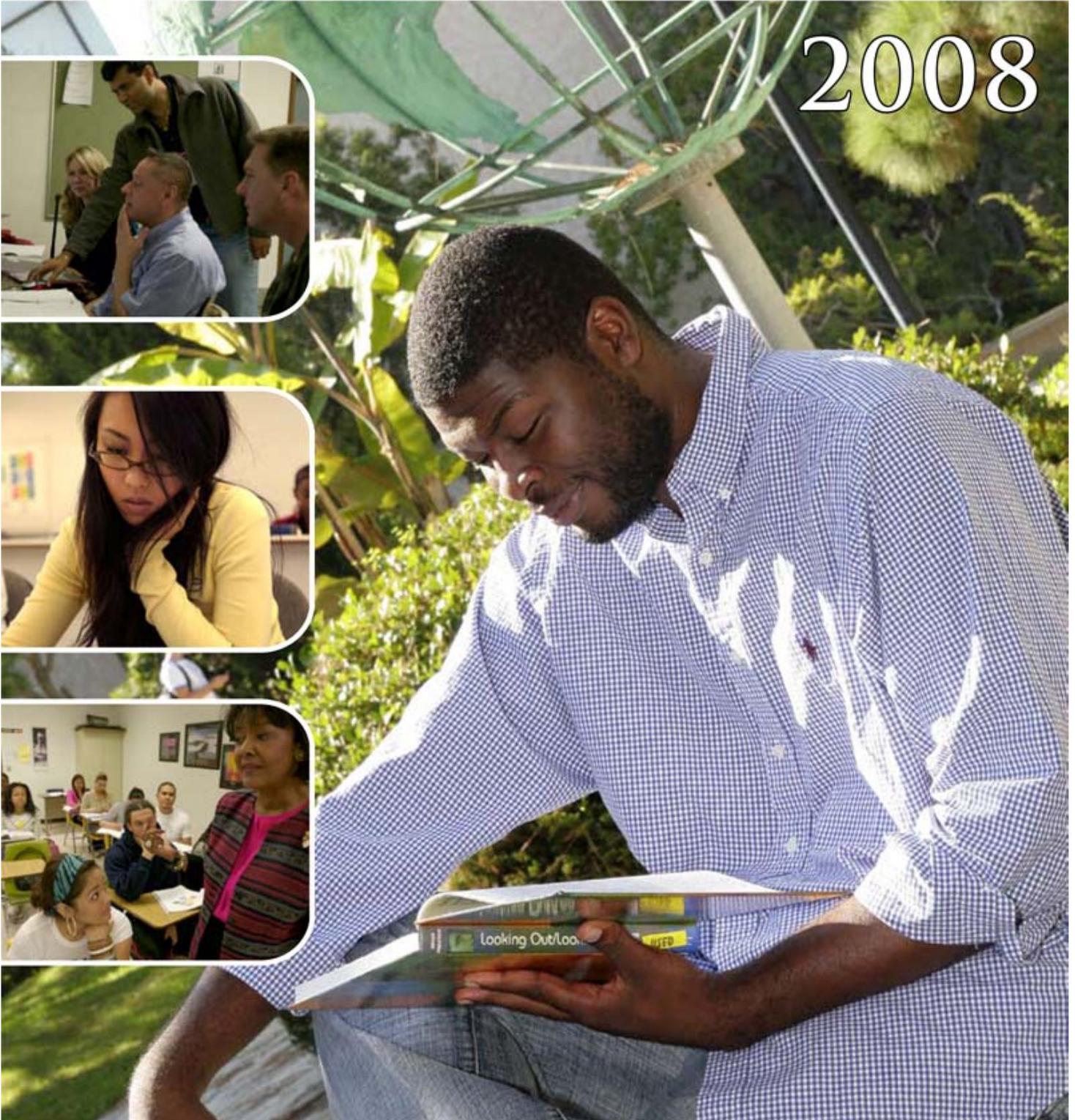




# ACCREDITATION PROGRESS REPORT

# 2008





**WEST LOS ANGELES COLLEGE**

**ACCREDITATION PROGRESS REPORT 2008**

*Submitted by*

West Los Angeles College  
9000 Overland Avenue  
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*To*

