 2 tiers, then the recommendations shall be released.

**Appeals Process (when consensus can not be reached in scoring)**
a. If the omitted criterion(a) could elevate the position to the top 2 tiers, then the disputed criterion(a) alone shall be referred for resolution to the College President and to the Academic Senate President.
b. All appeals shall be forwarded in writing from the FPIP Committee to the College President and to the Academic Senate President within five (5) working days of the FPIP Committee meeting when consensus was not reached.
c. All appeals shall be in writing and shall state which criterion(a) is (are) in dispute. The written appeal shall state the reason(s) for the appeal.
d. The appeal shall be resolved based only upon the FPIP application and all supporting information which was submitted to the FPIP Committee during the initial evaluation process. No new information shall be considered.
e. The College President and the Academic Senate President shall review the materials and shall determine the rankings for the criterion (a) in question within five (5) working days of the filing of the appeal.
f. Until the evaluation of the disputed criterion(a) is resolved, the faculty position recommendations shall not be released.

13. **Preview of the FPIP Committee’s Faculty Position Recommendations**
The college president shall be invited to attend the last prioritization meeting of the FPIP Committee for the purpose of previewing the recommendations. The recommendations shall be given to the president of the WLAC Academic Senate and to the college president five (5) days prior to its distribution to all of the FPIP applicants. When a proposed position is premised upon a retirement, then the recommendations shall indicate that the faculty position has a contingent ranking.

14. **Appeals Process (regarding FPIP Committee’s faculty position recommendations).**
Once the FPIP Committee’s faculty position recommendations have been distributed, an appeals process may be conducted. The function of the appeals process is to review the FPIP process to ensure that the procedures of the FPIP process policy were properly followed and that all relevant facts as submitted to the FPIP committee were considered in the creation of the faculty position recommendations.

a. All appeals shall be in writing. Appeals may be filed by any FPIP applicant. All appeals shall be filed within ten (10) working days of the announcement of the FPIP Committee’s faculty position recommendations and shall be sent to the FPIP Committee Chairperson. All appeals shall be based only upon the FPIP application and all supporting information which was submitted to the FPIP Committee during the initial evaluation process. No new information shall be considered. No new information shall be accepted or considered. All written appeals shall state in detail the specific reason(s) for the appeal.
b. The FPIP appeals committee shall consist of a three-member subcommittee elected by the FPIP
Committee from its own ranks. The FPIP appeals committee shall review and shall determine the merit of any appeal within ten (10) working days of the filing deadline for appeals.

c. The decision of the FPIP appeals committee shall be final.

15. Release of the FPIP Priority List
After the time for filing an appeal has expired or after the appeals process is completed, where an appeal has been filed, the FPIP Committee's faculty position recommendations or the amended FPIP Committee's faculty position recommendations (in the case of a successful appeal) shall become final, except for faculty positions which may subsequently be removed from the faculty position recommendations, and it shall be known as the FPIP Priority List. The FPIP Priority List shall be sent to the President of the College and written notification of the release of the FPIP Priority List shall be sent to the Academic Senate.

16. Removal of a faculty position from the WLAC Faculty Position Priority List
a. In the event that an anticipated faculty retirement does not occur and the ranking of a faculty position is premised upon that retirement, then that faculty position shall be dropped from the Priority List.

b. A faculty position shall be removed from prioritization before or after the release of the FPIP Committee's faculty position priority list upon the written request of the individual submitting the FPIP application for that faculty position. The written request must include signatures from all of the individuals who signed in support of the original FPIP application.

c. In the event that an individual submitting a FPIP application for a faculty position desires to withdraw that faculty position from the priority list after the date of release, the FPIP applicant shall submit a written request to the WLAC Academic Senate and to the administration for joint approval. Without joint approval the faculty position shall remain on the priority list.

17. The final faculty position priority list shall remain in effect until the next priority list is issued. Unfunded positions remaining on the priority list shall automatically be included on the updated priority list, unless withdrawn by the removal procedures. When there are significantly new factors that may impact the justification for a position already on the list, a request may be submitted for reconsideration of its rank on the priority list. For reconsideration of ranking, the FPIP Committee shall only re-evaluate the specific criterion(a) affected by the change(s). Reconsideration requests must include a written rationale for the request and signatures from all of the individuals who signed in support of the original FPIP application.

The FPIP Committee may update the priority list for these special extenuating circumstances: retirement, resignation, transfer, death or instructor special assignment appointments. To request a probationary, full-time faculty replacement, a FPIP application must be submitted and an interview conducted. These identified positions shall be inserted into the current priority list.

18. Circumstances for automatic probationary faculty rehire
The selection process shall be automatic if a new hire leaves the employment of the college at any time up until the end of the 2nd year of probation. After the 2nd year, a justification for the position, including the most current program review, shall be evaluated for merit by the FPIP Committee before a selection process is initiated to fill the vacated position. If the position is vacated after the 4th year, the position must submit a new FPIP application and be prioritized.

19. Annual Review
Each academic year, the FPIP Committee shall evaluate the FPIP process and make recommendations to improve the FPIP process. The Academic Senate and the College President shall review the recommendation(s) of the FPIP Committee and shall mutually agree to adopt the recommended revisions to the FPIP Policy as appropriate.
FACULTY POSITION IDENTIFICATION & PRIORITIZATION APPLICATION
Existing Disciplines, Programs, and Services
(Effective April 14, 2009)

SUBMIT A SEPARATE APPLICATION FOR EACH REQUESTED POSITION

PRELIMINARY INFORMATION
1. Identify the type of tenure-track position being requested. Check one.
   _____ Instructor   _____ Counselor   _____ Librarian   _____ Other

2. How many retirements are anticipated in this area before the next academic year?

3. Individual identifying probationary faculty position: ________________________________.
   Under which capacity are you submitting this application? (check one)
   ___ Regular or probationary faculty    ___ Division chair    ___ Program director    ___ Vice President

SUPPORTING SIGNATURES
Applications submitted by a division chair on behalf of a division must include signatures from a majority of the members of the division.
Applications submitted by individual discipline faculty must include the signature of the division chair, or the program director, or the president of the Academic Senate, or an administrator from the Office of Academic Affairs or Office of Student Services.

INSTRUCTOR POSITION
Name of Discipline: ________________________________.

1. Assignment. What is the standard teaching load for this discipline? ____ (e.g. - 12, 15, 18, 21 standard hours)
   Prepare a hypothetical fall semester & spring semester assignment for the requested instructor.
   (Include class meeting days & start times.)
   Based upon the majority of these assigned classes, select the appropriate category:
   (NOTE: If none of these categories applies, proceed to the section for other faculty.)

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>CHECK ONLY 1</th>
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<tr>
<td>Pre-collegiate instruction</td>
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<tr>
<td>General Education instruction (classes satisfy GE requirement for non-major)</td>
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<tr>
<td>Instruction required for transfer major preparation: ___________major</td>
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</tr>
<tr>
<td>Voc Ed Instruction</td>
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NOTE: Notwithstanding extenuating circumstances and subject to student need, it is the expectation of the FPIP Committee that upon hire, the majority of the instructor’s teaching assignment in subsequent years will reflect the category selected in this FPIP process.

3. Educational Master Plan. Will this requested instructor have duties directly related to supporting a non-voc ed learning community (i.e., a cohort of students enrolled in more than one class together)? EXPLAIN

4. Program Review. Attach copy of faculty hiring section of program review.

5. Roadmaps. Attach copy of roadmap to prepare students for transfer in two years in this subject area or to prepare students to obtain a certificate of achievement.

6. General Education Courses. Based upon the courses listed in the assignment in item 1 above, which general education requirements are satisfied by these courses? How many other disciplines offer courses that satisfy this same GE?

