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
**DISTRICT GOVERNANCE: ROLES AND RESPONSIBILITIES**

The Role of the Governing Board

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District's stated mission. It exercises oversight of the colleges’ educational programs, and guarantees the colleges’ fiscal integrity and financial health. To fulfill these obligations, the Board consults collegially with various stakeholder groups, including the District Academic Senate, the administration through the Chancellor’s Cabinet, the Associated Student Organizations, and the labor unions. It is understood by college stakeholders that as the elected representative of the community, the Board of Trustees is the final voice on all matters in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor’s Office). The duties and responsibilities of the Board are defined externally by the State Education Code, Section 70901-2, and internally by the Board Rules.

**Composition & Election**

The LACCD Board of Trustees comprises seven publically-elected members and one non-voting student trustee. Board members are elected at large for four-year terms by voters in the City of Los Angeles and other local municipalities. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select the student trustee to serve a one-year term (see p. 6).

**Board Member Orientation & Ethics**

In February 2007, the Board adopted Board Rule 2105, a formal policy for the orientation of new Board members. The Board has also developed procedures for the orientation of student trustees. The Board adopted a Statement of Ethical Values and Code of Ethical Conduct (Board Rule 2300.10) in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District Legal Counsel, in February 2007, the Board established procedures for sanctioning Board members in case of ethics violations (Board Rule 2300.11).

**Board Self Evaluation & Board Goals**

As specified in Chapter II, Article III, 2301.1 of the Board Rules, the Board conducts annual self-evaluations, scoring its performance in 20 general functional areas and reporting on its self-assessment and on the summarized evaluations of constituency representatives, including college presidents, District senior staff, and union and academic senate representatives. As part of this self evaluation process, the Board also assesses progress made on its past goals and establishes a new set of annual goals.

**The Board’s Role in Participatory Governance**

On all matters deemed to be academic and professional, the Board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS) (see p. 5). For the creation of collective bargaining agreements, the Trustees delegate authority to the Chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.
Academic Oversight
The LACCD Board of Trustees exercises oversight of the college’s educational programs by means of Board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty’s role in educational matters in accordance with the District’s stated mission. The Board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the colleges’ academic offerings as well as the central role played by the district and college academic senates in relation to all academic and professional matters (see p. 5).

Fiscal Integrity & Stability
The Board is also directly responsible for guaranteeing the colleges’ fiscal integrity and financial health by periodically reviewing and approving the colleges’ mission and vision statements and by requiring regular reports from the college presidents on college budgets. Through District administrative offices, the Board oversees compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs. In conjunction with the Chancellor’s Office and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses.

Accountability and Accreditation
The Board monitors and assures the quality of all LACCD programs and activities and oversees the accreditation process through its Committee on Planning and Student Success, which addresses issues related to educational effectiveness, student achievement, and educational program support (see p. 28). The Board also requires the colleges to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence outcomes. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures as well as college progress in relation to the district’s Core Indicators of Institutional Effectiveness (see p.16).

The Role of the Chancellor and College Presidents
The Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing policy recommendations to the Board. In accordance with Board Rules, the Board bears primary responsibility for selecting the District Chancellor and evaluating his/her performance annually. In keeping with the provisions of the Education Code, the Board delegates its authority to the Chancellor, gives the Chancellor the autonomy to make decisions without interference, and holds the Chancellor accountable for those decisions. In addition, the Board shares responsibility with the Chancellor for hiring and evaluating the performance of District vice chancellors, college presidents, and the General Counsel. The Chancellor and the college presidents, through this delegation of authority, consult collegially with the faculty academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The Chancellor and the college presidents provide effective leadership for and support of faculty and staff in the planning, implementation and monitoring of District and college activities while maintaining compliance with state regulations, laws and District policies.
The Role of the District Academic Senate

In accordance with California Administrative Code Title 5 §53200-53204, the Board of Trustees consults collegially on all academic and professional matters with the faculty through the Academic Senates. In accordance with the Board Rules (Chapter XVIII, Article 1,18100-18102), the Board recognizes the District Academic Senate as the representative body of the college Academic Senates for the purpose of developing district-wide educational policies and procedures. The Board consults with the District Academic Senate and the college Academic Senates directly and through its designees, including the Chancellor, the college presidents, and senior administrative staff. As established in Board Rule 18103-18104, the Board agrees to “rely primarily” on the District Academic Senate during collegial consultation concerning the following District-level academic matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development;
5. Processes for program review; and
6. Faculty roles in the accreditation process, including *Self Study Reports* and other reports.

The Board agrees to “reach mutual agreement” with the District Academic Senate on District-level academic and professional matters by written resolution concerning the following policy areas:

1. Educational program development;
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development;
4. Standards on policies regarding student preparation and success; and
5. Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate.

This consultation process is carried out through the following means:

1. Through direct consultation during regular monthly meetings between the DAS President, the college senate presidents, the Chancellor, the Deputy Chancellor, and the Vice Chancellors
2. Through direct representation from the Resource Table during bi-monthly Board meetings
3. Through District Academic Senate participation during Board committee meetings
4. Through District Senate participation on District-wide governance committees, including the District Budget Committee, the District Planning Committee, and the District Bond Steering Committee
5. Through District Academic Senate participation in the District-wide Internal Management Consultation Process as defined within Chancellor’s Directive 70 (see p. 10)
6. Through the participation of District Academic Senate Executive Committee members on other District-wide committees and taskforces

As specified in the Board Rules (Chapter XVIII, Article 1,18106 A), the District Academic Senate, in consultation with the Chancellor, appoints all faculty representatives serving on district-level committees and taskforces, unless otherwise stipulated in the AFT 1521 collective bargaining agreement.
The Role of the Associated Students Organization (ASO)

In accordance with Title 5, Section 51023.7, and as established within the Board Rules (Chapter IX, Article II, 18200), the students served by the Los Angeles Community College District are provided the opportunity to participate in the formulation and development of District and college policies and procedures that have or will have a “significant effect on students.” This right includes the opportunity to participate in processes for jointly developing recommendations to the Board. As further prescribed within the Board Rules (Chapter IX, Article I, 9100 & 9100.1 and Chapter XVIII, Article II, 18202), the Board recognizes the Associated Students Organization (ASO) as the representative body of the students to fulfill this role in consultation at both the District and college level. Selection of student representatives for District and college committees, task forces, or other governance groups are made by the ASO in consultation with the Chancellor and other designated parties. In addition, the Board includes a non-voting Student Trustee within its membership to represent the students at large and advise the Board on student-related policies and procedures (Board Rule Chapter II, Article X, 21000). The Student Trustee is elected for a one-year term of office through a general election which is held by April 30 every spring at the nine LACCD colleges (Board Rule Chapter II, Article X, 21005).

In compliance with the Board Rules (Chapter XVIII, Article II, 18203), the District and college policies and procedures that are considered to have a significant effect on students include the following:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

Except in unforeseeable situations, the Board shall not act on any matter that has a significant effect on students until it has provided students with the opportunity to participate.

Consultation on the above-mentioned matters is carried out through the following means:

1. Through the Board’s Student Affairs Committee (see p. 28)
2. Through participation of the Student Trustee during bi-monthly Board meetings
3. Through college-level consultation between college ASO leaders and college administrations
4. Through ASO participation on District and college governance committees
The Role of the Unions

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- **The AFT Faculty Guild, Local 1521**, representing fulltime and part-time faculty, including counselors, librarians, nurses, disability specialists, athletic directors, coaches, child development center teachers, department chairs, consulting instructors, and instructors on special assignment

- **The AFT Staff Guild, Local 1521A**, representing the fulltime and part-time classified clerical/technical administrative staff

- **The California Teamsters Public, Professional and Medical Employees Union, Local 911**, representing regular and non-regular deans, associate deans, and assistant deans

- **The Supervisory Employees’ Union, S.E.I.U, Local 721**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit

- **The Los Angeles City and County Schools Employees, Local 99**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in Unit 2, Maintenance and Operations

- **The Los Angeles/Orange County Buildings & Construction Trades Council**, representing regular fulltime and part-time classified employees of the District assigned to classifications in Unit III, Crafts

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

1. Through direct consultation during regularly meetings between union representatives and the Chancellor and/or the college presidents
2. Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor’s designees and/or the college presidents
3. Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils
4. Through direct representation from the Resource Table during bi-monthly Board meetings.

In addition, the **Classified Management Association**, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee (see p. 31) and during meetings of the Personnel Commission (see p. 12).
DISTRICT-WIDE DECISION MAKING

Overview

Because of its size, geographic reach, and the scope of its operations, the District has evolved a number of complex interrelated processes to facilitate decision making related to the formulation of district policies and administrative procedures. Processes involving issues relevant to areas of faculty and student concern are structured to maximize consultation with these groups. Processes that primarily involve the coordination of administrative services or operations are designed to maximize inter-college cooperation. In all, there are five different processes through which district-wide decision making occurs within the LACCD related to the development of policies and procedures:

1. Through direct consultation with constituency groups
2. Through representation on district-level governance committees
3. Through the “Internal Management Consultation Process”
4. Through the Human Resource Guide development process
5. Through the Personnel Commission and its processes

Direct Collegial Consultation

In compliance with Assembly Bill 1725 and California Code of Regulations Title 5 §53200, 51023.5, and 51023.7, and as specified within the Board Rules (Chapter XVIII, Articles I & II), the Los Angeles Community College District seeks to “ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” in the formulation of recommendations to the Chancellor and the Board of Trustees on all issues related to District-wide policy, planning, and resource allocation decision making. One of the most robust forms of collegial consultation within the LACCD occurs by means of direct consultation. As described earlier, the following major constituency groups meet on a regular basis and as needed with the Chancellor or his or her designee(s) to address matters of mutual concern:

- The District Academic Senate
- The Student Trustee
- The AFT Faculty Guild, Local 1521
- The AFT Staff Guild, Local 1521A
- The California Teamsters Public, Professional and Medical Employees Union, Local 911
- The Supervisory Employees’ Union, S.E.I.U. Local 721
- The Los Angeles City and County Schools Employees, Local 99
- The Los Angeles/Orange County Buildings & Construction Trades Council

In addition, the above-mentioned groups are offered opportunities to address the Board of Trustees directly from the Resource Table during the public session of each bi-monthly Board meeting.
Overview of District Governance Committees

In addition to direct collegial consultation, district-wide constituency groups also provide input in the development of district-level policy and procedures and district-level operational decision making through five district governance committees. Reporting directly to the Chancellor and the Board of Trustees and typically meeting on a monthly schedule, these committees include:

*The District Planning Committee* (DPC)
The DPC brings together staff from the District’s Division of Institutional Effectiveness with faculty and administrators involved in the planning efforts and research offices of the nine colleges. It is responsible for overseeing the development and assessment of the District Strategic Plan, for monitoring progress toward district-wide strategic plan goals and objectives, for coordinating district and college planning and accountability processes, and for facilitating the sharing of institutional effectiveness best practices across the District. (For additional information on the DPC, see p. 31.)

*The District Budget Committee* (DBC)
The DBC includes representatives of District Administration, the Chancellor’s Cabinet, the District Academic Senate, the college senates, the unions, and the ASO. It is responsible for overseeing the development of the District’s annual budget, for setting annual FTES targets, for monitoring college debt reduction efforts and for making recommendations on district-wide fiscal policies. (For additional information on the DBC, see p. 31.)

*The District Bond Steering Committee* (DBSC)
The District Bond Steering Committee includes District senior staff, staff from the District’s Office of Facilities Planning & Development, representatives of the Chancellor’s Cabinet, the District Academic Senate, and other stakeholder groups. It is responsible for advising the Chancellor on policies, regulations, rules and procedures related to the District’s Sustainable Building Program and other bond-related projects. It also facilitates the sharing of bond program-related information across the District. (For additional information on the DBSC, see p. 34.)

*The Joint Labor/Management Benefits Committee* (JLMBC)
The JLMBC includes District and college-level administrative representatives and representatives of all collective bargaining groups. It is responsible for selecting, reviewing, and monitoring the effectiveness of the District’s health benefits plans. (For additional information on the JLMBC, see p. 33.)

*The District Technology Planning and Policy Committee* (TPPC)
Newly created in spring 2010, the TPPC includes District and college-level administrative, faculty, and staff representatives working in instructional and administrative technology. It is responsible for creating and monitoring the District Technology Plan and for making recommendations on all district-wide policies and procedures related to administrative, and instructional, and student support-related technology systems. (For additional information on the TPPC, see p. 33.)
District-wide Administrative and Academic Councils and Committees

To fulfill the District’s mission and the goals and objectives of the District Strategic Plan, administrative staff, college faculty, classified staff, and students meet regularly in 46 district-wide consultative bodies, councils, and standing committees. These committees meet to draft policy and procedural recommendations, to assure implementation of Board Rules and Administrative Regulations, to coordinate efforts, and to share best practices.

EXECUTIVE ADMINISTRATIVE COUNCILS

<table>
<thead>
<tr>
<th>Chancellor’s Cabinet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| **Committee Charge** | - Helps set administrative and institutional priorities  
                        - Reviews recommendations from Vice President Councils and forwards recommendations to the Chancellor for action  
                        - Reviews recommendations from district-wide governance committees, including the District Budget Committee, the District Planning Committee, the Bond Oversight Committee, and the JLMBC and forwards recommendations to the Chancellor for action |
| **Reports To**       | The Chancellor |
| **Consults With**    | Vice President Councils, District Budget Committee, District Planning Committee, Bond Oversight Committee, and JLMBC |
| **Meets**            | 1st Friday of the Month and after District Budget Committee meetings |
| **Chair**            | The Chancellor |
| **Membership**       | Chancellor  
                        9 college presidents  
                        Deputy Chancellor  
                        Vice Chancellor for Ed. Support Services  
                        Vice Ch. for Economic & Workforce Dev.  
                        Vice Chancellor for Institutional Effectiveness  
                        District Chief Financial Officer  
                        Director of Facilities Planning  
                        District General Counsel |
| **Agenda/Minutes**   | N/A |
| **Annual Assess.**   | June |

COUNCIL OF ACADEMIC AFFAIRS

<table>
<thead>
<tr>
<th>Council of Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| **Committee Charge**        | - Addresses issues of concerns to Academic Affairs programs in the District  
                                - Reviews Board Rules for proposed changes or modifications  
                                - Reviews State rules to ensure understanding and uniformity of applications  
                                - Reviews proposals for changes or modifications impacting academic affairs |
| **Reports To**              | Chancellor’s Cabinet |
| **Consults With**           | CSSOs & CBO Councils, District administrative & faculty leadership, and Academic Affairs-related district-wide committees (i.e. Curriculum Deans, CTE Deans, etc.) |
| **Meets**                   | 2nd Friday of the month |
| **Chair**                   | Richard Moyer, Vice President of Academic Affairs, East Los Angeles College |
| **Membership**              | College Vice Presidents of Academic Affairs & Workforce Development Presidents’ liaison  
                                Vice Chancellor of Educational Support Services |
| **Agenda/Minutes**          | N/A |
| **Annual Assess.**          | June of each fiscal year |
## Council of Student Services (CSSOs)

<table>
<thead>
<tr>
<th>Description</th>
<th>Meets to discuss and review issues related to district wide student services concerns.</th>
</tr>
</thead>
</table>
| Committee Charge | * Coordinates and administers student services operations*  
* Reviews and recommends new policies or changes to existing district policies  
* Oversees and ensures compliance with district administrative policies and procedures  
* Reviews recommendations and consults with other constituent groups or committees |
| Reports To | Chancellor’s Cabinet |
| Consults With | CIO & CBO Councils, District administrative & faculty leadership, and Student Service  
district-wide committees (i.e. Admissions, CDC, DSPS, Financial Aid, EOP&S, etc.) |
| Meets | 3rd Friday of the month |
| Chair | Abbie Patterson, Vice President of Student Services, Los Angeles Harbor College |
| Membership | College Vice Presidents of Student Services  
Presidents’ liaison  
Vice Chancellor of Educational Support Services |
| Agenda/Minutes | N/A |
| Annual Assess. | June of each fiscal year |

## District Administrative Council (DAC)

<table>
<thead>
<tr>
<th>Description</th>
<th>Addresses issues related to district-wide business and administrative services</th>
</tr>
</thead>
</table>
| Committee Charge | * Oversees and ensures compliance with district-wide administrative policies and  
procedures  
* Recommends policy changes when needed  
* Facilitates and coordinates administrative operations  
* Reviews business policy and procedural changes recommended by other constituency  
groups (DAS, CSSO, and CIO) |
| Reports To | Chancellor’s Cabinet |
| Consults With | Vice President Councils, Chief Business Officer, District Academic Senate |
| Meets | 3rd Friday of the month, 8:30 am -12:00 pm |
| Chair | Dr. Karen Hoefel, Vice President Administrative Services, LA Mission College |
| Membership | 1 college president liaison  
9 college vice presidents of Administrative Services  
District Chief Financial Officer |
| Agenda/Minutes | N/A |
| Annual Assess. | June |
# District-Level Governance Committees

## District Planning Committee (DPC)

<table>
<thead>
<tr>
<th>Description</th>
<th>Addresses issues related to district-wide planning, institutional effectiveness, accountability, and accreditation efforts.</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Formulates and revises the District Strategic Plan & assesses its effectiveness  
• Coordinates college and district-wide planning activities of the colleges, including those related to strategic planning, educational master planning, and program review  
• Coordinates district-wide accreditation efforts  
• Facilitates sharing effective practices related to institutional effectiveness & planning  
• Coordinates Board Institutional Effectiveness & accountability reports |
| **Reports To** | Chancellor’s Cabinet |
| **Consults With** | Vice President Councils, District Academic Senate, District Research Committee |
| **Meets** | 4th Friday of the month, 1:00-3:00 pm |
| **Chair(s)** | Gary Colombo, Vice Chancellor for Institutional Effectiveness |
| **Membership** | Deputy Chancellor  
Vice Chancellor for Institutional Effectiveness  
Vice Chancellor for Ed. and Stud. Sup. Serv.  
District Director of Research  
District Attendance Accounting  
9 college research staff representatives  
9 college administrator/planners  
9 college faculty in charge of planning |
| **Agenda/Minutes** | [http://www.laccd.edu/inst_effectiveness/Planning_Committee/](http://www.laccd.edu/inst_effectiveness/Planning_Committee/) |
| **Annual Assess.** | June |

## District Budget Committee (DBC)

<table>
<thead>
<tr>
<th>Description</th>
<th>The DBC is the key budget committee for district.</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Oversees development of the district budget  
• Makes recommendations regarding budget policies  
• Reviews and recommends modifications to the district budget allocation model  
• Recommends annual FTES growth targets  
• Monitors college debt and reduction efforts |
| **Reports To** | The Chancellor |
| **Consults With** | The Cabinet |
| **Meets** | Variable Wednesday, monthly, 1:30 |
| **Chair(s)** | David Beaulieu, District Academic Senate President  
Mark Rocha, President, West LA College |
| **Membership** | 9 College Presidents  
6 Academic Senate Representatives  
6 AFT Faculty Guild Representatives  
AFT Staff Guild Representative  
Local 911 Teamster Representative  
SEIU Local 99 Representative  
Building and Construction Trades  
District Attendance Accounting  
Supervisors/Classified Local 721  
Representative  
Representative  
ASO Representative  
Deputy Chancellor (Resource)  
Chief Financial Officer (Resource)  
Budget Director (Resource) |
| **Agenda/Minutes** | [www.laccd.edu](http://www.laccd.edu) (Faculty and Staff Services, Intranet tab) |
| **Annual Assess.** | June |
### Fiscal Policy and Review Committee (FPRC)

<table>
<thead>
<tr>
<th>Description</th>
<th>A subcommittee of the DBC, the FRPC monitors the budgets of colleges that fail to operate within their annual budget allocations.</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Reviews operations of colleges that report negative year end balances  
• Makes recommendations on strategies for balancing budgets  
• Formulates policy recommendations on long-range financial strategies  
• Formulates policy recommendations for maintaining District fiscal stability  
• Formulates policy recommendations for facilitating debt relief and/or deferrals of repayments |
| **Reports To** | District Budget Committee |
| **Meets** | Once a month or as needed |
| **Chair(s)** | Jeanette Gordon (CFO/Treasurer) |
| **Membership** | Chancellor  
Deputy Chancellor  
2 College Presidents  
Director of Budget and Management  
Council of Academic Affairs Representative  
District Admin. Council Representative  
2 District Academic Senate Representatives  
2 AFT Faculty Guild Representatives  
AFT Staff Guild Representatives |
| **Agenda/Minutes** | N/A |
| **Annual Assess.** | N/A |

### Human Resources Council

<table>
<thead>
<tr>
<th>Description</th>
<th>Hears matters regarding classified service forwarded by the VP Councils and the Personnel Commission, and serves as a consultative body on other human resources issues and policies</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Reviews all issues regarding classified service  
• Serves as a management consultative body on matters outside the scope of collective bargaining.  
• Serves as a consultative body on human resources policies and other matters that relate to the implementation of the systems modernization project  
• Performs additional responsibilities and duties as may be determined by the Chancellor's Cabinet |
| **Reports To** | Chancellor’s Cabinet |
| **Consults With** | Vice Presidents’ Councils |
| **Meets** | 2nd Tuesday of each month, 2pm – 4pm, District Office (Hearing Room) |
| **Chair(s)** | Dr. Roland “Chip” Chapdelaine, President, Los Angeles Trade-Technical College  
Dr. Judith Valles, President, Los Angeles Mission College |
| **Membership** | 2 College Presidents (Co-Chairs)  
2 Vice President of Academic Affairs  
2 Vice President of Administrative Services  
2 Vice President of Student Services  
Personnel Director of the Personnel Commission serving as a resource person  
Senior Associate Vice Chancellor of the Human Resources Division serving as a resource person  
Associate General Counsel serving as a resource person  
Five (5) additional HR Division staff serving as resource persons |
| **Agenda/Minutes** | Agenda/Minutes not available electronically |
| **Annual Assess.** | N/A |
### Joint Labor/Management Benefits Committee (JLMBC)

<table>
<thead>
<tr>
<th>Description</th>
<th>The committee has the authority to review the District’s health benefits program and effect changes to the program it deems necessary to contain costs while maintaining the quality of the benefits available to employees.</th>
</tr>
</thead>
</table>
| Committee Charge | • Recommends the selection, replacement, and evaluation of benefits consultants.  
• Recommends the selection, replacement, and evaluation of benefit plan providers.  
• Reviews and make recommendations regarding health benefits communication.  
• Studies recurring enrollee concerns and complaints. |
| Reports To | The Board of Trustees |
| Consults With | The District Budget Committee |
| Meets | Second Tuesday of the month. |
| Chair(s) | Susan Aminoff, Ph.D; Pierce College |
| Membership | Management representative  
AFT Staff Guild representative  
AFT Faculty Guild representative  
SEIU Local 721 representative  
SEIU Local 99 representative  
Teamsters representative  
Building Trades representative |
| Agenda/Minutes | [www.laccd.edu/health](http://www.laccd.edu/health) |
| Annual Assess. | February |

### District Technology Planning & Policy Committee (TPPC)

<table>
<thead>
<tr>
<th>Description</th>
<th>The TPPC addresses and makes recommendations on all district-wide strategic planning and policy issues related to information, instructional, and student support technologies.</th>
</tr>
</thead>
</table>
| Committee Charge | • Creates and monitors implementation of a formal, district IT strategic plan that establishes long-term IT and instructional technology goals and priorities  
• Oversees expenditure of Prop J bond and other special funds related to district IT priorities and projects  
• Makes recommendations on district-wide IT policy and standards  
• Coordinates infrastructure/hardware/software needs and initiatives |
| Reports To | Chancellor |
| Consults With | VP Councils, DPC |
| Meets | Quarterly and as needed |
| Chair(s) | Deputy Chancellor |
| Membership | Director of District IT  
Deputy Chancellor  
Vice Chancellor for Educational Programs & Services  
Vice Chancellor for Institutional Effectiveness  
Chair of District Technology Committee  
DAS President  
Chair of District DE Committee  
Cabinet Representative  
3 VP Council Representatives  
9 faculty chair/co-chairs of college IT committees |
| Agenda/Minutes | N/A |
| Annual Assess. | June |
### Bond Steering Committee

**Description**
The Bond Steering Committee provides advice and guidance to the Chancellor, and facilitates communication to the campuses regarding the policies, regulations, rules and procedures that guide the Sustainable Building Program.

**Committee Charge**
- Identifies policies, regulations, rules and procedures that need to be created to operate the Sustainable Building Program in an effective manner
- Identifies policies, regulations, rules and procedures that need to be modified to operate the Sustainable Building Program in an effective manner
- Provides a vehicle for effective communication among all District stakeholders to provide information about the operation of the Sustainable Building Program and to solicit feedback about issues that need to be addressed
- Provides a forum to discuss findings of independent audit reports and studies on the Sustainable Building Program
- Recommends the establishment of policies to guide the Sustainable Building Program

**Reports To**
The Chancellor

**Consults With**
Chancellor's Cabinet and stakeholder representatives as appropriate

**Meets**
8:30 am - 10 am on the first Tuesday of every month

**Chair(s)**
Larry Eisenberg, Executive Director, Facilities Planning and Development

**Membership**
- Chancellor
- Deputy Chancellor
- Director of Facilities Planning
- Facilities Planning Staff
- Director, Build-LACCD (currently vacant)
- General Counsel
- 3 College Presidents
- District Chief Financial Officer
- 3 District Academic Senate Representatives
- AFT Faculty Guild Representative

**Agenda/Minutes**
http://www.laccdbuildsgreen.org/about-oversight.php

**Annual Assess.**
January

### District Citizens’ Oversight Committee

**Description**
Provides public oversight and accountability for District bond programs

**Committee Charge**
- Ensures that bond revenues are expended only for construction, reconstruction, rehabilitation, or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities;
- Ensures that no bond revenues are expended for any teacher or administrative salaries or other college operating expenses.
- Receives and reviews copies of annual independent performance audits and annual independent financial audits conducted to ensure that the bond revenues have been expended only on the specific projects listed in the bond measures.
- Receives and reviews copies of deferred maintenance proposals or plans developed by the District and review efforts by the District to maximize bond revenues by implementing various cost saving measures.

**Reports To**
The Board of Trustees

**Consults With**
The Executive Director of Facilities Planning and Development and Bond Program Management Staff (Build-LACCD)

**Meets**
Quarterly, Friday noon in the District Office Board Room

**Chair(s)**
Reginald Jones Sawyer (elected by the DCOC members)

**Membership**
- Business Representative
- Labor Representative
- Taxpayer Representative
- Senior Representative
- At-Large Representative
- Foundation Representative
- 9 college representatives

**Agenda/Minutes**
http://www.laccdbuildsgreen.org/about-oversight.php

**Annual Assess.**
September
### Energy Oversight Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Charged by the Chancellor with reviewing all aspects of the bond project energy program</th>
</tr>
</thead>
</table>
| Committee Charge | • Reviews the feasibility of proposed alternate energy technologies for district use  
• Reviews financing possibilities to maximize use of Measure J revenue set aside for energy use |
| Reports To | Chancellor, Bond Steering Committee |
| Consults With | Chancellor |
| Meets | First Tuesday of every month at 10:30 am |
| Chair(s) | Ernest Moreno, President, East Los Angeles College |
| Membership | Executive Director of District Facilities Planning  
3 College Presidents  
District Academic Senate President  
1 College Academic Senate President  
District Chief Financial Officer  
Vice Chancellor of Workforce Development |
| Agenda/Minutes | N/A |
| Annual Assess. | N/A |

### Sheriff’s Oversight Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Provides oversight for the activities of the Sheriff’s Department</th>
</tr>
</thead>
</table>
| Committee Charge | • Facilitates communication regarding safety and security matters  
• Addresses complaints regarding campus policing that involve more than one college |
| Reports To | Chancellor |
| Consults With | 3 Vice Presidents Councils and Student Affairs Committee |
| Meets | Once a semester and more frequently as needed |
| Chair(s) | To Be Determined |
| Membership | Deputy Chancellor  
Chief Financial Officer  
2 College Presidents  
1 Vice President of Administrative Services  
1 Vice President of Academic Affairs  
1 Vice President of Student Services  
2 Faculty Guild Representatives  
1 Supervisor Unit Representative  
1 Staff Guild Representative  
Sheriff’s Department (Captain or Lieutenant)  
Director of Business Services  
1 Office of General Counsel Representative  
Student Trustee |
| Agenda/Minutes | N/A |
| Annual Assess. | October |
# Administrative Coordinating Committees

## Curriculum Deans Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Facilitates the curriculum development and approval process.</th>
</tr>
</thead>
</table>
| Committee Charge | • Shares information and best practices about implementation of curriculum  
• Administers approved degrees, programs and certificates  
• Reviews degrees, certificates and programs to ensure compliance with District and state regulations |
| Reports To | Council of Academic Affairs |
| Consults With | Curriculum Chairs; Articulation Officers |
| Meets | As needed; usually once a semester |
| Chair(s) | Bobbi Kimble, District Dean of Educational Support Services |
| Membership | District Dean of Educational Support Services  
9 college Deans of Academic Affairs |
| Agenda/Minutes | N/A |
| Annual Assess. | N/A |

## Career/Tech Education Deans Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Coordinates CTE programs and Perkins reporting among the colleges</th>
</tr>
</thead>
</table>
| Committee Charge | • Provides assistance to colleges on Perkins 1C regulations, reporting, budget and audit topics  
• Provides a forum for Tech Prep information and assistance  
• Provides colleges opportunities to share information on proposed new programs  
• Provides assistance in preparing new CTE programs for approval  
• Provides information and assistance for collaboration on CTE grants and new projects with community and industry partners |
| Reports To | District Vice Chancellors, CIO Council, State Chancellor’s Office CTE Unit |
| Consults With | District Vice Chancellors, DAS, State Chancellor’s Office CTE Unit, CIO Council, MIS |
| Meets | 2nd Thursday of each month |
| Chair(s) | Diane McBride, District Dean of Workforce Development |
| Membership | Vice President of Workforce Education- Rep to CIO Council  
District Vice Chancellors  
College VPs of Workforce  
Development/Economic Development  
District Academic Senate President and VP  
College Deans of Academic Affairs and CTE  
District Dean of Economic Development  
District Dean of Ed Services  
College Tech Prep Directors  
Senior Secretary, Workforce Development  
College CTE Support Staff |
| Agenda/Minutes | Agendas and minutes are handed out at meetings and posted on website |
| Annual Assess. | Quarterly reporting to state, May for annual plans, August for final reports |
### CalWORKs Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Coordinates provision of CalWORKs services to eligible student program participants</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Discusses and defines the implementation of CalWORKs program services based on guidelines issued by the State and County in alignment with LACCD’s own rules and policies.  
• Shares best practices for providing services  
• Proposes process improvement strategies  
• Advocates for the improvement of program services to program participants  
• Recommends appropriate course of action in response to program policy and budget issues |
| **Reports To** | State Chancellor’s Office, and local College Administrators |
| **Consults With** | State Chancellor’s Office, and local College Deans of Student Services and Academic Affairs |
| **Meets** | 3rd Friday of each month |
| **Chair(s)** | Angelica Toledo, Chair and Laureano Flores, District Wide Director |
| **Membership** | 9 College CalWORKs Directors  
1 District Wide Director  
1 Dean of Workforce Development  
1 Vice President of Academic Affairs  
1 Vice President of Student Services |
| **Agenda/Minutes** | Agendas and minutes are handed out on meetings |
| **Annual Assess.** | August for year-end report, and October for annual plans |

### District Research Committee (DRC)

<table>
<thead>
<tr>
<th>Description</th>
<th>Improves college and District research methods, enhances the usefulness of data in District and college planning processes, and increases the reliability and consistency of data collection methods</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Ensures the consistency and reliability of District and college data  
• Develops appropriate methods to assist in the production of data needed for strategic planning  
• Oversees the development of reliable and valid measures of effectiveness  
• Enables a District-wide dialog and sharing of best practices on research methods, data collection and production, and the development and use of District information systems  
• Facilitates the exchange of data, research and programmatic evaluation with the goal of improving methods and quality  
• Explains research efforts and institutional data to the general District and college populations. |
| **Reports To** | Chancellor’s Cabinet |
| **Consults With** | District Planning Committee |
| **Meets** | Third Thursday of each month |
| **Chair(s)** | Ryan Cornner, Associate Dean of Research, East Los Angeles College |
| **Membership** | The Director of the District’s Office of Research  
District Research Staff  
The Administrative or Classified Researchers from the nine LACCD colleges  
Vice Chancellor of Institutional Effectiveness  
Cabinet Representative |
| **Agenda/Minutes** | Distributed via email |
| **Annual Assess.** | June |
### Schedule Production Deans Committee

| Description | Coordinates schedule production efforts of the nine colleges |
| Committee Charge | • Review overall operational issues associated with schedule production  
• Share best practices  
• Make recommendations for standardization and improvement when necessary |
| Reports To | Vice Chancellor of Educational Support Services |
| Consults With | Council of Academic Affairs |
| Meets | As needed |
| Chair(s) | Vice Chancellor of Educational Support Services |
| Membership | College deans responsible for schedule production |
| Agenda/Minutes | N/A |
| Annual Assess. | N/A |