Accrediting Commission  
for Community and  
Junior Colleges  
Western Association of  
Schools and Colleges

## ACKNOWLEDGEMENTS

The Progress Report for West Los Angeles College represents the work of many people:

- those who set the course and direction and gave us good counsel: Dr. Mark W. Rocha, Gary Colombo, and Deborah Kaye
- those who took their roles to heart: the Accreditation Steering Committee and Recommendations Committees' chairs and co-chairs, the committee members, and everyone who helped with and participated in the writing, reading, discussion and review of this report
- those who provided and verified information; edited and proofread the report numerous times; assembled dividers and binders; worked on the cover and layout; and gathered, organized, checked and rechecked documentation
- all who provided thoughtful feedback and comments, needed and welcome support throughout the months of this important project

It takes a community to make West best. We are West.

*West also acknowledges the contributions of time and effort  
from across the college from the following:*

Patricia Banday, Diana Baxter, Clarissa Castellanos, Eloise Crippens, Nick Dang,  
Cathy Froloff, Joann Haywood, Anoosh Jorjorian, Michelle Long-Coffee, Eric Ichon,  
Phyllis Morrison, Thea Muller, John Oester, Aeran Park, Rod Patterson, Betsy Regalado,  
Olga Shewfelt, Yvonne Simone, Robert Sprague, Alice Taylor, Lloyd Thomas,  
Geneat Walton and Kathy Walton

Our apologies as well as our gratitude to those we may have left off this list.

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## **SIGNATURE PAGE and STATEMENT ON REPORT PREPARATION**

This progress report was prepared by Dr. Mark Rocha in collaboration with Fran Leonard, faculty chair, and Robert L. Sprague, Accreditation Liaison Officer, and the four Recommendations Committees. The report was reviewed and signed off by the signatories on February 8, 2008. It was presented for review to the Board of Trustees of the Los Angeles Community College District on February 27, 2008. Board approval was received on February 27, 2008.

*Signed:*

Dr. Marshall Drummond Chancellor, Los Angeles Community College District
Mark W. Rocha, Ph.D. President, West Los Angeles College
Sylvia Scott-Hayes President, LACCD Board of Trustees
Robert L. Sprague Vice President of Academic Affairs
Fran Leonard Faculty Chair of the Progress Report Chair of the College Council
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Jack Waites, III Associated Students Organization President



## **WEST LOS ANGELES COLLEGE ACCREDITATION PROGRESS REPORT 2008**

Response to the Request of the Commission in the Action Letter of June 29, 2007

**District Recommendation 4:**

“The district should evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges.” (Standard III.D; Standard IV.B)

**District Recommendation 14:**

“The functional relationship between the College and the District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition.” (Standard IV.B.3.a, c).

**Recommendation 5**

“The College should develop a sustainable, reiterated cycle of integrated planning, resource allocation, plan implementation, and evaluation by strengthening its information collection and dissemination for program review and concentrating on implementation of the master plan and its ambitious planning agenda.” (Standard I.A.4, I.B)

**Recommendation 6**

“The College should periodically review its staffing practices, hours of operation, and counseling priorities to ensure that what is delivered is consistent with program review, of acceptable quality, and aligns with the mission and values of the college.”  
(Standard II.B.1)



## **Context for West Los Angeles College's Report Preparation**

The college, under the leadership of Dr. Mark W. Rocha as president, continues to make significant strides in affirming institutional commitment to student learning. This is the cornerstone of the Educational Master Plan, approved by the Academic Senate on May 22, 2007 and the College Council on October 22, 2007. This focused document spells out West's primary goals of student success and academic excellence and how best to achieve these goals.