7. Transfer Major Preparation ONLY
   a. For the last ten years, how many students have transferred in this major?
   b. On an annual basis, what percent of discipline’s sections are required for the transfer major?

8. Voc Ed ONLY
a. Are there any enrollment restrictions in this discipline related to non-WASC accreditation or outside agency standards? Explain.
b. Attach copies of the advisory board minutes for this past academic year.

**COUNSELOR POSITION**

1. **Staffing Status:**
   a. How many full-time counselors are there?
   b. For the fall semester, how many students were enrolled in on campus classes?
   c. For the fall semester, how many students were enrolled in off campus classes?

2. **Student Demand:** For the past 3 fall semesters, how many students received counseling services?

3. **Educational Master Plan.**
   a. How would this requested counselor specifically support the implementation of Strategies a & d of Objective 1. of the 2008-2011 Educational Master Plan (EMP)?
   b. How would this requested counselor specifically support the implementation of Strategy c of Objective 2. of the EMP?
   c. How would this requested counselor specifically support the implementation of Strategy c of Objective 3. of the EMP?
   d. How would this requested counselor specifically support the implementation of Strategies b & e of Objective 4. of the EMP?

4. **Program Review.** Attach copy of faculty hiring section of program review.

5. How will hiring this counselor impact WASC recommendations?

**LIBRARIAN POSITION**

1. **Staffing Status:** How many full-time librarians are there?

2. **Student Demand:** For the past 3 fall semesters, how many students used the library services?

3. **Educational Master Plan**
   a. How would this requested librarian support the implementation of Strategy d of Objective 1 of the 2008-2011 Educational Master Plan?
   b. How would this requested librarian support the implementation of Strategies b & e of Objective 4 of the 2008-2011 Educational Master Plan?

4. **Program Review.** Attach copy of faculty hiring section of program review.

**OTHER FACULTY**

1. **Staffing Status:** How many full-time faculty are there in this position already?

2. **Student Demand:** For the past 3 fall semesters, how many students were served?

3. **Educational Master Plan:** How would this requested new hire support the implementation of the 2008-2011 Educational Master Plan?

4. **Program Review.** Attach copy of faculty hiring section of program review.

5. How does this position affect the college’s compliance with outside agency (non-WASC) standards or recommendations?
<table>
<thead>
<tr>
<th>Pre-Collegiate Instruction</th>
<th>General Education Instruction &amp; Transfer Degree Instruction</th>
<th>Workforce &amp; Professional Education</th>
<th>Counseling, Librarian, Athletic Coaches, and Other Instruction</th>
<th>Special Programs &amp; New Program Development</th>
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<tbody>
<tr>
<td>Criteria for ranking</td>
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<td>• Staffing status:</td>
<td>• Staffing status: % full-time instructors in classroom</td>
<td>• Staffing status: % full-time instructors in classroom</td>
<td>• Staffing Status</td>
<td>• Educational Master Plan implementation</td>
</tr>
<tr>
<td>% full-time</td>
<td>• Student Demand: census enrollment</td>
<td>• Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)</td>
<td>• Student Demand</td>
<td>• Position identified in Program Review/Unit Plan</td>
</tr>
<tr>
<td>instructors in classroom</td>
<td>• Annual #: Students taking courses in discipline in order to complete Associate degree GE requirements - Associate degrees &amp;/or certificates of achievement</td>
<td>• Annual #: Associate degrees and/or certificates of achievement</td>
<td>• Educational Master Plan implementation</td>
<td>• Impact on WASC accreditation, other agency approval or non-WASC accreditation</td>
</tr>
<tr>
<td>Student Demand:</td>
<td>• Educational Master Plan implementation: Position supports non-voc ed learning communities, (i.e., cohorts of students that are enrolled in more than one class together)</td>
<td>• Fiscal Impact: FTES/FTEF</td>
<td>• Fiscal Impact: FTES/FTEF</td>
<td>• Position recommended in program review</td>
</tr>
<tr>
<td>census enrollment</td>
<td>• Fiscal Impact: FTES/FTEF</td>
<td>• Program review recommendation</td>
<td>• Program review recommendation</td>
<td>• Number of other disciplines that satisfy same GE requirement</td>
</tr>
<tr>
<td>(Ave fall semester</td>
<td>• Number of other disciplines that satisfy same GE requirement</td>
<td>• Active advisory board</td>
<td>• Active advisory board</td>
<td>• Impact on non-WASC accreditation or approval – Special class size restriction</td>
</tr>
<tr>
<td>census enrollment for</td>
<td>• Discipline has completed roadmaps to</td>
<td>• Impact on non-WASC accreditation or approval – Special class size restriction</td>
<td>• Impact on non-WASC accreditation or approval – Special class size restriction</td>
<td>• Education Major or First-Year Teacher</td>
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<td>past 3 years)</td>
<td>o Transfer in 2 years</td>
<td></td>
<td></td>
<td>• Position recommended in program review</td>
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<td></td>
<td>o Certificates of Achievement</td>
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<td>• Active advisory board</td>
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<td></td>
<td>• Program review recommendation</td>
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<td>• Professional Development Plan</td>
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<td>• Impact on WASC accreditation, other agency approval or non-WASC accreditation</td>
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<td></td>
<td>• Program review recommendation</td>
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</tbody>
</table>
PRIORITIZATION OF THE REQUESTED POSITIONS WITHIN EACH CATEGORY
(Effective April 14, 2009)

Category: Pre-collegiate instruction
The positions in this category shall be prioritized based upon the positions' rank standing for these four criteria: staffing status, student demand, fiscal impact, learning communities implementation. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75% for instructors) or when the need for the requested position was not identified in the program review for the discipline.

Ranking Staffing Status Compared to Standard
The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

Ranking Student Demand
The requested positions shall be ranked according to the average census enrollment or positive attendance for the past three fall semesters. The requested position with the highest average census enrollment or positive attendance shall receive the highest rank for this criterion.

Ranking Fiscal Impact
The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

Ranking Learning Communities Implementation
The requested positions shall be ranked based upon the information provided to the FPIP Committee.

Sub-category: Instructors for general education
The positions in this sub-category shall be prioritized based upon the positions’ rank standing for these six criteria: staffing status, student demand, annual number of students taking courses in the position’s discipline in order to complete associate degree GE, number of other disciplines that satisfy the same GE requirement, fiscal impact, and learning communities implementation. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75%) or when the need for the requested position was not identified in the program review for the discipline.

Ranking Staffing Status Compared to Standard
The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

Ranking Student Demand
The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

Ranking for General Education Requirements
The requested positions shall be ranked according to the annual number of students taking courses in the position’s discipline in order to complete associate degree GE. The requested position with the highest number of students shall receive the highest rank for this criterion.

Ranking for General Education Course Alternatives
The requested positions shall be ranked according to the number of other disciplines that satisfy the same GE requirement. The requested position with the fewest alternative disciplines shall rank highest in this category.

Ranking Fiscal Impact
The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.
Ranking Learning Communities Implementation
The requested positions shall be ranked based upon the information provided to the FPIP Committee.

Sub-category: Instructors for transfer preparation
The positions in this sub-category shall be prioritized based upon the positions’ rank standing for these five criteria: staffing status, student demand, annual number of associate degrees &/or certificates of achievement awarded, fiscal impact, and support of learning communities. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75%) or when the need for the requested position was not identified in the program review for the discipline.

Ranking Staffing Status Compared to Standard
The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

Ranking Student Demand
The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

Ranking Annual # of Associate Degrees and/or Certificates of Achievement
The requested positions shall be ranked according to the annual number of associate degree and/or certificates of achievement awarded. The requested position with the highest annual number of awards shall receive the highest rank for this criterion.

Ranking Fiscal Impact
The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

Ranking Support of Learning Communities
The requested positions shall be ranked based upon the information provided to the FPIP Committee, including the completion of roadmaps to transfer in two years and how the requested position would support a transfer preparation learning community.