### District Distance Education (DE)Coordinators Committee

| Description | Addresses issues related to distance education and accreditation standards |
| Committee Charge | • Reviews and support course management systems  
• Coordinates administrative functions related to CMS  
• Provides instructor training  
• Facilitates communication and services regarding accreditation standards |
| Reports To | The Council of Academic Affairs and the District Academic Senate |
| Consults With | Vice Presidents Councils, District Academic Senate, Admissions & Records |
| Meets | 4th Tuesday of the month |
| Chair(s) | Paul G. McKenna, Director of ITV/The Weekend College |
| Membership | 9 college representatives (faculty, admin. or classified staff responsible for campus DE)  
1 Representative of the Council of Academic Affairs  
1 Representative of District Academic Senate  
1 AFT Representative  
Director of ITV |
| Agenda/Minutes | N/A |
| Annual Assess. | June |

### Disabled Student Programs and Services (DSPS) Coordinator Committee

| Description | Addresses issues related to District Disabled Student Programs and Services Units |
| Committee Charge | • Coordinates implementation of District DSPS Program operational procedures for service provision and special class offerings  
• Ensures District compliance with student state and federal disability related mandates  
• Facilitates the development of appropriate hiring practices for DSPS unit employees which allow the District to meet its state and federal mandates for the provision of disabled student services  
• Recommends needed alterations of District disability-related policies and procedures  
• Addresses specific disability related student problems occurring on the college campuses  
• Collaborates with District, community and state constituency groups on DSPS related issues |
| Reports To | Council of Student Services |
| Consults With | Vice Chancellor for Educational and Student Support Services, District Budget Division, District MIS/IT Division, District Legal Counsel |
| Meets | Monthly Basis, variable (usually 1st or 2nd Friday of the month) |
| Chair(s) | Dr. Deborah Tull, Special Programs and Services Director, Los Angeles Harbor College |
| Membership | District DSPS Coordinators and CSSO Liaison |
| Agenda/Minutes | N/A |
| Annual Assess. | N/A |
### EOP&S Directors’ Committee – Region 7 Collaborative

<table>
<thead>
<tr>
<th>Description</th>
<th>Assists Chancellor's Office staff, the Student Services Cluster, and District staff in communicating to the regions all EOPS policies, procedures, administrative requirements, and general information generated during Regional Coordinators’ meetings</th>
</tr>
</thead>
</table>
| Committee Charge | • Assists in communicating EOPS policies, procedures, administrative requirements, and general information to the field  
• Advises the Chancellor's staff, Student Services Cluster and district staff on problems, concerns and issues encountered in the regions regarding Title 5, EOPS program plans, budgets, and other State requirements  
• Works with the Chancellor's Office, Student Services Cluster and district staff in development of statewide priorities and addressing statewide issues  
• Assists the Chancellor's Office, the Student Services Cluster and District staff in the collection and reporting of EOPS data as requested/required by the Chancellor, Board of Governors or Legislature |
| Reports To | The Chancellor’s Office and Council of Student Services. |
| Consults With | The Council of Student Services, college and district committees and program advisory boards. |
| Meets | Monthly, dates vary to accommodate statewide priorities |
| Chair(s) | Mercy Yanez, Associate Dean of EOP&S, Los Angeles Harbor College |
| Membership | Representation from 6 Districts and 14 Colleges (Compton, El Camino, the 9 LACCD colleges, Glendale, Pasadena and Santa Monica)  
Vice Presidents of Student Services/CSSO Representative  
14 EOP&S Administrators/ Coordinators, LACCD representatives and program staff |
| Agenda/Minutes | Agenda and minutes are disseminated at meetings |
| Annual Assess. | October at the EOPS annual conference |

### Child Development Center Coordinators

<table>
<thead>
<tr>
<th>Description</th>
<th>Oversees the District Child Development Center programs.</th>
</tr>
</thead>
</table>
| Committee Charge | • Provides information and recommendations to the Council of Student Services, the District Vice Chancellor of Educational and Student Support Services, District Budget Division and District Legal Council on issues related to the Child Development Centers regarding policies and procedures  
• Coordinates the implementation of state and federal funding grants  
• Addresses specific Child Development Centers related issues occurring on the college campuses |
| Reports To | Council of Student Services |
| Consults With | Council of Student Services, Vice Chancellor for Educational and Student Support Services, District Budget Division, District Legal Counsel |
| Meets | Second Wednesday of the month. 9:30 am – 12:30 pm |
| Chair(s) | Yvonne Simone, Child Development Center Director, West Los Angeles College |
| Membership | The nine directors of the LACCD Child Development Centers  
The liaison Vice President of Student Services for the Child Development Centers |
| Agenda/Minutes | N/A |
| Annual Assess. | May |
### District Matriculation Committee

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>Addresses issues and concerns regarding the implementation of the eight components of Matriculation</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Provides input on the development of district-wide software such as APMS and DegreeWorks that directly impact the components of Matriculation  
• Updates the committee on the latest news from the State Chancellor’s Office (via report from Region 7 Representative)  
• Shares best practices for providing more efficient processes for providing Matriculation services  
• Provides better methods of collecting and sharing Matriculation MIS data  
• Provides information for the completion of state-mandated plans and reports |
| **Reports To** | Council of Student Services |
| **Consults With** | District MIS, District IT, District Academic Senate, Associate Vice Chancellor of Instructional and Student Support, State Chancellor’s Office, Regional Matriculation Coordinator |
| **Meets** | 2nd Tuesday of the month from October through June |
| **Chair(s)** | Phyllis Braxton, Dean of Matriculation, Pierce College |
| **Membership** | 9 Matriculation Directors/Coordinators/Deans  
1 Assessment Placement Management System (APMS) representative  
1 CSSO Representative  
1 District MIS representative  
1 District Instructional and Student Support representative |
| **Agenda/Minutes** | No web link; available via email request |
| **Annual Assess.** | June |

### Financial Aid Committee

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>Addresses issues related to student financial aid programs</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Ensures compliance with federal, state and District rules and regulations on student financial aid by developing, implementing, and administering policies and operational procedures  
• Shares best practices  
• Works in partnership with various partners (Accounting, Business Office, other Student Services areas) to develop and implement training workshops  
• Recommends enhancements to the district-wide financial aid automated systems and provides technical system modifications to ensure compliance with regulations  
• Coordinates financial aid outreach activities and facilitates the development of consumer information materials for current students and college outreach efforts  
• Responds to annual audits and program reviews |
| **Reports To** | The Council of Student Services |
| **Consults With** | Director of Accounting, College Financial Administrators, District Legal Counsel |
| **Meets** | First Thursday of the month, 9:30 am – 1:30 pm |
| **Chair(s)** | Cynthia Sandico, District Financial Aid Manager |
| **Membership** | Vice President of Student Services liaison  
Financial Aid Managers  
District Director of Accounting  
District CFAU Financial Aid Supervisor  
District IT Senior Programmer  
District CFAU Senior Computer & Network Support Specialist  
District CFAU Computer & Network Support Specialist  
District Accounting Senior Accountant |
| **Agenda/Minutes** | Agenda/minutes are distributed by email. |
| **Annual Assess.** | January |
### District Admissions and Records Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Addresses issues related to district wide admissions and records efforts</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Reviews all district-wide Admissions and Records policies to ensure district is in compliance with Title V regulations  
• Coordinates all district-wide admissions and records efforts  
• Facilitates sharing district-wide admissions and records best practices |
| **Reports To** | Chief Student Services Officers |
| **Consults With** | District Admissions and Records Supervisors and Technical Committee, District IT, Vice Chancellor Educational Support Services |
| **Meets** | 3rd Tuesday of every month, 10:00am – 12:00pm |
| **Chair(s)** | Michael Goltermann--West Los Angeles College |
| **Membership** | 9 college deans of admissions and records  
Vice Chancellor for Educational and Student Support Services  
District Office IT Representative |
| **Agenda/Minutes** | Distributed via email |
| **Annual Assess.** | June |

### District Admissions and Records Supervisors and Technical Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Reviews technical issues related to admissions and records policies &amp; procedures</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Reviews all technical issues related to the student information system (DEC)  
• Allows office supervisors the opportunity to discuss district-wide A&R issues and share best practices |
| **Reports To** | District Admissions and Records Committee |
| **Consults With** | District Office IT |
| **Meets** | 3rd Tuesday of every other month, 12:00pm – 2:00pm |
| **Chair(s)** | William A. Marmolejo, Dean Student Enrollment  
Anna Salazar, Registrar |
| **Membership** | 9 college deans of admissions and records  
9 college admissions and records supervisors  
District Office IT  
District Attendance Accounting |
| **Agenda/Minutes** | Distributed via email |
| **Annual Assess.** | June |

### Associated Students Advisors Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Reviews State policies, Board Rules, E-Regs, and operations related to student government and makes recommendations when necessary</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Assists AS student government boards with interpreting regulations governing how they conduct business on their respective campuses, including:  
  o California Ed Code & LACCD Board Rules  
  o LACCD Administrative Regulations  
  o Local AS Constitutions  
  o California Brown Act & Robert’s Rules of Order |
| **Reports To** | Vice Chancellor of Educational Support Services |
| **Consults With** | Council of Student Services |
| **Meets** | Once per month at a time convenient to the committee |
| **Chair(s)** | Sonia Lopez, Dean, Student Activities |
| **Membership** | 9 College Deans or ASO Advisors |
| **Agenda/Minutes** | Agendas and minutes are handed out during meetings and kept on record at ELAC |
| **Annual Assess.** | July |
## International Student Advisors Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Coordinates activities of the International Education Programs at District colleges</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Interprets and applies regulatory/compliance policies impacting F-1 visa students  
• Advocates of behalf of our students within the District and with local, state, and federal agencies such as the Department of Homeland Security  
• Promotes diversity and international education in general |
| **Reports To** | Vice Chancellor of Educational Support Services |
| **Consults With** | Council of Student Services |
| **Meets** | 3rd Wednesday of each month during the academic year |
| **Chair(s)** | Reginald Brady, International Student Advisory, Los Angeles City College |
| **Membership** | Administrators and faculty members responsible for managing International Ed Programs at District colleges |
| **Agenda/Minutes** | N/A |
| **Annual Assess.** | N/A |

## Degree Audit Steering Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Serves as advisory group on the implementation of the DegreeWorks degree audit software system</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Reviews operational and policy issues associated with the implementation of DegreeWorks  
• Makes operational decisions and policy recommendations to appropriate V.P. Councils and constituency groups |
| **Reports To** | Vice Chancellor of Educational Support Services |
| **Consults With** | Council of Student Services |
| **Meets** | Quarterly or as needed |
| **Chair(s)** | Vice Chancellor of Educational and Student Support Services |
| **Membership** | Administrative, classified and faculty users of DegreeWorks |
| **Agenda/Minutes** | N/A |
| **Annual Assess.** | N/A |

## Business Office Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Addresses operational issues related to the campus business offices</th>
</tr>
</thead>
</table>
| **Committee Charge** | • Plans and coordinates collection, distribution, and recording of all monetary transactions in compliance with local, state and federal regulations and laws.  
• Facilitates sharing effective practices related to campus business office operations  
• Reviews current business office policies and procedures and recommends improvements  
• Represents Business Office managers on district-wide task forces and/or ad hoc committees that affect campus business office operations |
| **Reports To** | District Administration Council |
| **Consults With** | District Administration Council, Chief Financial Officer/Treasurer, |
| **Meets** | 3rd Tuesday of the month, 9 am – 12 noon |
| **Chair(s)** | Zenaida Barredo, Supervising Accounting Technician, Los Angeles Mission College |
| **Membership** | College Financial Administrators  
Associate Vice Presidents of Administration  
Business Office Supervisors  
Accounting Manager/Director of Accounting  
Information Technology Supervisor |
| **Agenda/Minutes** | Minutes are distributed via email and at the meetings |
| **Annual Assess.** | April |
### Bookstore Managers Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Coordinates and improves District Bookstore operations</th>
</tr>
</thead>
</table>
| Committee Charge | • Shares operational concerns with committee members and their constituencies  
                                • Makes recommendations for the improvement of District-wide bookstore operations  
                                • Reports to the Administrative Council recommendations on bookstore operations |
| Reports To | District Administrative Council |
| Consults With | District Accounting, Bookstore Task Force |
| Meets | About seven times year on Fridays |
| Chair(s) | Galen Bullock, Bookstore Manager, Los Angeles Trade Tech College |
| Membership | Representatives from all nine LACCD Bookstores  
                                District Accounting Staff  
                                Vice President liaison to Administrative Council |
| Agenda/Minutes | N/A |
| Annual Assess. | August |

### Equal Employment Opportunity Advisory Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Assists the District in developing and implementing an equal employment opportunity plan</th>
</tr>
</thead>
</table>
| Committee Charge | • Reviews all compliance related statues, laws and regulations  
                                • Recommends improvement of compliance policies and procedures  
                                • Recommends actions and programs to increase diversity of all groups |
| Reports To | Deputy Chancellor |
| Consults With | Presidents, District Academic Senate, all organized bargaining units |
| Meets | Quarterly with times and dates coordinated with schedules of membership |
| Chair(s) | Gene E. Little, Director, Office of Diversity Programs |
| Membership | Director, Office of Diversity Programs  
                                9 College Compliance Officers  
                                1 District Compliance Officer |
| Agenda/Minutes | N/A |
| Annual Assess. | June |

### District Technology Committee

<table>
<thead>
<tr>
<th>Description</th>
<th>Addresses issues related to District-wide IT operations and infrastructure</th>
</tr>
</thead>
</table>
| Committee Charge | • Recommends district-wide IT operation policy  
                                • Reviews district-wide IT operation policy  
                                • Recommends district-wide IT operational procedures  
                                • Establishes system, infrastructure and equipment design standards  
                                • Writes and recommend district-wide IT security policies |
| Reports To | TPPC |
| Consults With | DAC, CIO (Chief Information Officer), TPPC |
| Meets | 2nd Friday of the month” |
| Chair(s) | Hahn Tran, Manager College Information Systems, Los Angeles Mission College |
| Membership | College Managers of Information Systems  
                                District IT Managers  
                                College and District information technology Specialist  
                                VP Academic Affairs Representative  
                                DAC Liaison |
| Agenda/Minutes | N/A |
| Annual Assess. | Goals set in Winter Term |
**THE DISTRICT/COLLEGE RELATIONSHIP**

**History and Centralized Functions**

The relationship between the nine LACCD colleges and the District Office is by nature both complex and continuously evolving. During the District’s early years, the operations of the District Office were highly centralized, with the central office or district-wide organizations controlling nearly all critical college decisions and processes related to finance and budget, capital projects, hiring, payroll, contracts, and curriculum. Following the Board’s decision to reform and restructure the district in 2000, the colleges were given more autonomy and authority for local decision making. This was done to increase college capacity for strategic leadership, to streamline administrative processes, to encourage innovation across the district, and to make college decision makers more accountable to the local communities they serve.

Since that time, the role of the District Office has shifted from one of “command and control” to one that might best be described as “coordination & service.” While the District Office once directed all major college processes, today District administrators and staff work collaboratively with the colleges to achieve a mutually-defined, mutually-supportive mission. As a result, college and District personnel tend to collaborate closely on almost every process. For example, while the District as a whole mounts major bond programs and maintains close oversight of bond projects, the colleges establish and maintain their own facilities master plans, bond project priorities, and facilities user groups. Similarly, while the colleges today are solely responsible for identifying new faculty positions and for their own faculty hiring processes, the District continues to monitor compliance with state hiring mandates and to verify candidate qualifications.

This “hybrid” approach to the distribution of organizational responsibilities can be seen in almost every aspect of district/college function—from the setting of FTES and budget targets to the mutually reinforcing activities of district- and college-level student success and planning committees. However, the District Office does take the lead in decision making when it is clear that centralized direction will lead to economies of scale or when seamless coordination of activities is required for reasons of legal compliance or fiscal responsibility. Such areas of activity include but are not limited to:

- The Board of Trustees and Board Operations
- The Personnel Commission
- The Office of General Counsel
- District-wide bond programs
- Internal audit and accounting
- District-wide Information Technology Systems
- Attendance accounting and student information reporting
- The coordination of district-wide grants
- Collective bargaining
- Negotiation of health benefits
- Long-term financial planning
- Compliance with mandated reporting requirements
The Roles and Responsibilities of the District

Within this mutually-defined, collaborative relationship, the District Office and district-wide governance and coordinating committees fulfill the following functions:

1. To provide vision and leadership for the strategic institutional development and long-term financial stability of the district and district colleges;
2. To provide a district-wide framework for institutional self assessment, accountability, and continuous organizational improvement;
3. To assure compliance with state and federal laws and mandates through the implementation of Board Rules, Chancellor’s Directives, Administrative Regulations, and other adopted procedures;
4. To provide essential administrative support services in areas related to educational programs, student services, business and financial services, human resources, payroll and benefits reporting, and district-wide bond and capital construction programs;
5. To facilitate coordination of college activities and the sharing of best practices across the district, when appropriate;
6. To identify and implement district-wide collaborative projects and joint services that result in resource development, and increased efficiencies and economies of scale;
7. To represent the district and district colleges to external stakeholders and constituencies.

The Roles and Responsibilities of the Colleges

Within this mutually reinforcing relationship, the colleges fulfill the following functions:

1. To provide effective educational programs and student support services that lead to verifiable student learning outcomes and that meet the varied needs of local communities;
2. To provide current and prospective students with clear information about college and career pathways, campus resources, course offerings, degree/certificate options, and financial aid through effective counseling services, marketing, and community outreach;
3. To comply with all accreditation eligibility requirements and standards;
4. To maintain effective partnership with K-12 and 4-year partner institutions, including maintenance of articulation and transfer agreements;
5. To plan and manage operational budgets effectively and meet annual budget targets;
6. To create, implement, and assess the effectiveness of all college planning efforts, including those related to educational, facilities, student services, information technology master plans and program review;
7. To oversee the implementation of college bond and capital construction programs;
8. To provide effective human resources services, intra-organizational communications, and professional development, and training opportunities for all college employees;
9. To maintain positive and productive relationships with local business, civic, and community organizations via advisory groups and participation in local associations;
10. To provide students and staff with a safe, clean, welcoming, and culturally responsive campus environment.
Information Technology
Student Information System (SIS/DEC) Account/Access Request Process

Information Technology: Student Information System (SIS/DEC) Account/Access Request

Initiator (User)
- Fills out DEC Request Form
- Sends Form to Supervisor

Supervisor
- Sends Denied Form Back to User
- Approves Form to College IT

College IT
- Verifies Network and Email Account Entry
- New User?
  - Yes
    - Grants Access
    - Notifies User
  - No
    - Sends Form to District Operations Group (IT)

District Office IT
- Notifies College IT, Supervisor, and User of Denial via Email
- Approved?
  - Yes
    - New User?
      - Yes
        - Grants Access
        - Notifies User, College IT, and Supervisor via Email
      - No
        - Enables Account and Notifies User, College IT, and Supervisor via Email
  - No
    - Sends Form to District Operations Group (IT)
DATE: September 26, 2006

TO: WLAC Faculty, Staff and Students

FROM: Mark Rocha, President, West Los Angeles College

SUBJECT: Final Approval of MOU Concerning Effective College Governance Process

Dear WLAC Faculty and Staff and Students:

This is to formally notice the college community that at its meeting of September 25, 2006, the College Council ratified this Memorandum of Understanding, henceforth identified as #CC906-1, the complete text of which appears below. The College Council has forwarded this MOU for final approval of the college president.

I hereby concur with the recommendation of the College Council and approve MOU #CC906-1, as a standing policy of West Los Angeles College, effective immediately.

In less than three months our collaboration and consultation has resulted in the extraordinary accomplishments of mutual agreement on the college administration reorganization plan and the accreditation progress report process. This third consensus proposal is the next step in our joint effort to establish a collegial environment rooted in mutual respect and our shared mission to do what is best for West.

Memorandum of Understanding #CC906-1 Concerning Effective College Governance Processes

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.

Definitions of 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.
**Ratification Process.** WLAC’s current standing system of college governance is a model that provides each of the four major constituent bodies of the college governance structure to make direct recommendations to the college president:

A. Academic Senate. Some of the Required Committees:
   1. Curriculum Committee
   2. Educational Planning Committee
      a. Distributive/Distance Learning Committee (recommended; cf. Article 40.B.5., p.136)
   3. Faculty Position Hiring Prioritization Committee

B. AFT Guild (Faculty and Staff)
   1. Work Environment Committee

C. Senior Staff (College Vice Presidents)
   1. Administrative Resources
      a. Deans and Classified Managers
      b. Divisional Council

D. College Council (The college’s effective governance body.)
   1. Executive Committee.
   2. Planning Committee
      a. Program Review Committee
   3. Budget Committee
   4. Facilities Planning Committee (This is the required title of Article 32.)
   5. Information Technology Committee

E. Other Classified
F. Teamsters

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

**A system of checks and balances**

The college president agrees to refer recommendations received from the AFT Guild and Senior Staff 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 either approval or rejection.)*

**II. SEARCH COMMITTEES FOR ADMINISTRATIVE POSITIONS**

The College Council agrees that WLAC 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 searches will be conducted 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.
Accordingly, by mutual agreement with the Academic Senate and AFT Faculty Guild Chair, the search committee for the Vice President of Student Services shall be comprised of seven members:

A. Four administrators appointed by the college president,
B. One member appointed by the Academic Senate President
C. One member appointed by the AFT Faculty Guild Chair
D. One member appointed by the AFT Staff Guild Chair.
E. One ASO President, ex officio (non-voting member – by mutual agreement).

III. EDUCATIONAL MASTER PLAN: REVISION PROCESS

A. Charge

The college president has charged the Academic Senate with bringing forward a formal recommendation for a revised and updated Educational Master Plan by the end of the 2006-07 academic year. The current EMP was written in 2002 for the years 2002-2008.

B. Process:

1. The annual Leadership Retreat will convey this charge at its meeting on November 3rd and then gather broad input on both the content of the EMP and the processes that will produce a revised EMP.

2. The chair of the Leadership Retreat, Professor Siever, will then turn over this input to the Academic Senate

3. The Academic Senate will formally task its Educational Policies Committee to begin work. The EPC will forward its recommendation to the Senate which will then 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.

IV. 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 and is now in the process of being implemented by the college administration. Each month the college’s capital budget incurs costs of approximately $175,000 to maintain the building program operations, so time is of the essence. Delays in executing projects that 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 sign-offs for operations orders in the building program. The signature of the president indicates that s/he has consulted in advance with the Academic Senate President, AFT Faculty Guild Chair and 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.

V. CLARIFICATION OF THE CHARGE OF THE COLLEGE PLANNING COMMITTEE
A. A Standing Committee of the College Council.

(Please Note: This subsequent text and clarification updates and supersedes previous agreements with respect to the Planning, Budget and Facilities committees.)

B. Charge

Its 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 as to 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.

So, for example, the two major tasks of the Planning Committee for the Fall semester 2006, are to prioritize the 2006-07 facility requests and the enrollment growth initiatives. In the case of the facilities requests, 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 Committee and Budget Committee report directly to the College Council which directs these committees to serve as resources to the Planning Committee.

(Please Note: The current Planning Committee may at a later date take up the issue of adopting a new name for the committee that better describes its charge. e.g. “Mission Priorities and Allocations Committee (M-PAC). ”)
**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.
West Los Angeles College

COLLEGE COMMITTEES

2010-2011

Last Updated: 8/10/10 FL
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**Campus-Wide Committees**
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- Technology
Union Committees
AFT Faculty Guild
AFT Staff Guild (1521A)
Crafts
Operations (Local 99)
SEIU (721)
Teamsters 911
Work Environment

Note: The descriptions to each of the committees listed above are located on the website. (See link below)


College Administration
Mark Rocha, Ph.D. President
Robert Sprague, Vice President, Academic Affairs
Betsy Regalado, Vice President, Student Services
John Oester, Vice President, Administrative Services
Judith Ann Friedman, Ed.D. Academic Affairs
Linda Matthew Clowers, Ph.D. Academic Affairs
Lawrence Jarmon, Ed.D. Dean of Student Services
Michael J. Goltermann, Associate Dean, Admissions
Celena Alcala, Associate Dean, Student Services
Academic Senate
Academic Senate
Chair: Rodney Patterson

Purpose

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:

- Curriculum including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading Policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for Program Review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Committee Members:
All faculty members of West Los Angeles College

Meeting Schedule:

Academic Rank Committee
Chair - Ara Aguiar (Meeting: Quarterly - HLRC 316)

Our local Senate policy provides: full-time, regular faculty or retirees who file an application for advancement are eligible to be considered.

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.

Committee Members:
Judy Chow (S1)
Joyce Sweeney (S2)
Margot Michels (S1)
Pat Siever (S2)
Charles O Stapleton

Meeting Schedule:

Curriculum Committee
Co-Chair: Lloyd Thomas - Co-Chair: Ara Aguiar

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.

Purpose—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.

Mission—to provide resources, training, and information to enable faculty to keep West’s curriculum up-to-date.

Outcomes—monthly meetings, monthly motions to the senate, workshops on completing required district forms, mountains of course documents.

Membership— one representative from each division, AFT, Senate, Classified, Articulation Officer, ASO.

Committee Members:
Norma Barragan -
Judy Chow -
Joyce Sweeney
David Newell
Seat 1
Seat 2
Seat 3

Meeting Schedule: Last Wednesday of the month; 1:00pm -Winlock)

Time requirements for Chair:
Monthly College Curriculum Committee meeting -- 3 hours
Monthly Tech Review meeting -- 3 hours
Monthly District Curric. Comm meeting -- 3 hours

Preparation, planning, and follow-up for each of these meetings, including phoning faculty, helping them revise and write DAS outlines and PNCRs, collecting signatures, appearing at monthly Senate meetings, asking advice from LACCD, researching curriculum questions, contacting other college Curric. Comm chairs, re-typing documents, checking that documents are filled out correctly, etc. -- 4 hours per week = 16 hours per month

Total hours: 25 per month

Apply Title 5 and Board policies in review of course and program proposals.
Recommend and oversee the development of new courses and programs. Recommend course outlines of record and new program applications for those courses and programs.
Recommend requirements for the associate degree and certificate programs to the Academic Senate for approval.
Recommend and oversee course proposals for transmittal to CSU and UC to meet General Education Breadth and IGETC requirements.
Recommend prerequisites, co-requisites, and advisory preparation for courses and programs to the Academic Senate for approval.
Recommend and oversee courses taught by distance learning.
Assist the Office of Academic Services with the development of the catalog and class schedules.
Recommend and oversee regulations and policy for Distance Education.

Distance Education Committee
Chair and Term: Eric Ichon, 2 years

Purpose: In order to make recommendations to the Academic Senate regarding distance education, the Distance Education Committee reviews administrative procedures related to distance learning and evaluates new educational technologies, online course management systems and related products. The Committee also serves as a resource for instructors and classified staff interested in distance learning.

Mission: To support West Los Angeles College in the development and expansion of a Distance Learning Program that provides educational opportunities for our diverse student population using alternate instructional delivery modes.

Committee Members:
Alice Taylor, (S1)
Vanita Nicholas, (S1)
Richard Olivas, (S1)
Faz Elahi (AFT) (S1)

Time and Location of Meetings: Usually Wednesday afternoons at 2 p.m., but ETUDES Alliance Summits and training workshops are held on Fridays. Meetings are usually held in HLRC 218, but ETUDES Alliance Summits are held in ATA 116 and training workshops are held in the Teaching Learning Center.

Education Policy and Standards
Co-Chair: Ara Aguiar (S2) Co-Chair Phyllis Morrison (S1)

Charge
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.

Committee Members:
Alice Taylor - (S1)
Joyce Sweeney - (S1)
Seat 1

Meeting: 1st & 3rd Wednesday 3:30-5:30 PM

Elections Committee
Chair: “Open” (Meeting: Fall & Spring Semester - TBA)

The Committee on Elections and Committees (CEC) is a major standing committee of the Academic Senate. The charges of the CEC are as follows: conduct elections as directed by the Academic Senate; fill vacancies when they develop on standing committees of the Academic Senate; recommend changes in the size and structure of committees of the Academic Senate.

RESPONSIBILITIES
1. To conduct all faculty senate elections.
2. To supervise the elections to ensure their fairness.

AUTHORITY/FUNCTIONS
1. To create ballots for Senate officers and informational requests.
2. To distribute and count the ballots/informational requests.

C. RECOMMENDED FUNCTIONS
1. To distribute ballots to……………………

D. COMPOSITION, RIGHTS, PROCEDURES
1. Standing membership:
There shall be seven instructors appointed by the Academic Senate for three-year terms.

Committee Members:
Scott Feinerman
Paul Zolner
Richard Olivas

Meeting Schedule:

Executive Committee (Senate)
Chair - Rod Patterson

The Executive Committee shall prepare a draft of the agenda for all meetings. (see Article V, Section 5.B) Section 4. The Executive Committee shall submit to the President an annual proposal for a Senate budget, and shall have the responsibility for administering said budget.

Committee Members:
Ara Aguar
Carrie Canales
Eloise Crippens
Joyce Sweeney

Meeting Schedule: 1st & 3rd Wednesday; 11:00am - PCR)
F P I P Committee
(Faculty Position Identification and Prioritization)
Committee Chair: Phyllis Morrison

PURPOSE:
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.

MISSION:
“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)

OUTCOME:
The FPIP Priority List is published in the President’s Bulletin and is used by the college president to determine which disciplines are to be filled when funding commitments are made to hire probationary full-time faculty.

MEMBERSHIP:
Phyllis Morrison, Chair
Mesfin Alemayehu
Meric Keskinel
Robert Sprague
Betsy Regalado
Linda Clowers
Norma Jacinto
Jack Ruebensaal

Meeting Schedule:

Student Success Committee
Chair:

Bonnie Blustein 1
Patricia Banday - 1
Judy Chow - 1
Meeting Schedule:

Transfer Task Force
Chair:

Meetings monthly 3rd Wednesday 1:00 P.M.
Chair Anthony Gamble -1
Marie Mancia
ASO
May DuBois -1
Eloise Crippens -1

Campus-Wide Committees
Accreditation Steering Committee
Accreditation Liaison Officer: Robert Sprague
Faculty Chair: Fran Leonard

Charge:

The Accreditation Steering Committee (ASC) oversees and manages all accreditation and ACCJC-related matters including internal and external reporting on current accreditation status.

- Oversees/manages all required reports to the Accrediting Commission of Community and Junior Colleges (ACCJC)
- Prepares/reviews/presents all updates to the LACCD Board of Trustees on the status of college accreditation
- Manages internal and external communication on current college accreditation status.

Steering Committee
Members of the Steering Committee report to the faculty representative and liaison officer; and have the following responsibilities:

- Motivate, encourage, and support the development of the report.
- Define structures, roles, and tasks of each chairperson.
- Compile a clear charge for the campus.
- Assign subcommittee members to the various tasks.
- Set a realistic time schedule for development and production of report.
- Allocate resources needed to complete the tasks to meet timeline.
- Establish clear channels of communication.
- Coordinate data collection.
- Coordinate synthesis of data.

Meeting Schedule: 2010-2011 - 1:00 pm - 3:00 pm
Thurs Aug 17  Winlock Lounge
Tues Sep 21  HLRC-218
Tues Oct 19  Winlock
Tues Nov 16  Winlock
Tues Dec 21  Winlock
Tues Feb 15  Winlock
Tues Mar 15  Winlock
Tues May 17  Winlock
Tues Jun 21  Winlock

Committee Members: Adrienne Foster, Allan Hansen, Joann Haywood, Meric Keskinel, Fran Leonard, John Oester, Betsy Regalado, Abel
Affirmative Action Committee

Chair: Lawrence Woods, Compliance Officer

Committee Members:

Lawrence Woods
Lawrence Jarmon
Glenn Schenk
Judith Ann Friedman
Basic Skills Committee
Co-Chair - Lloyd Thomas Co-Chair - Bonnie Blustein

Committee Charge
The Basic Skills Committee reviews policies and recommends to the Executive Committee positions and actions on issues related to meeting the needs of under-prepared community college students. In addition, the Basic Skills Committee gathers information on best practices in providing instruction and support services to under-prepared students and conveys this information to the field through breakouts, workshops, and papers. Members of the Basic Skills Committee represent the Academic Senate on such bodies as the Chancellor's Office Basic Skills Advisory Committee.