Since the last Progress Report, the college continues its strong enrollment growth, which has enabled the college to extend its efforts to better meet student needs. For the academic year 2007–2008, the college hired nine new tenure-track faculty members, among these, one faculty member in economics, two in math, and two in counseling. To provide added support and services to students, the college also filled positions for an athletic director, an athletic counselor, and several deans, including one who works with the Associated Students Organization and another who plans, organizes and coordinates the college's outreach efforts to high schools. At the Leadership Retreat held on November 16, 2007, 100 participants divided into heterogeneous groups of staff, students, administrators and faculty imagined the future of our college and learned more about the new college website and the newly developed web-based Frequently Asked Questions site. With a new road for the use of construction trucks in place, key building projects are moving forward.

With this renewed energy and sense of purpose, the college studied the Commission's letter of June 29, 2007 and recommitted to the two goals that were the essential prerequisites for making progress on the previous year's recommendations:

1. Strengthen West's shared governance by implementing a genuine system of participatory decision-making rather than one of merely ceremonial consultation.
2. Create a durable policy and process for the Progress Report that would institutionalize this year's Progress Report process as a permanent process of continuous quality control and improvement rather than one of mere compliance.

Documented evidence of our work over the past months demonstrates that West continues to accomplish its mission on both counts.

### **Summary of Events and Timeline of the Progress Report**

Preparing and producing this Progress Report followed the process established for last year's Progress Report with each working committee focusing on the charge established last year: *specific* progressive actions to address the substance of each recommendation. To better address the scope of Recommendation 6 to include all of student services, membership on this committee was expanded to include a staff member from Admissions and Records and a classified staff member who works with Athletics. Meetings of the Accreditation Steering Committee took place throughout the Fall 2007 semester. The college also communicated and worked with the District Chancellor's liaison and his

assistant throughout the fall semester regarding the responses to the District recommendations. The college also conducted a survey of users of college/district processes.

Continuing the protocol from last year and the year before, the Progress Report appeared regularly on the agendas of the College Council and the Academic Senate to keep the college apprised of the report development. Drafts of the Progress Report responses were distributed at the November 13, 2007 Academic Senate meeting and with the College Council on November 19, 2007. Members of each body were asked to share the draft report with constituents to solicit input. The 100 participants at the November 16, 2007 Leadership Retreat got an overview of the progress made toward the recommendations.

[http://www.wlac.edu/planning/leadership\\_retreat/F07%20LeadrsHP%20Rtrt%20Report%2011508format.ed.pdf](http://www.wlac.edu/planning/leadership_retreat/F07%20LeadrsHP%20Rtrt%20Report%2011508format.ed.pdf)

The Steering Committee continued to meet through the Fall 2007 semester, providing continuing leadership and supervising policy and procedure related to the preparation of this report.

During the winter intersession, the Academic Senate does not meet; in December, however, the Senate approved a motion authorizing the Senate Executive Committee to act on its behalf regarding the Progress Report.

The college recognizes the importance of providing opportunities for discussion and conversation about the recommendations. Through the efforts detailed above, West has disseminated the draft report widely to key committees and groups in a timely way and invited active participation in the final Progress Report.

### **Where We Go From Here**

Since the last Progress Report, with the completion and endorsement of the Educational Master Plan, West has in place a guiding document for achieving student success and academic excellence. The college recognizes that continuous evaluation for improvement is a college-wide effort, and to this end, the institutionalization of accreditation is, once again, a permanent process for improving student success outcomes.

This year's Progress Report is yet another opportunity for West Los Angeles College to further its progress toward achieving its mission-based goals: to help even more of its students realize their dreams for success.

## **Progress Report Timeline For the Report Due to the Accrediting Commission by March 15, 2008**

**District Recommendation 4:** “The district should evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges.” (Standard III.D; Standard IV.B)

**District Recommendation 14:** “The functional relationship between the College and the District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition.” (Standard IV.B.3.a, c).