Category: Instructors for career technical education and professional education
The positions in this category shall be prioritized based upon the positions’ rank standing for these five criteria: staffing status, student demand, annual number of associate degrees &/or certificates of achievement, fiscal impact, and learning communities/roadmaps/advisory board activity/outside agency standards. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline (e.g. – 75% for instructors) or when the need for the requested position was not identified in the program review for the discipline.

Ranking Staffing Status Compared to Standard
The requested positions shall be ranked using the 75:25 Standard as modified by the Board of Governors of the California Community Colleges in November 1997. The requested position with the lowest average percent regular faculty shall receive the highest rank for this criterion.

Ranking Student Demand
The requested positions shall be ranked according to the average census enrollment for the past three fall semesters. The requested position with the highest average census enrollment shall receive the highest rank for this criterion.

Ranking Annual # of Associate Degrees and/or Certificates of Achievement
The requested positions shall be ranked according to the annual number of associate degree and/or certificates of achievement awarded. The requested position with the highest annual number of awards shall receive the highest rank for this criterion.
Ranking Fiscal Impact
The requested positions shall be ranked according to the average FTES/FTEF for the past three fall semesters. The requested position with the highest average FTES/FTEF shall receive the highest rank for this criterion.

Ranking for Learning Communities, Advisory Board Activity, & non-WASC Accreditation or Approval
The requested positions shall be ranked based upon the information provided to the FPIP Committee, including the completion of roadmaps to transfer in two years, how the requested position would support a learning community, impact of filling the position on the program’s non-WASC accreditation or approval, and the activity of the advisory board for the voc ed program.

Category: Counselor, librarian, athletic coach, and other faculty positions
The positions in this category shall be prioritized based upon the positions’ rank standing for these four criteria: staffing status, student demand, implementation of the Educational Master Plan, and how the requested position would impact a program’s non-WASC approval. Positions will automatically be ranked last within the category when the staffing status is above the standard for the discipline or when the need for the requested position was not identified in the program review for the discipline.

Ranking Staffing Status Compared to Standard
The requested positions shall be ranked using the standards for the area of the faculty position. The ideal counselor-to-student ratio shall be 1:800. The librarian staffing standard is defined in Title 5. The requested position with the lowest percent regular faculty compared to its particular standard shall receive the highest rank for this criterion.

Ranking Student Demand
The requested positions shall be ranked based upon the annual number of students that received services in this area for the past three fall semesters. The requested position with the highest number served shall receive the highest rank for this criterion.

Ranking for Educational Master Plan implementation
The requested positions shall be ranked based upon the information provided to the FPIP Committee on how the requested position would implement the Educational Master Plan.

Ranking for non-WASC Accreditation or Approval
The requested positions shall be ranked based upon the information provided to the FPIP Committee on how the requested position would impact the program’s non-WASC accreditation or approval.

Category: Faculty for new program development and for special programs
The requested positions in this category shall be ranked based upon the information provided to the FPIP Committee on how the requested position would implement the Educational Master Plan.
# West Los Angeles College

Faculty Position Identification and Prioritization Policy

## CRITERIA FOR RANKING WITHIN CATEGORIES

(Effective April 14, 2009)

<table>
<thead>
<tr>
<th>Pre-Collegiate Instruction</th>
<th>General Education Instruction &amp; Transfer Degree Instruction</th>
<th>Workforce &amp; Professional Education</th>
<th>Counseling, Librarian, Athletic Coaches, and Other Instruction</th>
<th>Special Programs &amp; New Program Development</th>
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<tbody>
<tr>
<td>Criteria for ranking</td>
<td>Criteria for ranking</td>
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<tr>
<td>- Staffing status:</td>
<td>- Staffing status:</td>
<td>- Staffing status:</td>
<td>- Staffing Status</td>
<td>- Educational Master Plan implementation</td>
</tr>
<tr>
<td>% full-time instructors in classroom</td>
<td>% full-time instructors in classroom</td>
<td>% full-time instructors in classroom</td>
<td>% full-time instructors in classroom</td>
<td>Position identified in Program Review/Unit Plan</td>
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<tr>
<td>- Student Demand:</td>
<td>- Student Demand:</td>
<td>- Student Demand:</td>
<td>- Educational Master Plan implementation</td>
<td>- Position identified in Program Review/Unit Plan</td>
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<tr>
<td>census enrollment</td>
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<td>census enrollment</td>
<td>Position supports Objective 1</td>
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<tr>
<td>- Student Demand:</td>
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<td>- Educational Master Plan</td>
<td>Position supports Objective 2</td>
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<td>(Ave fall semester census enrollment for past 3 years)</td>
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<td>- Fiscal Impact:</td>
<td>Position supports Objective 4</td>
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<td>Students taking courses in discipline in order to complete Associate degree GE requirements</td>
<td>- Students taking courses in discipline in order to complete Associate degree GE requirements</td>
<td>FTES/FTEF</td>
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<tr>
<td>Associate degrees &amp;/or certificates of achievement</td>
<td>Associate degrees &amp;/or certificates of achievement</td>
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<td>Program review recommendation</td>
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<td>- Educational Master Plan implementation:</td>
<td>- Educational Master Plan implementation:</td>
<td>Active advisory board</td>
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<tr>
<td>Position supports non-voc ed learning communities, (i.e., cohorts of students that are enrolled in more than one class together)</td>
<td>Position supports non-voc ed learning communities, (i.e., cohorts of students that are enrolled in more than one class together)</td>
<td>Impact on non-WASC accreditation or approval – Special class size restriction</td>
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<td>Fiscal Impact:</td>
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<td>Date</td>
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<tr>
<td>5-Jan</td>
<td>College Council</td>
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<tr>
<td>7-Jan</td>
<td>Enrollment Planning Committee Analyzes 2011-12 FTES Alternatives</td>
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<tr>
<td>11-Jan</td>
<td>Enrollment Planning Committee Finalizes 2011-12 FTES Alternatives</td>
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<tr>
<td>1-Feb</td>
<td>Submit 2nd Quarter Report</td>
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<tr>
<td>4-Feb</td>
<td>Program Review and Unit Plan Kickoff Workshop</td>
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<td>5-Feb</td>
<td>Enrollment Planning Committee Finalizes 2011-12 FTES Alternatives</td>
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<tr>
<td>9-Feb</td>
<td>FPIP Kickoff Meeting</td>
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<tr>
<td>10-Feb</td>
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<td>15-Feb</td>
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<tr>
<td>22-Feb</td>
<td>Planning Council Meeting</td>
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<tr>
<td>24-Feb</td>
<td>Budget Committee Meeting</td>
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<tr>
<td>5-Mar</td>
<td>College Council</td>
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<tr>
<td>9-Mar</td>
<td>Academic Senate</td>
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<tr>
<td>17-Mar</td>
<td>Program Review and Unit Plan Submission Deadline</td>
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<td>22-Mar</td>
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<tr>
<td>23-Mar</td>
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</tbody>
</table>
# WEST LOS ANGELES COLLEGE
## 2010-11 PLANNING AND BUDGETING CALENDAR
### FOR 2011-12 FISCAL YEAR

<table>
<thead>
<tr>
<th>DEPARTMENTS / DIVISIONS</th>
<th>DEANS / BUDGET MANAGERS</th>
<th>VICE PRESIDENTS</th>
<th>PRESIDENT</th>
<th>COMMITTEES</th>
<th>SHARED GOVERNANCE</th>
<th>BUSINESS OFFICE</th>
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<tr>
<td><strong>March 24 - May 16</strong></td>
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<tr>
<td><strong>24-Mar</strong></td>
<td>Deans validate Program Reviews and Unit Plans with their Departments/Divisions</td>
<td>Vice Presidents validate Program Reviews and Unit Plans with their Deans/Managers</td>
<td></td>
<td>Budget Committee Meeting</td>
<td></td>
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</tbody>
</table>

