WEST LOS ANGELES COLLEGE

EDUCATIONAL MASTER PLAN
2008 - 2011

Prepared by the Educational Policies and Standards Committee of the Academic Senate

May 16, 2007

Rod Patterson, Co-Chair
Phyllis Morrison, Co-Chair
Patricia Siever
Bob Sprague
Joyce Sweeney
Alice Taylor

Resources:
Eloise Crippens, Academic Senate President
Fran Leonard, Accreditation Faculty Chair
Mary Jane McMaster, Chair, Math Division
Edward Pai, Research Analyst
Mark Rocha, President

Unanimously approved by the Academic Senate May 22, 2007

EDUCATIONAL MASTER PLAN DEVELOPMENT

During the Fall 2006 semester, West Los Angeles College continued to engage in a vigorous self-assessment and the implementation of activities to address areas of need identified in the 2006 accreditation report. While the college's Educational Master Plan extends to 2008, President Rocha saw the need to revise the plan this year. Accordingly, he challenged the college's Academic Senate to provide leadership in the development of an updated educational master plan focusing on the goals of Student Success and Academic Excellence.

Development of the 2007 Educational Master Plan has proceeded without the involvement of consultants. Instead, the Educational Policies and Standards Committee (EPSC) of the Academic Senate has met since the Fall 2006 semester to develop the required plan. The college-wide retreat on November 1, 2006 provided valuable input. It was attended by leaders of college constituent groups as well as interested faculty and staff. Facilitators led the retreat participants in a group process designed to suggest future directions for the college, including the identification of strengths, weaknesses, opportunities and threats (the SWOT process).

The EPSC agreed that the college's Educational Master Plan should link with the planning initiative undertaken by the Los Angeles Community College District (LACCD) this year. In addition, the LACCD's plan is a reflection of the California Community College system-wide plan with its emphasis on access and student success. As the committee reviewed student achievement data from a variety of sources, key issues emerged:

- West Los Angeles College's vocational programs exceeded the average level of achievement of colleges in its peer group.
- College outcomes in the areas of basic skills have been less successful and should be a focal point of near-term efforts to improve student success.
- The growth of distance education programs has created debate within the college about the need for balanced growth and the opportunity to meet emerging student demand in this area.

The ESPC recommends that the college concentrate on four primary objectives.

1. Affirm institutional commitment to student learning.
2. Implement a comprehensive, integrated written plan for an effective Basic Skills program to meet the needs of all West students by 2010.
3. Build on our success in Vocational Education to improve the whole college.
4. Build upon and support WLAC's diversified modes of instructional delivery.

The committee agreed on a select number of strategies in support of these objectives, with the understanding that further consideration may identify others. The strategies discussed for each objective are collated in the appendices A-D. A final appendix links this plan to the LACCD Strategic Plan.

While impressive in scope, the 2002-2008 plan included so many objectives that its usefulness as a guide to college planning was compromised. The ESPC anticipates that this more focused plan will improve student success and institutional effectiveness.

This plan covers the academic years from 2008-2011. Before this period, the college will prepare by establishing baselines, refining student learning outcomes, and identifying resources to implement the plan.

The EPSC has focused on the goals Student Success and Academic Excellence. Underlying the plan's four objectives is one more objective: use appropriate data in planning and evaluating student success and college excellence. Planning for student success includes using research data to guide resource allocation and institutional commitment.

Objectives and Strategies

Objective 1. Affirm institutional commitment to student learning.

Strategies

a. By 2010 require all students to participate in comprehensive orientation and assessment before class registration.

b. Adopt & publish recommended preparation advisories across the curriculum.

c. Evaluate the effectiveness of all college courses and programs using student learning outcomes.

d. Provide students study skills support via tutoring, classes, and workshops.

Objective 2. Implement a comprehensive, integrated written plan for an effective basic skills program to meet the needs of all West students by Fall 2010.

Strategies

a. By 2008 institute educationally-sound class sizes in all basic skills classes.

b. Re-label basic skills as pre-collegiate.

c. Establish learning communities and recruit students during registration.

Objective 3. Build on WLAC's success in Vocational Education to improve the whole college.

Strategies

a. Strengthen relevant and effective vocational programs.

b. Provide pre-collegiate support for vocational programs.

c. Assign trained counselors to vocational education programs.

d. Develop new vocational education program offerings in growth areas the college is well-equipped to serve.

Objective 4. Build upon and support WLAC's diversified modes of instructional delivery.

Strategies

a. Institute a variety of learning communities, including Freshman Experience, and interest-driven groups (e.g., health careers, environmental sustainability).

b. Make available to all students online counseling, library and financial aid services.

c. Institute mechanisms to ensure the quality of online and hybrid courses.

d. Expand ETUDES ng training for faculty and staff.

e. Provide support services for evening and week-end students.

f. Provide the infrastructure (e.g., servers, WiFi, IT personnel) for technologies in and out of the classroom (e.g., eportfolios, podcasting, multi-media).

Supporting Objective. Use appropriate data in planning and evaluating student success and college excellence.

Strategies

a. Establish clear baselines of student achievement

b. Use student achievement to measure institutional improvement

c. Report on success outcomes on a regular basis

d. Incorporate information about changes in student outcomes into planning.

e. Assess the "campus climate" as to its conduciveness to student success by annually evaluating:

   i. College image

   ii. Support services and resources

   iii. Outreach

   iv. Engagement (faculty, staff and administration commitment to student success).

f. Clarify steps in process of program development and the chain of command in development process.

g. Require a thorough facilities needs assessment for new programs.