**College Recommendation 5:** “The College should develop a sustainable, reiterated cycle of integrated planning, resource allocation, plan implementation, and evaluation by strengthening its information collection and dissemination for program review and concentrating on implementation of the master plan and its ambitious planning agenda.” (Standard I.A.4, I.B)

**College Recommendation 6:** “The College should periodically review its staffing practices, hours of operation, and counseling priorities to ensure that what is delivered is consistent with program review, of acceptable quality, and aligns with the mission and values of the college.” (Standard II.B.1)

Dates	Times	Actions	Completed? y/n
8/28/07 Tuesday	1 pm – 3pm PCR	Steering Committee and Committee Chairs & Members meet with Dr. Rocha to go over Progress Report timeline and actions on recommendations	yes
9/10/07 Thursday	2:30 pm Winlock	Gary Colombo meets with Steering Committee and Committee Chairs & Members <i>Note: Chairs may call additional working meetings.</i>	yes
8/28, 10/4,10/25 @ 2pm, 11/1, 11/29, 12/6 @ 2 pm,12/20 @ 2pm, 1/10, 2/7, 3/6	1 pm unless noted otherwise	Accreditation Steering Committee meetings	in progress
9/10, 10/16, 10/18, 10/23, 11/5, 1/7/08	various times	Meetings, including emails, on District Recommendations 4, 14	yes
9/27, 10/11, 10/25, 11/8, 11/29, 1/11/08, 1/18/08	1 pm Accred. Conf. Rm.	Rec 5/Prog Rev. Committee meetings <b>Action item, Rec 5 APPROVED at Senate meeting of 12/11/07, along with District Recs 4 and 14.</b> Senate Exec to act on Rec 6 in 1/08	yes
9/25, 10/10, 10/25, 11/1, 11/8, 12/19	1:30 pm Child Develop Ctr. Conference Rm.	Rec 6 Committee meetings, including with G. Colombo on 10/25.	yes
11/13/07		DRAFT of progress report to Academic Senate for their review	yes
11/19/07		DRAFT of progress report to College Council for their review	yes
12/5/06		DRAFT of Rec 6 emailed to G. Colombo and D. Kaye for their review	yes
1/7/08		Final draft of Rec 6 emailed to G. Colombo and D. Kaye for their review	yes
12/10/07		ACTION by College Council Exec. Comm. on progress report – Rec 5, District Recs 4 and 14	yes
1/30/08		ACTION by Academic Senate’s Executive Council on Rec 6 on behalf of the Senate	yes
1/08/08		Launch production of report Final signatures	yes
2/7/08	1:00 p.m.-3:00 p.m.	<b>ACTION</b> by College Council	yes
2/8/08		Deadline for final Progress Report WLAC review and signatures.	yes
2/13/08		Deadline for submission of Progress Report to BOT for approval.	
2/27/08		Presentation to the BOT Planning and Student Success Committee.	
3/15/08		Progress Report due to ACCJC.	

## **Recommendations Committees' Members**

### **DISTRICT RECOMMENDATIONS 4 AND 14**

#### **Writer**

Deborah Kaye, District Liaison for Accreditation, in collaboration with appropriate District and West Los Angeles College staff