Committee Members:
VP Academic Affairs, Robert Sprague
Eileen Gnhem -ASO President
AFT Guild Classified
Alma Narez Acosta, Counseling (S1)
Jawell Samilton (S2)
Seat 1
Seat 2
Seat 3

Meeting Schedule: 1st Wednesday; 1:00pm - PCR
Chair:  John Oester

Charge:

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

1) The committee identifies discretionary resources and makes allocation recommendations for these funds.
2) The committee periodically reviews budget reports and assesses progress of revenue and expense budgets throughout the fiscal year to promote fiscal transparency.
3) If conditions warrant, the committee makes recommendations regarding resolution of any perceived budget problems.

Meeting Schedule:
11/19, 12/17, 1/28, 2/25, 3/26, 4/29, 5/27, 6/24 at 2:00 p.m., usually in Winlock

Membership:
Shelton, Britanni
Chung, Isabella W.
Crippens, Eloise
Haley, Thomas
Haywood, Joann H.
Keskinel, Meric
Haque, MD
Morrissette, Dionne
Regalado, Betsy A.
Rodriguez, Abel A.
Shewfelt, Olga
Sprague, Robert L.
Tsai, Hansel

Note: The AFT Faculty still owes the committee another name and the AFT Staff still owes us one more name. All members have a one-year term.
Building Program Management

Charge: Focus on managing the planning, design, and construction of a building program. Responsible for the overall project planning including client input from campus representation.

Provide accurate and relevant information to make informed decisions at all stages of project development. This ensures the college has a clear understanding of the scope, schedule, occupancy date, quality of materials, and all project costs.

Meeting Dates: 1st Thursday of the Month
Time: 3pm - 5pm

Committee Members:
Mark Rocha
John Oester
Robert Sprague
Aracely Aguiar
Sheila Jeter Williams
Rod Patterson
Olga Shewfelt
Stephen Jacobson - Turner Construction
Bob
Abel Rodriguez

Current Updates:
Building Program Management:

This committee meets the first Thursday of the month from 3pm-5pm to discuss the campus building projects. The 10100 Jefferson project is in the proposal stage, six development companies will submit Request for Proposals (RFP) and one company will be selected to design and build on the site. The deadline to present RFP’s for Lot 7 (High School site) passed on 1/27/09. Under prop A/AA there will be smart boards installed in every classroom. Several buildings will be funded under Measure J – The Watson Center, Teaching and Technology Center and the Athletic/Wellness/Safety Complex. If your department is moving into one of the newly constructed building
there will be a Move Management Process. Meetings will be scheduled with you and your area when appropriate. However, feel free to attend committee meeting, ask questions of the people representing Aft and get involved. The next Building Program Mgmt meeting is Thursday (2/5).
COLLEGE COUNCIL

Chair: Fran Leonard

Charge: The College Council is a recommending body to the President of the College on college-wide policy and issues. July 5, 2007

Meeting Dates: 2010-11

Unless otherwise indicated, 1st Thursday of each month, unless otherwise indicated. 1:00 pm, Winlock.
Sep 23, Oct 7, Nov 4, Dec 2, Feb 3, Mar 3, Apr 7, May 5, Jun 2

Committee Members:
Academic Senate:
   Adrienne Foster (12) Judy Chow (12) ( )
AFT Faculty:
   Olga Shewfelt (10) Bruce Anders (10) Richard Olivas (10)
   Alternate - Bonnie Blustein (10)
AFT Classified:
   Joann Haywood (11) Sheila Jeter-Williams (11)
Other Classified:
   Abel Rodriguez
Teamsters:
   Rebecca Tillberg
Administration:
   John R. Oester Betsy Regalado
ASO:
   Ahmed Mohsin (11)

President, Ex-Officio

College Council Chair
   Fran Leonard (11)
Standing Committee Chairs:
   Budget/John Oester
   Facilities/Allan Hansen
   Planning/Rebecca Tillberg
Enrollment Management Committee - (EMC)
Chair: Mark Rocha, President

Through monthly meetings, the cross-divisional EMC share unit/campus information, coordinate operational schedules and programs, and discuss/recommend potential policy/system changes to the outreach operations of the college. The committee's ultimate goal is to better coordinate and improve the campus's entire student recruitment and retention programs.

Committee Goal: ACHIEVE CAMPUS-WIDE COORDINATION OF ENROLLMENT ACTIVITIES- “Recognizing that enrollment activities need to be a campus-wide priority in order to be successful, there is a critical need to coordinate the activities that improve the recruitment and retention of students to the campus.”

In 2007, the Enrollment Management Committee was established as a campus committee that reports to the president. EMC includes key offices among various divisions that meet to coordinate operational schedules, priority actions and resources to better and more efficiently serve students.

Enrollment Management is coordinated by the President and includes staff from:
Admissions            Counseling Center
Planning & Research    Student Government
Academic Division Chairs Student Services
Student Financial Assistance Testing/Student Assessment
Academic Senate        Classified Staff Support

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.) will produce an effective outreach to our students.

Mark Rocha            Michelle Long Coffee            Betsy Regalado
Robert Sprague        John Oester                  Angel Viramontes
Celena Alcala         Steve Aggers                Kathy Walton
Rebecca Tillberg      Helen Lin                   Michael Goltermann
Judy Chow             Mary Ann Gavarra-Oh          Eric Ichon
Academic Senate Rep   Union Reps                  (ASO) Student Reps

Meeting Schedule: 1st Wednesday
Divisional Council
Chair: Robert Sprague

Purpose: 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.

Outcome: Sharing and discussion of issues with regard to above academic matters.

Membership: All Instructional Division Chairs
PACE Director
Distance Learning Director
Articulation Officer
Deans of Academic Affairs (3)
VP of Academic Affairs
Emergency Preparedness Committee
- Currently considered part of Staff Development duties

Chair: Lloyd Thomas

Purpose - to help representatives from all areas of the campus
develop a comprehensive Emergency Preparedness Plan, to
offer training in basic first aid.

Mission - to prepare an Emergency Plan which will protect the
lives of all college employees and students

Outcome - monthly meetings, detailed Emergency plans, 10
hour Heart Saver first aid workshop, and all-college drills

Membership—anyone who wants to help.

Time requirements for Chair:
Monthly meeting -- 2 hours
Meetings with Facilities Manager, Sherriff, and key
administrators to plan for all-college safety drills and building
evacuations, scheduling first aid training workshops, write
memos, re-turning e-mails, answering phone calls.

Four hours per month.
Total Time: 6 hours per month
Facilities

Chair
Allan Hansen

Facilities Director

Charge:

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Meeting Dates:

Chair
Allan Hansen

Facilities Director

Constituency Group
Administration VP of Academic Affairs
Robert Sprague
Administration VP of Administrative Services
John Oester
Administration VP of Student Services
Glenn Schenk
Academic Senate Senate President
Rod Patterson
ASO
Celena Alcala
AFT Faculty Work Environment Chair
Jack Ruebensaal
AFT Classified
JoAnn Haywood
Classified Forum Non-voting
Christina Misner
Supervisors Union
Abel Rodriguez
Joint Administrative Council & Divisional Council
Chair: Mark Rocha

Charge:

Meeting Dates: 1st Month of each month.

Committee Members:
Academic Division Chairs
Campus Administration
Planning Committee

Chair: Rebecca Tillberg

PURPOSE:
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.

MISSION:
To maintain the college’s adherence to the planning and budgeting principles developed and put forth in the Master Plan.

OUTCOME:

MEMBERSHIP:
Alice Taylor
Pat Siever
Bruce Anders
Tara Ward
Fran Leonard
Norma Jacinto
Yvonne Simone
Jane Witucki
Christina Misner
Cathy Froloff

Committees:
Program Review
Technology
Leadership
Program Review Committee

Program Review Committee - (Senate/College)

1. Chair - Fran Leonard
2. Rebecca Tillberg
3. Aimee Preziosi
4. Marlene Shepherd
5. Mary-Jo Apigo
6. Celena Alcala

Purpose: As stated in the Participatory Governance Agreement which was unanimously approved by the Academic Senate in the Spring Semester 2003:

The Program Review Committee is charged with planning, coordinating and reviewing 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.

Outcomes:

The committee meets monthly during the academic year to ensure that program review efforts align with college planning processes, monitors the program review reports, and discusses, reviews and evaluates any needed modifications to the program review instruments and process.

In collaboration with the coordinators, the committee also prepares recommendations based on the completed extensive 5-6 year cycle and forwards these to the Planning Committee for its review.

With the coordinators, provides periodic progress reports to the College President, the Academic Senate, the Planning Committee and the College Coordinating Council.
Meeting Schedule 2010-11:
3rd Wednesday of each month, 1:00 pm - 3:00 pm PCR
Sep 15  Winlock
Oct 15
Nov 17
Dec 15
Feb 16
Mar 16
May 18
Jun 15
Registration Planning

Chair: Lawrence Jarmon

PURPOSE:  
To ensure that all areas of registration are facilitated in an effective, precise manner/method this includes all college-wide college communities and District Constituencies.

OUTCOME:  
All departments in Student Services, Academic Affairs and Administrative Services were notified of a Pre-registration meeting. At this particular time, discussion centered on the upcoming Summer/Fall 2003 registration. All attendees took various segments to facilitate the upcoming registration with anticipation of streamlining the process, especially for weekends. Some discussion focused upon the next meeting for Winter/Spring 2004 registration processes for on and off campus and online, telephone and outreach.

MEMBERSHIP:  
Academic Affairs Office  
Academic Affairs-Department Chairs  
Academic Senate  
Administrative Services  
Admissions  
ASO  
Assessment  
Athletics  
Bookstore  
Business Office  
Child Development  
College Planning  
Compliance Officer  
Counseling  
Distance Learning  
DSP&S  
EOP&S  
Financial Aid  
Health Center  
Information Technology  
Instructional-Multi Media Department  
PACE  
Research/Marketing  
Student Services  
Telephone Operator  
Various District Department Personnel (LACCD)  
Workforce/Economic Development
Student Services Council

Chair: Betsy Regalado

PURPOSE: Staff meeting with all Student Services Administrators/Program Directors/Managers/Chairs

Mission:
Dissemination of information; discussion of critical issues affecting Student Services at the Campus, District, State and Federal levels

OUTCOME:
Communication; Coordination of activities and operations; input from all Student Services units

MEMBERSHIP:
VP, Student Services
Deans, Student Services
Counseling Chair
Financial Aid Manager
DSPS Coordinator
Matriculation Coordinator
Transfer Center Director
ASO Advisor
International Student Advisor
Athletic Director
Child Development Center Director

Staff Development Committee
Chair: Lloyd Thomas

Purpose—to discuss training needs for faculty, classified and administrators and schedule workshops to meet those needs, also to plan and schedule morale-building events such as the annual Staff Recognition Luncheon
Mission—to empower West’s faculty, classified, and administrators to provide efficient and inspiring institution and service to its students

Outcome—monthly meetings, training workshops.

Membership—one representative from each division, AFT, Senate, Classified

Note: Staff Development has been eliminated from the state budget for the second year in a row.

Time Requirements for Chair:
Monthly meeting -- 1 hour
Meetings with classified, faculty, and administration to schedule workshops to meet specific training needs.
Planning all-college events such as Staff Recognition Luncheon, mandatory faculty Flex day in Fall, the winter “holiday bash”
Planning, organizing, and hiring trainers to lead computer-training workshops
Notifying faculty, collecting Flex reports, sending our Flex reminders, answering phone calls, re-turning e-mails, keeping accurate records of who files Flex and who fails to file each semester.
Total hours: 24 hours per month.
STAFF DIVERSITY COMMITTEE

Chair:

Charge: 
The purpose of this committee: To make recommendations that will enhance the college's ability to recruit, hire and promote faculty and staff on an equitable basis consistent with Title 5; to make recommendations for activities that will enhance a campus' climate supportive of a diverse workforce. Funding is provided to enable the aforementioned.

Meeting Dates:

Committee Members:
Eloise Crippens,
May Du Bois,
Elizabeth Evans,
Judith Ann Friedman,
Kathleen Greer,
Fran Leonard,
Lawrence Jarmon,
Linda J. Thompson
Lawrence Woods Abel Rodriguez

Shared Governance:

Name Committee
Student Learning Outcome Committee
1. Chair VP of Ad. Services, John Oester, Robert Sprague
2. Lloyd Thomas, curriculum
3. Betty Jacobs, English - 1
4. Fran Leonard, English - 1
5. Academic Senate TBA - 1
6. Betsy Regalado, VP Student Services
7. John Oester, VP Administrative Services

(Meeting
Technology Committee

Chair:

The Technology Master Plan Committee has been charged with the responsibility to research “best practices” and develop a campus technology plan that places instructional use of technology as its highest priority, and integrates its goals and objectives with the Educational Master Plan. Under the auspices of the Academic Senate, the TMP Committee will include administration, the AFT Guild, classified representatives and other staff.

The Senate calls upon all constituency groups to come to the organizing meeting on October 8th so that the important work of this committee can formally begin.

Committee Structure:
3 Administrators
2 Classified Staff
3 Senate Members (confirmed on 9/30)
3 AFT Faculty Guild
2 Resource/Staff

Meeting Dates:

Technology Master Plan Committee (Senate Committee)

- Bob Sprague, Administrative Co-Chair
- Marcus Butler, Faculty Co-Chair
- Mary-Jo Apigo, Title V Coop
- Holly Bailey Hoffman, Language Arts
- Judy Chow, Library & Learning Resources
- Nick Dang, IT
- Henri Feiner, Math
- Eric Ichon, AFT Guild
- Diane Matsuno, Basic Skills Technology
- John Oester, VPAS
- Joshua Stern, Distance Education
- Vidya Swaminathan, Math
Transfer Task Force  
Chair: T. Gamble

PURPOSE:  
The purpose is included within the Partnership for Excellence Shared Governance Agreement, dated March 28, 2000.

Mission:  
The purpose is included within the Partnership for Excellence Shared Governance Agreement, dated March 28, 2000.

OUTCOME:  
The committee has sought to identify deficiencies within the college transfer services structure. Recommendations for enhancing college transfer services are directed to college President. Enhancements to college transfer services include the following:

- Transfer Center staffing
- Articulation staffing
- Transfer Honors staffing
- Support for partnerships with UCLA/FIPSE, CSUN Transfer Admission Agreement and other partnerships
- Support for college career services
- Development of a college transfer plan
- Advocacy for a research agenda
- Encouragement of collaboration between Transfer Services and other college functions such as the Basic Skills Committee

MEMBERSHIP:

Bruce Anders  Maria Mancia
Sherron Rouzan-Thomas
Eloise Crippens      May Dubois
Bernard Goldberg

Other Participants:

Patricia Bandy       Glenn Schenk
Richard Olivas      David-Christian Smith
Andrea Frederic     Alma Narez-Acosta
UNIONS
AFT Faculty Guild

Chair: Olga Shewfelt

Purpose:
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.

Outcome:
The mission of the American Federation of Teachers, AFL-CIO, is to improve the lives of our members and their families, to give voice to their legitimate professional, economic and social aspirations, to strengthen the institutions in which we work, to improve the quality of the services we provide, to bring together all members to assist and support one another and to promote democracy, human rights and freedom in our union, in our nation and throughout the world.

Membership:
All instructors, both full-time and part-time.

Meeting Dates

Committees:

AFT REPRESENTATIVES WLAC COMMITTEEES
Fall 2008

College Council
1. Bruce Anders
2. Olga Shewfelt
3. Richard Olivas
4. Bonnie Bluestein (alt.)
Budget
1. O. Shewfelt
2. Matthew Robertson

Enrollment Management
1. Curt Riesberg
2. Sholeh Khorooshi

Intersession Priority
1. Bruce Anders

Distance /DL
1. Bruce Anders
2. Nancy Sander

Information Technology Committee
1. Eric Ichon
2. Vidya Swaminathan
3. Mary Jo Apigo

Curriculum
1.

Professional Development
1. Eloise Crippens

Staff Development
1.

WEC/Building management Committee
1. Alice Taylor
2. Jack Ruebensaal
3.

AFT Guild Committees (District-wide)

Retirement Benefits Committee
1. Alice Taylor
2. Paul Zolner

COPE Committee
1. Olga Shewfelt
2. Jack Ruebensaal

Adjunct Issues Committee
1. Vivian Liao
2.

WEC Committee
1.
2.
AFT Staff Guild Unit

Chair: Jo-Ann Haywood

Purpose:
To inform unit members of their rights as employees of the community college district, and inform them of changes within the district. The committee is also used to have open discussions and brainstorm for new ideas that would benefit us and the district as a whole.

Outcome:
After each meeting leave feeling informed if not satisfied that they have participated in an integral part of the developmental and decision making process that affect us.

Executive Committee: Jo-Ann Haywood, Sheila Jeter Williams, Dionne Morrissette, Darryl Roberson

Grievance Rep: Sheila Jeter-Williams

Meeting Dates: TBA

Membership:
Classified “Unit 1 AFT Members”

Shared Governance:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Member</th>
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</thead>
<tbody>
<tr>
<td>College Planning</td>
<td>Dionne Morrissette</td>
</tr>
<tr>
<td></td>
<td>Zakia Merriwether</td>
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<tr>
<td></td>
<td>Geneat Walton</td>
</tr>
<tr>
<td>College Council</td>
<td>Jo-Ann Haywood</td>
</tr>
<tr>
<td></td>
<td>Sheila Jeter-Williams</td>
</tr>
<tr>
<td>Budget</td>
<td>Kathryn Dickinson</td>
</tr>
<tr>
<td></td>
<td>Marilyn Ingram</td>
</tr>
<tr>
<td></td>
<td>Christina Misner</td>
</tr>
<tr>
<td>Emergency Preparedness</td>
<td>Jo-Ann Haywood</td>
</tr>
<tr>
<td>Work Environment</td>
<td>Darrell Roberson</td>
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</table>
CRAFTS

Chair:

Charge:

Meeting Dates:

Committee Members:

Shared Governance:

<table>
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<tr>
<th>Name</th>
<th>Committee</th>
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</thead>
</table>

OPERATIONS - LOCAL 99

Chair:

Charge:

Meeting Dates

Committee Members:

Shared Governance:

Name    Committee
SEIU -721

Chair: Abel Rodriguez

Charge:

Meeting Dates:

Committee Members:
All supervisory unit employees

Shared Governance:

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Abel Rodriguez / Haque M.D.</td>
<td>WLAC College Council</td>
</tr>
<tr>
<td>Hansel Tsai</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Terry McGee</td>
<td>Work Environment committee</td>
</tr>
<tr>
<td>Abel Rodriguez / Terry McGee</td>
<td>Building Program Management</td>
</tr>
<tr>
<td>Glenn Schenk</td>
<td>Affirmative Action Committee</td>
</tr>
</tbody>
</table>
TEAMSTERS - 911

Chair:

Charge:

Committee Members:

Shared Governance:
Name	Committee
A Vision for the Future

Through innovative programs and responsive community services,
West Los Angeles College empowers students to succeed.

11/23/2010
West Los Angeles College

Planning Committee

Committee Goals
2009-2010

I. Complete assessment of implementation of Educational Master Plan
II. Prepare recommendations regarding the implementation of the Educational Master Plan
III. Develop measurable vital signs
IV. Create a planning handbook
V. Review the College Mission Statement
VI. Complete the program review / unit plan cycle
VII. Maintain focus on accreditation
VIII. Communicate program review and planning/budgeting processes to the entire college community.
IX. Develop a process to integrate SLO assessment with planning and budgeting.
**Committee Name:** Planning Committee  
**Committee Charge (Summary):** “To support and guide the implementation of the college master plan and the linkage of planning and resource allocation.”

<table>
<thead>
<tr>
<th>For Academic Year: 2009-2010</th>
<th>Date of Self Evaluation:</th>
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<table>
<thead>
<tr>
<th>Month</th>
<th>Meeting Date(s)</th>
<th># of Members Attending</th>
<th>Minutes</th>
<th>Please List the Major Issues/Tasks Addressed at Each Meeting</th>
</tr>
</thead>
</table>
| July   | 7/27/09         | 12                     | x       | 1. Tighten program review  
2. Tighten link between planning & budget  
3. Communicate program review and planning, budgeting processes widely on campus |
| August | No meeting      |                        |         |                                                             |
| September | 9/28/09       | 11                     | x       | 1. Committee will prepare a planning handbook for the college.  
2. Develop an over-arching strategic plan of all 4 master plans.  
| October | 10/26/09        | 14                     | x       | 1. Four college master plans to be updated this year:  
2. College mission statement to be updated this year. |
| November | 11/30/09       | 8                      | x       | 1. Assessment of implementation of Ed Master Plan - completed  
2. Prepare recommendation re: implementation of Ed Master Plan - completed  
3. Create a planning handbook for college  
4. Complete program review and planning/budgeting processes to entire college community  
5. Develop process to integrate SLO assessment with planning and budgeting.  
6. College-wide discussion about college mission statement was initiated at College Leadership Retreat on Nov. 6.  
7. President requesting college budget prioritization be done in April and May after four college master plans have been updated. |
| December | No meeting      |                        | x       |                                                             |
| January | 1/25/10         | 8                      | x       | 1. President assigned review and update of college mission statement to Accreditation Steering Committee. Final mission statement must be ready for presentation to the Board in late May 2010.  
2. Recruit and retain new students not affected by unemployment.  
3. Preliminary 2010-2011 operating budget for college to be transmitted to District Office in early March.  
4. Fran, Rod Patterson, and Bob Sprague will make presentation to Board about West’s self-study process on Wed., Jan. 27, 2010. |
| February | 2/22/10         | 10                     | x       | 1. College vice presidents have met to prioritize identified needs from each division according to the Planning/Budget |
1. The committee will continue to link planning with budgeting and the committee is responsible for developing an overarching college strategic plan that links four master plans.
2. New software for program review should be ready to use in summer 2010 and is being paid for with bond money ($500,000).

**Action item:** The Planning Committee recommends to the Accreditation Steering Committee that the mission statement be reviewed every six years, in keeping the accreditation cycle.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Number</th>
<th>X</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>3/2/10</td>
<td>10</td>
<td>x</td>
<td>2. Priorities now go to Budget Committee for its review, discussion, and recommendations.</td>
</tr>
<tr>
<td>April</td>
<td></td>
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<td>x</td>
<td></td>
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<tr>
<td>May</td>
<td></td>
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<td>x</td>
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<tr>
<td>June</td>
<td></td>
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</tr>
</tbody>
</table>

**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**

**Committee Goals (If Appropriate) for Coming Year**
- [Goal #1]
- [Goal #2]
- [Goal #3]
- [Goal #4]
- [Etc.]
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.laced.edu/indicators/index.html](http://research2.laced.edu/indicators/index.html)
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.
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:
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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>• Sched Prep F10 begins</td>
<td>• FPIP (F11 hires)</td>
<td>• Update Vision/Mission</td>
<td>• Update Master Plans</td>
<td>• Campus Climate Survey</td>
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<tr>
<td>2010</td>
<td>• Comprehensive Program Review</td>
<td>• Sched Prep F11 begins</td>
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<td>2011</td>
<td>• Prog Rev/Unit Plan</td>
<td>• FPIP (F12 hires)</td>
<td>• Budget Priorities 2012-13</td>
<td>• Student Survey</td>
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<td>• SLS Rev Plan Update</td>
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<td>2015</td>
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### Effectiveness Cycle: Do, Check, Act

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### Budget Preparation

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<td>Prep - beg. spring</td>
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West Los Angeles College
Planning Connections: Alignment of Goals and SLOs

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
CLASSIFIED HIRING AND OTHER DISCRETIONARY RESOURCES REQUEST PROCEDURES

1. PROGRAM REVIEW
   - Division priority list established for Human Resource, Facilities, and Equipment.

2. COLLEGE PRIORITIZATION
   - 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.

3. BUDGET COMMITTEE REVIEW
   - Identifies funding source and level of funding on recommendation lists received from FPIP, WEC/BPMC, and VPs.

4. COLLEGE COUNCIL REVIEW
   - Faculty requests are forwarded to FPIP.

5. PRESIDENT
   - Approved requests are funded. Denied requests are communicated to all constituents.
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
<table>
<thead>
<tr>
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<td>College Council</td>
<td>Enrollment Planning Committee Analyzes 2011-12 FTES Alternatives</td>
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<tr>
<td><strong>January 6 - 12</strong></td>
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<td>25-Jan</td>
<td>Planning Council Meeting</td>
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<td>4-Feb</td>
<td>College Council</td>
<td>Program Review and Unit Plan Kickoff Workshop</td>
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<td>Enrollment Planning Committee Finalizes 2011-12 FTES Alternatives</td>
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<td><strong>February 5 - 28</strong></td>
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<td>FPIP Kickoff Meeting</td>
<td>FPIP Kickoff Meeting</td>
<td>FPIP Kickoff Meeting</td>
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<td>24-Feb</td>
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<tr>
<td>5-Mar</td>
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<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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## 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>March 24 - May 16</td>
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<tr>
<td>24-Mar</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>
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#### APRIL, 2010

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<th>Date</th>
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<tr>
<td>2-Apr</td>
<td>Each Vice President compiles prioritized list of requests</td>
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<td>3-Apr</td>
<td>FPIP Submission Deadline</td>
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</tr>
<tr>
<td>4-Apr</td>
<td>Vice Presidents merge their prioritized planning lists</td>
<td></td>
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<td>5-Apr</td>
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April 30 - May 21

#### MAY, 2010

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<td>4-May</td>
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<td>6-May</td>
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<td>College Council</td>
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<td>15-Sep</td>
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<td>October 13 - 31</td>
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<td>4-Nov</td>
<td>College Council</td>
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<td>8-Nov</td>
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<td>FPIP Priorities</td>
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<td>17-Nov</td>
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<td>17-Nov</td>
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<td>22-Nov</td>
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<td>DECEMBER, 2010</td>
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<tr>
<td>December 1 - 2</td>
<td>Attend Budget Prep Workshop</td>
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<td>5-Dec</td>
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<td>Budget Prep Guidelines</td>
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<td>JANUARY, 2011</td>
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<td>Dedicated Revenue Projection Submitted</td>
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<td>8-Jan</td>
<td>College Council</td>
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<td>11-Jan</td>
<td>Budget Prep Worksheets</td>
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<td>reflecting agreed priorities submitted to Vice Presidents</td>
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<td>19-Jan</td>
<td>Vice Presidents forward</td>
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<td>Budget Prep Worksheets to Business Office reflecting only agreed priorities</td>
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<td>January 20 - 31</td>
<td>Budget Prep data input begins</td>
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<td>24-Jan</td>
<td>Planning Committee Meeting</td>
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<td>26-Jan</td>
<td>Budget Committee Meeting</td>
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<tr>
<td>FEBRUARY, 2011</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>
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<tr>
<td>February 4 - 28</td>
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<tr>
<td>DEPARTMENTS / DIVISIONS</td>
<td>DEANS / BUDGET MANAGERS</td>
<td>VICE PRESIDENTS</td>
</tr>
<tr>
<td>-------------------------</td>
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<tr>
<td>February 7 - 8</td>
<td>Vice Presidents</td>
<td>Reconcile budget with Preliminary Allocation</td>
</tr>
<tr>
<td>9-Feb</td>
<td></td>
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<tr>
<td>15-Feb</td>
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<tr>
<td>February 16 - 28</td>
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<td>17-Feb</td>
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<td>21-Feb</td>
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<td>22-Feb</td>
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<tr>
<td>MARCH, 2011</td>
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<tr>
<td>3-Mar</td>
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<td>4-Mar</td>
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<td>March 5 - 19</td>
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<tr>
<td>21-Mar</td>
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<td>23-Mar</td>
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<tr>
<td>23-Mar</td>
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<td>APRIL, 2011</td>
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<td>1-Apr</td>
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<td>April 5 - May 13</td>
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<tr>
<td>6-Apr</td>
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<td>25-Apr</td>
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<td>28-Apr</td>
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<td>April 29 - May 21</td>
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<td>MAY, 2011</td>
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<tr>
<td>2-May</td>
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<td>May 6 - May 20</td>
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<td>7-May</td>
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<tr>
<td>10-May</td>
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<tr>
<td>11-May</td>
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</table>
## 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>
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<td>18-May</td>
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<td>19-May</td>
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<tr>
<td>23-May</td>
<td></td>
<td></td>
<td>Planning Council Meeting</td>
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<tr>
<td>24-May</td>
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<td>Hard copy prepared</td>
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<tr>
<td>25-May</td>
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<td></td>
<td>Budget Committee Meeting</td>
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<tr>
<td><strong>JUNE, 2011</strong></td>
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<tr>
<td>2-Jun</td>
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<td>College Council</td>
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<tr>
<td>15-Jun</td>
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<td>22-Jun</td>
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<tr>
<td>27-Jun</td>
<td></td>
<td></td>
<td>Planning Council Meeting</td>
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<tr>
<td>29-Jun</td>
<td></td>
<td></td>
<td>Budget Committee Meeting</td>
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<tr>
<td><strong>JULY, 2011</strong></td>
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<td>1-Jul</td>
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<td>5-Jul</td>
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<td>19-Jul</td>
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<td>20-Jul</td>
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<td>25-Jul</td>
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<td><strong>AUGUST, 2011</strong></td>
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<td>1-Aug</td>
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<td>17-Aug</td>
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<td>August 8 - 12</td>
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<tr>
<td>24-Aug</td>
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<tr>
<td><strong>SEPTEMBER, 2011</strong></td>
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<tr>
<td>15-Sep</td>
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</tr>
</tbody>
</table>
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

#3 Transfer
- Strengthen vocational programs
- Provide Foundation Skills for Voc’l Programs
- Strengthen Relationships: Counselors and CTE 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
- Adopt Prerequisites
- Provide Foundation Skills for Voc’l Programs
- Strengthen Relationships: Counselors and CTE Programs
- Develop New Vocational Programs in Growth Areas

#6 Diversified Modes of Instructional Delivery
- 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

#7 Campus Infrastructure
- Improve Technology Support for Services & Facilities
- Configure Technology for Classrooms

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

08/23/10
# West Los Angeles College
## 2011-2014 EDUCATIONAL MASTER PLAN

## Goal 1. Affirm institutional commitment to student learning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>1a</th>
<th><strong>Strongly encourage all students to participate in comprehensive orientation and assessment before class registration.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>Revise online registration system to direct students to online orientation and appointment for assessment</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>Office of Student Services</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td># new, full-time students who participate in orientation &amp; assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of new, full-time students who participate in orientation &amp; assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>1b</th>
<th><strong>Adopt &amp; publish recommended preparation advisories and appropriate validated prerequisites across the curriculum.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>1. Strongly encourage faculty to institute advisories and appropriate prerequisites and prepare required entry skills &amp; methodology paperwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Require submitters of course outlines &amp; course outline updates to include written explanation for lack of advisories or pre-requisites. Curriculum Committee will report inclusion/lack of inclusion to Academic Senate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Publish advisories and prerequisites in online registration system</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>Division Chairs, Curriculum Committee, Office of Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td># preparation advisories adopted &amp; published</td>
<td></td>
</tr>
<tr>
<td></td>
<td># prerequisites adopted &amp; published</td>
<td></td>
</tr>
<tr>
<td></td>
<td># course outlines reviewed specifically for inclusion of advisories and/or prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>1c</th>
<th><strong>Evaluate the effectiveness of all college courses and programs using assessment of student learning outcomes.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>1. Provide SLO assessment training workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Conduct SLO assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Adjust course content as appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Further assessment</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>Division Chairs, Office of Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td># courses whose SLOs have been assessed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased # students successfully completing courses after completion of SLO cycle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased # students successfully completing next course in sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changes made as a result of assessment</td>
<td></td>
</tr>
<tr>
<td>Goal 1. Affirm institutional commitment to student learning.</td>
<td></td>
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</tr>
<tr>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Objective</strong></td>
<td><strong>1d</strong></td>
<td>Provide students academic skills support via tutoring, classes, and workshops.</td>
</tr>
</tbody>
</table>
| Implementation Specifics | 1. Provide tutoring  
2. Provide Learning Skills classes and workshops  
3. Provide Personal Development classes and workshops |
| Facilitators | Office of Student Services, Office of Academic Affairs, Division Chairs |
| Measures of Achievement | Increased # students enrolled in tutoring & other study skills classes |
| **Objective** | **1e** | Guide all students to the appropriate associate degree |
| Implementation Specifics | 1. Publish roadmaps to obtain associate degrees in two years  
2. Articulate the relationship between requirements for each associate degree major and the transfer major requirements |
| Facilitators | Office of Student Services, Office of Academic Affairs, Division Chairs |
| Measures of Achievement | # roadmaps published  
# transfer majors articulated with associate degree requirements for corresponding associate degree major |
| **Objective** | **1f** | Maintain full-time faculty in the Learning Center, including a director who would coordinate student support services. |
| Implementation Specifics | TBA |
| Facilitators | TBA |
| Measures of Achievement | TBA |
## Goal 2. **Support students in preparing for transfer.**

### Objective 2a  **Recruit college-ready students**

**Implementation Specifics**
1. Visit high schools and encourage college-ready students to come to West for transfer preparation.
2. Publish roadmaps to transfer in 2 years.
3. Promote roadmaps to transfer in 2 years

**Facilitators**
Office of Student Services

**Measures of Achievement**
- # high schools visited
- # transfer roadmaps posted on West’s website
- Change in # of 1st time freshmen

### Objective 2b  **Enhance the college’s transfer program by developing a comprehensive, integrated transfer plan.**

**Implementation Specifics**
- **Curriculum:** Institute and enforce appropriate prerequisites.
  - Develop and offer curricula that successfully prepares full-time student to transfer in 2 years.
  - Develop and offer curricula that successfully prepares part-time student to transfer in 3-4 years.
- **Scheduling:** Develop and publish roadmaps to transfer.
  - Schedule required transfer major classes so that full-time student can transfer in 2 years.
- **Student support:** Institute transfer major clubs.
  - Institute faculty advising groups for transfer majors.
  - Institute peer advising groups for transfer majors.
  - Integrate the existing Student Services and Academic Affairs transfer activities.

