

2014 College Planning and Effectiveness Report
West Los Angeles College
April 29, 2015

I. Alignment of College and District Strategic Plans

District Strategic Plan Goal	College Strategic Plan Goal
<p>Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i></p>	<p><u>Strategic Direction 3:</u> Programs and Services Responsive to Student Needs</p> <ul style="list-style-type: none"> ✓ Create clear completion pathways ✓ Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them ✓ Prepare students to enter a competitive workforce ✓ Enhance curriculum vitality, viability, and relevance
<p>Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i></p>	<p><u>Strategic Direction 1:</u> Dedication to Learning</p> <ul style="list-style-type: none"> ✓ Improve student achievement, both overall and among historically lower-achieving groups ✓ Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies ✓ Foster ethical and affective development as well as cognitive development in all student populations ✓ Inspire and increase the rate of faculty, staff, and administrators' involvement in professional learning activities
<p>Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i></p>	<p><u>Strategic Direction 2:</u> Culture of Continuous Improvement</p> <ul style="list-style-type: none"> ✓ Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes ✓ Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes ✓ Enhance and maintain facilities and technology to promote effective teaching and learning <p><u>Strategic Direction 4:</u> Collaboration, Engagement, and Respect</p> <ul style="list-style-type: none"> ✓ Be collegial ✓ Eliminate organizational silos ✓ Celebrate the achievements of our entire community
<p>Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i></p>	<p><u>Strategic Direction 2:</u> Culture of Continuous Improvement</p> <ul style="list-style-type: none"> ✓ Exercise financial stewardship that ensures fiscal stability while supporting educational excellence and the College mission <p><u>Strategic Direction 5:</u> Connections with Communities</p> <ul style="list-style-type: none"> ✓ Forge effective alliances with local schools, organizations and individuals ✓ Open the College to the world

II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2011	2012	2013	2013 District	3 year change College	3 year change District
Objective 1. Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	64%	64%	63%	71%	-1%	0%
Objective 2. Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	63%	73%	70%	73%	8%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	64%	70%	72%	75%	8%	1%
Objective 3. Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	18%	18%	18%	19%	-1%	2%
<i>3.2 Persistence - Fall to Spring</i>	81%	83%	84%	87%	3%	1%
<i>3.2 Persistence - Fall to Fall</i>	63%	68%	70%	75%	6%	1%

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Weakness	<p>West is in a very competitive swirl of enrollment at many colleges in the area. This decreases the percent of students who receive Pell Grants. However, the data reflects West's effectiveness in completing with other colleges to enroll students who would otherwise be enrolled elsewhere.</p> <p>There are major near-by colleges including, Santa Monica, UCLA, El Camino, as examples, where students are already packaged for financial aid. Thus West gets part of the student enrollment, while the other colleges are packaging the aid.</p> <p>During the budget downturn, the close relationship with feeder high schools (Crenshaw, Dorsey, & Washington Prep.) was discontinued and the outreach program was downsized.</p>	<ul style="list-style-type: none"> • Adopt best practices to package students earlier • Ramp up high school outreach • Hire additional staff (Financial Aid Assistant) to help students with their financial aid applications • Create strong link between financial aid process and matriculation process • Involve parents in the financial aid application process through parent nights, evening workshops. • Enhance Semester Kick-off to include Financial Aid 	1% increase per year until West reaches the District average, at which point the college will reassess further targets.
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	Trending to strength	An 8% increase over 3 years brings West almost to the district level. The increase is due to increased capacity and efficiency permitted by the new Student Services Building, which provides well-designed facilities, including larger computer labs dedicated to assessment.	<ul style="list-style-type: none"> • West designed and implemented a new matriculation process housed online in a portal, called West Expressway. We anticipate that the percentage will rise with the new West Expressway. • The SS&SP program is doing high school outreach through West Expressway, recruiting students who are likely to be eligible for financial aid, thus improving Measure 1.1.2 as well as 1.2.1 	100% of new students will complete English and Math assessment in the first term or before
Measure 1.3.1: <i>Percentage of new students successfully completing at least</i>	Trending to strength	<p>Rate is holding steady</p> <p>Supplemental Instruction in Math & English started in fall 2014</p>	<ul style="list-style-type: none"> • Evaluate adequacy of class schedule to meet student needs at entry levels of English and Math 	1% increase per year until District average is attained.

Goal #1- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>one English and Math class in their first year</i>		<p>Project LEARN offered small summer Math Bootcamp</p> <p>Summer Bridge program supports students reaching college level English within one year.</p>	<ul style="list-style-type: none"> • Priority enrollment for students who complete the matriculation process: assessment to orientation to abbreviated SEP. • Consider an alternative Math pathway, to include Math 122, Intermediate Algebra, prior to Statistics • The new Bachelor degree program will improve completion in the math/science sequence. 	
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	Trending to strength	<ul style="list-style-type: none"> • Persistence rates are trending up, with greater increases than district-wide. • Reenergized focus on student success, including the Student Success Committee, Achieving the Dream, and Student Equity, Access and Completion (SEAC) Committee • Increased engagement of faculty, for example in Faculty Inquiry Groups (FIGs), and through professional learning, which emphasizes engagement and cultural sensitivity. • The Tech Fair supports engaging students in learning through technology. 	<ul style="list-style-type: none"> • The new Bachelor degree program will improve completion in the math/science sequence. • Established the Student Equity, Access and Completion (SEAC) Committee to monitor and provide recommendations on how to improve the student experience from early outreach to program completion. 	1% increase per year until District average is attained.