### APRIL, 2010

| 2-Apr                   |                          |                  |           |            |                   |                |
| 8-Apr                   | Each Vice President compiles prioritized list of requests |                      | College Council |                   |                |
| 13-Apr                  |                          |                  |           |            |                   |                |
| 19-Apr                  | FPIP Submission Deadline | FPIP Submission Deadline |                   |                   |                |
| 20-Apr                  |                          |                  |           | College Council |                   |                |
| 21-Apr                  | Vice Presidents merge their prioritized planning lists |                      | Academic Senate |                   |                |
| 23-Apr                  |                          |                  |           |            |                   |                |
| 29-Apr                  |                          |                  |           |            | Submit 3rd Quarter Report |                |
| 26-Apr                  |                          |                  |           |            |                   |                |
| **April 30 - May 21**   |                          |                  |           |            |                   |                |

### MAY, 2010

| May 1 - May 19          |                          |                  |           |            |                   |                |
| 4-May                   |                          |                  |           | College Council |                   |                |
| 5-May                   |                          |                  |           | Academic Senate |                   |                |
| 12-May                  |                          |                  |           |            |                   |                |
| 15-May                  |                          |                  |           |            |                   |                |
| 19-May                  |                          |                  |           | FPIP Meeting |                   |                |
| 24-May                  |                          |                  |           | Academic Senate |                   |                |
| 25-May                  |                          |                  |           |            |                   |                |
| 26-May                  | Budget Committee approves planning prioritization list |                      |                   |                   |                |

### JUNE, 2010

<p>| 2-Jun                   |                          |                  |           | Budget Committee Meeting |                   |                |
| 3-Jun                   |                          |                  |           | College Council |                   | 65 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>16-Jun</td>
<td>Planning Council Meeting</td>
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<td>22-Jun</td>
<td>Budget Committee Meeting</td>
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<td>23-Jun</td>
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<td>26-Jun</td>
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<td>30-Jun</td>
<td>Planning Council Meeting</td>
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<td>Budget Committee Meeting</td>
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<td>JULY, 2010</td>
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<td>2-Jul</td>
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<td>19-Jul</td>
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<td>21-Jul</td>
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<td>AUGUST, 2010</td>
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<td>2-Aug</td>
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<td>18-Aug</td>
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<td>August 9 - 13</td>
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<td>25-Aug</td>
<td>Budget Committee Meeting</td>
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<td>SEPTEMBER, 2010</td>
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<td>8-Sep</td>
<td>Academic Senate</td>
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<td>9-Sep</td>
<td>College Council</td>
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<td>15-Sep</td>
<td>FPIP Meeting</td>
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<td>27-Sep</td>
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<td>29-Sep</td>
<td>Budget Committee Meeting</td>
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<td>OCTOBER, 2010</td>
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<td>5-Oct</td>
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<td>7-Oct</td>
<td>College Council</td>
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<td>13-Oct</td>
<td>FPIP Meeting</td>
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<td>October 13 - 31</td>
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<td>20-Oct</td>
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<td>20-Oct</td>
<td>Budget Committee Meeting</td>
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<td>27-Oct</td>
<td>Planning Council Meeting</td>
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<td>NOVEMBER, 2010</td>
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<td>3-Nov</td>
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<td>DEPARTMENTS / DIVISIONS</td>
<td>DEANS / BUDGET MANAGERS</td>
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<td>November 10 - 30</td>
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<td>15-Nov</td>
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<td>17-Nov</td>
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<td><strong>DECEMBER, 2010</strong></td>
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<td>December 1 - 2</td>
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<td>5-Dec</td>
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<td>8-Dec</td>
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<td>15-Dec</td>
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<td>January 6 - 12</td>
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<td>January 7 - 31</td>
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<td><strong>FEBRUARY, 2011</strong></td>
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To guide the college in decisions related to planning and resource allocation.

Prioritized by the College Council Executive committee on March 21, 2011
Accepted by Dr. Rose Marie Joyce on April 5, 2011

Because these items are mandated, they are a given and therefore weren’t prioritized:
- Meet requirements for health, safety and essential services.
- Meet local, state and federal regulations.

1. Strive to maintain a balanced budget, guided by the Budget Management Proposal.
   a. Meet but do not exceed 2% of the FTES funded cap to advance the college mission.
   b. Minimize unintended impact of bond construction on 10100 expenditures.
   c. Minimize or eliminate Summer and Winter offerings of all funding sources.

2. Focus on core mission: certificates and degrees, transfer, build careers.
   Lifelong learning programs (credit, noncredit and not for credit) that are not State funded must be supported with funds other than 10100. Lifelong learning although a desirable goal is not a part of the core mission of the college, particularly the not-for-credit classes and programs.

3. Identify savings through programs and services review.
   a. Program Review, Validation and resource request prioritization by vice presidents.
   b. FPIP
   c. Instructional Program Viability Review Policy

4. Enhance alternative revenue opportunities (local fees, foundation, grants, contract education, partnerships, etc.)

5. Safeguard student equity: avoid disproportionate student impacts.

6. Rely on data-informed decision-making in order to enhance both sound decisions and transparency.

7. Work toward access through registration priorities.

8. Response time; meeting the needs of those being served.
West Los Angeles College

Strategic Plan

2010 - 2014

MISSION STATEMENT

- West Los Angeles College provides a transformative educational experience.  West fosters a diverse learning community dedicated to student success.
- Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.
- A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

GOALS

Objectives

#1 Access
- Streamline Enrollment Process
- Expand Orientation, Assessment & Counseling
- Adopt Prerequisites
- Expand SLO Assessment
- Support Study Skills Programs
- Increase Graduation

#2 Student Learning
- Recruit college-ready students
- Develop Comprehensive Transfer Program
- Strengthen Transfer Pathways
- Strengthen relationships: Counselors and CTE Programs

#3 Transfer
- Strengthen vocational programs
- Provide Foundation Skills for Voc'l Programs
- Develop New Vocational Programs in Growth Areas

#4 Career Technical Education
- Institute Educationally-sound Class Sizes
- Re-label basic skills as foundation skills
- Establish Learning Communities
- Stress Intensive Writing Instruction
- Emphasize Subject-integrated Reading Instruction
- Use Diversified Mathematics Instruction
- Prepare ESL Students for Transfer/Career

#5 Foundation Skills Program
- Support Learning Communities
- Expand Online Services for All Students
- Promote Quality Online & Hybrid Courses
- Improve Evening, Weekends & Off-Campus Programs
- Expand Technologies to Support Student Learning

#6 Diversified Modes of Instructional Delivery
- Improve Technology Support for Services & Facilities
- Configure Technology for Classrooms
- Create "State-of-the-Art" Campus Environment
- Organize Campus Facilities to Strengthen Interaction

#7 Campus Infrastructure

CORE COLLEGE MASTER PLANS:  
- Educational Master Plan  
- Student Services Master Plan  
- Technology Master Plan  
- Facilities Master Plan
A. Timeline

- September 7, 2010  Divisional Council kick-off
- September 23, 2010  Student Services and Administrative Services kick-off
- October 22, 2010  Completed Program Reviews due
- November 19, 2010  Validation cycle complete
- December 17, 2010  VP prioritization complete
- January, 2011  Priorities presented to Budget Committee
- January, 2011  Priorities presented to College Council
B. FREQUENTLY ASKED QUESTIONS

1. WHAT COMPUTER SOFTWARE DO I NEED TO COMPLETE THE PROGRAM REVIEW?

- The Program Review forms were created in the latest version of Adobe Acrobat, which has specialized tools for form handling and data collection.
- To complete the Program Review forms, only Acrobat Reader, Version 9 is required. You do not need Adobe Acrobat Pro to complete the forms.
- You can download the free Acrobat Reader 9 software from this website: http://get.adobe.com/reader/

