

Planning Summary

There are four very large areas in which West Los Angeles College needs to engage in further planning, as well as many limited areas. Plans ranging from the very specific to the quite general are included in each standard; many repeat, because they address problems that manifest themselves in more than one aspect of campus life. What follows is an overview of the grander themes that emerge in a review of all the plans. Each theme is illustrated with some of the most ambitious and far-reaching plans that have been formulated in the Self Study Report.

Master Plan

It is clear that the college needs to engage in more systematized planning. The foundations have been laid, with a master plan and program review process beginning to interlock with a unit planning system and with financial and physical planning. Still, the college has to move from a master plan which is a statement of general goals to a set of operational plans which both reflects the master plan and has wide campus buy-in. This task is just underway. The plans in this self study will be incorporated. The operational plans will eventually include , an **educational master plan**, a **financial plan**, a revision of the **facilities master plan**, and a **human resources plan** which incorporates the success of the FPIP in hiring across campus.

Shared Governance

Crucial to its success is the full participation of staff, students, and, especially, faculty. A clearer definition of the shared governance process will help involve some of the faculty, both those who feel that participation is futile because the administration does not respect faculty input, and those who feel that committees are more liable to slow down and complicate the process of decision making than they are to make valuable contributions to it. Part of this planning is the establishment of clearer lines of communication with the staff.

Institutional Research

There is massive confusion about how the college should be gathering and using data. The self study calls for a thorough reevaluation of the office of Institutional Research, one which will determine which data-gathering tasks should be the duty of that office, what support the Institutional Researcher will need to effectively carry out those duties, and how and to whom tasks not in his domain will be delegated.

Basic Skills Coordination

The departments of mathematics, English, and learning skills share responsibility for instruction in basic skills. There is a critical need for coordination. In addition, the college has recognized that students needing basic skills instruction generally have other