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2011*	2012*	2013*	2013 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			60%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			65%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			72%	71%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	51%	53%	52%	62%	1%	4%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	18%	17%	19%	29%	0%	2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	13%	14%	16%	26%	3%	3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	17%	20%	19%	33%	2%	2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	15%	15%	11%	13%	-4%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	28%	30%	30%	33%	2%	-3%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2013 is final year for the three year measurement period beginning in 2010.

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.1.1: <i>Active /project learning</i></p> <p>Measure 2.1.1: <i>Student engagement in and out of class</i></p> <p>Measure 2.1.1: <i>Self-efficacy/self-directed learning</i></p>	<p>Neither</p>	<p>West sponsors a number of programs and activities that support active/project learning, student engagement in and out of class, and self-efficacy. Following is a sample of these events and programs:</p> <ul style="list-style-type: none"> • Poster Fair • Café West • Semester Kick-off • Transfer and Career Fairs • STEM emphasizes self-direction in scientific inquiries; offers symposia • Spoken Word through the LEARN program offers open mike poetry readings in the Café • Black Scholars and LEARN programs emphasize self-efficacy • ASO is very active, and has initiated several programs. ASO initiated the ASO parking program, bringing back the food truck, and participating in college-wide events on re-defining student support and engagement. • The International Students have an active club, including the Ambassador Program which links them with advisers on campus. • Global Studies Initiative put on a conference to reinforce that West students are part of a global community beyond West. • One Book Club • In the Summer Bridge learning community, there is a social justice emphasis where students participate in activities outside class. 	<ul style="list-style-type: none"> • Expand professional learning to further emphasize active learning approaches <ul style="list-style-type: none"> ○ Reading Apprenticeship • Have a campaign to promote student engagement and its importance. • Encourage faculty to start a club and be faculty advisors. • Institutionalize Black Scholars Program 	<p>2% increase every two years as reflected in the Student Survey, which is administered every two years.</p>

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<ul style="list-style-type: none"> • Transfer tours of different colleges. • The students in the Athletics Program engage a service project with the Child Development Center. • A group of students participated in the AMEND conference (African-American Male Education Network and Development). • Star Parties involve students in an activity outside of class • Personal Development classes teach and emphasize the meta-cognitive strategies • Orientation for CTE programs 		
<p>Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i></p>	<p>Neither</p>	<ul style="list-style-type: none"> • Tech Fair ensures that faculty are knowledgeable about the latest technology for use with students. • New building are designed with smart classroom technology • Strong distance education program is supported by the training of faculty in the use of the Etudes technology • West participates in the Online Education Initiative and the Common Assessment Initiative, both projects sponsored by the CCCCCO • At the Semester Kick-off, offered session on use of SIS technology • West Expressway • West has an active Facebook presence; Twitter account • West's web was redesigned using Kentico software so that each faculty can have their individual web pages. • Many faculty who teach on-ground classes also have Etudes shells for those classes. • Qless line management system to 	<ul style="list-style-type: none"> • Expand smart classroom technology to older buildings • Maintain and upgrade equipment using ILEM funds • Implement call management system to improve customer service by answering telephone calls 24/7 	<p>2% increase every two years as reflected in the Student Survey, which is administered every two years</p>

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<p>reduce wait times.</p> <ul style="list-style-type: none"> On-line chat and on-line counseling available to all students 		
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	Weakness	<p>A number of efforts have been undertaken in the last 3 years:</p> <ul style="list-style-type: none"> Accelerated English West Expressway – to get more students assessed earlier Summer Bridge Hire adjunct counselors to help with advising 	<ul style="list-style-type: none"> Evaluate scheduling to ensure that students have access to entry level English and Math courses Prioritize schedule offerings to support student completion With SSSP, both West Expressway and Counseling guide students into English and Math in their first years Hire additional full time counselors to make it possible for all students to create Comprehensive Student Educational Plans. Use the new PeopleSoft system to allow counselors and support staff to more closely track student progress Use the new PeopleSoft system to automatically send notifications to students about their academic progress Market new ADT degrees to support student completion and transfer. The degrees have been designed with a 60-unit maximum. 	1% increase per year until District average is attained.
Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>	Weakness	<ul style="list-style-type: none"> The percentage is going up, +3% <p>A number of efforts have been undertaken in the last 3 years:</p> <ul style="list-style-type: none"> Acceleration in English West Expressway – to get more students assessed earlier – and to declare their major earlier <ul style="list-style-type: none"> But then students can't get Math classes they need Summer Bridge Hire additional full time faculty in Math 	<ul style="list-style-type: none"> Hire full time English faculty Replace full time Language Arts Learning Skills instructor Consider an alternative Math pathway, to include Math 122, Intermediate Algebra, prior to Statistics Build up ACT program Redesign academic outreach programs to create dedicated CTE pathways at feeder high schools so that students can flow easily from high school to college. Conversations about pedagogy Tech fair 	1% increase per year until District average is attained.
Measure 2.2.3 <i>Completion rate</i>	Declining in 3 years;	<ul style="list-style-type: none"> West acted rapidly in responding to 	Do more to encourage full time enrollment	1% increase per year until District average is