#### **District Recommendation 14, West's Response**

##### COMMITTEE MEMBERS:

Fran Leonard, Faculty Chair of the Progress Report

Lloyd Thomas, Ph.D., Director of Title V Grant, Chair of Curriculum Committee

#### **Recommendation 5 and Program Review Committees**

##### COMMITTEE MEMBERS:

Cathy Froloff, Co-Chair, Chair of Library and Learning Resources

Fran Leonard, Co-Chair, Faculty Chair of the Progress Report

Phyllis Morrison, Ph.D., Chair of Science

John Oester, Vice President of Administrative Services

Aimee Preziosi, Anthropology

Marlene Shepherd, Professor of Family & Consumer Studies, Child Development

Lloyd Thomas, Ph.D., Director of Title V Grant, Chair of Curriculum Committee

Geneat Walton, AFT Staff Guild

#### **Recommendation 6 Committee**

##### COMMITTEE MEMBERS:

Yvonne Simone, Co-Chair, Child Development Center Director

Betsy Regalado, Co-Chair, Vice President of Student Services

Diana Baxter, Senior Admissions and Records Supervisor

Joann Haywood, Athletics Office Assistant, AFT Chapter Chair, Classified



## **Response to District Recommendation 4**

**The district should evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges. (Standard III.D; Standard IV.B)**

The district has responded to this recommendation by adopting a new budget allocation model in January 2007, detailed in the District Budget Committee (DBC) Report of the Budget Allocation Task Force (4.1). Several activities led up to the adoption of the new allocation model.

In Spring 2006, in response to ACCJC concerns, the district engaged a third-party consultant, Michael Hill, to review the district's current budget allocation and funding mechanisms. In particular, studies were conducted to answer the question of whether the model contained inherent disadvantages for the small colleges in the district. In addition, they dealt with the issue of consistent overspending of the budget at Harbor College. Mr. Hill issued his first report in October 2006 (4.2).

Among his findings were that the district should move quickly to implement the new funding formula established by SB 361, adjust the allocation model to make assessments on a cost-per-FTES basis, and consider conducting assessments differently. The report also made some specific suggestions to Harbor College to reduce costs and improve productivity. His second report, the "LACCD Small College Economy of Scale Analysis" issued in November 2006, looked at the adequacy of the new state formula's foundation allocation of \$3 million (4.3). The Chancellor's Cabinet reviewed and discussed the studies in Fall 2006.

In late October 2006, the DBC discussed the studies and, acting on the recommendation of then-Chancellor Rocky Young, agreed to form a Budget Allocation Task Force consisting of two members of each of the DBC stakeholder groups (4.4). The task force was charged with the job of reviewing the district model and developing a new funding formula to provide sufficient funding for college operations. Included on the task force were representatives of both small and large colleges, including Jack E. Daniels III, the president of Los Angeles Southwest College, and Lauren McKenzie, faculty member from Los Angeles Harbor College. The DBC also issued a report on the planning and development of the new budget allocation model, including a timeline for completion (4.5).

The task force thoroughly discussed the findings contained in the independent studies, particularly focusing on issues of compliance and alignment with the state funding model. In January 2007, the task force issued its recommendations for the adoption of a new budget allocation model in order to bring the internal budget formula into alignment with SB 361, the new CCC funding formula. The LACCD model exactly parallels the state budget formula, allocating funds to the colleges on a credit FTES basis with a two-tiered basis for noncredit. One change from the state model was an increase from contingency reserves of \$500,000 (above the \$3 million state allotment) in basic allocations for each of the district's four smallest colleges (Harbor, Mission, Southwest, and West) in order to offset the problems that small colleges face in meeting their costs. The task force also recommended that district-wide assessments be changed from a percentage of college revenue over total district revenue to a cost-per-FTES basis since the use of FTES is consistent with the way all other funding decisions are made. The purpose of changing this manner of distributing the charge for services was to make

the system more equitable and effective. This turned out to be a healthy change that benefited all the small colleges in 2006–07. The task force further suggested that the district office budget allocation not be set at a fixed percentage and that its budget be periodically reviewed for appropriateness. (Details of the recommendations are contained in the report.)

The DBC approved the new budget allocation model on January 17, 2007 (4.6) and the Board of Trustees approved it on February 7, 2007 (4.7). The new model addresses the concerns regarding disparity in the treatment of the smaller colleges, noted by the ACCJC. However, as of Fall 2007, six district colleges project potential budget shortfalls. We expect growth funds will mitigate these shortfalls as they become available in Spring 2008. In addition, the district is working with the colleges on enrollment management strategies for 2008–09 to bring their budgets under control.