**Facilitators**
Division Chairs, Office of Academic Affairs, Office of Student Services.

**Measures of Achievement**
- Increase in student transfers.
- # roadmaps for transfer in 2 years.
- # roadmaps for transfer in 3-4 years.
- Increase in # of clubs for transfer majors.
- # new peer advising groups.

### Objective 2c  **Strengthen pathways to transfer to 4-year colleges and universities.**

**Implementation Specifics**
1. Maintain updated articulation agreements for all courses and transfer major requirements.
2. Develop clear guidelines to be used by division chairs to track transfer major requirements.
West Los Angeles College  
2011- 2014 EDUCATIONAL MASTER PLAN

<table>
<thead>
<tr>
<th>Goal 2. <strong>Support students in preparing for transfer.</strong> (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2c continued</strong></td>
</tr>
</tbody>
</table>
| Implementation Specifics (continued) | 3. Develop clear guidelines to be used by division chairs to establish and maintain articulation for all transfer major requirement courses as well as for all general education courses.  
4. Check the current articulation status for transfer major requirements during the course outline approval process. |
| **Facilitators** | Articulation Officer, Division Chairs, Curriculum Committee |
| **Measures of Achievement** | # articulation agreements  
# courses articulated for transfer major preparation  
% transfer majors with all transfer major requirements articulated  
% General education courses articulated |
West Los Angeles College
2011-2014 EDUCATIONAL MASTER PLAN

<table>
<thead>
<tr>
<th>Objective</th>
<th>3a.</th>
<th>Strengthen relevant and effective vocational programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>Evaluate the Career Technology Education programs to identify effective practices</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>CTE Dean, CTE Program directors, Advisory Boards</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td>Increased # students receiving job promotions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased # students passing industry or professional certification/licensing exam</td>
<td></td>
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<tr>
<td></td>
<td>Increased # students obtaining employment after receiving certificate or degree in career technology.</td>
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<td></td>
<td>Increased # annual Advisory Board meetings for each CTE program</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>3b.</th>
<th>Provide appropriate foundation skills support for vocational programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>1. Identify prerequisites (=entrance requirements) for CTE programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Create roadmaps for entrance into CTE programs</td>
<td></td>
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<tr>
<td>Facilitators</td>
<td>CTE program directors</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td># CTE programs with identified pre-requisite courses (=entrance requirements)</td>
<td></td>
</tr>
<tr>
<td></td>
<td># roadmaps created for entrance into CTE</td>
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<tr>
<td></td>
<td>% students entering CTE programs with prerequisites satisfied at West.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>3c.</th>
<th>Strengthen relationship between counselors and CTE programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>Provide to counselors and advisors appropriate professional development training in CTE program requirements.</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>CTE program directors &amp; Counseling Division</td>
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<tr>
<td>Measures of Achievement</td>
<td># counselors receiving training in CTE program requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td># advisors receiving training in CTE program requirements.</td>
<td></td>
</tr>
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<td></td>
<td># counselors active on CTE Advisory Boards</td>
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</tr>
<tr>
<td></td>
<td># CTE programs with counselors on Advisory Boards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>3d.</th>
<th>Develop new vocational education program offerings in growth areas the college is well-equipped to serve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Specifics</td>
<td>Clarify steps in process of program development and the chain of command in development process</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>Office of Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td># new programs developed &amp; offered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written policy on process for designing and obtaining approval of new programs.</td>
<td></td>
</tr>
</tbody>
</table>

Approved by Academic Senate May 11, 2010
### Goal 4: Improve # students advancing into transfer preparation & Career Technology Education programs by supporting the college’s Foundation Skills Program.

<table>
<thead>
<tr>
<th>Objective</th>
<th>4a</th>
<th>Institute educationally-sound class sizes in all foundation skills classes.</th>
</tr>
</thead>
</table>
| **Implementation Specifics** | | 1. Perform literature search on student success & class size limit  
2. Agree on target class limit for foundation skills classes that is lower than general education class sizes |
| **Facilitators** | | Basic Skills Committee, Division Chairs, Office of Academic Affairs |
| **Measures of Achievement** | | Publish class sizes for foundation skills classes  
Compare completion rates for foundation skills classes with lower enrollment size with historical data |

<table>
<thead>
<tr>
<th>Objective</th>
<th>4b</th>
<th>De-stigmatize pre-collegiate classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Specifics</strong></td>
<td></td>
<td>Re-label basic skills as foundation skills.</td>
</tr>
<tr>
<td><strong>Facilitators</strong></td>
<td></td>
<td>Educational Policies and Standards Committee</td>
</tr>
<tr>
<td><strong>Measures of Achievement</strong></td>
<td></td>
<td>Name change reflected in schedules of classes and catalog and on college website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>4c</th>
<th>Establish and support learning communities and recruit students during registration.</th>
</tr>
</thead>
</table>
| **Implementation Specifics** | | 1. Continue and evaluate UMOJA, FACE, and Puente initiatives  
2. Investigate establishment of other learning communities |
| **Facilitators** | | Division Chairs, Office of Academic Affairs, Office of Student Services, Dean of Planning and Research |
| **Measures of Achievement** | | Compare student success rates from learning community programs with overall student success rates |

<table>
<thead>
<tr>
<th>Objective</th>
<th>4d</th>
<th>Prepare students with intensive writing instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Specifics</strong></td>
<td></td>
<td>Implement a “write your story project” in English 21-28-101 tied to eFolios</td>
</tr>
<tr>
<td><strong>Facilitators</strong></td>
<td></td>
<td>Language Arts faculty members</td>
</tr>
</tbody>
</table>
| **Measures of Achievement** | | # of eFolios uploaded  
Increase in % students who successfully complete English sequence  
Increase in % students who successfully transfer |

<table>
<thead>
<tr>
<th>Objective</th>
<th>4e</th>
<th>Prepare students with subject integrated college reading instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Specifics</strong></td>
<td></td>
<td>Provide to faculty professional development activities on subject integrated college reading instruction to build understanding among faculty and come to consensus.</td>
</tr>
<tr>
<td><strong>Facilitators</strong></td>
<td></td>
<td>Basic Skills Committee designees</td>
</tr>
<tr>
<td><strong>Measures of Achievement</strong></td>
<td></td>
<td># of faculty attending these professional development activities</td>
</tr>
</tbody>
</table>
West Los Angeles College  
2011-2014 EDUCATIONAL MASTER PLAN

Goal 4 continued

Goal 4. **Improve # students advancing into transfer preparation & Career Technology Education programs by supporting the college’s Foundation Skills Program.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>4f</th>
<th>Prepare students using diversified mathematics instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Implementation Specifics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Survey CTE faculty to determine the math skills students need for successful completion of CTE program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Support Objective 1b by reviewing math skills advised/required for successful completion of General Education courses other than Mathematics courses.</td>
</tr>
<tr>
<td>Facilitators</td>
<td></td>
<td>Dean of General Education and Transfer, Division Chairs, Basic Skills Committee designees</td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td></td>
<td>Receipt of data from CTE programs and disciplines with General Education courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chart developed and published summarizing math skills advised/required for successful completion of General Education courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td># new diversified approaches instituted</td>
</tr>
<tr>
<td>Objective</td>
<td>4g</td>
<td>Prepare ESL students for successful transfer and/or career.</td>
</tr>
<tr>
<td>Implementation Specifics</td>
<td></td>
<td>1. Offer a broad range of ESL classes as well as hybrid ESL classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pair ESL classes with transfer GE class.</td>
</tr>
<tr>
<td>Facilitators</td>
<td></td>
<td>Dean of General Education and Transfer, Language Arts Division Chair or designee</td>
</tr>
<tr>
<td>Measures of Achievement</td>
<td></td>
<td>Increased student persistence in ESL sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase in % students who complete ESL sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase in % ESL students who successfully transfer</td>
</tr>
</tbody>
</table>
West Los Angeles College  
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**Goal 5. Ensure highest levels of educational quality within West's diversified modes of instructional delivery.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>5a</th>
<th>Support a variety of learning communities</th>
</tr>
</thead>
</table>
| **Implementation Specifics** | | 1. Evaluate our current learning communities to identify effective practices.  
2. Expand implementation of effective practices.  
3. Consider developing interest-driven learning groups (e.g. cinema production, environmental sustainability) |
| **Facilitators** | | Learning Community Program Directors, Dean of Research and Planning |
| **Measures of Achievement** | | Successful completion rates  
Successful retention rates  
Successful persistence rates  
Graduation counts |

<table>
<thead>
<tr>
<th>Objective</th>
<th>5b</th>
<th>Make online student services available to all students.</th>
</tr>
</thead>
</table>
| **Implementation Specifics** | | 1. Expand online services (including but not limited to, online counseling, library, financial aid, and tutoring).  
2. Evaluate effectiveness of online services |
| **Facilitators** | | Office of Student Services, Office of Academic Affairs |
| **Measures of Achievement** | | # students using online counseling  
# students using online library services  
# students using online financial aid services  
# students using online tutoring |

<table>
<thead>
<tr>
<th>Objective</th>
<th>5c</th>
<th>Support highest quality online and hybrid courses</th>
</tr>
</thead>
</table>
| **Implementation Specifics** | | 1. Expand pedagogy training for online courses  
2. Implement best practices guidelines for online teaching.  
3. Implement best practices for online instructional design.  
4. Provide for an instructional designer to support or assist instructors with online instructional design.  
5. Implement best practices for review of online teaching. |
| **Facilitators** | | Division Chairs, Dean of Distance Learning |
Goal 5. continued

### Objective 5c

**Support highest quality online and hybrid courses**

**Measures of Achievement**
- Increased # training sessions for ETUDES
- Increased # participants in ETUDES training sessions
- Increased # faculty who have been trained in online pedagogy
- # courses instituted or updated with assistance of instructional designer
- # reviewers trained in online instruction

### Objective 5d

**Identify best practices for implementation by programs in evening, on weekends, and off-campus.**

**Implementation Specifics**
1. Provide survival guide to evening, weekend, and off-campus instructors.
2. Conduct review of evening, weekend, and off-campus programs to identify best practices.
3. Expand best practices for programs in evening, on weekends, and off-campus.
4. Expand support services for evening and weekend students
5. Improve the awareness by the Sheriff’s Office and Plant Facilities of the classes in session on weekends.

**Facilitators**
Office of Academic Affairs, Office of Student Services, Office of Administrative Services

**Measures of Achievement**
- # survival guides distributed
- # reviews completed
- # best practices adopted
- # hours of support services provided on weekends
- # hours of support services provided in the evening

### Objective 5e

**Provide the most effective technologies in and out of the classroom to support student learning.**

**Implementation Specifics**
1. Update Technology Master Plan.
2. Implement Technology Master Plan.

**Facilitators**
Technology Committee, Senior Administrative Staff

**Measures of Achievement**
Refer to Technology Master Plan

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Approved by Academic Senate May 11, 2010
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Technology Master Plan Committee Charge

The College charged the TMPC to deliver a Technology Master Plan based on the following central principles:

1. The TMP must use as its main guide and premise the current approved Educational Master Plan (EMP). The two plans must connect. The essence of the TMP is how it will advance the explicit goals of the EMP.

2. The TMP must therefore emphasize academic computing. That is, how will technology serve the achievement of our SLOs [Student Learning Outcomes]. The current organizational and administrative model for IT therefore needs to be reexamined.

3. The TMP will not be a series of abstract “state of the art” platitudes but a concrete identification of academic objectives and the technology required to achieve them.

(October 13 2008 Memo from the College President to the Academic Senate and AFT Faculty Guild President)

The requirements to support the five EMP objectives resulted in a goal-based TMP. The committee identified seven goals to satisfy those objectives. Each goal addressed a specific EMP objective from a technology perspective and then, the committee solicited recommendations to support those goals.

The TMP embraces the Internet and Web 2.0 technology. The need to inform, share, and collaborate is inherent to the college’s desire to enhance academic computing and Student Learning Outcomes. The college will continue its migration and dependency on Internet-based solutions. Clearly, the future of academic computing will be Web-centric.

The TMPC sought to satisfy the EMP objectives by providing discrete recommendations and solutions. Ideally, the college’s technology strategy should be to pursue a seamless, integrated environment of solutions. Such an approach will support growth, integrate workflows, and enhance recruiting and retention.
TMP Core Goals

**Goal-1:** Identify and implement technology that can be used to improve student learning and preparedness for higher education and the workforce, focusing on assessment and orientation, study skills and access.

**Goal-2:** Plan, design, and implement technology to support Basic Skills initiatives, focusing on learning communities, effective registration, and computer-assisted instruction.

**Goal-3:** Identify and implement technologies to enhance the effectiveness of Vocational Education and Training Programs, focusing on supporting counselors, reaching pre-collegiate students, leveraging our existing technological strengths.

**Goal-4:** Identify and implement technologies to support various online instructional delivery methods, focusing on delivery of student services, supporting student communities, and enhancing the capabilities of our course management system.

**Goal-5:** Identify and implement technologies to support various on-campus delivery methods, focusing on the use of a campus-wide portal and standard “smart” classrooms.

**Goal-6:** Identify and implement technologies to support campus services and facilities.

**Goal-7:** Determine a standard technology configuration for Measure J-funded classrooms.
TMP Core Strategies

Strategies for Goal-1:

Identify and implement technology that can be used to improve student learning and preparedness for higher education and the workforce, focusing on assessment and orientation, study skills and access:

- **Strategy - 1.1:** Design and deploy technology to support required comprehensive orientation and assessment for all students by fall 2010.

- **Strategy - 1.2:** Develop technology-based solutions to enhance students study skills through tutoring, classes, and workshops.

- **Strategy - 1.3:** Deploy technology which encourages students to increase problem-solving skills by analyzing information.

- **Strategy - 1.4:** Address differentiated learning styles through the delivery of video, voice and written content.

- **Strategy - 1.5:** Encourage respect for the rights of others and highlight ethical issues in using technology assets.

- **Strategy - 1.6:** Expand student access to instructional resources and tools outside regular school hours and locations.
Strategies for Goal-2:

Identify and implement technology that can be used to improve student learning and preparedness for higher education and the workforce, focusing on assessment and orientation, study skills and access:

- **Strategy - 2.1**: Develop and implement technological solutions to manage basic skills enrollments.

- **Strategy - 2.2**: Determine and implement technology-based solutions to establish and support learning communities.

- **Strategy - 2.3**: Devise technology-based solutions to identify and recruit students who would benefit from Basic Skills enrollment.

- **Strategy - 2.4**: Expand computer-assisted instruction (including simulations) for basic skills and concepts.

Strategies for Goal-3:

Identify and implement technologies to enhance the effectiveness of Vocational Education and Training Programs, focusing on supporting counselors, reaching pre-collegiate students, leveraging our existing technological strengths:

- **Strategy - 3.1**: Develop technology-based solutions to support counselors affiliated with vocational programs.

- **Strategy - 3.2**: Determine ways in which technology can be used to reach pre-collegiate students who may have an interest in a particular vocational career or who are considering vocational career options.

- **Strategy - 3.3**: Determine how our current technology can be leveraged to support new vocational programs.

- **Strategy - 3.4**: Determine, develop, and implement other technology-based solutions that will strengthen the effectiveness of various vocational programs.
Strategies for Goal-4:

Identify and implement technologies to support various online instructional delivery methods, focusing on delivery of student services, supporting student communities, and enhancing the capabilities of our course management system:

- **Strategy - 4.1**: Provide technological resources students and faculty need in a robust online program.

- **Strategy - 4.2**: Determine ways technology can be used to support students with common interests or common educational objectives in electronic communities.

- **Strategy - 4.3**: Design and implement ways to offer student assessments, student counseling, library and financial aid services online.

Strategies for Goal-5:

Identify and implement technologies to support various on-campus delivery methods, focusing on the use of a campus-wide portal and standard “smart” classrooms:

- **Strategy - 5.1**: Establish an infrastructure standard for “smart” classrooms.

- **Strategy - 5.2**: Train faculty to use classroom instructional technologies.

- **Strategy – 5.3**: Train students to use supplemental technologies to create class documents, presentations and assignments, and to learn collaboratively (e.g., ePortfolios, PowerPoint, Word, Online Research, GoogleDocs, wikis).

- **Strategy – 5.4**: Provide continuous technology-focused training programs for all employees.

- **Strategy – 5.5**: Improve technologies to assist disabled student learning, (e.g., closed captioning, large screens, voice recognition software).

- **Strategy – 5.6**: Create and maintain a campus-wide portal for faculty, staff, and students, which directs the users to specific, custom resources.
Strategies for Goal-6:

Identify and implement technologies to support campus services and facilities:

- **Strategy – 6.1:** Establish a technology standard for departments and programs to support a multimedia, state-of-the-art campus environment that is flexible and adaptable as more effective technologies emerge.

Strategies for Goal-7:

Determine a standard technology configuration for Measure J-funded classrooms:

- **Strategy – 7.1:** Implement classroom technology standards.
Appendix-1: Suggestions & Recommendations

In producing the Technology Master Plan for West Los Angeles College, the Technology Master Plan Committee drew on expertise across the entire campus in an inclusive process that aggressively sought out wide-ranging feedback.

This process involved the following major elements:

- Established meeting schedule
  - To assure constituents participation and input from committee members.
  - Six meetings were scheduled from October to December of 2008.

- Decided approach to creating/developing the TMP
  - Based on EMP objectives

- Decided collaboration approach and tools
  - All committee members had the ability to make electronic contributions to the TMP draft in real-time use Google Docs.
  - All committee members used Google Discussion to facilitate TMP development.

- Established input and research sources
  - Electronic survey focused on faculty and staff was conducted

- Developed TMP template
  - The TMP template was revised over nine times.

Over 30 individuals offered suggestions and recommendations, often stemming from special expertise, specific technologies, and representing various professional points of view. These ideas are presented as Appendix-1 to the plan, grouped by goals and their corresponding recommendations. They are a resource to the college in implementing the Technology Master Plan over the next 7 years, providing starting points for further research and decision-making.

In addition, the recommendations also reflect responses from the 138 eSurvey participants.
**Goal-1: Identify technology that can be used to improve student learning and preparedness for higher education and the workforce:**

**Background/Overview -**

Well over 50% of West students take classes in basic mathematical and English skills. Many such students can benefit from additional basic skills instruction. This instruction needs to be flexible in time and location. Computer Aided Instruction (CAI) has been used to support basic skills courses in language arts and mathematics. Calculus instruction has been enhanced by the purchase of calculators through a grant. We should acquire more calculators. Online instruction and tutoring have used computer technologies to enhance and exercise core concepts.

- **Recommendation for Strategy 1.1: Determine ways that technology that can be used to deploy required comprehensive orientation and assessment for all students by 2010.**
  
  - Computer management Systems (CMS), (WebCT, Etudes, ADX, Aleks, MyMathLab, Eduspace, Moodle, etc.) allow individual delivery and personalized content at a time and place convenient for the student. The professor can keep in touch with the student (and vice-versa) almost 24/7 (at least in a BlackBoard based CMS) if so desired by both student and professor. Examples and algorithmically developed problems help students understanding of educational materials outside of the classroom.
  
  - Computer Aided Systems (CAS) like Maple and Mathematica, allow professors and students as well as professionals in the field graphs of complicated functions and solve tricky problems in calculus. Almost every field of mathematics can be queried in Mathematica. The graphing calculator is a poor student’s limited CAS.
  
  - A system of clickers and a smart whiteboard can be used during class delivery to gage student understanding of class content. A word of warning applies here. Students who become dependent on a CAS can reduce their learning capabilities to the detriment of intellectual advancement.
  
  - Desktop projection systems can deliver quick detailed examples and allow the professor to emphasize critical points instead of taking time writing on the board and erasing. A professor’s lecture can be downloaded to a student’s flash drive. Students can concentrate on understanding rather than focusing on taking notes. A professor’s lecture can be channeled to special equipment for visually or hearing-impaired students. A system of individual student computers reporting to the professor’s main station will duplicate the function of the clickers, but allow more functionality by permitting responses more sophisticated than mere true/false or multiple choice questions.
• **Recommendation for Strategy 1.2:** Develop technology-based solutions to enhance students study skills through tutoring, classes, and workshops.
  
  o Make use of the new Math building for tutoring through individual tutors, CMS programs (about three bought by the college), faculty office hours in the labs or tutoring centers. Content can be delivered on individual iPods, phones, blackberries, blogs, wikis, RSS, etc.

• **Recommendation for Strategy 1.3:** Deploy technology tools to increase thinking and problem-solving skills by analyzing information.
  
  o In medicine, programs are available to simulate diseases and test a student’s medical acuity.
  
  o Make use of clickers or a system of student-to-professor computer software to gauge and strengthen the caliber of training and educational delivery.

• **Recommendation for Strategy 1.4:** Address differentiated learning styles through the delivery of video, voice and written content.
  
  o MyMathLab delivers through video/voice delivery of a lecture. The student can bring up a pertinent section of the textbook (the entire textbook is available electronically with additional buttons for audio/exercise/additional examples). Reworking similar examples (developed algorithmically) with immediate feedback enhances the creation of new neurons in the brain.

• **Recommendation for Strategy 1.5:** Encourage respect of rights of others and ethical issues in using school technology assets.
  
  o Responses through clickers or CMS are anonymous as far as other students are concerned.

• **Recommendation for Strategy 1.6:** Expand student access to instructional resources and tools outside the regular school hours and locations.
  
  o Allow faculty to hold office hours outside of the college walls. Grant flex credit for extra office hours outside of the college. Faculty can be on call through the telephone, through FAX, or e-mails, or instant chat. Faculty can respond to messages on discussion boards for the benefit of the whole class.
  
  o Websites like Hotmail, Yahoo, and Google allow for groups to be set up with individualized options like chatting.
Goal-2: Plan, design, and implement technology solutions to support Basic Skills initiatives:

Background/Overview -

The entering student population of West Los Angeles College includes a majority of students who need to improve in one or more areas of basic academic skills. Any impediments to accessing services are particularly frustrating for such students. Efficient, creative, and attractive curriculum delivery and support services such as enrollment and tutoring are vital to the energetic success, retention, and persistence of students who are in need of basic skills improvement. Since the majority of West's students fall into that category, the budget implications for the college are very significant. The more students West can attract, and then retain, the better the budget picture becomes. Investments in technology to support Basic Skills initiatives is a fiscally, and otherwise, wise strategy.

- **Recommendation for Strategy 2.1:** Develop and implement technological solutions to manage basic skills class sizes.
  
  o Auto-enrollment at the Learning Center or from any other access site via intra/internet portals makes it possible for students to sign up instantly for basic skills classes, be they Learning Center classes or others. Furthermore, faculty with laptops in regular classes could, once the wireless network gets built out, identify students who could benefit from basic skills coursework, whether they are credit or noncredit courses, and assist students enrollment into appropriate offerings on-the-spot in the classroom.

  o Expand online offerings of basic skills coursework to make the coursework more easily accessible. Students could work on their basic skills from anywhere, including anywhere on campus once the wireless network blankets, at any time, thereby removing transportation and time-conflict obstacles.

  o Expand noncredit basic skills offerings so that students could work on basic skills without incurring further fees, thereby removing any financial obstacle. Also, since no further fees are involved, faculty of any discipline could make basic skills work a required assignment, as long as the faculty has built in such a provision in the syllabus for the course.

- **Recommendation for Strategy 2.2:** Determine and implement technology-based solutions to establish and support learning communities.

  o Develop portal for intranet Plato CAI access to enable learning community students to access the existing credit and noncredit basic skills curriculum from classrooms, the library, or any place on campus that has wi-fi or intranet capabilities.
- Provide computer equipment to facilitate workshops/lab-style instruction. Some of the most powerful basic skills learning occurs in non-traditional environments, be it a supportive laboratory setting where students can work at their own pace under guidance from faculty and other assistants and other students, or be it a workshop focused on a single skill or a series of such workshops progressively developing student skills.

- Expand online tutoring program and staff. As remote access to basic skills curriculum grows, so too must grow vital tutorial support accessible from wherever the learning community students happen to be. A further benefit will be that students who are not members of formal learning communities could still access tutorial support remotely. Pilot programs are currently in place through the Learning Center to support general subjects such as basic- and non-basic skills levels of math, Spanish, political science, and writing (OWL – Online Writing Lab). However, the pilot programs have limited staff and hours, and will need to be expanded to support what will be growing demand.

- Provide support technology such as projectors, smart boards, symposiums, mobile laptop carts, etc. Cutting-edge, creative curriculum delivery as envisioned and practiced by the learning communities requires an adequate variety and quality of equipment, carefully selected to be able to be reconfigured to accommodate emerging methodologies and the evolution of co-partnered technology.

- Provide wi-fi access campus-wide. This is a fundamentally important technological infrastructure improvement for the campus overall as well as for the learning communities.

- **Recommendation for Strategy 2.3: Devise technology-based solutions to recruit and increase student enrollment during the registration period.**

  - Utilize campus technology to facilitate Basic Skills registration: use web auto-tracking system to monitor enrollment in basic skills courses, implement a student referral system to recommend enrollment in basic skills courses (counseling, assessment department, or faculty referrals), implement card swipe system to facilitate enrollment process in basic skills labs.

  - Advertise current courses and services through Basic Skills college webpage, podcasts through iTunes U site, and student-oriented, social networking sites. Create and use multimedia presentations in key student contact areas, offsite at high schools, malls, etc., that inform and educate students on what Basic Skills are and why they are necessary to be successful in college. Provide electronic link to enrollment website.
- Implement student campus email system. Use email marketing to faculty, staff, and students. Provide Basic Skills email address as managed point of contact.

- **Recommendation for Strategy 2.4: Basic skills and concepts developed through simulations and computer-assisted instruction.**

  - Develop and support current CAI Program (Purchase additional student computers and furniture for Learning Resource Center, purchase additional Plato CAI licenses with updated software, develop portal for intranet Plato CAI access, implement re-configuration of Learning Resource Center facilities to support expanded student use and course offerings, including a Basic Skills computer classroom.)

  - Develop and support current use of simulation technologies to deliver Basic Skills instruction (purchase Smartboards and accessories for classroom and campus tutoring sites, purchase technologies to support online instruction and online tutoring simulation, utilize flat panel TVs and projectors to deliver multimedia presentations)

  - Develop additional credit and noncredit and online offerings of basic skills curriculum (develop and implement lab/courses/staffing focusing on Reading and ESL deficiencies, develop and offer noncredit and online options to access Basic Skills supplementary instruction, expand Basic Skills offerings across the curriculum and create discipline-specific basic skills supplementary material.)

  - Develop and implement a Basic skills Instructional Technology plan to guide and evaluate ongoing Basic Skills Technology use on campus.
Goal-3: **Identify technologies to enhance the effectiveness of Vocational Education and Training Programs:**

**Background/Overview -**

- The EMP outlined several objectives related to the college’s vocational training programs. Those objectives were articulated in Goal-3. Although vocational training at the college is various and diverse, the TMP attempted to find common improvements, when feasible, that could be applied to all vocational programs. Benefits derived from this approach would be:
  - Leveraging the development and implementation cost of such improvements
  - Web-based solutions for training programs would be seamless
  - End-user training would be standardized

The TMP does not address the unique equipment requirements within a vocational program. It is clear that unique requirements shall be addressed at the division level.

- **Recommendation for Strategy 3.1:** Determine, develop, and implement technology-based solutions that will improve the effectiveness of the various vocational programs.

  - Incorporate the use of technology wherever it proves to be efficient and cost-effective. Over 90% (CDW Government study) of vocational and technical students expect technology to be used in their training or support of their training. The study documents the direct relationship between student retention and loyalty when the vocational program meets students' technology expectations.

  - Specific recommendations are:
    - Utilize web-seminars, webcasting and podcasting tied to technical presentations:
      - Allow students to view experts in the field in real-time
      - Keep students current with latest industry trends
      - Create podasted lectures that can be replayed multiple times
    - Incorporate computer-based training and simulation technology
    - Establish technology-based student services from a student perspective
    - Foster a sense of community:
      - Consider e-newsletters to enhance the student experience
      - Implement “Twitter-like” technology to push out relevant announcements and updates to mobile devices
    - Conduct e-surveys to monitor student satisfaction and to solicit feedback
    - Establish RSS feeds from related industry web-sites to maintain currency
• **Recommendation for Strategy 3.2: Develop technology-based solutions to support counselors affiliated with vocational programs.**

  o **Specific recommendations are:**

    ▪ Create a Wiki (a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language) to support vocational programs
      
      - Wiki will provide current curriculum information
      - Individual programs can assure content reflects their curriculum
      - Self-supported environment can assure content is updated and accurate
    
      ▪ Consider the creation of student portals at program or college level
      
      - Portals track student’s intended and completed course work
      - Counselor can monitor, view, and advise based on progress-to-date

• **Recommendation for Strategy 3.3: Determine ways in which technology can be used to reach pre-collegiate students who may have an interest a particular vocational career or who are considering vocational career options, in general.**

  o **Specific recommendations are:**

    ▪ Used targeted electronic mailing lists
    ▪ Participate in related chat rooms
    ▪ Post entries on all major social networking websites
      
      - MySpace, Facebook, etc.
    
      ▪ Develop multi-media promotional material on CD/DVD
Recommendation for Strategy 3.4: Determine how technology can be used to create new vocational programs.

- The Cisco networking vocational program previously purchased hardware technology to prepare students for Cisco Certified Network Associate (CCNA) certification. It has been determined that this existing equipment could be upgraded to facilitate training students for the Cisco Certified Network Professional (CCNP). The CCNP certification is one of the most in-demand industry certifications. Benefits derived from this upgrade would be:
  - Creation of four new training courses
  - Expansion would occur without additional instructors
  - Increased enrollment from 62 to 185 students annually
  - Uniqueness of program creates marketing opportunity

- Specific recommendations are:
  - Purchase/upgrade to support Cuatro Router Pod (CRP)
  - Purchase/upgrade to support Cuatro Switch Pod (CSP)
Goal-4: **Identify technologies to support various online instructional delivery methods:**

**Background/Overview -**

Educational technologies allow us to improve our ability to teach students successfully and to reach students who might otherwise go unserved. We need to leverage technology effectively in terms of both our instructors’ ability to teach with it and our students’ success in learning from it. The many educational technologies which we use in the traditional classroom setting are addressed elsewhere in this document. Here we focus on the tools we can use to ensure that online course delivery is just as, if not more, successful than its face-to-face counterpart.

- **Recommendation for Strategy 4.1: Provide technological resources students and faculty need in a robust online program.**
  
  - To support the unique needs of students we must have ubiquitous computing here on campus. This means sufficient computer labs accessible to students with fast Internet connections and which are up-to-date with the latest software. We must also have wireless access throughout the entire campus. These are prerequisites for our growing online learning programs.

  - The foundation of our online courses is the ETUDES learning management system platform. The course management system; ETUDES provides us with the basic tools necessary to deliver online courses. To be truly successful we must go above and beyond the basics of a purely text-based delivery approach to create courses that also include images and audio files whenever possible. As bandwidth permits we will also incorporate video files. These multimedia methods of delivery are integral to creating a robust student learning experience. We must encourage and provide support for our instructors to learn the skills needed to create courses of this caliber. We must also provide sufficient orientation to students so that they may succeed in utilizing these online course materials.