2. WHAT ARE THE FORMS I NEED FOR PROGRAM REVIEW?

- Part 1 – Program Review and Reflection [Submit one per division]
  - Form name: Program-Review-Part1_distributed.pdf
- Part 2 – Planning Goals [Submit one for each goal the division establishes]
  - Form name: Program-Review-Part2-Goal_distributed.pdf
- Part 2 – Planning Actions and Resource Request (funding) [Submit one for each action plan/resource request, as needed]
  - Form name: Program-Review-Part2-Action-ResourceRequest_distributed.pdf

3. WHERE CAN I FIND THE FORMS AND DATA NEEDED FOR PROGRAM REVIEW?

- Division Chairs were emailed the information
- Forms and data can be found at the Program Review website: http://www.wlac.edu/orp/planning/program_review/pr1011.html
- College Master Plans are located at: http://www.wlac.edu/masterplan/college_masterplan.html
- College Mission Statement is located at: http://www.wlac.edu/about/college_mission.html

4. HOW DO I WORK ON THE FORMS?

- Open the file from your email or from the website.
- Save it to a folder on your hard drive.
• Close the file.
• Open Adobe Reader.
• Open the file from within Adobe Reader.
• Complete your responses in the text boxes.
• You can save your draft form responses, and return to it later.

5. HOW CAN I SAVE MY PROGRAM REVIEW FORM?

• When you open the file (from your email or from the website), save it to a folder on your hard drive.
• Then open Adobe Reader and edit the file in Adobe Reader. Remember to save your work often.
• If the save command is not accessible (grayed-out), click outside of the text box, and the save command should become available.

6. WHAT HAPPENS IF MY RESPONSE IS LARGER THAN THE TEXT BOX?

• Type your answer in the text box, pressing the enter key to add additional lines.
• Keep your answers concise. The text font size will decrease if you type more than the text box size.
• Remember to save the document each time before you exit.

7. HOW CAN OTHER COLLEAGUES WORK ON THE PROGRAM REVIEW DOCUMENT?

• The saved PDF file can be emailed to your colleagues as an attachment.
• Remember that the Division Chair must finalize a single program review for the division, and submit it for validation by October 22, 2010.

8. HOW DOES THE DIVISION SUBMIT A COMPLETED PROGRAM REVIEW?

• The Division Chair finalizes a single program review for the division and submits it for validation.
• If several faculty have created individual program reviews, the Division Chair integrates them into a comprehensive division program review.
• Instead of signatures of division faculty, the Division Chair completes Module 17 of Part 1, with a list of participating faculty.
• All 3 program review forms must be submitted
- Part 1 – Program Review and Reflection
- Part 2 – Planning Goals
- Part 2 – Planning Actions and Resource Request
  - To submit each form, click the “Submit” button at the top right of the form.

- Then, complete the required information and click send.

Remember: The deadline to submit completed Program Reviews is **October 22, 2010**.

Please contact Rebecca Tillberg (x4361) or Mary-Jo Apigo (x4410) with any questions at all you may have about the forms or process.
C. GUIDELINES FOR PART 2: LINKING PLANNING TO BUDGET

1. WHAT ARE EXAMPLES OF PLANNING GOALS?

- A vocational program might discover, as a result of its environmental scan, the need for a new training program. The development of the new training program could be a new division goal.
- A general education division might discover, as a result of reviewing student outcome data, that their students enroll in class unprepared for the level of work required. The division might develop a goal to address this problem.
- Hiring a new full time faculty is not a goal. This would be a resource request that fulfills an action plan which is aligned with a broader goal.

2. COULD A DIVISION HAVE MORE THAN ONE PLANNING GOAL?

- Yes, a division could have both short term goals and long term goals.
- Complete a separate Goal form for each goal.

3. HOW DO I CREATE MORE GOAL FORMS?

- For each additional goal, save the form with a new name.
- The recommended name is as follows: The original name was Program-Review-Part2-Goal_distributed.pdf. Add a number for each new goal before the ‘_distributed’ part of the name.
- The new file name is then Program-Review-Part2-Goal2_distributed.pdf.
- Each goal form is submitted separately.

4. WHAT ARE EXAMPLES OF PLANNING ACTIONS?

- If a new training program needs to be started, several action plans might be needed.
  i. First, curriculum may need to be developed: course outlines, curriculum map, etc.
  ii. Outreach and recruitments efforts might be needed.
  iii. Required equipment needs to be researched and identified.
- If a goal relates to student under-preparation, several action plans would be needed.
i. Consultation with relevant divisions such as Mathematics and Language Arts might be needed.
ii. Review of division curriculum might be needed.
iii. Consultation with relevant support services such as Counseling and Assessment might be needed.
iv. Professional development needs might need to be addressed.

5. COULD A DIVISION HAVE MORE THAN ONE PLANNING ACTION FOR A PLANNING GOAL?

- Yes. The above examples of Planning Actions illustrate multiple actions to achieve one goal.
- Complete a separate Planning Action form for each Planning Action.

6. DO ALL PLANNING ACTIONS REQUIRE A RESOURCE REQUEST?

- No. Some Planning Actions can be achieved through regular, on-going division focus and efforts.

7. ARE MULTIPLE RESOURCE REQUESTS REQUIRED FOR ONE PLANNING ACTION?

- No. All costs associated with a Planning Action should be captured in Module 10 of the Planning Resource Request.
A. Timeline .........................................................................................................................1
B. Frequently Asked Questions ........................................................................................2
C. Guidelines for Part 2: Linking Planning to Budget .......................................................5

A. TIMELINE

- September 7, 2010   Divisional Council kick-off
- September 23, 2010  Student Services and Administrative Services kick-off
- October 22, 2010    Completed Program Reviews due
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- You can download the free Acrobat Reader 9 software from this website: http://get.adobe.com/reader/

2. WHAT ARE THE FORMS I NEED FOR PROGRAM REVIEW?

- Part 1 – Program Review and Reflection [Submit one per Office, Program or Service]
  - Form name: Program-Review-Part1_distributed.pdf
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• Type your answer in the text box, pressing the enter key to add additional lines.
• Keep your answers concise. The text font size will decrease if you type more than the text box size.
• Remember to save the document each time before you exit.

7. HOW CAN OTHER COLLEAGUES WORK ON THE PROGRAM REVIEW DOCUMENT?

• The saved PDF file can be emailed to your colleagues as an attachment.
• Remember that the head of the Office, Program or Service must finalize a single program review, and submit it for validation by October 22, 2010.

8. HOW DOES THE OFFICE, PROGRAM OR SERVICE SUBMIT A COMPLETED PROGRAM REVIEW?

• The head of the Office, Program or Service finalizes a single program review for the division and submits it for validation.
• If several staff have created individual program reviews, the head of the Office, Program or Service integrates them into a comprehensive division program review.
• Instead of signatures of those who contributed to program review, the head of the Office, Program or Service completes Module 15 of Part 1, with a list of participating staff.
• All 3 program review forms must be submitted
  o Part 1 – Program Review and Reflection
  o Part 2 – Planning Goals
  o Part 2 – Planning Actions and Resource Request
• To submit each form, click the “Submit” button at the top right of the form.

Then, complete the required information and click send.

Remember: The deadline to submit completed Program Reviews is October 22, 2010.
Please contact Rebecca Tillberg (x4361), Mary-Jo Apigo (x4410) or Celena Alcala (x4290) with any questions at all you may have about the forms or process.

C. GUIDELINES FOR PART 2: LINKING PLANNING TO BUDGET

1. WHAT ARE EXAMPLES OF PLANNING GOALS?

- A vocational program might discover, as a result of its environmental scan, the need for a new training program. The development of the new training program could be a new division goal.
- A general education division might discover, as a result of reviewing student outcome data, that their students enroll in class unprepared for the level of work required. The division might develop a goal to address this problem.
- Hiring a new full time faculty is not a goal. This would be a resource request that fulfills an action plan which is aligned with a broader goal.