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p><i>(i.e., certificate, degree, or transfer) in 3 years and in 6 years</i></p>	<p>Increasing in 6 years</p>	<p>the budget crisis, and eliminated summer and winter class offerings. The impact of the cuts is seen in the large decline in 3 year completion rates of students beginning in Fall 2008.</p> <ul style="list-style-type: none"> • One of the most devastated programs was ACT, which supported full time student enrollment. The previous cohort program was taught by 12 full time faculty. • Existing facilities are insufficient for current programs in Computer Science, Business, Theater, Motion Picture Television Production, Dance and Aviation Maintenance Technology. For example, computer labs are not appropriately air conditioned. 	<ul style="list-style-type: none"> • Expand EOPS • Growth in the International Student program will increase graduation and transfer rates. • Improve class scheduling to permit enrollment in a full time load more easily. • Admissions will work with Academic Affairs to do presentations in CTE classes to emphasize graduation and to complete forms • ACT program is re-started with grant support and a new MOU with Dominguez Hills guaranteeing transfer. • New ADT awards will support student completion and transfer. • Faculty-driven mapping of courses needed to complete programs will facilitate completion. • Division meetings are held to coordinate scheduling so that students can complete in a 2-3 year period of time. Scheduling is aligned with program maps. • Opportunities for growth will be used to support the completion agenda by offering courses that strategically help students finish their programs. Reports are used to identify areas in need of additional sections. Winter intersession is focused on degree- and certificate- applicable only to support spring graduates. The number of electives has been reduced to strengthen the on-going program. • New full time faculty will contribute to increasing the student completion rate. • Enhance faculty advising. New staff will conduct faculty advising training sessions. • Improved financial aid processing may contribute to improve persistence and completion. 	<p>attained.</p>

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	Fall 2011/ FY 2012	Fall 2012/ FY 2013	Fall 2013/ FY 2014	Fall 2013/ FY 2014 District	3 year change College	3 year change District
Average Class Size in Credit Classes	42.2	40.7	38.0	37.7	-10%	-8%
Cost/FTES (annual)	\$4,272	\$4,391	\$4,743	\$4,314	11%	7%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Neither	<ul style="list-style-type: none"> • West's average class size has dropped more than desired, although not completely unexpected due to the large size West experienced during the budget crisis. West's average class size is still higher than the district average. • West has engaged in extensive discussion and analysis about the reduced average class size, and has identified the following possible causes: general enforcement of prerequisites, reduced unemployment rate, resulting in students taking lighter loads. • New emphasis on science and math results in more advanced courses that have a smaller average class size. • The Teaching-Learning Center, Sound Stage and Studios are planned new buildings that are needed to increase average class size. • Several policy changes have reduced enrollment, with the long-term goal of student success. These changes include prerequisite enforcement across the board, new repeatability rules, and new registration priority policy. 	<ul style="list-style-type: none"> • The collective bargaining agreement allows for faculty-driven decision to increase class size in on-line classes. This will increase West's over-all average class size since ¼ of enrollments are in on-line classes. • Several enrollment practices will be changed. One is to allow students to enroll in sections that had been closed if there is a drop, and a subsequent opening. Another change is to permit enrollment online through the first week of class if there is space available. A further change facilitates enrollment in online sections. 	Stabilize average class size at its current high level; prevent further declines in average class size.

Cost/FTES (annual)	Neither	<ul style="list-style-type: none"> • West has had a balanced budget for the past 4 years. • West has achieved its FTES targets in each of the last 3 years with minimal unfunded FTES. In order to accomplish this, West diverted most summer 2013 FTES to FY2013, while incurring most of the cost in FY2014. This results in inflated Cost/FTES in FY2014. • The data suggest a small-college disadvantage, with the 4 small colleges having the highest costs per FTES. This suggests that economies of scale kick in at the mid-size college level. • The grants program contributes approximately \$2,000,000 to the general fund. • The Global Studies Program expands opportunities for global experience, and contributes \$1,400,000 to the general fund this year. 	West plans to shift FTES reporting for summer so that it is credited to the following fiscal year only, rather than being split between fiscal years. In order to do this, the FTES target will need to be met for the preceding year without any support from the following summer.	Proportion of summer FTES reported in preceding year will decrease to zero.
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