- **Recommendation for Strategy 4.2: Determine ways technology can be used to support students with common interests or common educational objectives in electronic communities.**

  - To support students with common interests or educational objectives we will catalyze the ways that technology can be used to support students with common interests and common educational objectives. Most of these fall under the umbrella of technologies called “Web. 2.0.”
Technologies which we will utilize towards the goal of creating communities of practice and facilitating communication amongst students include:

- Instant Messaging (IM) and Internet Relay Chat (IRC)
- Blogs – Web logs
- Vlogs - Video web logs
- Wikis
- Webcasting
- ePortfolios
- Social Networking (e.g. MySpace, Facebook)
- Social Bookmarking
- Virtual Reality Environments (e.g. Second Life)
- Podcasting

**Recommendation for Strategy 4.3: Design and implement ways to offer student assessments, student counseling, library and financial aid services on line.**

- Develop and offer online assessment services with proctored exams.

- Expand online counseling services to include online chat and electronic student education planning.

- Provide online library reference service. Create additional online tutorial modules on the use of library resources and research papers. Develop federated searching in which all of the library's resources (online databases, eLibrary, regular library catalog) can be searched through a single unified interface. Expand online matriculation and financial aid services to include online discussion boards and scheduled hours for online chat.
Goal-5: **Identify technologies to support various on-campus delivery methods:**

**Background/Overview -**

- **Problem:** How do we integrate technology into classroom-based instruction to increase access to information and enhance student learning while maintaining a technology standard?

Historically, only a core group of interested faculty has made use of instructional technology resources and training in order to enhance their teaching. Many faculties, in fact, make no use of these technologies at all, as indicated by the November 2008 Technology Survey implemented by the TMP Committee. To date, there are less than five Smart Classrooms on a campus that serves over 12,000 students. There is no established technology standard for classrooms, nor maintenance plans for existing equipment. Finally, there is no standard for instructional delivery technologies or for student learning technologies.

- **Recommendation for Strategy 5.1: Establish an infrastructure standard for “smart” classrooms.**
  - Encourage collaboration between faculty, administrators, and library personnel to ensure that all students have access to the same instructional technologies.
  - Experiment with emerging technologies by means of trial memberships/licenses and partnerships with agencies, vendors, and colleges.
  - Establish physical classroom space that facilitates all pedagogical styles and instructional delivery methods.
  - Develop a program and budget plan for upgrading/replacing technology and other equipment on a regular cycle.

- **Recommendation for Strategy 5.2: Train faculty to use classroom instructional technologies.**
  - Encourage, support, and eventually require all faculty to maintain a course website (through ADX or other web-based tools) to benefit students and reduce teacher paperwork.
  - Train faculty to use computer-assisted instructional technologies (e.g., PLATO, Course Compass.)
  - Identify and implement technologies to facilitate individualized instruction and monitoring assessment (e.g., ETUDES or other course management system.)
  - Develop an “Orientation to Instructional Technology and Resources” for new faculty and staff.
  - Train faculty in legal and ethical awareness of sharing intellectual property and other digital content among students, faculty, and staff.
• **Recommendation for Strategy 5.3:** Train students to use supplemental technologies to create class documents, presentations and assignments, and to learn collaboratively (e.g., ePortfolios, PowerPoint, Word, Online Research, GoogleDocs, wikis).
  
  o Develop an “Orientation to Instructional Technology and Resources” for new students.
  
  o Develop classes for students such as “ePortfolio Creation,” “Graphing Calculator Technologies,” etc. (Math, Science)
  
  o Require all students to enroll in CS901 and similar classes for application proficiency in Microsoft Word, Excel, PowerPoint, etc.
  
  o Survey students to identify priority needs for additional technology training.

• **Recommendation for Strategy 5.4:** Provide continuous technology-focused training programs for all employees.
  
  o Familiarize faculty with online resources for curriculum development (e.g., LACCD’s Electronic Curriculum Development System, MERLOT).
  
  o Communicate with faculty to determine curriculum needs and offer workshops that address the needs.
  
  o Support collaborative sharing of curriculum ideas through social networking tools such as GoogleDocs, GoogleGroups, etc.
  
  o Survey faculty and staff to identify priority needs for technology training to enhance professional development.
  
  o Support release time and tuition incentives for employees to benefit from available technology training opportunities.

• **Recommendation for Strategy 5.5:** Improve technologies to assist disabled student learning. (e.g., closed captioning, large screens, voice recognition software).
  
  o Provide at least a minimum set of assistive technologies for disabled students.
• **Recommendation for Strategy 5.6:** Create and maintain campus-wide portal for faculty, staff, and students, which directs the users to specific, custom resources.

  o Develop a portal system where faculty can log-in and access department-specific syllabi, course outlines, SLOs, sample assignments, computer software, online resources (e.g. Course Compass, MERLOT)

  o Provide via portal inventory and locations of physical campus resources such as which computers have which programs (computer-assisted instruction, simulation software, computation software, voice recognition, adaptive technologies).

  o Provide ongoing and current information on the portal to all employees about available technologies, training, and campus information
Goal-6: Identify and implement technologies to support campus services and facilities:

Background/Overview -

- **Problem:** How do we facilitate communication between faculty, staff, and students to support campus services?

Historically, campus services focused on enabling staff who in turn provided services to students. Furthermore, communication between campus service providers, departments, and students has been inconsistent and inadequate. The needs of perspective, current, and former students must be fully integrated into a self-service model, which requires addressing the needs and expectations of a diverse and changing population.

- **Recommendation for Strategy 6.1:** Establish a technology standard for departments and programs to support a multimedia, state-of-the-art campus environment that is flexible as new and more effective technologies emerge.

  - Partner with the National Student Clearinghouse to offer students the opportunity to request transcripts and verifications online.
  - Expand agreements with CSUs and UCs for electronic transcript submittals.
  - Purchase Connect Ed automatic call software in order to alert students to closed classes, registration dates, schedule changes, or anything else of interest. This is both an outreach and enrollment management tool with more flexibility, speed and capability than the current SARS system.
  - Research the cost for an “Amazon.com style” program to suggest course alternatives to students whose classes have been cancelled.
  - Design a website specifically for veterans to provide information and services for students claiming benefits under a veteran’s program.
  - Build a “cradle to grave” infrastructure for non-F-1 visa international students who are interested in an online AA degree. This infrastructure would include online orientation, counseling support, registration, assessment and admissions advisement. More specifically, this infrastructure would include an “echat” system for real-time counseling, transfer and admissions advisement and an online international student application from CCC apply. Echat can also be used for advisement for non-international student populations such as veterans.
  - Scan and electronically store all appropriate admissions and records documents so that student records are safe and easy to retrieve.
- Continue with the “Degree Works” project that will permit students to engage in self-service counseling. Degree Works users are able to gauge their time to degree or certificate completion, and may track their completion time under a variety of different hypothetical scenarios, such as a change of major.

- Along with the expansion of self-service online options for students, the expansion of computer self-service stations with student assistants.

- Redesign of the online fee payment system in SIS to improve reconciliation problems and to create the capability to calculate transcript and verification processing fees.

- Purchase scanners so that signatures can be more easily used on forms, certificates and diplomas, so that forms can be updated for online use, and so course descriptions can be emailed rather than faxed or mailed.

- An electronic faxing system that converts faxes into digital images that can be forwarded via email.

- Collaborate with the LACCD to implement and early alert program for students.
Goal-7: **Identify how Measure J funds will support academic computing:**

**Background/Overview -**

- Los Angeles Community College bond election, also known as Measure J or Local Community College Classroom Repair, Public Safety, Nursing, and Job Training Measure, took place on **November 4, 2008** in **Los Angeles, CA**.
- Measure J was approved on November 4, 2008. It required a fifty-five percent (55%) vote for passage, and it got 69.43%.
- Measure J authorizes the community college district to issue $3.5 billion in bonds at legal interest rates.

Measure J intends to prepare students for jobs by improving classrooms, laboratories, equipment; train nurses, police, firefighters, paramedics; increase apprenticeship training opportunities; repair electrical wiring, plumbing, fire alarms; improve earthquake safety, energy efficiency to reduce costs; acquire/improve real property.

**Recommendation for Strategy 7.1:**

- In regards to Measure J, $12 million dollars, or a portion thereof, has been targeted for classrooms to support academic computing.

- **The committee and its related sub-committees recommend classroom technology standards as a proven way to improve the academic computing environment of the college.** In addition, classroom standards are Measure J compliance and will create an efficient, equitable teaching environment in which every instructor can walk into every classroom knowing what teaching technologies to expect and how to use them.

- These standards represent the baseline for general purpose classroom technology. There is recognition and agreement that some departments have unique requirements that cannot be met or addressed by the proposed classroom technology standards.

- The classroom technology standards make no attempt to decide upon or limit exceptional technologies, present or future, for exceptional teaching requirements.
- **Classroom Technology Standards** – will assure classrooms can support multimedia-based lectures. Classroom technology will also give instructors the ability record lectures, as well.

- Classroom Configuration:
  
  - The development of a secured modular and mobile SmartBox (teaching station) consisting of:
    - Desktop or laptop computer
    - Wireless keyboard, mouse, and microphone
    - High resolution Web cam and possibly Document camera
    - Blu-ray DVD player
    - Support for CD-RW, HD DVD-RW, and possibly legacy VHS
    - Both wire (Gigabit speed) and wireless Internet connectivity
    - Smart control system e.g. wireless remote keypad
    - Media support for: flash memory cards
    - I/O support for:
      - USB flash drives
      - ExpressCard and/or PC Cards
      - Smartboard, Documents
      - MP3 players and/or IPods
  
  - Fixed data/video Hi-resolution projection capability
  - Sound system
  - Adjustable classroom lighting capabilities
  - Wireless student networking
  - Whiteboards and Smartboards
Appendix-2: Network and Technology Infrastructure

West Los Angeles College working with Los Angeles Community College District intends to build a robust and sustainable technology infrastructure that can accommodate the rapidly evolving needs of the students, faculty and staff with an ability to accommodate emerging demands and new technologies. (January 5, 2009 LACCD Strategic Plan)

The WLAC network and technology infrastructure will embrace the following fundamental design goals:

- **Scalability** - to assure our network can grow to include new user groups and remote sites and can support new applications without impacting the level of service delivered to existing users.

- **Availability** – to deliver consistent, reliable network performance, as needed by the college.

- **Security** – the campus network and technology solutions will adopt best practices as it relates to network access, physical security, and data protection.

- **Manageability** – IT staff will be able to manage and support the technology infrastructure in the most cost efficient and effective manner.

- **Open Architecture** – to accommodate multi-vendor, multi-product environment

- **Total Cost of Ownership** – to assure that all associated costs, related to technology, over a given time period are considered during acquisition. This will also include; upgrades, contracts, and licensing.
Appendix-3: TMP eSurvey - Conclusions and Interpretations

- An online survey was conducted over a nine day period from November 18, 2008 to November 27, 2008. The target goal for participation was approximately 150. At the conclusion of the survey over 138 responses were collected. Survey participants included; faculty members, classified employees who work directly with students, and campus administrators.

- **The survey was conducted in an attempt to determined and assess the following:**
  
  o The overall utilization of technology in support of academic computing and student services.
  
  o The dominant technologies used within the college environment.
  
  o The effectiveness of technology in its usefulness to help students or solve student related issues.
  
  o The problems associated with using existing technology in perspective areas.
  
  o Suggestions related to identified problems.

- **Survey’s major conclusions:**

  1. Survey results indicated that technology and its use is prevalent throughout the college. All participants stated that computers are used within their area, department, and/or discipline.

  2. Approximately 77% of the participants indicated that their students are using computers to complete or perform related course work or access college related information.

  3. Over 86% of the participants found computers and its related technology to be very useful in helping them work with students or solve student related issues.

  4. Nevertheless, over 49% of the participants felt that there were not enough computers or access to technology to meet requirements related to delivering student services.
5. Approximately 40% of the participants indicated their use of some distance learning software. Over 32.8% were using ETUDES and 6.7% were using some other distance learning course management system.

6. Technology related to multimedia, animation, podcasting, and Web 2.0 is significantly under-utilized at the college.

7. Approximately 20.2% of the participants felt that their classroom is not suitable to support the existing technology they are using.

8. Participants expressed several suggestions related to identified problems:
   - Over 90% of the participants agreed or strongly agreed that more on-campus training would be beneficial.
   - Approximately 44% of the participants believe that a technology-based newsletter would be helpful.
   - Over 46% agreed that additional on-line training would be helpful.
   - Over 61% strongly believe the existing technology should be simpler and easier to use.
   - Over 52% strongly agreed that our existing technology needs to be more reliable.
   - Over 46% strongly agreed that technical support needs to be improved.
   - Approximately 54% strongly agree that existing classrooms and facilities need to be retrofit to support technologies.

9. Participants clearly expressed the desire to have more technology in their classroom and work areas. Some examples are:
   - Over 39% would like to have access to high-speed color printers.
   - Over 44% would like to have access to document scanning technology.
   - Approximately 40% of the participants would like to have a Web 2.0 training labs for instructors.
   - Over 41% would like to see support for Web 2.0 applications.
• **Survey interpretations:**

1. The college is clearly using computers and related technology to support academic computing and student services. But, the survey’s results indicate that this is a “work-in-progress.” Current efforts are fragmented and decentralized.

2. The college faculty has clearly embraced distance learning as a course delivery method.

3. The college needs to address its deficiency as it relates to the number of computers available and technology access, respectively. The campus migration to wireless technology may help to address the latter.

4. The college needs to continue to address technology training as it relates Web 2.0 applications.

5. The college needs to address and standardized classroom technology standards. Goal-7 related to Measure J proposes possible standards.

• **Survey results can be viewed at the following link:**

West Los Angeles College
Student Services Plan
2007– 2011

Submitted by Betsy Regalado
Vice President, Student Services

Developed November 2007

Revised November 2008

Updated October 2009 with Summary of Activities for 2007-09
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Executive Summary

The Student Services Division at West Los Angeles College (West) is dedicated to assisting students in defining and achieving their educational goals. In response to this commitment, the Student Services Division plans to work collaboratively with various college and instructional departments to address the unique needs of the student population it serves and to create a seamless, student-centered and responsive unit for student success.

Walk across campus on any given day and you will see hundreds of faces that reflect the demographics of our great city. As one of 110 community colleges in the State, we are an open access institution dedicated to helping students achieve their dreams. Nearly 11,000 students attend classes at West.

It is within this setting that West’s Student Services Division has been meeting to develop goals for the unit. Both short-term and long-term goals for the next four years were developed during the 2007-2008 academic year. At the conclusion of these meetings, we arrived at a unanimous decision that, to meet the needs of our current and future students, there are six areas that need our attention: 1) seamless enrollment processes 2) reduction of undeclared majors 3) reduction of students on academic probation 4) increased graduation rates and transfers to four-year institutions 5) remediation for academic under-preparedness/pre-collegiate students and 6) increase awareness and utilization of student services programs.

These six areas will have a significant impact on student outcomes. Therefore, contained within this strategic plan is a clearly laid out action plan with measurable objectives and goals, completion dates and responsible departments. It is our hope that at the end of this plan, we will have made substantial progress in achieving the goals in these six identified areas.
INTRODUCTION

The mission of West Los Angeles College is to serve students and the community by providing quality instructional and support services including programs, facilities, and open access for all who can benefit from its instruction.

The 2007-2011 Student Services Strategic Plan has been prepared to chart the direction of the Student Services Division in support of West Los Angeles College’s Educational Master Plan, Basic Skills Plan and the recently developed Technology Master Plan ratified in Spring 2009.

The strategic plan was developed by the Student Services administrative and management team over the course of several planning sessions that examined:

- Organizational challenges facing West and Student Services,
- Student Services strengths and areas of improvement; and

The development of major goals, measurable objectives, and strategies were created to support the College’s academic mission. The planning model provides a foundation for the ongoing monitoring of progress over the course of the Educational Master Plan.

STUDENT SERVICES MISSION STATEMENT

Student Services assists students to define and reach their personal and educational goals.

VISION STATEMENT

Through innovative, seamless and responsive student support services and programs, West Los Angeles College Student Services Division empowers students to succeed.

The mission statement for Student Services is descriptive of its role and responsibility to provide direct assistance to all students at West Los Angeles College through a range of support services and programs. Student Services is composed of the following departments:

- Admissions and Records
- Associated Students Organization
- Child Development Center
- Counseling Service Division
- Disabled Students Programs and Services (DSP&S)
• Extended Opportunity Programs and Services (EOP&S) / Cooperative Agencies and Resources for Education (CARE)
• Financial Aid
• Intercollegiate Athletics
• International Student Center
• Matriculation and Assessment
• Outreach and School Relations/CAHSEE
• Puente
• Student Health Center
• Student Activities
• University Transfer Center
• Veterans

An organizational chart for Student Services is contained in Appendix I. A complete description of each Student Services unit is contained in Appendix II.

2007-2011 STUDENT SERVICES GOALS

The administrative and management team of Student Services identified six major goal areas for the four year period, 2007-2011, of the Educational Master Plan. The major goals are overarching for Student Services and encompass the work of each of the departments within the division. The goal areas were developed to address the critical challenges facing West students in the pursuit of their academic goals.

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

Goal 2: Help students identify career interests and goals so that they can declare a major no later than the end of their first year at West.

Goal 3: Reduce the number of students on academic probation, progress probation and disqualification.

Goal 4: Increase the number of students who graduate with an AA degree, transfer or are prepared for transfer.

Goal 5: Enhance the academic preparedness of pre-collegiate students.

Goal 6: Increase the awareness and utilization of student services programs.

The formulation of the major goals for Student Services for the 2007-2011 planning period provides a foundation for the next phase of work by the administrative and management team.
The organizational responsibilities assigned for the successful accomplishment of the major goals and measurable objectives require collaboration across the Student Services and instructional organization. Regular progress and outcome reports will be prepared on an annual basis through the program review cycle.

### 2007-2011 STUDENT SERVICES GOALS AND OBJECTIVES

**GOAL 1:** *Decrease the number of applicants who never enroll in the college by streamlining the enrollment process.*

A. **Objective:** Reduce the number of applicants that never enroll to the college.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Agent/department</th>
<th>Attainment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the response rate to CCC Apply applicants • Provide training to staff</td>
<td>A&amp;R Outreach Office Student Services</td>
<td>08/09, divided application according to alphabet.</td>
</tr>
<tr>
<td>• Develop a registration appointment letter</td>
<td>A&amp;R District Office</td>
<td>Registration letter used in fall 07, spring 08 and fall 08. Moved to e-letter in Winter/ Spring 2010.</td>
</tr>
<tr>
<td>• Develop an online admissions process for international students living abroad (Goal 6, Technology Plan) • Develop a marketing website for F1 students</td>
<td>A&amp;R Academic Affairs Distance Learning Marketing SunGuard</td>
<td>Fall 09, completed. Partnered with Sun Guard and the LACCD IT.</td>
</tr>
<tr>
<td>• Expand computer self-service stations (Goal 6, Technology Plan) • Eliminate course request cards. • Based on the</td>
<td>A&amp;R SunGuard A&amp;R IT</td>
<td>Spring 09, completed. 10 stations available.</td>
</tr>
<tr>
<td></td>
<td>A&amp;R</td>
<td>Spring 09, completed.</td>
</tr>
</tbody>
</table>
information collected on the admission application develop a referral system to campus services.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsibility</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.</td>
<td>matriculation, A&amp;R, counseling, outreach</td>
<td>07/08, on-going.</td>
</tr>
<tr>
<td></td>
<td>matriculation A&amp;R counseling outreach</td>
<td>07/08, completed.</td>
</tr>
<tr>
<td></td>
<td>matriculation financial aid</td>
<td>09/10, completed.</td>
</tr>
<tr>
<td></td>
<td>matriculation counseling</td>
<td>09/10, Developed SEP PREP workshops utilizing DW for Ed Plan offered in group format.</td>
</tr>
<tr>
<td></td>
<td>matriculation counseling</td>
<td>09/10, completed.</td>
</tr>
<tr>
<td></td>
<td>distance learning counseling matriculation financial aid student activities</td>
<td>07/08, completed, managed by student activities office.</td>
</tr>
<tr>
<td>Question site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establish an on-line counseling system with Discussion Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pilot eChat in Counseling Division first and then expand to other departments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Obj. 4.b. Master Plan)  
(Strategy 4.3 Technology Plan)  

| Provide support services for evening and weekend students.  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Open first Saturday of second-eight week session</td>
</tr>
</tbody>
</table>

(Obj. 4.e. Master Plan)  

| Implement a queuing system in the matriculation areas to streamline services to students.  
|----------------|
| • Renovate the A&R and FA Office  
| • Prepare for move to new Student Services Building |

| Matriculation  
|----------------|
| A&R  
| Counseling  
| Financial Aid |

<table>
<thead>
<tr>
<th>Re-vitalize and expand the High School JumpStart program and create a</th>
</tr>
</thead>
</table>

| Outreach & Recruitment |

| 07/08, pilot program operational since spring 2008 with Outlook and Discussion Board as base. On 11/12/08 viewed demonstration on e-Chat  
|----------------|
| On 11/21/08, invited Coastline College to present on eChat and eAdvising.  
| 05/09, implemented e-Chat in Counseling and International Student Program. |

| 07/08, all departments are opened one or more evening per week until 7 p.m. Matriculation areas and FA opened 2 Saturdays prior to semester beginning and two Saturdays the first week of school.  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10, Budget reductions caused division to modify its evening hours. Matriculation areas are all open two nights a week instead of 4 nights. During peak registration time, Matriculation areas are opened 4 nights a week.</td>
</tr>
</tbody>
</table>

| 07/08, completed. |

| 07/08, completed.  
|----------------|
| 08/09, Move Management meeting held on October 30  
| SSB Building projected to open Summer 2010. |

| 07/08, School Relations Office opened. |
### School Relations and Outreach Office.
- Develop a College Outreach Plan

<table>
<thead>
<tr>
<th>School Relations and Outreach Office.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop a College Outreach Plan</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>07/08, Completed. Revised in 08/09.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scan and electronically store all appropriate admission and records, financial aid and matriculation documents so that student records are safe and easy to retrieve. (Goal 6, Technology Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viatron A&amp;R FA Matriculation</td>
</tr>
<tr>
<td>07/08, Financial Aid and Matriculation Office completed. 09/10, A&amp;R completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serve on the District –wide SIS Committee to purchase a new SIS system for the District.</th>
</tr>
</thead>
<tbody>
<tr>
<td>District All Services</td>
</tr>
<tr>
<td>09/10, mapping of A&amp;R functions in process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance and promote the use of online instructional attendance accounting rosters: Grade Roster, Exclusion Roster, Positive Attendance and Alert Roster.</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A&amp;R Academic Affairs</td>
</tr>
<tr>
<td>Spring 09, training on rosters started. Eliminated exclusion cards.</td>
</tr>
</tbody>
</table>

### GOAL 2: Help student identify career interests and goals so that they can declare a major no later than the end of their first year at West.

A. **Objective:** Reduce the number of undecided students by 5% every year.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Agent/department</th>
<th>Attainment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a Career/ Job Development Center to increase awareness of career services.</td>
<td>General Counseling Transfer Center Student Services Workforce Dev. Matriculation</td>
<td>07/08, completed. Can be found under Matriculation website.</td>
</tr>
<tr>
<td>- Earmarked permanent location in the Measure J proposal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop and incorporate data learned in student survey to establish program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop an online career resource page.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Purchase and post pod-casts on career exploration on website.</td>
<td>08/09, Center renovated with four new student stations with computers. Redesigned SS building housing transfer center inside Counseling Services Division.</td>
</tr>
<tr>
<td></td>
<td>• Renovate the existing Transfer Center.</td>
<td>07/08, approved by CSU and UC.</td>
</tr>
<tr>
<td></td>
<td>• Revise and update the PD 20 class to meet the standards for CSU and UC</td>
<td>07/08, position ranked #5 on FPIP list. Position not filled because of budget shortfall.</td>
</tr>
<tr>
<td></td>
<td>• Hire a full-time Counselor with a specialization in career development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a marketing plan to promote career services.</td>
<td>General Counseling Transfer Center Student Services Student Activities Workforce Dev.</td>
</tr>
<tr>
<td></td>
<td>• Creation of a career brochure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a Career/Job Development webpage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize SARS Call to send information to students about career events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop a career newsletter to spotlight career activities on campus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide Career/Job Fairs and internship events on campus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize Focus Groups to determine what we can do to improve career services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize Degree Works to track students’ progress towards career attainment.</td>
<td>General Counseling Transfer Center Student Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08/09, development of DW in progress. College catalog scribing and testing completed. Training scheduled for December 2008 and implementation scheduled for spring 2009. 09/10, DegreeWorks fully operational. West is the</td>
</tr>
</tbody>
</table>
• Upgrade and purchase software to assist disabled student learning. (e.g. closed captioning, large screens, voice recognition software)  
(Strategy 4.2, 4.3 & 5.5, Goal 6 Technology Plan)

DSPS IT

only campus using DW for AA, certificate and transfer tracking. Showcased DW at Campus Retreat on November 09.

10/11, High Tech Center designed inside the DSPS office in the new building.

GOAL 3: Reduce the number of students on academic probation, progress probation and disqualification.

A. **Objective:** Reduce the number of students on probation by 3% each year.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Agent/department</th>
<th>Attainment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and notify at-risk populations of their academic status.</td>
<td>A&amp;R Counseling EOP&amp;S DSPS International Athletics Matriculation Financial Aid</td>
<td>08/09, Point of contact surveys developed in Counseling Services Division to assess need of students. E-survey used.</td>
</tr>
<tr>
<td>Inventory the needs of at risk students to create methods of measurements to determine appropriate interventions. Use e-surveys. (Goal 3, Technology Plan)</td>
<td>07/08 and 08/09, Hurdler program implemented and information shared with respective areas. 09/10, Academic Hurdler program replaced with online alert system. 07/08, District provides list</td>
<td></td>
</tr>
<tr>
<td>Academic, progress and subj. to disqualification.</td>
<td>to college. Counseling Services Division addressed students need through group Counseling sessions.</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>- Number of probation students referred by alert system</td>
<td>07/08, Matriculation office working with District office to develop an electronic early alert system. In progress. 09/10, First phase of the online alert roster completed. West implemented the first phase in Nov. 09. Showcased alert system at the Campus Retreat in November 09.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase the number of students who meet with a counselor and the number of Ed plans generated for this population.</th>
<th>Matriculation Counseling EOP&amp;S DSPS Athletics Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hire a full-time counselor for Intercollegiate Athletes.</td>
<td>08/09, Ed plan tabulations are recorded at the end of each fiscal year.</td>
</tr>
<tr>
<td></td>
<td>08/09, completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revise the academic and progress dismissal policy and notification letter.</th>
<th>Counseling A&amp;R Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Revamp grade petition process and improve response time.</td>
<td>07/08, completed.</td>
</tr>
<tr>
<td></td>
<td>08/09, completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop a student success program tied to the Learning Skills Center that provides assistance to CAHSEE and other pre-collegiate students.</th>
<th>All departments of Student Services Learning Skills Center CAHSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify/Allocate resources to track</td>
<td>CAHSEE grant awarded in 07/08 and 08/09. Funds used to hire two LS instructors to develop non-credit math and English courses. 09/10, CAHSEE program suspended by State.</td>
</tr>
<tr>
<td></td>
<td>09/10, DW fully implemented at West.</td>
</tr>
<tr>
<td>Student Outcome</td>
<td>Matriculation Student Service Counseling</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Outreach to target population through SARS CALL and written materials</td>
<td>07/08, in progress. Matriculation department working with District to develop an on-line alert system. 09/10, First phase of the online alert roster completed. West implemented the first phase in Nov. 09. Showcased alert system at the Campus Retreat in November 09.</td>
</tr>
<tr>
<td>Evaluate the effectiveness of the college’s alert system and develop and implement a new alert system if necessary. (Basic Skills Plan)</td>
<td>07/08, PD 40 approved for UC and CSU. 08/09, Position ranked #3 on FPIP list but no fiscal resources allocated to position.</td>
</tr>
<tr>
<td>Increase participation in Personal Development Courses</td>
<td>08/09, Contracted with Mosaic Family Services to expand health services; however, mental health services remain the same.</td>
</tr>
</tbody>
</table>
| - Develop a three-unit PD 40 Student Success Course that incorporates 16 hours of learning strategies that meets the standards for CSU and UC.  
- Hire full-time PD instructor | 09/10, completed. Hosted eight field trips. |
| Expand mental health and personal counseling services |  
| Assess high school students while still enrolled in High School |  
| - Host high school field trips at West |
**GOAL 4:** Increase the number of students who graduate with an AA degree, transfer or are prepared to transfer.

AA baseline for 2007/08: 340  
Baseline year for 2007/08: 41 UC transfer students and 199 CSU transfer students.

**Objective:** Increase the number of students who graduate with an AA degree or transfer by 5% each year over the baseline year of 2007-08.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Agent/department</th>
<th>Attainment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Degree Works to develop a student tracking system from entry to graduation</td>
<td>Student Services Transfer Center Counseling Matriculation EOP&amp;S DSPS Financial Aid Athletics</td>
<td>09/10, DegreeWorks fully operational. West is the only campus using DW for AA, certificate and transfer tracking. Showcased DW at Campus Retreat on November 09</td>
</tr>
<tr>
<td>• Develop a two-path initiation graduation policy (Strategy 4.2, 4.3 &amp; 5.5, Goal 6 Technology Plan)</td>
<td></td>
<td>07/08, completed. New policy and filing periods advertised in schedule of classes.</td>
</tr>
<tr>
<td>Contact students who have not met with a counselor.</td>
<td>Student Services Transfer Center Counseling Matriculation EOP&amp;S DSPS Financial Aid Athletics Athletics District IT</td>
<td>07/08, On-going.</td>
</tr>
</tbody>
</table>
### 2007-2011 West Los Angeles College Student Services Plan

- Monitor number of AA graduates per year
- Monitor number of UC and CSU admits per year
- Monitor number of vocational certifications awarded
- Monitor academic performance of student athletes.

<table>
<thead>
<tr>
<th>Transfer Center Counseling Athletics DSPS EOPS Transfer Honor Program Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase collaboration with 4-year institutions to enhance transfer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increase the number of transfer agreements with 4-year institutions (TAG, GTO)</td>
</tr>
<tr>
<td>- Host University officials at West</td>
</tr>
<tr>
<td>- Simplify articulation agreements to make them more user-friendly</td>
</tr>
<tr>
<td>- Publicize transfer activities on a monthly calendar</td>
</tr>
<tr>
<td>- Develop a transfer brochure</td>
</tr>
<tr>
<td>- Partner with REEO, non-profit transfer program</td>
</tr>
</tbody>
</table>

- Develop a Transfer e-Chat website using live e-chat with four-year representatives.

- 08/09, On-going, benchmark set.
- 08/09, On-going, benchmark set.
- 08/09, On-going, benchmark set.
- 07/08, On-going, benchmark set.

<table>
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<tr>
<th>On-going</th>
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</table>

- 08/09, Hosted Chancellor Block from UCLA. Served as the 2009 Commencement Speaker. 07/08, on-going.

| 07/08, completed. |
| 07/08, completed. |

- 08/09, 25 students admitted to the REEO program. 09/10, REEO program canceled due to lack of funds.

| 09/10, in development. Landing page completed recruiting university representatives. |
- Apply for Puente Grant

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Partner with National Clearing House to develop online transcript request and verification.</td>
<td>A&amp;R Clearing House District office</td>
<td>09/10, completed.</td>
</tr>
<tr>
<td>Expanding agreement with CSUs and UCs for electronic transcript submittal (Goal 6 Technology Plan)</td>
<td>08/09, Electronic transcript submittal completed with CSULA.</td>
<td></td>
</tr>
<tr>
<td>Develop an e-survey to evaluate West graduate’s experience.</td>
<td>A&amp;R Graduation</td>
<td></td>
</tr>
<tr>
<td>Host a personal statement clinic to assist students planning to transfer.</td>
<td>Transfer Academic Senate</td>
<td>08/09, ongoing.</td>
</tr>
</tbody>
</table>

**GOAL 5: Enhance the academic preparedness of pre-collegiate students.**

**Objective:** Provide support services to address academic preparation and student success.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Agent/department</th>
<th>Attainment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students who are academically under-prepared.</td>
<td>Counseling Academic Affairs EOP&amp;S DSPS Athletics Student Services Matriculation</td>
<td>08/09, UMOJA program implemented. 09/10, FACE implemented.</td>
</tr>
<tr>
<td>Work with Academic Affairs to increase the number of tutors who are certified to tutor.</td>
<td>Academic Affairs Learning Skills Student Services Athletics EOP&amp;S</td>
<td>08/09, CAHSEE grant funded tutors for LRC. 08/09, $75,000 issued to</td>
</tr>
<tr>
<td>Academic Affairs to establish supplemental instruction for high risk courses.</td>
<td>DSPS</td>
<td>pilot SI program from presidential set-aside funds. 09/10, Due to budget cuts, program discontinued. 08/09, completed.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Athletic department collaborated with LRC to establish a study hall for student athletes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Obj. 1.D. Master Plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase awareness of existing support services for pre-collegiate students</td>
<td>Admission Counseling Matriculation Student Services Academic Affairs</td>
<td>07/08, student services directory brochure printed. 07/08, Installed LCD in admissions to promote academic policy and student services activities. 09/10, Student Services Division used email system to notify students of registration appointments, canceled classes and to notify students who are reaching the 30 unit remedial limit or have failed a course multiple times. Nov. 09, visited Library and Learning Skills Division.</td>
</tr>
<tr>
<td>- Establish a student services and instructional support brochure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establish a college campaign to promote admission and academic policies, drop deadlines, academic renewal, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establish an email notification system for academic policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SS Road Show: visit all academic departments to address common issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a summer bridge program for high school graduates identified as pre-collegiate that addresses</td>
<td>Outreach Academic Affairs Learning Skills Personal Development</td>
<td>08/09, Basic Skills Plan includes FACE and UMOJA.</td>
</tr>
</tbody>
</table>
math, English and study strategies that feeds into a First Year Experience Program.