As has been the practice in the district since 2001 when the DBC instituted allocation grant procedures in response to smaller colleges that have had trouble balancing their budgets, a college ending the year in deficit can request the intervention of the DBC Allocation Grant Taskforce, comprised of administrators, faculty, and staff from other colleges in the district. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit. Members of the taskforce review the data, visit the college, meet with administrators, faculty, and staff, and issue recommendations to help the college reach financial independence. If the college follows these recommendations, a portion of the deficit is offset with funds from the district's contingency reserve. Southwest College underwent the process in 2001–02, Harbor College in 2003–04, and Mission College in 2007. In Spring 2007, the DBC decided that a college that ends the year in deficit for more than \$500,000 or 1 percent of its budget (whichever is greater) is required to submit a financial plan and participate in a quarterly review.

#### **Documentation for District Recommendation 4**

- 4.1 DBC Report of the Budget Allocation Task Force, January 2007
- 4.2 DBC Report, Appendix B Report to Chancellor Young, LACCD, on Specific Matters Related to District Operations, Michael Hill, October 5, 2006
- 4.3 DBC Report, Appendix C LACCD Small College Economy of Scale Analysis, November 2006
- 4.4 DBC minutes October 25, 2006
- 4.5 Budget Allocation Model Planning and Development report, October 25, 2006  
[https://albacore.laccd.edu/fis/budget\\_dev/documents/ImplementationofSB361NewCCCFundingFormula\\_000.pdf](https://albacore.laccd.edu/fis/budget_dev/documents/ImplementationofSB361NewCCCFundingFormula_000.pdf)
- 4.6 DBC minutes, January 17, 2007
- 4.7 Board of Trustees minutes, February 7, 2007

## Response to District Recommendation 14

**The functional relationship between the College and District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition. (IV.B.3.a, c)**

Since the LACCD Board of Trustees formally adopted the principle of decentralization in 1999, the district and the colleges have been working to clarify and delineate operational responsibilities. Eight years ago, the district participated in a pilot program organized by the ACCJC aimed at clarifying lines of accountability and authority in districts with multiple colleges. Known as the Multi-College Pilot Program (MCP), this effort involved members of accreditation committees, who, with input from district administration, the board, the academic senate, and union leadership, examined district/college roles and responsibilities. Meetings led to the creation of a 45-page functional map, which was revised several times over the years (2.1). The map delineated whether functions outlined in accreditation standards belonged to the district, the nine colleges, or a district-wide body.

In order to respond to ACCJC concerns that the Functional Map's primary focus was in relation to the accreditation standards and did not provide a clear delineation of operational responsibilities and functions, in 2005 the district initiated a review of all district office functions. Over a two-year period, every district office charted the functions it provides to the colleges. The functional map was replaced with District Office Service Outcomes, specifying user constituencies at the college level, areas of responsibility, and expected outcomes for all services (2.2). These service outcomes were shared with the Chancellor's Cabinet and the three vice presidents' councils to elicit feedback. Further dialogue took place at the annual District Academic Senate summit in September 2006, a day-long event attended by 125 Academic Senate faculty leaders and senior staff from all nine colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the District Academic Senate (DAS), a faculty union representative, and a college president explored the current state of decentralization and district/college relations with attendees. Breakouts afforded participants a chance to go more in depth to discuss specific areas, such as payroll, HR, and marketing (2.3).

Another opportunity to engage in dialogue related to district/college relationships and functions was launched in the Spring of 2006, when the district initiated the District Strategic Planning Initiative. This comprehensive district-wide strategic planning process gave the colleges a chance to assess progress made toward achieving past goals as detailed in district self studies and informal planning activities and to establish new districtwide goals and objectives. Informal SWOT analysis focus groups were held at each college that semester. Participants identified district-wide strengths and weaknesses and suggested future priorities (2.4). A draft of the District Strategic Plan 2006-2011 (2.5) was circulated in Fall 2006, discussed in open forums held on the campuses and at the annual DAS summit, and received final approval by the Board of Trustees in January 2007. Strategic Plan Goal #4 deals with efforts to develop a districtwide culture of service and accountability, which entails maximizing the ability of the colleges to act efficiently as independent entities while simultaneously enjoying the benefits of being a large, multi-college district. The short-term and long-term outcome measures of effectiveness for the plan's goals and objectives are outlined in the implementation matrix (2.6). As part of its response to this planning goal, the district has created an HR Help Desk to assist employees with Human Resources issues that are not

solvable at the campus level (2.7) and is in the process of creating an Employee Service Center to assist the district's employees with payroll, benefits, retirement, and other personnel matters.