2. COULD A OFFICE, PROGRAM OR SERVICE HAVE MORE THAN ONE PLANNING GOAL?

- Yes, an Office, Program or Service could have both short term goals and long term goals.
- Complete a separate Goal form for each goal.

3. WHAT ARE EXAMPLES OF PLANNING ACTIONS?

- If a new training program needs to be started, several action plans might be needed.
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  iii. Consultation with relevant support services such as Counseling and Assessment might be needed.
iv. Professional development needs might need to be addressed.

4. **COULD A OFFICE, PROGRAM OR SERVICE HAVE MORE THAN ONE PLANNING ACTION FOR A PLANNING GOAL?**

- Yes. The above examples of Planning Actions illustrate multiple actions to achieve one goal.
- Complete a separate Planning Action form for each Planning Action.

5. **DO ALL PLANNING ACTIONS REQUIRE A RESOURCE REQUEST?**

- No. Some Planning Actions can be achieved through regular, on-going focus and efforts of the Office, Program or Service.

6. **ARE MULTIPLE RESOURCE REQUESTS REQUIRED FOR ONE PLANNING ACTION?**

- No. All costs associated with a Planning Action should be captured in Module 10 of the Planning Resource Request.
Program Review and Reflection:
Academic Affairs
2010 - 2011

Office, Program or Service: ________________________________

 MODULE 1. DEPARTMENT PURPOSE

1. Describe the purpose of the Office / Program / Service.

2. Describe how the stated purpose aligns with the college mission statement. [See College Mission Statement - http://www.wlac.edu/about/college_mission.html ]

 MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS

1. How has the Office / Program / Service addressed the recommendations from the previous program review? Address each recommendation separately.

2. What has the Office / Program / Service done regarding implementation of accreditation recommendations?
3. Describe the trends in Enrollment and FTES. Given the data, what are the implications for your Office / Program / Service? [See Data Sections 1 and 2 - http://www.wlac.edu/orp/planning/program_review/pr1011.html ]

4. Given the data, describe the trend in section counts and average class size. [See Data Section 3 - http://www.wlac.edu/orp/planning/program_review/pr1011.html ]

MOD 4. EFFECTIVENESS: STUDENTS AND STUDENT SUCCESS

1. Based on the demographic trends in enrollment, what are the implications for your Office / Program / Service? [See Data Section 4 - http://www.wlac.edu/orp/planning/program_review/pr1011.html ]

2. Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for your Office / Program / Service? [See Data Section 5 - http://www.wlac.edu/orp/planning/program_review/pr1011.html ]
3. Given the data, describe the trends in degrees and certificates awarded, if relevant. What are the implications for your Office / Program / Service? [See Data Section 6 - http://www.wlac.edu/orp/planning/program_review/pr1011.html]

**MODULE 5. STAFFING TRENDS**

1. List current staffing levels. (headcount; FTEF; FTEP)

2. Are staffing levels adequate to fulfill the purpose of the Office / Program / Service? Explain.

**MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES**

1. Who is served by the program or service? How many people are served by the program or service?

1. List the functions and services provided by the Office / Program / Service.

2. What outreach activities has your department hosted or was engaged in?
3. Describe the technological advances that have been implemented to improve and streamline the Office / Program / Service.

**MODULE 7. EFFECTIVENESS: SURVEY RESULTS**

1. Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys. ([http://www.wlac.edu/orp/research/surveys.html](http://www.wlac.edu/orp/research/surveys.html))

2. Discuss the implications of the survey results for the program.

**MODULE 8. STUDENT LEARNING OUTCOMES**

1. What are the assessment plans for the services of the Office / Program / Service?

2. Based on SLO assessments, what changes have the faculty and staff made or do they plan to make?

3. Will these planned changes necessitate a Resource Request? [For each Resource Request, complete Part 2: Linking Planning to Budget.]
MODULE 9. DEPARTMENTAL ENGAGEMENT

1. What interdepartmental collaboration has your Office / Program / Service been involved in during the past six years?

2. What has your Office / Program / Service done since the last review to establish connections with schools, institutions, organizations, businesses and/or corporations in the community?

MODULE 10. PROFESSIONAL DEVELOPMENT

1. List the 2 most significant professional development activities engaged in by each regular full-time member in your program in the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc.

2. In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.
Module 11. Programs, Clubs, Organizations and Special Activities for Students

1. Does the Office / Program / Service sponsor a student club or activity? If yes, list the clubs or activities which are designed specifically for students in this program. Describe their significant accomplishments.

2. List any awards, honors, scholarships or other notable accomplishments of students in the program.

Module 12. Environmental Scan

1. What are the emerging trends in technology? How do they affect the program?

2. What are the emerging trends in the community? How do they affect the program?
Module 13. Continuous Quality Improvement

1. Describe the improvements in program practice you have implemented as a result of program review.

2. Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.

Module 14. Grants

1. Has the Office / Program / Service applied for any grants in the last 2 years?
   - Yes, If Yes, how many?
   - No

If yes, provide the following information for each grant application:

Grant Application 1.

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<th>Funding Agency</th>
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<td>Project to be funded</td>
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<tr>
<td>Which “program review goal” does the grant support?</td>
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<td>Is this a new grant, or a continuation?</td>
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<td>Is this a cooperative grant?</td>
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<td>• If so, who are the partners?</td>
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<tr>
<td>Amount requested</td>
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<tr>
<td>Was the grant awarded? If yes, provide the following information:</td>
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<tr>
<td>• Amount of grant</td>
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<tr>
<td>• Timeframe</td>
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<td>• Amount of required college match</td>
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<tr>
<td>• How has the funding impacted the division/ department/ program?</td>
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Grant Application 2.

| Funding Agency |  
|----------------|------
| Project to be funded |  
| Which “program review goal” does the grant support? |  
| Is this a new grant, or a continuation? |  
| Is this a cooperative grant? |  
| • If so, who are the partners? |  
| Amount requested |  
| Was the grant awarded? If yes, provide the following information: |  
| • Amount of grant |  
| • Timeframe |  
| • Amount of required college match |  
| • How has the funding impacted the division/ department/ program? |  

Grant Application 3.

| Funding Agency |  
|----------------|------
| Project to be funded |  
| Which “program review goal” does the grant support? |  
| Is this a new grant, or a continuation? |  
| Is this a cooperative grant? |  
| • If so, who are the partners? |  
| Amount requested |  
| Was the grant awarded? If yes, provide the following information: |  
| • Amount of grant |  
| • Timeframe |  
| • Amount of required college match |  
| • How has the funding impacted the division/ department/ program? |  

MODULE 15. PART 1 AND PART 2 COMPLETION

1. List faculty and staff who participated in this Program Review.

2. Program Manager: Fill out your name and date of final approval, save, and submit the Part 1 and Part 2 documents to Rebecca Tillberg, Dean of Research and Planning.
Program Review and Reflection:
Student Services and Administrative Services
2010 - 2011

Office, Program or Service: 

**MODULE 1. DEPARTMENT PURPOSE**

1. Describe the purpose of the Office / Program / Service.

2. Describe how the stated purpose aligns with the college mission statement. [See College Mission Statement - http://www.wlac.edu/about/college_mission.html ]

**MODULE 2. RESPONSE TO PRIOR RECOMMENDATIONS**

1. How has the Office / Program / Service addressed the recommendations from the previous program review? Address each recommendation separately.