(Obj. 2.C., 4.A. Master Plan)

<table>
<thead>
<tr>
<th>Strategies</th>
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<th>Attainment date</th>
</tr>
</thead>
</table>
| Develop a marketing plan that promotes student services
  - Create marketing materials: brochures, folders and promotional materials “goodies”
  - Update and maintain Student Services website
  (Goal 6 Technology Plan) | All departments of Student Services
  Graphic Artist
  Public Information Officer | 07/08, numerous marketing pieces developed. 08/09, New JumpStart and School Relations website, UMOJA website, several existing sites updated. 09/10, new International Student Center and Veterans website. |

GOAL 6: Increase the awareness and utilization of student services programs.

Objective: Effectively market the student services programs offered on campus.
- Conduct a student services climate survey every 2 years and tie the results to program review

- Use e-newsletter to enhance student experience and communication on campus and to promote services. (Goal 3, Technology Plan)

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Parties</th>
<th>Progress Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a student services climate survey every 2 years and tie the results to program review</td>
<td>ASO Marketing</td>
<td>08/09, point of contact survey completed and incorporated in program review. 09/10, District Student Satisfaction Survey disseminated and results collected and incorporated in program review.</td>
</tr>
<tr>
<td>Host a student services and instructional support welcome fair the first-two days of school in the fall and spring semester.</td>
<td>All departments of Student Services Student Activities</td>
<td>07/08, welcome week institutionalized. 07/08, completed; however location varies each year.</td>
</tr>
<tr>
<td>Create an Add and Drop Center during peak registration.</td>
<td>Athletics</td>
<td>Spring 08 Fall 08, suspended in Fall 09 and reinstated in Fall 10. Fall 08 Fall 09</td>
</tr>
<tr>
<td>Expand sport programs on campus, especially programs that address Title IX requirements.</td>
<td>Athletics</td>
<td>Spring 08 Fall 08, suspended in Fall 09 and reinstated in Fall 10. Fall 08 Fall 09</td>
</tr>
<tr>
<td>Increase and promote the number of clubs offered on campus.</td>
<td>ASO</td>
<td>07, on-going.</td>
</tr>
</tbody>
</table>
SUMMARY OF ACTIVITIES

The below summary highlights the activities completed in Fall 2007 through Spring 2009 for the aforementioned goals:

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

2007-2009

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

- Develop a registration appointment letter- the appointment letter was issued for summer/fall 2007, winter/spring 2008 and summer/fall 2008 registration. The registration appointment letter encourages students to register on their appointment date, address any existing holds on their records and confirms their current class enrollment. According to our daily enrollment numbers, the college has experienced an increased number of students enrolling on their appointment date.

- In December 2007, the Matriculation Office developed a New Student Online Orientation. The orientation is accessible through the college website and can be viewed in English, Spanish and with captioning. As of fall 2007 only, 1,170 students completed the online student orientation compared to 2,038 students in 2006/2007.

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

- All student services offices have extended hours until 7 p.m. Monday through Thursday to meet the needs of the evening student.

- A queuing system was purchased and installed in the Admission, Matriculation, Financial Aid and Counseling office. The queuing system eliminated waiting in lines and students are called to an identified window by the representative assigned to the service requested. The queuing system provides valuable reports on the number of students served and the type of service requested. The data will be used to determine staffing needs and college growth.

- The Office of School Relations and Outreach was established in fall 2007 to assist high school students with the enrollment process for on and off campus classes. West recruiters work with high school officials to streamline the
admissions process. With the execution of the School Relations and Outreach Plan 2007-2008, the number of JUMPSTART (off campus college classes) students increased. In fall ’07 there were 614 JUMPSTART students; in fall ’08 there was an increase of over 100% with 1,332 students enrolled.

- The Counseling Services Division reviewed its counseling priorities and assessed the need for an alternative mode to deliver counseling services. The Counseling Services Division began piloting online counseling for ten hours per week in fall 2007 as reported in the Accreditation Progress Report 2008. In one year, the number of online counseling requests tripled. Counseling Services Division will submit an application for a full-time, tenure track counselor position to the Faculty Priority and Identification Position (FPIP) committee to enhance counseling services in Fall 2009.

- The Admissions and Records Office experienced significant changes beginning with the renovation of the Admissions and Records Office and the Financial Aid Office in spring 2007. As of fall 2007, an add/drop center was established to augment the Admissions and Records operation during peak registration periods. The A&R Office continues to update and streamline its business practices to stay in compliance with District and Title V. The A&R office expanded the lobby’s self-service computer stations from 5 to 10.

- Matriculation and Financial Aid office started scanning and electronically storing all documents so that student records are safe and easily retrieved.

2009-2010

- Since Fall 2007, West has sent out registration notices by letter though the US Post Office. This method of registration notification cost the college more than $15,000 each year. To save printing costs for the 2009-2010 year, West sent registration notices through email. For students who have no email, or have an invalid email, registration letters were sent by mail with a notice warning students that they should update their email addresses. West plans to continue with electronic registration notifications.

- In response to a need for increased international student diversity and revenues to subsidize our domestic student population, West created a new admission portal and payment system for online students living abroad. Students, whether US citizens or not, may now earn an AA degree completely online while living abroad. To effectively implement this new program, West created a new admissions processing and payment system designed for international students living abroad.

- As a part of its effort to recruit more F1 international students, West completely redeveloped its online international F1 student web page. Prior to the summer of 2009, the international student web page contained only a few paragraphs of cursory information. Under the new site, potential international students can receive detailed instructions for how to apply, how to pay fees, how to navigate the visa process, how to remain in status, among other topics.

- Due to diminishing resources in counseling, we no longer have the student/counselor ratio that can sustain one-on-one counseling appointments for every student. In response to this, West has developed Student Educational Plan...
(SEP) workshops. In these workshops, students can receive counseling on how to construct an SEP as a group, serving more students with fewer resources.

- To save resources, student services evening hours have been reduced to two nights a week during the regular semester and four nights a week during peak registration time. All offices open at 8:30 a.m.

- In a move towards electronic storage and retrieval of documents, A&R started scanning and electronically storing many of its key documents so that student records are safe and easily retrieved. In the event of flood, fire or earthquake, student records must be maintained even if paper records are destroyed.

- In order to better serve students with diminished counseling resources, West has incorporated Degree Works into its new student orientation and assessment. Degree Works is an interactive degree planning and auditing tool that helps students map out their academic track leading towards transfer or a career.

- West has implemented e-Chat in the General Counseling and International Student Center website. e-Chat allows our distance education students to speak with a counselor or international student advisor in real time, regardless of location.

- As a part of its movement towards online rosters and greater instructional support, West has enhanced and promoted its online rosters system. Instructors may now submit grades in more than one batch, may submit grades without having to print out and sign a signature page and now have access to early alert rosters. In order to promote these new developments, West has reached out to faculty at Tech Fairs, one-on-one sessions, faculty meetings and through online tutorial technology.

- As a part of its effort towards Student Information System modernization, West has collaborated with various outside vendors to map both current and ideal processes. This mapping will help in creating Requests for Proposals should the district decide to move to a new Student Information System.

**Goal #2: Help students identify career interests and goals so that they can declare a major no later than the end of the first year at West.**

**2007-2009**

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

- The Los Angeles Community College District purchased DegreeWorks and is developing the software to track students’ academic progress, career interests and goals. DegreeWorks is an advising and auditing tool designed to enhance academic advisement services, improve student success, facilitate and streamline the transfer process. It provides integrated academic information, enhances college planning, increases graduation rates and contributes to administrative efficiency.
• The Student Services Division put forth eight positions in the competitive 2007/2008 FPIP process and three positions ranked in the top five. Position number one -- Intercollegiate Athletics Counselor -- was filled. The Personal Development Instructor was ranked third and the Career Counselor position ranked fifth. Due to fiscal instability the last two positions were placed on hold. As an interim response to augment career counseling services, the Matriculation Office in conjunction with the Counseling Services Division developed an online career resource page. The site gives students access to career assessment, exploration tools and links to professional career sites.

2009-2010
• DegreeWorks is now fully operational at West. Degree Works is being incorporated into orientations, counseling appointments and assessments and is being “showcased” at various faculty meetings.

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

2007-2009
• The Academic Hurdler program was developed by the matriculation office to conduct early identification of student progress. Students self-identify on a card the barriers/challenges they are experiencing and their name and contact information was forwarded to the respective office for follow-up.
• The counseling services division held four group counseling orientations on two Saturdays in June 2008 for students requesting additional counseling support through the Academic Hurdler Program. The division held group counseling sessions for students placed on academic or progress probation for fall 2008.
• West is actively involved in the district taskforce to develop an online “alert” system. This system will allow faculty to identify at-risk students and the appropriate support services will contact the students for follow-up.
• As of fall 2008, a new student health service contract expanding medical and psychological services was negotiated and approved. The Child Development Center (CDC) also collaborated with Saint John’s Hospital Child and Family Services to assist parents and CDC staff with special needs issues.
• In fall 2008, the Intercollegiate Athletics Department took an innovative stance and collaborated with the Learning Resource Center to develop a study hall for its 299 student athletes. The study hall introduced all pre-collegiate and college prepared student athletes to available resources in the HLRC.

2009-2010
• The first phase of the electronic early alert roster system is now fully operational. Faculty are now able to quickly alert students to potential problems in their class performance and to refer those students to appropriate services.
Now that West has secured Verizon Foundation grant money, we have created a plan to assess students while still in high school and to provide high school students with field trips to the West campus. There is evidence to support the idea that early assessment in high school could improve outcomes for students during their years in college.

In order to make the grade review petition process more fair, West revamped the process so that “no show” students would be properly excluded from classes.

The Intercollegiate Athletic department maintains GPA by teams and student athletes falling below academic standards are referred to the Learning Skills Center for instructional support. In Fall 2007, 3 student-athletes earned a GPA over 3.0 in 12 units or more; in Fall 2008, 27 student-athletes earned a 3.0 GPA or higher in 12 units or more; and in Fall 2009, 44 student-athletes earned a 3.0 GPA or higher in 12 units or more.

**Goal #4 Increase the number of students graduating with their AA degree or transferring by 5% each year over the baseline year of 2007/08.**

**2007-2009**

- Transfer data is currently being collected by the University Transfer Center and the Campus Researcher.
- Annually, the Transfer Center offers four on-site transfer admissions days for UC and CSU universities. In fall 2008, West hosted 34 universities/colleges at its annual Transfer Center Fair. The Transfer Center developed an online and hard copy monthly activity calendar that highlights the universities/colleges visits and workshops.
- Revised graduation petition process that incorporates two paths to apply for graduation. Student can self-initiate the petition or work with a counselor on the form.
- The Intercollegiate Athletic department began monitoring academic performance of student athletes. The department’s graduation rate for student-athletes increased by 55% in Spring 2009 from Spring 2007 and increased by 70% in the same time period for transfer.
- In fall 2008, West partnered with Resources for Educational and Employment Opportunities (REEO), a non-profit organization that works with community colleges to assist transfer students with their transition to four-year colleges. REEO also provides students with the professional development opportunities needed to start successful careers upon graduation. Forty-eight students applied to the program and 25 students were admitted.
- West applied for and was awarded the Puente (Bridge) grant in 2008/2009. **Puente** is a learning community (familias) program with a focus on the Latino culture and tradition, which provides mentors who assist students to realize their transfer and/or career goals. Puente incorporates the following academic and support services: financial aid, scholarship assistance, mentoring, career counseling, tutoring, personal development classes and English composition. There are 25 students enrolled in the first cohort.
2009-2010

- DegreeWorks is now fully operational at West. Degree Works is being incorporated into orientations, assessments and counseling appointments and is being “showcased” at various faculty meetings.
- In order to deliver transcripts and enrollment verifications more quickly and with less staffing resources, West partnered with the National Student Clearinghouse so that students now have the option to order and receive transcripts electronically.

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

2007-2009

- Student Services successfully partnered with the Academic Affairs Division to establish the California High School Exit Exam (CAHSEE) to College Program. West was again awarded the CAHSEE grant for 2008-2009. The first year of CAHSEE funds were used to hire two Learning Skills instructors to develop and update the curriculum. The first CAHSEE cohort started in May 2008. The second CAHSEE cohort began in September 2008.
- In spring 2008, the College Planning Committee approved the pilot of Supplemental Instruction (S.I.) through the competitive college set aside prioritization process for 2008/2009. The funds were used to hire in-class tutor/mentors for 12 high attrition classes in math, science and English. At the conclusion of the fiscal year, data will be used to compare success rates of supplemental instructional students and non-supplemental instructional students to determine if the program was successful and should be institutionalized.
- Partnered with Academic Affairs to develop a summer bridge program for high school graduates. Seven college-level courses are paired with a PD 40 class for summer 2008.
- The Basic Skills Committee funded the UMOJA program in 2008/2009, which targets pre-collegiate students who scored two levels below college level English and mathematics. There are 137 students currently participating in this program.

2009-2010

- The Basic Skills Committee funded the FACE program.
- In order to provide students with notices critical to their success, West delivered email notifications to students who had cancelled classes, registration appointment times, have failed a class two or more times or who are in danger of exceeding the 30 unit limit on remedial coursework.
- The SI program was halted and the funds were returned to the general college budget to address the campus deficit.
- In response to the State budget cuts, the State Chancellor’s Office suspended the CAHSEE program.
Goal # 6 Increase the awareness and utilization of student services programs.

2007-2009

- Since fall 2006, West Los Angeles College hosted a college-wide Welcome Week Fair. Student Services and academic departments are represented at the fair to increase student awareness and recruit students into programs.
- In addition to the new marketing pieces developed in fall 2007, new promotions were designed this year to promote support services on campus: Student Health Center, Associated Students Organization, How to Cover Textbook Expenses, Student Success Seminars brochure advertising on campus retention workshops, and CAHSEE brochure.
- Marketing material was developed for the following offices: Admissions, Counseling, Transfer Center, Counseling Services and Student Services. All new students that apply in person are welcomed by the college with an admissions folder that directs them to the next step of the matriculation process.
- Beginning in fall 2007, all Student Services and ASO activities have been posted in the student and faculty/staff electronic college West Week. To keep the students updated on campus news and events, a modernized online ASO newsletter “The Student Voice Newsletter” replaced the paper version in Fall 2008. Students are able to view this information on the newly purchased LCD flat screens located in the Student Entry Building. A scholarship booklet is also available online.
- Intercollegiate Athletics added men’s baseball in spring 2008 and women’s volleyball and soccer in fall 2008.
- The collection of Student Services data has improved. The Counseling Services Division continues to increase the number of student education plans (SEPs) generated. The Student Contact Report is updated annually with this information.

2009-2010

- A Welcome Week Magazine was published and distributed during Welcome Week stressing important information such as instructions on how to add/drop classes, updated parking and driving campus map, dates to know, upcoming events, new online counseling services, financial aid and scholarship news and how to access campus transportation.
- Beginning in Fall 2008, West Los Angeles College gained social networking awareness on Facebook. ASO also created a presence, followed by the Creative Writing Club, HLRC Library and the Performing Artists Club. Beginning in Fall 2010, the ASO Advisor began working with Distance Learning to expand their online presence. The plan is to have a Facebook presence for the ASO and all WLAC Clubs. The Facebook links will be embedded into the club names so that students can connect with club news immediately. Training will be provided in Winter/Spring 2010 to train club advisors how to create Facebook accounts for the clubs they advise. Once the account is created, the advisor will assign Facebook officer roles to the executive officers so that they can keep students informed of club meetings and events.
In Fall 2009, the Wildcats Cheerleaders were established. The student Cheer Team consists of 7 female and 3 male cheerleaders. Cheer team members enroll in a credit course P.E. 552, “Pre-Conditioning for Cheerleading, section # 2755. They are led by a coach and have an academic advisor for the Cheer Club. Since they were formed, the cheer team received new uniforms and pom poms, cheer at athletic events, and were introduced to the campus community by performing at the Associated Student Organization (ASO) and Inter-Club Council’s Campus-wide Halloween Fair. They actively fundraise to support travel to off-campus games.

In Fall 2009, the ASO Advisor began working with Distance Learning to ensure that distance learners stay connected to campus life and activities. As a result, ASO will pilot elections to distance learners for the Spring 2010 elections. The pilot population will be limited only to students who take exclusively online classes to avoid the possibility of a students voting more than once. The ultimate goal is to move away from paper pencil voting and to online voting for all students.

The Child Development Center has continued its partnership with Saint John’s hospital. A child psychologist observes classrooms and student behavior on a regular basis. The child psychologist also attends the CDC meetings where they discuss student behavior on a regular basis. In Fall 2009, the child psychologist assisted the CDC in creating a Child Action Plan to use in the event that a child is not benefiting from the CDC and/or requires a formal referral.

The Student Health Center has reached out to many students and visit classrooms frequently. They often are represented at ASO and campus fairs to inform students of the services that are available to them. The Center has been instrumental in disseminating the flu and H1N1 vaccines.

In order to better support our international student population, West completely redesigned its online international F1 student web page. Prior to the summer of 2009, the international student web page contained only a few paragraphs of cursory information. Under the new site, potential international students can receive detailed instructions for how to apply, how to pay fees, how to navigate the visa process, how to remain in status, among other topics.

In order to enhance services and peer support for our student Veterans, West developed a website designed for student veterans and helped students to create a student-led veterans club.
Special appreciation and acknowledgement to the following individuals that contributed to the development of this document: Deans of Student Services and Student Services Council at West.
The Campus Plan
IV. The Campus Plan

INTRODUCTION

A master plan is a comprehensive policy and land use plan that guides the growth of a campus. The master plan identifies the physical development needed to achieve the academic needs and goals of the campus while demonstrating responsible conservation of limited resources.

A master plan offers the chance to explore alternative futures for the campus based on a campus and community-wide dialogue. The most tangible product of the master plan is a land use plan or building use plan. The WLAC Integrated Master Plan is an update of the 1990 Master Plan. Volume II, the Facilities Master Plan, will have a planning horizon, or target year, of 2022.

THE PLANNING PROCESS

Outreach

The WLAC Integrated Master Plan is the product of an extensive planning and review process involving key academic and administrative officers, faculty, staff and students, interested citizens and representatives of local government. Preliminary planning began in the Fall of 2000 with a series of meetings designed to establish the planning context for the Integrated Master Plan. In the Spring of 2002, work began on preparing a Facilities Master Plan, an IT Master Plan and an accompanying EIR (by others).

One committee was established to work in tandem to guide this effort: the Planning Committee. The Committee was composed of individuals representing the administration, faculty, students, and campus organizations. The Planning Committee met on a monthly basis and as needed and was provided an in-depth understanding of, and contributed significantly to, the Integrated Master Plan process, approaches and solutions.

The Integrated Master Plan planning process included regular meetings with: President Quiambao and his Cabinet, the Faculty Senate, and various campus groups. Additionally, a series of Town Hall (all campus) interactive workshops ensured the active participation of the campus community. Workshops were held at key points in the planning process.
and included Vision for WLAC, Planning Alternatives, Design Charette, and Plan Review. The process encouraged people to:

- Identify development objectives;
- Identify important community and campus issues and goals related to the growth of the college;
- Discuss alternative futures for the college;
- Learn about the planning process;
- Discuss specific plan alternatives; and
- Evaluate the preliminary Integrated Master Plan.

Facilities Planning Process

The purpose of the physical plan and design of the West Los Angeles Campus is to express the institution's values, mission and academic strategy. Similar to the Educational Planning process, the first step in planning for facilities is to understand the mission statement and vision for the future design of the campus, and to assess the College’s desired future directions. Using West Los Angeles College’s vision and values as a foundation, a plan emerges as the preliminary vision is shaped and tempered by an evaluation of the site conditions, opportunities, and constraints.

The physical plan for the campus develops from a combination of the college’s vision, mission statement, program of facilities based on the Education Plan, and physical and environmental constraints and opportunities. Following a thorough analysis of these factors, the college developed several physical alternatives for the Facilities Master Plan. The alternatives illustrate the space requirements of the educational program as applied to the realities of the site.

The Preliminary Plan is developed based on an evaluation of the alternatives, and a Draft Plan and Implementation Strategies follow.
GOALS AND OBJECTIVES

This Facilities Master Plan provides recommendations for the development of West Los Angeles College. While this document focuses on the Culver City “main” campus, the college’s growth and development will include “off-site” locations such as outreach centers, satellite centers and information centers throughout the community. Each of these off-site locations will be electronically connected to the “main” campus.

The goals for the physical development of the WLAC main campus evolved with input from the Campus Planning Committee, the President’s Cabinet, and the campus community – students, faculty and staff. Nine primary goals were established to guide the physical growth and physical development of the campus.

Goal 1: Create a “State-of-the-Art” physical campus environment that conveys the college’s excellence and stability.

Creating a high quality and attractive physical college environment will promote academic excellence and service in the West Los Angeles College community, region, and the State. “State-of-the-art” facilities, including buildings, classrooms and laboratories, will support a strong academic environment, provide technology opportunities, and encourage other support systems that make WLAC a premier community college.

Goal 2: Organize and develop campus activities within the campus to strengthen academic, cultural and social interaction.

Building a lively and stimulating campus environment will encourage learning, personal growth and social interaction. Currently, the majority of academic and student activity facilities at WLAC are scattered in a number of temporary structures on the north side of the campus and along Sophomore Drive. The primary campus buildings are located at the center of the campus, including the Library/ Learning Assistance Center, the Fine Arts Complex, Administrative Offices, and the single story Science Building. On the periphery of the central Campus Core are the Physical Education Complex and the Aviation Technology Complex, located on B Street. To reach this goal, land use activities are planned to create a campus that has a recognizable center, appropriate...
separation of land uses, and desirable spaces such as courtyards and plazas to encourage formal and informal academic, cultural and social interaction.

Goal 3: Take advantage of the views from the higher locations on the campus.

One of the greatest assets on the WLAC campus is the view that result from its location in the foothills of the Baldwin Hills. Future development is organized to take advantage of this unique feature, while creating a distinctive and attractive skyline of the campus with the backdrop of the Baldwin Hills when viewed from the west.

Goal 4: Create a strong, walkable, pedestrian-friendly Campus Core.

Future development will establish and support clear orientation and direction for pedestrians to ensure that they can move safely and efficiently throughout the WLAC campus. Preserving the “human-scale” of the campus with active uses at the building edges and clear pedestrian walkways will strengthen the campus’ pedestrian orientation.

Goal 5: Preserve, enhance and restore the natural environment.

The Facilities Master Plan organizes new development to efficiently utilize the campus’ limited building opportunities and to ensure that existing trees, wildlife and landscape vegetation in the core campus is maintained and expanded. Future land use and development patterns will incorporate existing natural landscape patterns to preserve and enhance the environmental quality of the campus and to provide a beautiful, healthy and clean environment for the WLAC community.
Goal 6: Strengthen and clarify circulation systems to create a safe, convenient and accessible environment.

The facilities component of the Plan enhances and organizes circulation patterns in and around the WLAC campus to minimize vehicular/pedestrian conflicts and to promote safe, efficient and accessible movement of people, vehicles and services. Access improvements, entryway enhancements, and coordinated vehicular, bicycle, and pedestrian circulation patterns are all a part of the Facilities Master Plan for the WLAC campus. All buildings will be universally accessible.

Goal 7: Maintain flexibility in use of spaces and buildings; design for future growth and expansion.

Changing circumstances may affect campus development in the future. It is essential to develop and maintain a land use plan and building design that support the campus today and into the future. Creating flexible facilities that accommodate the college and departmental expansion, clustering appropriate buildings and uses, and providing reserve and expansion areas, will ensure that current and future growth is efficient and desirable in meeting the academic needs of the college.
Goal 8: Create a strong sense of place that supports the academic and social life of the college.

The image of WLAC within the campus and community is comprised of many visual design elements, significant buildings and places. These elements are arranged and organized to preserve, enhance and support a strong and unique sense of place, and communicate the WLAC identity to its users and the surrounding community. A beautiful and safe campus with recognizable landmarks, landscape and architectural amenities contribute to this identity. Design elements such as clear attractive campus entries and well-defined edges and entry points will also contribute to a strong sense of place.

Goal 9: Strengthen physical connections and campus activities that serve the surrounding community.

WLAC seeks to provide a physical setting that allows the college to exist in harmony with the surrounding community. The campus serves the local community and region by becoming a center of intellectual and cultural life, with facilities and programs that support this goal.
FACILITIES MASTER PLAN SUMMARY

In order to accommodate the expected development of West Los Angeles College, a major expansion of academic and support facilities within the campus is required. Over time, new, permanent and significant academic buildings will replace most of the existing temporary structures.

Within the existing campus boundary, the campus will expand its development footprint, intensifying the Campus Core, and expanding outward, over time, to other development pads to the east and south. In general, the campus will intensify the uses within the core and along the upper east pads, with open spaces, recreation fields and lower intensity uses located along Freshman Drive to the west. The new buildings will intensify in height and activity as they move up the hillsides toward Sophomore Drive.

The Facilities Master Plan strives to provide the college with a strong, yet flexible framework for development. As mentioned elsewhere this Plan illustrates the physical capacity of the current campus given buildings 5 stories or below (most at 3 to 4 stories), provision of community space, open spaces, recreation spaces, and the need to park the students who will attend WLAC in the future.

The campus is planned to provide parking at the four compass points allowing easy access to the pedestrian-oriented Campus Core. The framework of the campus, connecting campus entries including entries from parking, is a series of green spaces and pedestrian ways.

Of the two phases outlined in the Facilities Master Plan, only Phase I, to be accomplished in 2015, is currently funded thanks to the passage of Measure ‘A’. The campus has been granted $111,000,000 to pay for planning, design, new buildings, construction management, and necessary infrastructure.

New buildings to be built in Phase I are:

- Science and Math Building;
- Student Services/Administration Building;
- General Classroom Building; and
- Parking Structure on Lot 8.
The intention of the Plan (as seen in Figure IV-1, Illustrative Plan) is to arrange these new structures to create a strong academic core to the campus - a Heart of the Campus. This core will command attention providing the college with the start of a skyline against the Baldwin Hills. The use of vertical circulation elements and icons will add further interest to the skyline and assist campus users to orient themselves. The Core will also be the crossroads of the current and future West Los Angeles College, providing a Central Plaza as the hub connecting the north-south Campus Mall and the east-west Green Corridor.

The Phase I Parking Structure, to be built on Lot 8 at the south end of campus between Albert Vera Street and C Street, will form an anchor to the south end of the Campus Mall and will release its car’s occupants onto the South Entry Plaza. The Plaza will be bounded on the west by the Fine Arts Complex and on the east by the Phase II Media and Arts Center, including a new theatre, and will be a welcoming space for people arriving on campus.

The Campus Mall travels a level course northward past the Library/ Learning Assistance Center, the existing CE Building, and the new Science and Math Building. The Mall terminates in the North Entry Plaza which is bounded on the east and west by Phase II buildings and on the north by a Phase II Parking Structure. Along with the construction of the new Parking Structure on the current lots 1 and 2, a distinguished, well-defined, well-expressed entry plaza should be designed as the main pedestrian entry from the north.

At the bridge now connecting the Library/ Learning Assistance Center to the CE Building, the Campus Mall passes through the Central Plaza, a mostly paved space for gathering, meeting, talking and a place from which to continue north, go east to the Science and Math Building, or west to the Entry Green and the Classroom Building, Student Services/ Administration Building, and the Bus Plaza.

Along with the new Child Development Center, this hub provides an academic enclave surrounded by and held together by green space. The Core creates a presence for WLAC in only 10 years and the Plan provides green recreation and user space as a campus-like foreground to the buildings up the hill.
Figure IV-1
Illustrative Plan
CAMPUS PLANNING AND DESIGN PRINCIPLES

The Facilities Master Plan has evolved in response to the previously stated goals and substantial campus and community input. In developing the Plan, several planning principles were identified with implications for the physical plan and overall campus design concept. These principles address both the natural and built environment of the campus. Each principle is intended to strengthen the physical framework of the campus, preserve the natural environment, and accommodate future growth of the college.

Campus Planning Principles (CP)
The following principles apply to the overall campus organization and layout.

**CP-1** Cluster academic programs within a five-minute walking distance of the Campus Core.

**CP-2** Locate parking and service activities on the **periphery of the core**.

**CP-3** Locate public use spaces on the edges of the campus, adjacent to the surrounding community.

**CP-4** Provide green, recreation and open spaces along the west edge of the campus to provide easy access and use by the community.

**CP-5** Create a hierarchy of open spaces as a unifying element connected by a network of accessible paths and walkways.

**CP-6** Strengthen and clarify circulation systems to improve access, to enhance campus entries, and to coordinate vehicular, bicycle, and pedestrian circulation patterns. Provide pedestrian ways that allow vehicles to access delivery docks at each building on campus.

**CP-7** Create positive indoor and outdoor relationships to activate spaces between buildings.
CP-8  **Cluster educational activities** and functional relationships as organizing elements to enhance interaction and mutual support of students, faculty, and staff. Include clusters for:

a. Science and Math;
b. Fine Arts, Language Arts, Entertainment Media and Theater;
c. Sports and Recreation;
d. Aviation Science and Technology;
e. Behavioral and Social Science;
f. Student Support and Administration Services; and
g. General Classrooms and Learning Resources.

CP-9  **Create a “Heart of the Campus”** by clustering four major campus-wide activities at the center of the core, Library/Learning Assistance Center; Student Activities Center; Food Services; and the Student Services/Administration Center including admissions, financial aid, and counseling.

CP-10  **Design all spaces**, both indoor and outdoor, **to support informal social interactions** and as a learning environment by locating entries and public activities on the ground floor of buildings opening onto public plazas, quads, malls, greens, courtyards and entry patios (Diagram 6).

CP-11  **Step building heights and intensity up the hillside**, with the highest buildings on the upper, east campus terraces to maximize north and westerly views of the region and **create a strong visual skyline** on the campus.
CP-12 Organize the campus activities along a major north-south mall through the Heart of the Campus connecting parking on the north and south campus.

CP-13 Create a major Green Corridor from Freshman Drive leading into the Heart of Campus and further onto Baldwin Hills via a series of landscaped green and paved spaces.
Building Design Principles (BD)
The following principles will help inform facility design on the WLAC campus.

**BD-1** Provide *public activities on the ground floor* of each building at entries, such as departmental offices, student study rooms, faculty offices, large multi-departmental lecture rooms, performance spaces, multi-purpose classrooms and meeting spaces.

**BD-2** Design ground floors of buildings to *create positive indoor-outdoor relationships* with visual and physical connections to surrounding spaces and activities.

**BD-3** Design building *entry places to allow informal meetings and gatherings* with sheltered overhangs, seating, and campus amenities such as lighting, phones, computer hook-ups, and information kiosks.

**BD-4** Provide *flexible multi-use learning spaces*, meeting rooms and lecture spaces on the ground floors of all campus buildings.

**BD-5** Design all campus buildings with a coordinated, common palette of building materials, colors and architectural elements to *create a strong, unified image and appearance* for the campus and to reinforce its character.

**BD-6** Design new buildings with an architectural vocabulary of materials and design elements that portray a *vision of stability, permanence* and a high-quality learning environment.
CAMPUS ACTIVITY ZONES AND USES

The Plan outlines a campus organization and structure that groups academic relationships and functions together to allow for efficient and appealing use of space. Specifying the functions and uses within each of the following activity zones ensures that the campus will be well connected, and allows for rational growth throughout the entire campus.