In a continuing effort to clarify district/college responsibilities, the district, in conjunction with the AFT College Faculty Guild, began holding annual Department Chair Workshops in the fall (2.8). The first one was held in October 2006, the second in November 2007. Over 100 department chairs and vice presidents of Academic Affairs attended the first session to learn the ins and outs of district and campus roles related to the vital function of running the colleges' academic departments.

To further clarify functions, the District Office departments have begun a pilot project to create flow charts of districtwide functions, both on the district and college levels. The goal is to create simple, intuitive visual process maps of critical functions, such as faculty and staff hiring, curriculum approval, procurement, specially funded programs, faculty and staff evaluations, etc. These functional flow charts will delineate responsibilities between the colleges and the District Office for each step of the process being described. The eventual goal is to post these online with links to forms and contact information. The Faculty Hiring Flow Chart is a sample of the charts that are being developed (2.9). The district is finalizing its review of functional flow charts for the Diversity Programs Office, Human Resources, Budget, Accounting (including accounts payable), Business Services and Educational Support. These should be completed by the end of February 2008. Customer Satisfaction Surveys are being developed for each of these offices, with a target completion date of March 2008. After the flow charts are developed, by the spring of 2008, they will be forwarded to the vice presidents' councils and the DAS for review and refinement as a final step in the comprehensive dialogue of the past two years.

Our new chancellor, Mark Drummond, has also made a commitment to redefining decentralization as it impacts the district's efficiency and effectiveness. Beginning this spring, the chancellor will engage the Board of Trustees, the Cabinet, the District Academic Senate, and the colleges in an ongoing dialogue to further clarify decentralization and district/college relationships. This dialogue will include the mutual creation of a decentralization "vision statement" that will be integrated into the current District Strategic Plan. When finalized, this vision statement will be circulated among district and college stakeholders for review and will be submitted to the Board of Trustees for adoption by June 2008.

## **Documentation for District Recommendation 14**

- 14.1 Functional Map
- 14.2 District Office Service Outcomes
- 14.3 DAS Summit 2006 agenda, DAS newsletter article, minutes
- 14.4 SWOT results from the three Seaside colleges, Spring 2006
- 14.5 District Strategic Plan
- 14.6 Strategic Plan Implementation Matrix
- 14.7 HR Help Desk flyer

14.8 Department Chair workshops

14.9 Faculty Hiring Flow Chart

## **How West Los Angeles College (WLAC) Has Clarified College/District Responsibilities – District Recommendation 14**

West Los Angeles College's efforts to implement this recommendation include the following actions in the Fall 2007 semester. The Administrative Council and Divisional Chairs Council were asked to prioritize shared district and college functions using an on-line survey (14.1). The results of this survey showed that the tenure-track faculty hiring process and curriculum were two of the most crucial areas that needed attention.

### **Tenure-Track Faculty Hiring Process**

Identification of operational areas of the tenure-track faculty hiring process that need improvement.

Faculty hiring is now almost entirely decentralized. Applicants apply directly to the college, whereas in the past all the files were kept at the district. In Fall 2007, a dialog began at the college on ways to better integrate and implement the district-regulated hiring processes with college's operations. The initial discussion took place on October 9, 2007 and involved the college president, the Vice President of Academic Affairs, the Vice President of Student Services, and the chair of the campus committee that prioritizes proposed tenure-track faculty positions. At that meeting, the following actions were proposed:

1. Form the tenure-track selection committees earlier than has been the past practice.
2. Provide training to the selection committee members.
3. Adopt a college template for the tenure-track job announcements.
4. Advertise all identified positions as employment opportunities contingent upon funding.