2. What has the Office / Program / Service done regarding implementation of accreditation recommendations?
Module 3. Effectiveness: Enrollment Trends

3. Describe the trends in Enrollment and FTES. Given the data, what are the implications for your Office / Program / Service? [See Data Sections 1 and 2 - http://www.wlac.edu/orp/planning/program_review/pr1011.html]

Module 4. Effectiveness: Students and Student Success

1. Based on the demographic trends in enrollment, what are the implications for your Office / Program / Service? [See Data Section 4 - http://www.wlac.edu/orp/planning/program_review/pr1011.html]

2. Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for your Office / Program / Service? [See Data Section 5 - http://www.wlac.edu/orp/planning/program_review/pr1011.html]
3. Given the data, describe the trends in degrees and certificates awarded, if relevant. What are the implications for your Office / Program / Service? [See Data Section 6 - http://www.wlac.edu/orp/planning/program_review/pr1011.html]

### MODULE 5. STAFFING TRENDS

1. List current staffing levels. (headcount; FTEF; FTEP)

2. Are staffing levels adequate to fulfill the purpose of the Office / Program / Service? Explain.

### MODULE 6. EFFECTIVENESS: FUNCTIONS AND SERVICES

1. Who is served by the program or service? How many people are served by the program or service?

1. List the functions and services provided by the Office / Program / Service.

2. What outreach activities has your department hosted or was engaged in?
3. Describe the technological advances that have been implemented to improve and streamline the Office / Program / Service.

**MODULE 7. EFFECTIVENESS: SURVEY RESULTS**

1. Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys.  
(http://www.wlac.edu/orp/research/surveys.html)

2. Discuss the implications of the survey results for the program.

**MODULE 8. STUDENT LEARNING OUTCOMES**

1. What are the assessment plans for the services of the Office / Program / Service?

2. Based on SLO assessments, what changes have the faculty and staff made or do they plan to make?

3. Will these planned changes necessitate a Resource Request? [For each Resource Request, complete Part 2: Linking Planning to Budget.]
**Module 9. Departmental Engagement**

1. What interdepartmental collaboration has your Office / Program / Service been involved in during the past six years?

2. What has your Office / Program / Service done since the last review to establish connections with schools, institutions, organizations, businesses and/or corporations in the community?

---

**Module 10. Professional Development**

1. List the 2 most significant professional development activities engaged in by each regular full-time member in your program in the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc.

2. In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.
# Module 11. Programs, Clubs, Organizations and Special Activities for Students

1. Does the Office / Program / Service sponsor a student club or activity? If yes, list the clubs or activities which are designed specifically for students in this program. Describe their significant accomplishments.

2. List any awards, honors, scholarships or other notable accomplishments of students in the program.

## Module 12. Environmental Scan

1. What are the emerging trends in technology? How do they affect the program?

2. What are the emerging trends in the community? How do they affect the program?
**Module 13. Continuous Quality Improvement**

1. Describe the improvements in program practice you have implemented as a result of program review.

2. Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.

**Module 14. Grants**

1. Has the Office / Program / Service applied for any grants in the last 2 years?
   - Yes  If Yes, how many?
   - No

If yes, provide the following information for each grant application:

**Grant Application 1.**

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project to be funded</td>
<td></td>
</tr>
<tr>
<td>Which “program review goal” does the grant support?</td>
<td></td>
</tr>
<tr>
<td>Is this a new grant, or a continuation?</td>
<td></td>
</tr>
<tr>
<td>Is this a cooperative grant?</td>
<td></td>
</tr>
<tr>
<td>• If so, who are the partners?</td>
<td></td>
</tr>
<tr>
<td>Amount requested</td>
<td></td>
</tr>
<tr>
<td>Was the grant awarded? If yes, provide the following information:</td>
<td></td>
</tr>
<tr>
<td>• Amount of grant</td>
<td></td>
</tr>
<tr>
<td>• Timeframe</td>
<td></td>
</tr>
<tr>
<td>• Amount of required college match</td>
<td></td>
</tr>
<tr>
<td>• How has the funding impacted the division/department/program?</td>
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</tbody>
</table>
**Grant Application 2.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td></td>
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<td>Which “program review goal” does the grant support?</td>
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<td>• If so, who are the partners?</td>
<td></td>
</tr>
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<td>Amount requested</td>
<td></td>
</tr>
<tr>
<td>Was the grant awarded? If yes, provide the following information:</td>
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</tr>
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<td></td>
</tr>
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<td>• Timeframe</td>
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</tr>
<tr>
<td>• Amount of required college match</td>
<td></td>
</tr>
<tr>
<td>• How has the funding impacted the division/ department/ program?</td>
<td></td>
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</tbody>
</table>

**Grant Application 3.**

<table>
<thead>
<tr>
<th>Funding Agency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Project to be funded</td>
<td></td>
</tr>
<tr>
<td>Which “program review goal” does the grant support?</td>
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</tr>
</tbody>
</table>

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**MODULE 15.  PART 1 AND PART 2 COMPLETION**

1. List faculty and staff who participated in this Program Review.

2. Program Manager: Fill out your name and date of final approval, save, and submit the Part 1 and Part 2 documents to Rebecca Tillberg, Dean of Research and Planning.
1. Planning Goal

For each Goal a separate form must be completed

**Division, Department or Program:**

**MODULE 1. BASIC INFORMATION**

<table>
<thead>
<tr>
<th>Goal Name:</th>
<th>Goal Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Initiation Year:</td>
<td>Goal Current Priority:</td>
</tr>
</tbody>
</table>

Provide a brief description of the Goal.

<table>
<thead>
<tr>
<th>Responsible Person(s):</th>
<th>Goal Status:</th>
<th>Goal Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ New</td>
<td>☐ In Progress</td>
</tr>
<tr>
<td></td>
<td>☐ Changed</td>
<td>☐ Less than 1 year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ More than 1 year but less than 3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ More than 3 years</td>
</tr>
</tbody>
</table>

**MODULE 2. STATEMENT OF NEED BASED ON REFLECTION AND ASSESSMENT IN PART 1**

1. What issues, problems, or opportunities identified in your Program Review Part 1 will this Goal address?

2. What SLO assessment / reflection will this Goal address? [Link to SLO Portfolio Project:](http://www.wlac.edu/staffandfaculty/SLO_rating_scale/index.htm)

**MODULE 3. ALIGNMENT WITH COLLEGE STRATEGIC PLAN**

1. With which College Strategic Plan Goal does this Planning Goal align? Select the most important strategic goals that apply. [See http://www.wlac.edu/masterplan/college_masterplan.html and http://www.wlac.edu/orp/planning/planning_committee.html]

- Access
- Student Learning
- Transfer
- Career Technical Education
- Foundation Skills Program
- Diversified Modes of Instructional Delivery
- Campus Infrastructure
2. Planning Actions

For each Action a separate form must be completed

**Division, Department or Program:**

**Module 4. Basic Information**

<table>
<thead>
<tr>
<th>Action Name:</th>
<th>Action Initiation Year: 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Number:</td>
<td></td>
</tr>
<tr>
<td>Responsible Person(s):</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief description of this action. Include the critical steps required to accomplish this action.

**Module 5. Statement of Need**

What are the expected results and measurable outcomes of the Action?

**Module 6. Alignment with Planning Goal**

With which Planning Goal does this Action align?

<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Goal Name</th>
</tr>
</thead>
</table>

**Module 7. Required Resource for the Action (Based on Resource Request Forms)**

Are additional resources needed by the Division / Department / Program in order to accomplish this Action?

- Yes
- No
3. Planning Resource Request

**MODULE 8. BASIC INFORMATION**

- RR Name: 
- RR Initiation Year: 2011-2012
- RR Number: 
- RR Priority: 
- Responsible Person(s): 

Provide a brief description of the Resource Request (RR).