The Campus Core
Maintaining and strengthening the present Campus Core encourages the interaction of students, faculty and staff, and the sharing of facilities such as Library/ Learning Assistance Center (renovation), study spaces and classrooms. On the WLAC campus, the Campus Core includes the facilities and spaces within an approximately one-quarter-mile radius (5-minute walking distance) from the Central Campus Plaza just north of the Library/ Learning Assistance Center (renovation). The walkable nature of the Campus Core is critical to allow students and faculty time to change classes. Due to the changing topography and terrace levels within the campus, the 5-minute walking radius is altered from a circle to a north- south-oriented ellipse. This takes into account the added time needed to walk east uphill between buildings.

The Campus Core includes all the campus functions needed to support the academic mission of the college including a General Classroom Building, Student Services/ Administration Building, Bookstore and food services, and the Library/ Learning Assistance Center (renovation). The Campus Core will be enhanced with the development of a new Central Plaza and gathering places as an extension of the Terrace Green. Spaces will include outdoor pedestrian amenities such as benches, fountains, and kiosks, and will improve the links between the major campus functions.
Sketch of the Heart of Campus within the quarter mile Campus Core

* Proposed Conceptual Design That Does Not Take Place in Either Phase 1 & 2
The Heart of the Campus

Within the Campus Core is the “Heart of the Campus.” The Heart of the Campus serves as the major hub of campus interaction and activity. This area will be developed in Phase I of campus construction and will ultimately include useful student amenities (e.g., a campus store, food service, information kiosk, student services, and classrooms), facilities for faculty and staff (e.g., administrative offices, classroom and lab space, and faculty offices), the college Library/Learning Assistance Center, and well-landscaped plazas, open spaces and gathering points.

Phase I will include construction of a Student Services/Administration Building (Phase I) located on the existing vacant pad southwest of the existing administrative offices (CE Building). This facility will include: senior administrators’ offices, student services, admissions, the office of the President, counseling and guidance services, job placement services, a Student Activities Center (including food services and student government offices), and all Student Services functions.

West of the Student Services/Administration Building is the Entry Green. This is a ceremonial entry open space that leads into the Campus Core from B Street and a new Bus Plaza. In addition, the new General Classroom Building (Phase I) will be constructed on the south side of this open space, framing the Entry Green. Renovation of the Library/Learning Assistance Center (Phase II) will include...
extending the north end of ground floor of the Library, such that the roof of the addition will be level with the Terrace Green and the adjacent entry bridge. Thus, it will provide a new direct entry to the Library/ Learning Assistance Center from the Entry Green. This addition will provide/ house much needed library-related academic space, lower level meeting spaces and offices and an extension of the Terrace Green above. This design provides for internal vertical circulation and access to external elevators and stairways leading to the upper terrace. The changes to the Library/ Learning Assistance Center can be accommodated with the existing pedestrian bridge with minimal structural changes to the building. Besides covering the unpleasant north entry courtyard “hole” of the library building, it will also dramatically improve pedestrian experience for the adjacent open and built spaces.

On the northwest side of the Student Services/ Administration Building, a new outdoor plaza will provide for more intense student activities, outdoor eating, entertainment and gatherings. This activity plaza will be connected to the upper Terrace Green by preserving the existing pathways and landscaping, and adding additional stairways and outdoor seating to the hillside.

Academic and Service Areas

The Facilities Master Plan groups activities into separate zones of related academic and service uses as an organizing feature of the Plan. These academic and service areas, or precincts, enable the college to better integrate academic programs by locating departments and programs in a closer functional relationship to one another. In each academic area, departments can plan for their own growth within a defined area, allowing for rational growth of the campus as a whole.
The use of academic precincts helps to minimize the walking distance between classes, laboratories and faculty offices. An overlapping at the edges of these areas, and the use of common lecture rooms and labs, as well as outdoor eating and socialization spaces in prime locations, ensures that disciplines do not become isolated from each other.

The Plan includes the following academic and service areas (known as districts on some campuses), as indicated on the Land Use Map.

- **Science and Math Area:** Located on the northeast side of the core campus, this area will include a Science and Math Building (Phase I) that will house the various Science, Math and Dental Hygiene departments. The latter will have a strong public component.

- **Fine Arts Complex:** The Fine Arts Complex currently located to the south of the Library/Learning Assistance Center building will continue to house WLAC art and music departments, classes, and performances.

- **Recreation and Sports Facilities (Phase I and II):** Outside of the Campus Core, the existing Physical Education Complex and the Phase II Physical Education Annex will be at the center of the campus recreation and intercollegiate athletics facilities. Renovated athletic fields, spectator bleachers, and additional green space will be developed throughout the western side of the campus along Freshman Drive.

- **Entertainment Media Arts Center (Phase II):** The Entertainment Media Arts Center is a unique educational and entertainment industry collaborative center located on the terraced pad just to the east of existing Fine Arts Complex. The center provides for future programs in Media Arts, theater and emerging high tech entertainment fields. The new center provides opportunities for a major theater complex, educational classrooms and labs, sound stages, and office spaces for the private entertainment industry.

- **The Aviation Technology Complex (Existing):** The Aviation Technology Complex located on B Street across from the Physical Education Complex is truly one of the unique programs offered at West Los Angeles College. The Complex will remain in its present location, strengthened with pedestrian connections to the Campus Core and the new Student Services/Administration Building to the south. Any future expansion of the Aviation Technology program is anticipated in the long term and, if the college desires, could be accommodated in the ground floor of the new Lot 2 Parking Structure.

- **Maintenance and Plant Facilities:** The WLAC campus plant and maintenance facilities will remain in their current location on the south side of Albert Vera Street (southwest corner of campus). In order to enhance the efficiency of building maintenance, the college
may consider moving the plant facilities to the southeast corner of campus, which is closer to the Campus Core and away from potential community activities near the campus entry.

Campus Partners
During the Facilities Master Plan process, the college explored the possibility of working with development partners to construct on-campus facilities. Some examples of potential projects are:

- A Community Center for shared public use near the campus entry point on the corner of Freshman Drive and Stocker Street;
- An ice rink adjacent to the Community Center; and,
- Connections to the Baldwin Hills Open Space and Recreation Area.
Figure IV-2
Proposed Land Use
OPEN SPACE AND LANDSCAPE FRAMEWORK

The proposed open space and landscape framework provides the primary structure of the campus plan, unifying all land use elements by establishing the boundaries for precincts, connecting destinations, and strengthening existing open spaces. The Open Space component of the Facilities Master Plan is comprised of four major elements: the formal landscape of the central core and developed areas of the campus; the sports and recreational open spaces; streetscapes, paths and entries; and the natural landscape associated with the hillsides and surrounding environment. Detailed landscape decisions will be made when designing and siting specific development and campus improvement projects. These decisions will be consistent with the Plan.

Formal Landscape

The formal campus landscape with its mature trees, open space areas, and ornamental plantings, gives the campus its form and provides organization and structure to the institution. The formal landscape defines campus entries and connects precincts by use of malls, plazas, courtyards and terraces.

- Graduation Green: The Graduation Green is a formal green open space extending into the Heart of the Campus from Freshman Drive. The new Green will replace the large paved parking area (Lot 5), with a sweeping lawn area and stairway leading up the terraced slopes, across the B Street Bus Plaza and into the Entry Green. The Graduation Green is intended to be a multi-use space, functioning as a soccer field during most of the year and providing a large green for graduation ceremonies in the spring.
The Entry Green: The Entry Green is the major ceremonial entry into the heart of the West Los Angeles College campus. The Entry Green is bounded by the Student Services/Administration Building, the General Classroom Building, and the Library/Learning Assistance Center. The Entry Green extends from the B Street Bus Plaza to the lower entry of the Library/Learning Assistance Center building. This formal green will be landscaped with large canopy trees, framing the entry to the Entry Green on the north and south sides and will include a water feature and an extension of a new creek extending through the campus from the Baldwin Hills on the east side of campus. The Entry Green is seen as a quiet and more formal entry space. First-time visitors can easily park on B Street and walk into the center of the campus, the Library/Learning Assistance Center, Admissions and counseling offices, the Student Services/Administration Building, and the President’s office from the Entry Green.
The Campus Mall: A landscaped pedestrian mall will connect key campus locations and focal points. The Campus Mall forms the backbone of the campus, serving as the primary north-south connection through the campus. Major pedestrian connectors will be located throughout the Campus Core, between facilities, plazas and courtyards. The Campus Mall connects the south entrance of the campus at the Fine Arts Building with the Heart of the Campus and the Central Campus Plaza and finally to the North Entry Plaza. The Campus Mall is designed as a continuous, wide pedestrian promenade, with major canopy of trees, seating and pedestrian amenities.
North and South Entry Plazas: Two new plazas are planned for either end of the north-south Campus Mall. The North and South Entry Plazas provide major pedestrian connections from the new parking structures directly into the Campus Core along the Campus Mall. The space needed for design of a distinguished North Plaza will not become available until the temporary 2-story buildings in that location are demolished, making room for Phase II and future phase buildings. These small plazas can provide a place for special engagements or small gatherings, including a possible meeting place for ride-sharing partners. As entry plazas, they can also provide an opportunity for informational kiosks, art work and entry monuments to identify the importance of the West Los Angeles College Campus. Campus amenities such as telephones, lighting, vending machines, and hookups for coffee and food carts help to make a friendly, warm and inviting transition into the campus. Parking entries and new buildings adjacent to the North and South Entry Plazas should provide entries onto the plaza levels. In addition, the tall elevator shafts on adjoining buildings provide an opportunity to create a landmark feature at either end of the Campus Mall.

Plazas, Terraces and Courtyards: Plazas, terraces and courtyards will serve as the location of major college activities and gatherings such as rallies, concerts, exhibitions, speaking events, outdoor eating, and socializing. Plazas will be located at the confluence of the pedestrian malls and adjacent to core campus facilities. They will be mostly paved spaces with shaded areas for sitting with planting areas to add interest.
Student Center Plaza: The Student Center Plaza is at the core of the Student Services/Administration Building. It will serve as the student activity center of the campus. Located just below (west of) and connected to the Terrace Green, this space will serve as a second entry at the lower level of the Student Services/Administration Building. The plaza/courtyard will provide a direct connection to food services, administrative offices and student activities inside the Student Services/Administration Building. The Student Center Plaza will be landscaped with shade trees, and will provide outdoor seating and spaces for entertainment and informal presentations. The Phase I Student Services/Administration Building complex, and the Phase II Student Services/High-Tech Classroom Building will surround the Campus Center Plaza, creating a more intimate and protected space. Seating will be built into the sloping hillside of the Terrace Green, and will create opportunities for a stepped outdoor amphitheater. The food services in the Student Services/Administration Building will spill out onto an attractive paved area under a bosque of trees where students and faculty can enjoy outdoor eating or casual congregating. Many of the new facilities will also have terrace spaces that function as outdoor rooms and meeting places.
The Terrace Green: The Terrace Green is an existing connecting open space in the Heart of the Campus. The Terrace Green will be improved with an extension over the roof of the new Library/Learning Assistance Center renovation/stairwell expansion. The Terrace Green will be connected directly to the new Student Services/Administration Building at its upper level and the general computer labs located in the renovated ground floor of the Career Education (CE) Building. The Terrace Green will remain a richly landscaped and shaded space for quiet gatherings, outdoor eating and study.

The Science and Math Quad: The Science and Math Quad is located at the upper terrace above the Main Campus Plaza. This outdoor area creates a formal landing and overlook at the very top of the stairway and axis leading to the Central Campus Plaza and then down to the Entry Green. The axis and pedestrian way extends through the Science and Math Building to create a direct connection east across Sophomore Drive and into the future Baldwin Hills Open Space and recreation area. The Science and Math Quad will serve as the entry court into the Science and Math Building, and will provide pedestrian amenities, seating, lighting, and public art to encourage people to meet and linger at this spot and to take advantage of the dramatic views to the west.
The Fine Arts Quad: The Fine Arts Quad is in the center of the existing Fine Arts Complex. It will be improved with additional shade trees, seating and pedestrian amenities to encourage people to meet and gather. The Fine Arts Quad is connected to the rest of campus by a walk to the North Entry Plaza and by pathways on its western edge. New improvements will provide overlooks with seating to take advantage of scenic views to the west.

The Media Quad: In Phase II, a new Entertainment Media Arts Center will be developed on the terrace pad above and to the east of the existing Fine Arts Complex. This space will provide a shaded pedestrian space for daytime and nighttime activities associated with the Entertainment Media Arts Center. The new Quad will be connected to the lower terrace, the Campus Mall, and the south Entry Plaza, through a series of stairways, accessible ramps and an elevator. The Quad will also serve as a formal entry court to the new Entertainment Media Arts Center. Creating strong indoor/outdoor connections with the surrounding buildings will enhance the space. Food service will be provided so that people can spill out onto the Quad during show intermission in order to take advantage of the cool evenings and the dramatic views over the campus and Los Angeles basin to the west.

The Central Campus Plaza is the very center of campus. It extends through the Heart of the Campus connecting west to the Terrace Green and is adjacent to both the Library/Learning Assistance Center and the Convenience Store. It is the crossroads of the major north-south and east-west axes and is designed to accommodate formal gatherings and to serve as a less formal place for meetings of students, faculty, visitors and staff. Serendipitous meetings can happen as people move through the space between various terrace levels.
A small convenience center containing a food kiosk on the Campus Mall opens onto the Central Campus Plaza. Outdoor eating areas will further activate both the Central Campus Plaza and the Campus Mall. Activities and uses will open onto the Central Campus Plaza as new building entries and windows open onto the Campus Mall. The Central Campus Plaza will be landscaped with large shade trees and provide a landing at the bottom of a new grand stairway leading up the terrace slope to the Science and Math Building. The Plaza will be enhanced by the new riparian area/creek running through the Plaza and the campus.

- **The Community Center Plaza:** A new Community Center Building will be built in Phase II on the present site of Parking Lot 7. This building, near the Overland Avenue entrance to the college, is meant to attract both college and community meetings and events. If funding can be secured, an Ice Rink will be built next to the Community Center to serve community informal skating and college and club hockey. The Community Center Plaza can be a shared entry to these buildings and should be at the northeast corner of the complex to be adjacent to parking and for easy access for students traveling on foot. It is meant to be a welcoming plaza that features the building entries, has a kiosk listing Center activities and perhaps a seating area.

- **Campus Boundaries:** Campus boundaries, or edges, define the college and contribute to its public image. There are several distinctive edge conditions to the college such as open spaces, residential neighborhoods, and a busy arterial street (Overland Avenue). Setting buildings back toward the center of the campus will assist in portraying an appropriate campus image. The southern edge of the campus (Stocker Street) will be maintained as a landscaped buffer complementing the residential uses in the surrounding neighborhoods. The northern and eastern edge of the campus (Sophomore Drive) will continue to be defined by the steep topography of the foothills. The western edge (Freshman Drive) will include landscaped buffers between the college, this primary vehicular circulation route, and the adjacent residential area.
Figure IV-3
Proposed Open Space Framework
Natural Landscapes

The second element of the WLAC open space framework, the natural landscape, will consist of landscape remnants, buffers, the riparian zone, and natural areas. These zones provide transition between the formal areas on campus and wild areas off campus and help bring the natural environment into the more refined campus landscape.

- **Hillsides:** Due to the possibility of erosion and the desire to maintain the natural hillside vegetation, the hillside slopes on campus of over 15% will be designated as open space and will continue to be a part of the visual backdrop of the campus.

- **Riparian Zone:** The Facilities Master Plan proposes the establishment of a new riparian zone through the campus along the major east-west spine. The riparian zone would consist of a watercourse utilizing the site’s natural topography to create a series of bio-swales¹, water features and fountains that emulate the local natural riparian environment of the Baldwin Hills.

- **Connections with the Natural Environment:** Paths, trails and pedestrian walkways through the campus will provide direct connections to the Baldwin Hills natural areas. These adjacent natural areas can serve as a living laboratory integrated with college educational programs such as biology, ecology and natural resources.

---

1 A bio-swale is a broad open channel that is lined with grass vegetation, which acts as a filter to remove pollutants from runoff. It is usually trapezoidal in cross section with a flat bottom.

---

Pedestrian paths are proposed to connect the campus to the neighboring Baldwin Hills
will be replaced over time with more drought tolerant native species of trees, shrubs and ground cover.

- **Buffers and Screening**: Landscaped buffers and screening help to shield certain areas on the campus from surrounding paths, uses and activities. Buffers and screening can be provided in the form of landscape materials (trees, shrubs and ground cover) or built landscape elements such as walls, fences and buildings. Buffers and screening can help in shielding unwanted noise, light and glare, odors and activities. Key areas that should be screened from surrounding uses include major trash collection points and containers, the campus service yard, parking lots, delivery docks and roof top equipment. Buffers and screening elements should be attractively integrated into open spaces and considered in the design of each building.

### Sports and Recreational Open Space

A large portion of the open space at West Los Angeles College Campus is composed of sports and recreational fields. This third major open space category extends along the western side of the campus and is composed of soccer fields, baseball fields, tennis courts and the football stadium/track. These open spaces are available for community use when not used for the physical education and recreation activities of the college. The resultant large green spaces create an attractive edge to the campus and provide a significant green foreground to the Campus Core. The landscape framework of the Plan highlights these recreational fields with formal tree lines along their edges.

### Streetscape

The fourth major landscape element of the WLAC open space framework is the streetscape. The streetscape landscape consists of street trees, shrubs and ground cover organized to highlight the functional hierarchy of the street system. The hierarchy of streets includes:

- **The Campus Loop Street (Freshman Drive, Sophomore Drive and Stocker Street)**: The major landscape component of the Loop Street System is the use of large canopy street trees to frame the streets.

- **Internal Campus Streets (Albert Vera Street, B Street, C Street, D Street and F Street)**: Internal campus streets are landscaped with medium to large deciduous street trees to form a shaded canopy over the streets.

- **Internal Service and Access Roadways (E Street)**: These smaller-scale streets are lined with small to medium deciduous trees, often flowering or with other ornamental characteristics.
PEDESTRIAN AND BICYCLE CIRCULATION

The pedestrian pathways serve as the major linkages through the campus. The campus paths provide for the movement of users from class to class and from activity to activity. While a major objective is to provide efficient and convenient access through the campus, the pedestrian framework also creates an attractive and pleasing environment. The framework of paths helps organize and orient users to the campus, and provides places for informal social interactions and meetings to occur as users pass through the campus open spaces and meet at key intersections, stairways and building entries.

Major Pedestrian Connections

Two major axes (Malls) bisect the West Los Angeles College campus north/south and east/west. The north south axis is the Campus Mall, connecting the North Entry Plaza through the Central Campus Plaza to the new parking structure at the South Entry Plaza. The Campus Mall is designed as a major academic promenade leading from the north and south parking lots into the Heart of the Campus. A series of activities are envisioned along the Campus Mall including small seating areas for outdoor study and for people to congregate. A food kiosk within the Convenience Store is provided along the Campus Mall at the Central Campus Plaza, and existing buildings and new structures will be designed with stairways, entries, windows, offices and activities opening onto the Campus Mall.

The major east/west axis extends from the intersection of Freshman Drive and F Street on the west up the changing levels and terraces through the Central Campus Plaza and connecting east to the Baldwin Hills open space. The east-west promenade provides a major pedestrian entry from Freshman Drive and the recreational fields on the west and Sophomore Drive and the Baldwin Hills Open Spaces on the east into the Campus Core. The east-west axis also provides a major visual green corridor leading to the “Heart of the Campus” framed by large canopy shade trees and adjacent buildings.

The north-south connection along the Mall is all on one level with direct and easily accessible entries into the parking structures and lots. However, the east-west axis progresses up from the west over a series of terraces and building pads. A major feature designed into the east-west connection is a series of stairways, sloped paths, and exterior elevators to enhance the experience and strengthen the vertical connections through the campus.
Figure IV-4
Proposed Pedestrian Circulation
Secondary Pathways
A number of secondary pathways (Walks) connect the various activity areas, building sites and parking lots throughout the campus. These secondary pathways consist of on-street sidewalks, internal campus paths, and service roadways (such as E Street and sections of D Street).

Paths
Paths connect from Walk and Malls into buildings via pedestrian entryways.

Entries to Campus
Entries: Prominent entrances will be a significant element of the campus’ open space framework. Effective entries convey an appropriate campus image to the community while giving information and direction to visitors. They will serve to welcome visitors, faculty, staff and students to the WLAC campus. Currently, campus entries are difficult to distinguish and often lack definition. Freshman Drive is a highly unaesthetic experience with few views into the campus due to the terrace slopes along the roadway.

The main vehicular entry to campus will be at the intersection of Overland Avenue and Freshman Drive. It will require a sign or landscaped entry symbol/sign significant enough to clearly mark the entry to campus. In addition, “Trailblazer” signs announcing the college as one approaches from the surrounding community, should be placed on all major roads leading to the campus.

To facilitate easy vehicular entry to campus, the Facilities Master Plan recommends that synchronized traffic signals be installed at the intersections of Stocker / Freshman Drive and Albert Vera Street and Freshman Drive.

The Main Pedestrian Entrance to the core of the WLAC campus will be east of Freshman Drive, just south of F Street. The entrance will begin with a Graduation Green, which will include a highly landscaped open space west of B Street. East of B street, the open space will transition to an Entry Green, signaling the beginning of the Heart of the Campus. This space will include a vista point as it slopes upward to the central campus.

Pedestrian entryways provide formal gateway statements to mark the transitions between the surrounding community and campus spaces in the centrally located Campus Core. These gateways help to orient the user by providing key visual cues about where to go and how to reach
major destination points on the campus. The pedestrian entries provide opportunities for siting of campus signs and information kiosks. The four major pedestrian entry points include the north and North Entry Plazas, the intersection of F Street at Freshman Drive at the west end of the Entry Green, and at Sophomore Drive leading into the campus from the Baldwin Hills to the east. An additional key entry for pedestrians will occur at the Overland Avenue/Freshman Drive intersection.

Pedestrian entryways will be designed to accommodate small informal gatherings with pedestrian amenities such as seating, pedestrian furniture (trash receptacles, water fountains, shade trees, security telephones, and bus shelters or canopy structures) security lighting, signage and information kiosks and public art.

The pedestrian entryways located on the north and south parking plazas will be activated day and evening with ground floor uses on adjacent buildings and in the parking structures, such as offices, small cafes or food outlets.
TO: California Community Colleges Office of the Chancellor

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

The West Los Angeles College Student Equity Plan is submitted in accordance with Title 5 Section 51026 of the California Administrative Code.

Signed: ______________________________ Chancellor, LACCD
        Darroch “Rocky” Young

______________________________ College President
        Doris P. Givens

______________________________ President, Academic Senate
        Eloise Crippens

______________________________ Coordinator, Student Equity
        Lawrence Woods
ACKNOWLEDGEMENT

The College President acknowledges the efforts of the Student Equity Committee in the development and preparation of the West Los Angeles College Student Equity Plan. The President thanks all of the faculty, students and staff who assisted in the preparation of the plan.
Student Equity Committee 2004 – 2005

Eloise Crippens--President, Academic Senate
Patricia Banday--Matriculation
David Follosco--Vice President, Student Services
Adrienne Foster--Disabled Students Services
Judith Ann Friedman--Workforce Development
LaVonne Hamilton--Institutional Research
Joel Francis--President Associated Students Organization
Olga Shewfelt--AFT, Faculty
Paul Stansbury--Vice President, Academic Affairs
Kent Thomas--Transfer Center
Jocelyn Towler--Dean of Planning and Research
Lawrence Woods--Coordinator of Student Equity
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EXECUTIVE SUMMARY

The West Los Angeles College Student Equity Committee has responsibility for the development and implementation of the Student Equity Plan. The student equity plan provides a basis for an ongoing program by which the college can examine and continuously improve on its efforts to provide quality educational, training and personal development opportunities to all individuals who choose West Los Angeles College as their institution of higher education. The Student Equity Plan is intended to insure that opportunities are afforded to all individuals without regard to race/ethnicity, gender or disability.

West Los Angeles College offers many programs and services to assist students to reach their educational and personal goals such as DSPS, EOP&S, Transfer Center, ESL Program, TRIO, Title V, NASA Math and many others. The institution is establishing staff development activities that recognize the importance of such tools as Student Learning Outcomes, Classroom Assessment Techniques, Learning Communities, Technology-Aided Instruction and other tools that can be used to enhance the education and training process. The college faculty and staff are aware that in order for programs to be effective, they must be well managed and flexible to the extent possible in order to help students to deal with the challenges they face as they pursue their goals. The college is also aware that it must continuously create and seek out new programs through grants, fund-raising and other methods in order to meet the changing and on-going training and educational needs of individuals within our service area.

Campus-based research that has been conducted provides certain indicators that the college can utilize to focus on academic programs and services to insure that we are providing equal opportunity to all groups at the college and within our service area. In the area of access to the college, there is an on-going concern regarding the substantial difference in male students’ representation, especially African-American males, in the college compared to the male population in the service area. We believe there is a favorable trend toward increasing Latino representation. The college is aware that continuing efforts need to be made to identify any barriers to access that exist and to adopt programs, and to strengthen current programs, that will help individuals overcome these barriers. The campus has secured a Title V Hispanic Serving Institution grant, which is enabling the college to address some of these issues.

Some of the same concerns regarding access for males holds true for disabled individuals. This is especially important considering the increase in the number of disabled individuals related to various reasons. It is the intention of the college to look closely at the research data, conduct additional research as needed and take action that is indicated that will insure equal access to the college.
When comparing various groups by population percentages, research data indicates that male students as a group utilize Basic Skills courses less, have lower ESL course completion rates, earn fewer degrees and certificates and transfer to four-year institutions at a lower rate than females. While some aspects of WLAC research findings may be consistent with historical trends, the college believes it has a responsibility to take action in the design and implementation of its programs in an effort to improve the performance of male students.

Research data indicates that transfer rates to four-year institutions correlate fairly closely to the percentage of enrollments for the various population groups, except White students, whose transfer rate is lower. Data has to be examined further to determine if this differential may be related to the election of non-transfer programs by White students or some other reason. Similarly, we have no data available at the present time to indicate transfer rates of DSP&S students. Therefore, more research is needed. In relation to transfers, please note that the college has entered into a partnership with the National Aeronautics and Space Administration (NASA) to bring the NASA Scholars Program to our campus, which is available to students planning to transfer to four-year institutions.

The research data does indicate that in general, the various population groups have similar credit course completion rates. And, there are other data that indicate that the college is providing services in an equitable manner.

In summary, WLAC views student equity as an on-going program that will be the basis for additional research, reviewing programs and services, integrating student equity goals and objectives into the college overall planning process and providing a high level of service on an equal basis to all who can benefit by attending West Los Angeles College.
I. CAMPUS-BASED RESEARCH

1. Access

2. Course Completion (Retention)

3. Basic Skills Completion

4. ESL Completion

5. Degree and Certificate Completion

6. Transfer
1. Access

The access success indicator is examined by analyzing the percentage of each relevant population group that has enrolled in the College compared to that group’s representation in the adult population in the community served.

Tables:

- WLAC service area statistics and WLAC enrollment statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
  - Demographics by Disability Status
Access

DEMOGRAPHICS BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Enrollments</th>
<th>Percentage of Enrollments</th>
<th>Percentage In Service Area**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1,695</td>
<td>8.77</td>
<td>7.98</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8,463</td>
<td>43.80</td>
<td>22.87</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4,520</td>
<td>23.39</td>
<td>32.96</td>
</tr>
<tr>
<td>Native American</td>
<td>79</td>
<td>0.41</td>
<td>0.20</td>
</tr>
<tr>
<td>White</td>
<td>2,794</td>
<td>14.46</td>
<td>33.19</td>
</tr>
<tr>
<td>Unknown/Decline to state</td>
<td>1,772</td>
<td>9.17</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>19,325</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

*Source (except Service Area data): Retrieved November and December 2004 from http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls

**Source: Service Area defined by certain Zip Codes. Census 2000 – ST1 (100% Data) See West Los Angeles College Data Book July 2003
### DEMOGRAPHICS BY GENDER

**Table 2:** Percentage of Student Enrollments 2003 – 2004 Compared to Percentage in Service Area by Gender*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Enrollments</th>
<th>Percentage of Enrollments</th>
<th>Percentage In Service Area**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>11,828</td>
<td>61.21</td>
<td>51.46</td>
</tr>
<tr>
<td>Male</td>
<td>7,495</td>
<td>38.79</td>
<td>48.54</td>
</tr>
<tr>
<td>Total</td>
<td>19,323</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Source (except Service Area data): Retrieved November and December 2004 from Web Site [http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls](http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls)

**Source:** Service Area defined by certain Zip Codes. Census 2000 – ST1 (100% Data) See West Los Angeles College Data Book July 2003
Table 3: Percentage of DSP&S Students 2002-2003 Compared to Percentage of Disabled Persons Age 16 – 64 Years in LA County*

<table>
<thead>
<tr>
<th>Number of Enrollments</th>
<th>Percentage of Enrollments</th>
<th>Percentage Disabled In LA County**</th>
</tr>
</thead>
<tbody>
<tr>
<td>396</td>
<td>2.05</td>
<td>21.12</td>
</tr>
</tbody>
</table>

*Source (except LA County data): Retrieved November and December 2004 from Web Site http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls

Access

DATA ANALYSIS RELATED TO ACCESS

Ethnicity

The enrollment of Asian students compared to the percentage of Asians in the WLAC extended recruitment area is very close with less than one-tenth percent difference. The enrollment of African-American students substantially exceeds the representation of that group in the service area. The enrollment of Hispanic students is lower than their representation in the service area, with a 9.6 percent differential. This differential indicates the College could possibly benefit by some focused recruitment efforts at feeder schools with a large percentage of Hispanic representation. There is also a sizable differential between the enrollment of white students at WLAC and the representation of the white population in the service area—18.73 percent. Here, again, focused recruitment at feeder schools with a high representation of white students could possibly increase the representation of white students at WLAC. Many students who reside in the WLAC Service Area attend other colleges because of convenient locations. It would be useful to conduct a new service area survey to more accurately determine the demographics of the WLAC Service Area. The differential between the enrollment of Native American students at WLAC and the representation of that group in the service area is unremarkable based on the differential and the number of Native Americans in the service area population.

Gender

There is a substantial differential in the enrollment of males at WLAC and the representation of males in the population of the WLAC service area—22.42 percent. This disparity indicates a need for some creative recruitment efforts and the research and design of programs in the College that will attract more male students to the College. It should be recognized that historically, it has been common for females to attend college at a higher rate than males.
**Access**

Disabled Students

The great disparity—19.07 percent--between the disabled population in LA County and the DSP&S enrollment at WLAC requires examination. The actual enrollment of disabled students at WLAC is probably understated due to the fact that it is likely that some disabilities that are reported in the US Census are probably not reported in the college campus environment for various reasons. One significant reason is that some students with disabilities do not require the special services that are offered by the DSP&S program therefore they do not show up in the count of disabled students enrolled at the College. However, the disparity in enrolled DSP&S students and the disabled population in the recruitment area is so great that it is reasonable to presume that there is a need to design programs and increase DSP&S service capacity at the College areas to attract a greater number of disabled individuals.
2. Course Completion (Retention)

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Tables:

- WLAC service area statistics and WLAC enrollment statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
  - Demographics by Disability Status
**Course Completion (Retention)**

**DEMOGRAPHICS BY RACE/ETHNICITY**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Courses Attempted</th>
<th>Number of Courses Completed</th>
<th>Percentage of Courses Completed</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4,807</td>
<td>3,890</td>
<td>80.92</td>
<td>8.77</td>
</tr>
<tr>
<td>Black/African American</td>
<td>23,870</td>
<td>16,578</td>
<td>69.45</td>
<td>43.81</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12,439</td>
<td>9,360</td>
<td>75.25</td>
<td>23.39</td>
</tr>
<tr>
<td>Native American</td>
<td>255</td>
<td>203</td>
<td>79.61</td>
<td>0.41</td>
</tr>
<tr>
<td>White</td>
<td>6,422</td>
<td>5,286</td>
<td>82.31</td>
<td>14.46</td>
</tr>
<tr>
<td>Unknown and other</td>
<td>4,330</td>
<td>3,348</td>
<td>77.32</td>
<td>9.17</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site [http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls](http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls)

Note: Computation of data is not unduplicated.
Course Completions (Retention)

DEMOGRAPHICS BY GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Courses Attempted</th>
<th>Number of Courses Completed</th>
<th>Percentage of Courses Completed</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32,882</td>
<td>24,486</td>
<td>74.47</td>
<td>51.46</td>
</tr>
<tr>
<td>Male</td>
<td>19,235</td>
<td>14,179</td>
<td>73.71</td>
<td>48.54</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site
http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls
Note: Computation of data is not unduplicated.
Course Completions (Retention)

DEMOGRAPHICS BY DSP&S

<table>
<thead>
<tr>
<th></th>
<th>Number of Courses Attempted</th>
<th>Number of Courses Completed</th>
<th>Percentage of Courses Completed</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSP&amp;S</td>
<td>2,608</td>
<td>1,769</td>
<td>67.83</td>
<td>2.05</td>
</tr>
<tr>
<td>Non DSP&amp;S</td>
<td>49,509</td>
<td>36,896</td>
<td>74.52</td>
<td>97.95</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls

Note: Computation of data is not unduplicated.
**Course Completions (Retention)**

**DATA ANALYSIS OF COURSE COMPLETIONS (RETENTION)**

**Ethnicity**

There is a 12.82 percent differential between the course completion rates of the lowest enrollment population—African American—and the population with the highest course completion rate—white students. This differential is in a sense magnified because the African-American population is the largest percentage of enrollment—43.81 percent. The other populations are clustered with small differences between each of them. Course completion data needs to be gathered at the classroom level for courses such as mathematics and English to determine course completion patterns based on specific courses.