- RR Importance: [ ] Essential [ ] Important [ ] Desirable
- RR Status: [ ] New

What are the proposed funding sources for this request? (Mark all that apply)
- Program 100
- Perkins
- Grant
- Bond
- Categorical
- Other: [ ]

**MODULE 9. IMPACT**

What other Division, Department, or Program(s) does this request impact?

| Name of Division, Program or Office | Impact will be ("X" all that apply) | Division/department/unit included in planning?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
<td>Facilities</td>
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<td></td>
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</tbody>
</table>

Page 2
### Module 10. Funding for Resource Request for 2011-2012 Fiscal Year

Provide all costs associated with request

<table>
<thead>
<tr>
<th>2011-2012 Estimate</th>
<th>One-Time</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

#### Certificated Salaries (100000)

Position Title: ____________________________ Class Code: ____________

(Check one):  
- Prob  
- Limited  
- LT Sub  
- Fall Hrly  
- Spr Hrly  


\$ $ 

#### Classified Salaries (200000)

Position title and class code: ____________________________

Basis: (Check one)  
- A  
- C  
- G  

Shift: (Check one)  
- A (day)  
- B (evening)  
- C (night)  

Permanent or temporary: _____ Hours per pay period: ____

Rate: ____________ $ $ 

#### Employee Benefits (300000)

(Certif., Reg. (21.96%); Certif., Hrly (9.7%); Certif., Extra (5.45%); Classif., Reg. (43.10%) Classif., S/R (5.45%) Prof Expert (4.25%)


\$ $ 

#### Unclassified Salaries (200000) (Check one)

- Student assistant  
- Program assistant  
- CGCA  
- Student tutor  
- Professional expert  
- Other ____________________________

Rate: ____________ $ $ 

#### Instructional media materials (Supplies and Printing, 400000)

\$ $ 

#### Non-instructional supplies (Supplies and Printing, 400000)

\$ $ 

#### Printing/copying (Supplies and Printing, 400000)

\$ $ 

#### Equipment (Instructional and non-instructional) (Capital Outlay, 600000)

\$ $ 

#### Maintenance of equipment (Other Operating Expense, 500000)

\$ $ 

#### Contracts/personal services (Other Operating Expense, 500000)

\$ $ 

#### Alteration and improvement (A & I) (Capital Outlay, 600000)

\$ $ 

Other (GL Account))

\$ $ 

| TOTAL: | $0 | $0 |

### Module 11. Additional Comments

Please provide any additional information that was not covered above.
West Los Angeles College
Academic Senate
Instructional Program Viability Review Policy

RATIONALE

Program Viability Review is a Senate-directed process meant to assure that the campus's instructional resources are used in response to the College's Mission, its Educational Master Plan, the needs of the students, and the requirements of the community it serves. Viability Review involves a "special" process, one that is only invoked under "unusual" circumstances: it is not a part of the regular Program Review process, and it is not a process that should be applied to all departments, disciplines, or programs in a regular fashion. The term "program" as it relates to this review process includes all degree and vocational certificate instructional programs; all instructional disciplines, and all departments or other campus units offering instruction. Program Viability Review is mandated by the following:

1. Accreditation: Recommendations for Standard Two of the Accreditation Team's final report direct the faculty to take an active role in educational innovation and in addressing the future of programs that appear to have outlived documented need;

2. State Senate Guidelines: State Senate models of the Program Review and Educational Planning processes make it clear that faculty must take a pro-active part in decisions affecting program creation, discontinuance, and restructuring;

3. The Principle of Collegial Consultation: The role of the Academic Senate makes it clear that the Senate must be consulted on all matters involving instruction. Playing a leading role in Program Viability Review assures that faculty and academic perspectives will guide campus-wide decision-making and that such decisions will be made through an open, publicly accessible process;

4. Board Rule 6803 in addition to procedures for program review established pursuant to Board Rule 6801, West Los Angeles College shall, in consultation with its Academic Senate, develop procedures for initiating and conducting a viability review of “educational programs,” as defined in Title 5, section 55000(b);

5. State Law: California Education Code § 78016 require a process for program discontinuance and Title 5 § 55130 & § 51022.

INITIATION OF VIABILITY REVIEW

Viability review may be recommended from a variety of sources to the Academic Senate for initiation. The recommendation must clearly state the reason and source of data for initiation. The Academic Senate will vote on the recommendation to initiate/not to initiate the process or if need be ask for more information before the vote. The following committee reports or planning documents may make a recommendation to the Academic Senate to initiate the process of viability review.

1. Master Plan and updates
   Unit Plan
   Advisory Committee Minutes
2. Accreditation Report
3. Administration
4. Program Review Process
   Yearly Program Review
   Comprehensive Program Review
   Program Review Validation

CRITERIA FOR VIABILITY REVIEW

The following criteria may be used to identify at-risk programs.

Qualitative Data

Explicit attention should be given to qualitative aspects of the program. In addition to the Master Plan, these factors should be considered:

- breadth of the curriculum
- teaching: faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, and classroom research
- learning outcomes
- student satisfaction
- student support services: tutoring, financial aid, learning/study skills, childcare.
- levels of outside support and recognition (e.g., articulating universities or employing business and industry)

Quantitative Data

It is important to emphasize that quantitative data should be presented with a narrative explanation. Assessment criteria should be applied programmatically to the strength and weaknesses to be evaluated.

Key factors which may be used in identifying and evaluating at-risk programs include:

- declining enrollment trends
- insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration
- low rate for student achievement of program goals (i.e., successful completion rate)
- low retention within courses
- low term-to-term persistence for those in courses in the major
- lack of demand in the workforce or cyclic nature of the workforce
- unavailability of the transfer major
- declining need for this program by other programs
- insufficient numbers of faculty, including full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate)
- insufficient physical resources including facilities, equipment, and supplies
- inadequate levels of outside support such as classified staff, course offerings, library materials, and workplace learning opportunities
• adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit
• analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
• whether course outlines have been updated in the last five years
• articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels

VIABILITY REVIEW PROCESS

• The Academic Senate shall establish a special Viability Review Committee
  1. The review committee exists until it files its recommendations
  2. Membership shall include representatives from Senate, faculty, AFT, curriculum chair, ASO, academic affairs, discipline representative and may include a community member if possible
  3. Committee is established when triggered in the manner described under initiation of viability review
  4. Committee will meet and select a chair and vice-chair

• Procedures and criteria for information gathering may include the following
  1. Collect data listed under qualitative and quantitative data
  2. Collect position papers from faculty and students
  3. Interview faculty and students
  4. Consult outside experts
  5. Conduct surveys
  6. Hold focus groups
  7. Consult with special accreditation agencies or other agencies offering certification

• Processes for conducting the review
  1. Within 90 days of being formed the committee shall report its findings to the Academic Senate.
  2. The committee shall hold at least one public open forum.

• Possible outcomes of a viability review may include, but are not limited to, recommendations on the following:
  1. Program modification;
  2. Program improvement;
  3. Departmental reorganization;
  4. Program initiation;
  5. Program discontinuance.

  In making a recommendation for program discontinuance, a viability review must consider the following:
1. The effects on students and student success if the program is discontinued;

2. Provisions that can and should be made for students in progress to complete their training;

3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;

4. How the program’s discontinuance would impact the educational and budget-planning process used at the institution;

5. How the program’s discontinuance affects the region;

6. The effects of the program’s discontinuance on transfer to four-year colleges and universities;

7. The effects of the program’s discontinuance on local business and industries;

8. The effects of the program’s discontinuance on faculty and staff. The report shall include specific provisions for faculty and staff reassignment or retraining;

9. Discontinuance recommendation should only be done after a serious attempt has been made to improve the program effectiveness and efficiency and when it is clear that future efforts at remediation is not warranted.

The College President and College Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendation shall include a description of the viability review process and the reasons for the recommendation.

Approved By:

Doris Pichon Givens
College President

Eloise Crippens
Academic Senate President

Date

Date