**Gender**

There is less than a one-tenth percent differential between the course completion rates of females versus males, therefore no inequity is indicated.

**Disabled Students**

There is approximately a seven percent differential in the course completion rate of the WLAC DSP&S population and the non-DSP&S population. Given that it is likely that the DSP&S population is likely to increase, the differential between the DSP&S population and the non-DSP&S student population should be closely monitored so action can be taken when needed to provide adequate assistance and support to the DSP&S population.
3. Basic Skills Completion

Student equity regarding Basic Skills completion was examined by reviewing Basic Skills course completion data.

Tables:

- WLAC course completion statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
  - Demographics by Disability Status
Basic Skills Completion

DEMOGRAPHICS BY RACE/ETHNICITY

Table 7: Percentage of Basic Skills Completions 2002 – 2003 by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage Completion</th>
<th>Number Courses Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>75.06</td>
<td>385</td>
</tr>
<tr>
<td>Black/African American</td>
<td>61.87</td>
<td>2,250</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69.17</td>
<td>1,356</td>
</tr>
<tr>
<td>Native American</td>
<td>64.29</td>
<td>14</td>
</tr>
<tr>
<td>White</td>
<td>68.99</td>
<td>258</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls
Note: Computation of data is not unduplicated.
### Basic Skills Completion

#### DEMOGRAPHICS BY GENDER

<table>
<thead>
<tr>
<th>Table 8: Percentage of Basic Skills Completions 2002 – 2003 by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage Completion</strong></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site [http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls](http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls)

Note: Computation of data is not unduplicated.
## Basic Skills Completion

### DEMOGRAPHICS BY DSP&S

<table>
<thead>
<tr>
<th></th>
<th>Percentage Completion</th>
<th>Number Courses Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSP&amp;S</td>
<td>64.26</td>
<td>666</td>
</tr>
<tr>
<td>Non DSP&amp;S</td>
<td>66.49</td>
<td>3,939</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site [http://www.ccceco.edu/divisions/tris/telecom/attachments/course_completions.xls](http://www.ccceco.edu/divisions/tris/telecom/attachments/course_completions.xls)

Note: Computation of data is not unduplicated.
Basic Skills Completion

DATA ANALYSIS RELATED TO BASIC SKILLS COMPLETION

Ethnicity

The differential between the completion percentage of the lowest group—African-American—and the completion percentage of the highest group—Asians—is 13.19 percentage points. This differential may be related to the fact that African-Americans have attempted a substantially higher number of Basic Skills courses than other groups. Therefore, it would appear that all groups are experiencing relatively equal benefit from Basic Skills courses. It may be useful to examine further African-American students’ Basic Skills course completion to determine if there is some academic action which can be taken to improve future African-American students’ Basic Skills course completion rates.

Gender

The differential between the completion percentages of females versus males is small—5.90 percentage points higher for females. The data indicates that females are more likely to make use of Basic Skills courses than are males. The lower completion percentage of males and the lower usage level by males of Basic Skills courses might suggest there is a basis for exploring programs that could result in a higher usage and completion rate of Basic Skills courses by male students.
**Disabled Students**

There is only a 2.23 percentage point differential in the Basic Skills course completion rate between non-DSP&S students and DSP&S students. It is believed that this small differential suggests no inequity between non-DSP&S and DSP&S students as it relates to DSP&S students being able to take advantage of Basic Skills course offerings.
4. ESL Completion

The ESL course completion success factor was examined by analyzing ESL 6A and ESL 3A course completion data.

Tables:

- WLAC course completion statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
ESL Completion

DEMOGRAPHICS BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Completions</th>
<th>Percentage of Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3</td>
<td>1.82</td>
</tr>
<tr>
<td>Black/African American</td>
<td>67</td>
<td>40.61</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>12.73</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Whites</td>
<td>29</td>
<td>17.58</td>
</tr>
<tr>
<td>Unknown</td>
<td>45</td>
<td>27.26</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: LACCD DEC SIS tables.
ESL Completion

DEMOGRAPHICS BY GENDER

Table 11: ESL 3A and 6A (Combined) Courses Completed Fall 2003 by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Completions</th>
<th>Percentage of Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>117</td>
<td>70.91</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>29.09</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: LACCD DEC SIS tables.
**ESL Completion**

**DATA ANALYSIS RELATED TO ESL COMPLETIONS**

**Ethnicity**

ESL completion rates appear to be well distributed among the various ethnic groups. The committee believes that it might be reasonable to have a higher representation of Hispanic students in this metric based on the Hispanic population in the college.

**Gender**

The male ESL completion rate is substantially lower than females.

**Disabled Students**

No statistics are available that show ESL completion by DSP&S.
5. Degree and Certificate Completion

The Degree and Certificate completion success factor was examined by analyzing degree and certificate completion data.

Tables:

- WLAC course completion statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
  - Demographics by DSP&S
## Degree and Certificate Completion

### DEMOGRAPHICS BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number Awarded</th>
<th>Percentage Awarded</th>
<th>Number Awarded</th>
<th>Percentage Awarded</th>
<th>Percentage of Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2003</td>
<td></td>
<td>Spring 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>11.94</td>
<td>39</td>
<td>16.18</td>
<td>8.77</td>
</tr>
<tr>
<td>Black/African American</td>
<td>66</td>
<td>49.25</td>
<td>115</td>
<td>47.72</td>
<td>43.80</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33</td>
<td>24.63</td>
<td>53</td>
<td>21.99</td>
<td>23.39</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.75</td>
<td>0</td>
<td>0.00</td>
<td>0.41</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>11.19</td>
<td>27</td>
<td>11.20</td>
<td>14.46</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.75</td>
<td>2</td>
<td>0.83</td>
<td>9.17</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>2</td>
<td>1.49</td>
<td>5</td>
<td>2.07</td>
<td></td>
</tr>
<tr>
<td>Total Counted</td>
<td>134</td>
<td>100.00</td>
<td>241</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Declined to State</td>
<td>1</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: LACCD DEC SIS tables.
**Table 13:** Certificates and Degrees (Combined) Awarded Fall 2003 and Spring 2004 by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2003</th>
<th></th>
<th>Spring 2004</th>
<th></th>
<th>Percentage of Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Awarded</td>
<td>Percentage Awarded</td>
<td>Number Awarded</td>
<td>Percentage Awarded</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>64.44</td>
<td>189</td>
<td>74.70</td>
<td>61.21</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>35.56</td>
<td>64</td>
<td>25.30</td>
<td>38.79</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.00</td>
<td>253</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: LACCD DEC SIS tables.
## Degree and Certificate Completion

### DEMOGRAPHICS BY DSP&S

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th></th>
<th></th>
<th></th>
<th>Spring 2004</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Awarded</td>
<td>Awarded</td>
<td>Awarded</td>
<td>Awarded</td>
<td>Awarded</td>
<td>Awarded</td>
<td>of Enrollments</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>9</td>
<td>6.72</td>
<td>11</td>
<td>4.56</td>
<td>2.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non DSP&amp;S</td>
<td>125</td>
<td>93.28</td>
<td>230</td>
<td>95.44</td>
<td>97.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100.00</td>
<td>241</td>
<td>100.00</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: LACCD DEC SIS tables.
**Degree and Certificate Completion**

**DATA ANALYSIS RELATED TO DEGREE AND CERTIFICATE COMPLETION**

**Ethnicity**

The distribution of certificates and degrees appears to be equitable when comparing the awarding of degrees and certificates with population groups.

**Gender**

Males earn degrees and certificates at a lower rate than females. While the college is aware of the historical trend related to the awarding of certificates and degrees, nevertheless the college will take all reasonable steps to improve the performance of male students as it relates to awarding of certificates and degrees.

**Disabled Students**

Disabled students earn degrees and certificates at a rate higher than their representation in the college population, therefore no inequity is indicated.
6. Transfer

Transfer activity was analyzed by reviewing the completion of transfer-level courses as well as actual transfer activity.

Tables:

- WLAC course completion statistics
  - Demographics by Race/Ethnicity
  - Demographics by Gender
  - Demographics by DSP&S
### DEMOGRAPHICS BY RACE/ETHNICITY, GENDER AND DSP&S

#### Table 15: Transfer Courses Completed 2002 – 2003 by Ethnic Group, Gender and DSP&S

<table>
<thead>
<tr>
<th>ETHNIC GROUP</th>
<th>Percentage Completed</th>
<th>Number Attempted</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>80.74</td>
<td>3365</td>
<td>8.77</td>
</tr>
<tr>
<td>Black/African American</td>
<td>70.61</td>
<td>18,864</td>
<td>43.80</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75.55</td>
<td>8,626</td>
<td>23.39</td>
</tr>
<tr>
<td>Native American</td>
<td>77.19</td>
<td>171</td>
<td>0.41</td>
</tr>
<tr>
<td>White</td>
<td>81.47</td>
<td>4,646</td>
<td>14.46</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75.14</td>
<td>25,270</td>
<td>51.46</td>
</tr>
<tr>
<td>Male</td>
<td>73.34</td>
<td>13,723</td>
<td>48.54</td>
</tr>
<tr>
<td><strong>DSP&amp;S</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>68.93</td>
<td>1,574</td>
<td>2.05</td>
</tr>
<tr>
<td>Non-DSP&amp;S</td>
<td>74.75</td>
<td>37,419</td>
<td>97.95</td>
</tr>
</tbody>
</table>

Source: Retrieved November and December 2004 from Web Site [http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls](http://www.cccco.edu/divisions/tris/telecom/attachments/course_completions.xls)

Note: Data is not unduplicated.
## Transfer

### DEMOGRAPHICS BY RACE/ETHNICITY

**Table 16: Full-Year Transfers from WLAC to UC and CSU Campuses Compared to Percentage of Enrollments**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Year 02-03</th>
<th>Year 03-04</th>
<th>Total*</th>
<th>Percentage of Total</th>
<th>Percentage of Enrollments**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>17</td>
<td>19</td>
<td>36</td>
<td>4.73</td>
<td>8.77</td>
</tr>
<tr>
<td>Black/African American</td>
<td>219</td>
<td>220</td>
<td>439</td>
<td>57.69</td>
<td>43.80</td>
</tr>
<tr>
<td>Latino</td>
<td>76</td>
<td>64</td>
<td>140</td>
<td>18.40</td>
<td>23.39</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0.39</td>
<td>0.41</td>
</tr>
<tr>
<td>White</td>
<td>24</td>
<td>27</td>
<td>51</td>
<td>6.70</td>
<td>14.46</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>46</td>
<td>46</td>
<td>92</td>
<td>12.09</td>
<td>9.17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>384</strong></td>
<td><strong>377</strong></td>
<td><strong>761</strong></td>
<td><strong>100.00</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

*Source (except enrollment data): Retrieved November and December 2004 from Web Site http://www.cpec.ca.gov/onlinedata.asp (California Post Secondary Education Commission)*

**Source: Retrieved November and December 2004 from Web Site http://www.cccco.edu/divisions/tris/telecom/attachments/access.xls**
DEMOGRAPHICS BY GENDER

Table 17: Total Transfers to four-year Institutions 2000 - 2003 by Gender

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>128</td>
<td>102</td>
<td>91</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>62</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>161</td>
<td>146</td>
</tr>
</tbody>
</table>

Source: Retrieved September 2005 from Web Site
http://www.cpec.ca.gov/OnLineData/OnLineData.asp
**Transfer**

DATA ANALYSIS RELATED TO TRANSFER

**Ethnicity**

The greatest differential in transfer course completion is a 10.86 differential between the completion percentage of African-American students and white students. However, the differentials from one group to another are not significant. With regard to actual transfers to UC and CSU campuses, African Americans make up a substantial 57.69 percent of the total while that group’s enrollment percentage is 43.8 percent. This is a remarkable statistic when considering the course completion statistics. The statistics indicate it may be useful to obtain more data to determine what the transfer activity is for all groups to all transfer institutions to determine if any program adjustments are indicated related to student equity efforts.

**Gender**

The differential between completion percentages of females and males is very small and insignificant, therefore no inequity is indicated. There is no data available for actual transfers by gender.

**Disability Status**

The course completion differential between DSP&S and non-DSP&S students is 5.82 percentage points, which does not appear to be great. The differential does suggest that it could be beneficial to examine goal-setting and goal-achievement skills of DSP&S students. There is no data available for actual transfers by gender.
About Goals

The WLAC Mission Statement is reflected in the goals that have been set in the Student Equity Plan. The West Los Angeles College Mission Statement states that the College is committed to an environment that reflects respect for all students. The College provides an educational experience that is challenging and inclusive of the needs of its diverse student body. The College affirms the belief that multiculturalism contributes to the success of all students as they learn to value the diversity of the College and society.
GOALS, ACTIVITIES, BUDGETS AND TIMELINES

1. Access
2. Course Completion (Retention)
3. Basic Skills Completion
4. ESL Completion
5. Degree and Certificate Completion
6. Transfer
Access

GOAL: It is a goal of WLAC to provide equal access to all individuals who can benefit from the program and services of the College.

Summary of findings related to Campus-Based Research

- There is a sizable lower representation of male students especially African-American, Hispanic and white students at WLAC compared to their representation in the WLAC Extended Service Area. There appears to be a trend toward an increase of Hispanic student population. Studies need to be conducted to determine if changes need to be made in the WLAC Services Area as defined.
• There is a sizable lower representation of male students, especially African-Americans, at WLAC compared to their representation in the WLAC Extended Service Area.

• There is apparently a significantly lower representation of disabled individuals at WLAC than their representation in the service area.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Timelines</th>
<th>Key Contacts</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct an analysis of the demographics using the 2005 LACCD Student Survey.</td>
<td>Review and update service area boundaries.</td>
<td>By end of Fall 2005</td>
<td>-Institutional Researcher -Dean of Planning -Student services -Strategic Enrollment</td>
<td>- Utilize current budget resources</td>
</tr>
<tr>
<td>2. Develop action plans based upon the qualitative and quantitative analysis.</td>
<td>Research and analyze enrollment trends of the college service area with regard to all areas of diversity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop a campus-wide sensitivity training plan for all faculty and staff, which focuses on interacting with students from emerging populations.</td>
<td>Develop and implement high school and community recruitment plans.</td>
<td>Spring 2006</td>
<td>DSP&amp;S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form an ongoing DSP&amp;S focus group to assess current and expected needs of disabled students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine if the college and services are ADA compliant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and improve the registration process to include online orientation and other college support services prior to registration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinstitute high school programs for hosting high school visitations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a promotional/marketing program to increase community awareness and knowledge of vocational, academic, transfer programs and services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional the new Student Orientation program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop partnerships with African-American and Hispanic organizations to increase access, with emphasis on the male student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a survey instrument to determine student preferences for classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop partnerships with African-American and Hispanic organizations to increase access (especially male) to college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Completion (Retention)

GOAL: It is the goal of West Los Angeles College to provide a well-articulated, quality curriculum with a variety of learning options that will enable the diverse student population to maximize learning opportunities.

Summary of significant findings related to Campus-Based Research

- There is a sizable differential between the course completion rates of African-American students and white students.

- There is a seven percent differential in course completion rates of DSP&S students and non-DSP&S student with an expected increase in demand for DSP&S services.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Related Activities</th>
<th>Timeline</th>
<th>Key Contact</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop student instruction programs to improve student retention.</td>
<td>Develop a system to collect accurate course completion data on an on-going basis to include Adjunct vs. Full-Time instructor course data, along with program data</td>
<td>- Data collection system by Fall 2005 - Use data on an on-going basis</td>
<td>- Institutional Research - Academic Affairs - Student Affairs</td>
<td>- Utilize current budget resources</td>
</tr>
<tr>
<td>2. Identify unique barriers related to performance of disabled students</td>
<td>Analyze and generate a report to the Student Equity Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establish Learning Communities across the curriculum</td>
<td>Student Equity Committee to review report and make recommendations to institutionalize programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Early identification of at-risk students for support services</td>
<td>Provide course completion data to Counseling Division Chair and other support programs on an ongoing basis</td>
<td>Ongoing</td>
<td>DSP&amp;S</td>
<td>None</td>
</tr>
<tr>
<td>5. Expand and fund tutoring programs</td>
<td>Provide in-service training for faculty and staff on DSP&amp;S laws and mandates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Develop orientation services and counseling services for non-English proficient students</td>
<td>Evaluate effectiveness of early alert workshops, on-site and off-site assessment and in-person counseling</td>
<td>Ongoing</td>
<td>Matriculation</td>
<td>None</td>
</tr>
<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsibility</td>
<td>Additional Requirements</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Mandatory enforcement of all validated prerequisites via automated checking system, with challenge process | Ongoing     | - Matriculation  
- Academic Senate  
- Dean Student Services | None |
| Research implementation strategies to incorporate learning styles and alternate course delivery systems into faculty training | Fall 2005   | - Academic Senate  
- Senior Staff  
- District Research Group | - To be determined based on results of surveys and studies |
| Offer Personal Development classes for student receiving financial aid and are on progress or academic probation | Ongoing     | Student Services | - Program 100 funds |
| Develop training program for peer mentors to work with at-risk students | - ASO  
- Student Services | | Additional funds required |
| Offer faculty development workshops which focus of understanding students with special needs and cultural diversity | - Academic Senate | | Additional funds required |
| Offer faculty development workshops which focus on new teaching techniques, Distance Learning and Website development for faculty | Spring 2006 | - Staff Development  
- Academic Senate | - Staff Development Program 100 |
| Conduct financial aid workshops | | | - Current budget |
Goals, Activities, Budgets and Timelines

Basic Skills Completion

GOAL: To provide students, who are lacking in basic skill, the necessary capabilities in mathematics, oral expression, reading and writing skills, and study skills to successfully complete a certificate, degree or transfer program.

Summary of significant findings related to Campus-Based Research

- It appears that all ethnic groups are experiencing roughly equal benefit from Basic Skills courses based on completion rates. However, considering the spread between the group with the lowest completion percentage and the highest completion
percentage, African American students may benefit by additional assistance in improving basic skills.

- Male students tend to utilize Basic Skills courses less than females and male completion percentages are lower than females.

- DSP&S and non-DSP&S students appear to benefit equally from Basic Skills courses.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Related Activities</th>
<th>Timelines</th>
<th>Key Contacts</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the definition of Basic Skills to the campus community.</td>
<td>Perform a thorough analysis of Basic Skills course completion data to determine the extent of disparity in Basic Skills course completions, through the level.</td>
<td>- Spring 2005</td>
<td>Student Services</td>
<td>- To be determined</td>
</tr>
<tr>
<td>2. Provide an educational environment that meets the needs of Basic skills students</td>
<td>Schedule presentations to counselors regarding Basic Skills and arrange meetings between Counselors and Basic Skills Instructors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify grants to support Basic Skills activities</td>
<td>Develop non-credit classes and workshops on study skills, test taking and time management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish interdisciplinary learning communities: vocational, academic and Basic Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish new full-term and short-term Basis Skills credit and noncredit courses to be offered in the Learning Skills Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer block of courses for Basic Skills and evaluate its effectiveness.</td>
<td>Spring 2006</td>
<td>Basic Skills Committee Academic Senate</td>
<td>None</td>
</tr>
</tbody>
</table>
Goals, Activities, Budgets and Timelines

ESL Completion

GOAL: It is the goal of WLAC to assist individuals who are non-native speakers and those with limited English proficiency to overcome the unique barriers they face by providing educational programs and services that will enhance speaking, writing and analytical skills thereby enhancing those individuals’ ability to take full advantage of all available educational programs and career opportunities.

Summary of significant findings related to Campus-Based Research

- Students completing ESL courses come from all ethnic groups within the student population except Native Americans, who make up less than one percent of the student population. The completion data indicates that the ESL program is being utilized by a diverse group of students.

- Males completed 9.7 percent of ESL courses less than their enrollment percentage. This differential is not considered significant.

- No data is available regarding ESL course completions by DSP&S.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Related Activities</th>
<th>Timelines</th>
<th>Key Contacts</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to research and analyze the ESL population by tracking ESL students.</td>
<td>Research retention rates to track students’ successful progression from ESL 6B → English 28 → English 101 by gender and ethnicity.</td>
<td>Ongoing</td>
<td>Institutional Research</td>
<td>None</td>
</tr>
<tr>
<td>Track percentage of Hispanic students taking ESL courses versus Hispanic students in other disciplines.</td>
<td>Ongoing</td>
<td>Institutional Research</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Activities, Budgets and Timelines

Degree and Certificate Completion

GOAL: To provide equal opportunity for those students who desire to obtain a two-year degree or certificate to meet their career goals, educational goals and other personal goals.

Summary of significant findings related to campus-based research

- The distribution of the awarding of degrees and certificates is equitable when comparing the different population groups.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Related Activities</th>
<th>Timelines</th>
<th>Key Contacts</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use Program Outcomes to assess courses and units within programs as it relates to degree completion.</td>
<td>Analyze data to include male students whose goal was not degree oriented.</td>
<td>Ongoing</td>
<td>Institutional Research</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Collect data on degree and certificates by program, ethnicity and gender.</td>
<td>Ongoing</td>
<td>Institutional Research</td>
<td>None</td>
</tr>
<tr>
<td>2. Make degree completion process improvements.</td>
<td>Review AA degree and transfer requirements and develop user-friendly major declaration sheets for students</td>
<td>Fall 2005</td>
<td>Academic Affairs Academic Senate Artication</td>
<td>None</td>
</tr>
<tr>
<td>3. Identify problems and solutions for the transcript evaluation process.</td>
<td></td>
<td>Spring 2005</td>
<td>Student Services Division Chairs Transcript Evaluation Academic Senate</td>
<td>None</td>
</tr>
</tbody>
</table>
**Goals, Activities, Budgets and Timelines**

**TRANSFERS**

GOAL: To provide general education and major preparation for those student who plan to continue their studies at four-year colleges and universities.

Significant findings related to transfer

- The transfer course completion rate is low for African Americans; however African American students actually transfer to UC and CSU campuses at a higher rate than their representation in the WLAC population.

- The difference between transfer course completion rates of females and males is insignificant, therefore no inequity is indicated.

- The transfer course completion rate of DSP&S students is less than that of non-DSP&S students.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Related Activities</th>
<th>Timelines</th>
<th>Key Contacts</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the actual transfer rates of all groups to four-year colleges and universities</td>
<td>Conduct necessary inquiries to obtain reliable data regarding transfer rates</td>
<td>Ongoing</td>
<td>To be determined</td>
<td>To be determined</td>
</tr>
<tr>
<td>2. Improve transfer course completion rates of DSP&amp;S students</td>
<td>Increase the number of computers, with touch screen capability, in the Transfer Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop a tracking system for all transfers</td>
<td>Identify students by major, school or readiness to transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase recruitment, retention and transfer of all student populations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Provide updated equipment for the Transfer Center  
5. Determine adequate staffing needs for the Transfer Center  
6. Develop a system to determine student transfer readiness  
7. Increase the number of students transferring to UC campuses

|  | Develop partnerships with universities to improve students’ transfer rates  
Implement Memorandum of Understanding (MOU) for Math and English Assessment Tests to ensure that students’ CSU assessment scores are honored  
Implement Supplemental Instruction for mathematics and English |  |  |
Evaluation Schedule and Process

The Student Equity Committee is responsible for evaluating the goals and progress of the plan and taking necessary action to reach established goals. The Student Equity Committee will follow the indicated schedule:

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Evaluation Findings</th>
<th>Follow-up Activity and Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Wednesday of each month at 2:30 pm.</td>
<td></td>
<td></td>
</tr>
</tbody>
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A. Timeline ...........................................................................................................................................1
B. Frequently Asked Questions ...........................................................................................................2
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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
  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.
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.
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• 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.

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.

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1. WHAT ARE EXAMPLES OF PLANNING GOALS?

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

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- 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?
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]

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]

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>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Agency</td>
<td></td>
</tr>
<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?</td>
<td></td>
</tr>
<tr>
<td>- 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>
<td></td>
</tr>
</tbody>
</table>
Grant Application 2.

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project to be funded</td>
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<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Project to be funded</td>
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- 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: [Blank]

**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 ]


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 ]


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?

2. 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>
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<tr>
<td>Which “program review goal” does the grant support?</td>
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<tr>
<td>Is this a new grant, or a continuation?</td>
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<tr>
<td>Is this a cooperative grant?</td>
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<tr>
<td>• If so, who are the partners?</td>
<td></td>
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<tr>
<td>Amount requested</td>
<td></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>
<td></td>
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<tr>
<td>• Timeframe</td>
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<tr>
<td>• Amount of required college match</td>
<td></td>
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<tr>
<td>• How has the funding impacted the division/ department/ program?</td>
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</tbody>
</table>
## Grant Application 2.

<table>
<thead>
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<tr>
<td>• Timeframe</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

## Grant Application 3.

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th></th>
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<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>
<td>Is this a new grant, or a continuation?</td>
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<tr>
<td>• Timeframe</td>
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</tr>
<tr>
<td>• Amount of required college match</td>
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</tr>
<tr>
<td>• How has the funding impacted the division/department/program?</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

Responsible Person(s):

<table>
<thead>
<tr>
<th>Goal Status:</th>
<th>Goal Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Less than 1 year</td>
</tr>
<tr>
<td>In Progress</td>
<td>More than 1 year but less than 3 years</td>
</tr>
<tr>
<td>Changed</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?


**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:

<table>
<thead>
<tr>
<th>Module 4. Basic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Name:</td>
</tr>
<tr>
<td>Action Number:</td>
</tr>
<tr>
<td>Action Initiation Year:</td>
</tr>
<tr>
<td>Responsible Person(s):</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action Priority:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Status:</td>
</tr>
<tr>
<td>Action Timeline:</td>
</tr>
</tbody>
</table>

## 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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
3. Planning Resource Request

**MODULE 8. BASIC INFORMATION**

RR Name: ___________________________  RR Initiation Year: 2011-2012

RR Number: ___________________________  RR Priority: ___________________________

RR Name: ___________________________  RR Initiation Year: 2011-2012

RR Number: ___________________________  RR Priority: ___________________________

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
- I don’t know
- Perkins
- Grant
- Bond
- Categorical
- Other: ___________________________

**MODULE 9. IMPACT**

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

<table>
<thead>
<tr>
<th>Name of Division, Program or Office</th>
<th>Impact will be (&quot;X&quot; all that apply)</th>
<th>Division/department/unit included in planning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Module 10. Funding for Resource Request for 2011-2012 Fiscal Year

Provide all costs associated with request

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>2011-2012 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries (100000)</td>
<td>One-Time</td>
</tr>
<tr>
<td><strong>Position Title:</strong> _______________</td>
<td>Class Code: ____________</td>
</tr>
<tr>
<td>(Check one): Prob  Limited  LT Sub  Fall Hrly  Spr Hrly</td>
<td>$</td>
</tr>
<tr>
<td>Classified Salaries (200000)</td>
<td></td>
</tr>
<tr>
<td><strong>Position title and class code:</strong></td>
<td></td>
</tr>
<tr>
<td>Basis: (Check one) A  C  B  X</td>
<td></td>
</tr>
<tr>
<td>Shift: (Check one) A (day) B (evening) C (night)</td>
<td></td>
</tr>
<tr>
<td>Permanent or temporary: _____</td>
<td>Hours per pay period: _____</td>
</tr>
<tr>
<td>Rate: _______</td>
<td>$</td>
</tr>
<tr>
<td>Employee Benefits (300000)</td>
<td></td>
</tr>
<tr>
<td>(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%))</td>
<td>$</td>
</tr>
<tr>
<td>Unclassified Salaries (200000) (Check one)</td>
<td></td>
</tr>
<tr>
<td>○ Student assistant</td>
<td>○ Program assistant</td>
</tr>
<tr>
<td>○ Professional expert</td>
<td>○ Other</td>
</tr>
<tr>
<td>Rate: $</td>
<td>$</td>
</tr>
<tr>
<td>Instructional media materials (Supplies and Printing, 400000)</td>
<td>$</td>
</tr>
<tr>
<td>Non-instructional supplies (Supplies and Printing, 400000)</td>
<td>$</td>
</tr>
<tr>
<td>Printing/copying (Supplies and Printing, 400000)</td>
<td>$</td>
</tr>
<tr>
<td>Equipment (Instructional and non-instructional) (Capital Outlay, 600000)</td>
<td>$</td>
</tr>
<tr>
<td>Maintenance of equipment (Other Operating Expense, 500000)</td>
<td>$</td>
</tr>
<tr>
<td>Contracts/personal services (Other Operating Expense, 500000)</td>
<td>$</td>
</tr>
<tr>
<td>Alteration and improvement (A &amp; I) (Capital Outlay, 600000)</td>
<td>$</td>
</tr>
<tr>
<td>Other (GL Account))</td>
<td>$</td>
</tr>
</tbody>
</table>

**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     Eloise Crippens
College President     Academic Senate President

Date        Date

Adopted 12/13/05
West Los Angeles College
Faculty Position Identification and Prioritization Policy
Revision effective April 14, 2009

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 (FPIP) 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 FPIP 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. FPIP applications for proposed probationary tenure-track faculty in existing disciplines, programs, and services may be submitted to the FPIP 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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<tbody>
<tr>
<td>Pre-collegiate instruction</td>
<td></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>
<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?
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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<tr>
<td>Criteria for ranking</td>
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<td>• Staffing status:</td>
<td>• Staffing status: % full-time instructors in classroom</td>
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<td>• Staffing Status</td>
<td>• Educational Master Plan implementation</td>
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<td>% full-time instructors</td>
<td>• Student Demand: census enrollment (Ave fall semester</td>
<td>instructors in classroom</td>
<td>• Student Demand</td>
<td>• Position identified in Program Review/Unit Plan</td>
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<td>• Student Demand:</td>
<td>• Annual #: Students taking courses in discipline in order</td>
<td>• Program review recommendation</td>
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<td>• Educational Master Plan implementation:</td>
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<td>Position supports non-voc ed learning communities,</td>
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<td>implementation:</td>
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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>Category</th>
<th>Criteria for Ranking</th>
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</table>
| Pre-Collegiate Instruction | - Staffing status: % full-time instructors in classroom  
- Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)  
- 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)  
- Fiscal Impact: FTES/FTEF  
- Program review recommendation |
| General Education Instruction & Transfer Degree Instruction | - Staffing status: % full-time instructors in classroom  
- Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)  
- Annual #: Students taking courses in discipline in order to complete Associate degree GE requirements  
- Associate degrees &/or certificates of achievement  
- 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)  
- Fiscal Impact: FTES/FTEF  
- Number of other disciplines that satisfy same GE requirement  
- Discipline has completed roadmaps to  
  - Transfer in 2 years  
  - Certificates of Achievement  
- Program review recommendation |
| Workforce & Professional Education | - Staffing status: % full-time instructors in classroom  
- Student Demand: census enrollment (Ave fall semester census enrollment for past 3 years)  
- Annual #: Associate degrees and/or certificates of achievement  
- Educational Master Plan Implementation  
- Fiscal Impact: FTES/FTEF  
- Program review recommendation  
- Active advisory board  
- Impact on non-WASC accreditation or approval – Special class size restriction |
| Counseling, Librarian, Athletic Coaches, and Other Instruction | - Staffing Status  
- Student Demand  
- Educational Master Plan implementation: Position supports Objective 1  
- Position supports Objective 2  
- Position supports Objective 3  
- Position supports Objective 4  
- Impact on WASC accreditation, other agency approval or non-WASC accreditation  
- Position recommended in program review |
| Special Programs & New Program Development | - Educational Master Plan implementation  
- Position identified in Program Review/Unit Plan |

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**Note:**

The criteria listed above are designed to help identify and prioritize positions within the categories specified. Each criterion is evaluated based on its contribution to the effectiveness and efficiency of the institution's educational programs.