Under this proposal, the timeline for the recruitment, selection, and employment of tenure-track faculty would begin as soon as a tenure-track position is identified by the submission of the Faculty Position Identification and Prioritization (FPIP) application. A selection committee would be formed following the provisions of the WLAC Faculty Hiring Procedures. The members of each selection committee would attend training workshops. The training would cover the preparation of a recruitment plan, the collection and management of applicant folders, the criteria for selecting candidates for interviews, the development of interview questions and criteria for selecting finalists, information on how to conduct an interview, a mechanism for selecting finalists, and all of the district-regulated aspects of the hiring process, such as the completion of the district's Academic Selection Checklist.

While the identified position is being prioritized, the training and recruitment phase of hiring would begin. The job description for the identified tenure-track position would be developed and inserted into the college's job announcement template that will be produced by the college's newly hired graphic artist. After funds have been committed to fill a particular position on the FPIP Priority List, then the selection phase begins. With the Selection Committee already in place and trained, the selection and employment phases of hiring could be completed before the end of the spring semester.

On the September 25, 2007, this proposal was presented at the Academic Senate meeting and accepted. On October 16, 2007, this proposal was presented to the Divisional Council as an informational item (14.2 Academic Senate meeting minutes 9-5-07).

## **College and District Curriculum Process**

While the college and district curriculum process is governed by specific state and district regulations, as one of the district's nine colleges, West enjoys almost total control of its curriculum. The district regulations in E-65 (14.3) spell out the specific steps through which a new course, addition of a district course, or simply a change in a course must pass. Changes that affect courses offered at more than one campus must be agreed upon. But colleges may author new courses without fearing that other colleges that might object to a certain course could block its addition to the district database. Although E-65 provides an opportunity for discussion of such courses, all colleges are free to listen to the objections, and each college is free to make its own educational decisions. Most recently, West introduced some dance fitness classes that other colleges thought should be classified as physical education classes. But West insisted that these classes, which involved weight training and aquatic exercise, were specifically suited to dance.

The District Curriculum Committee is chaired by the Vice President of the District Academic Senate and composed of representatives of the nine colleges, the Vice Chancellor of Instructional and Student Support Services, one college Vice President of Academic Affairs, and the President of the District Academic Senate. It meets monthly to discuss and make recommendations on district and college policy.

The most recent example of how the district is using its resources to enable colleges to be more efficient is the decision to develop an Electronic Curriculum Management system (similar to CurricuNet), which will be pilot-tested at West and Trade. This web-based process will make designing a new course or updating an old course much easier. The paper- and computer-based system now in place makes revising courses an arduous and sometimes risky business. Courses are e-mailed back and forth, with important changes and additions sometimes lost in transit. Paper copies that go from a faculty member to the chair are sometimes lost. Signed documents already approved by the Senate sometimes disappear in an administrator's office and have to be re-done. With a web-based system, nothing will be lost. There will be a clear electronic trail from the course author, through the department, the chair, the Technical Review Committee, the Curriculum Committee, the Senate, all appropriate administrative sign-offs, and finally on to the district.

Furthermore, on December 12, 2007, West's Curriculum Committee approved a flow chart that illustrates the paper flow of documents at the college and district level (14.4).

## Documentation for District Recommendation 14 – West’s Response

- 14.1 The online survey of shared functions to be mapped  
[http://www.surveymonkey.com/sr.aspx?sm=VeBf4OH0xUZprIijFSIncPywtY0TIimgF9ksU5yb4ls\\_3](http://www.surveymonkey.com/sr.aspx?sm=VeBf4OH0xUZprIijFSIncPywtY0TIimgF9ksU5yb4ls_3)
  
- 14.2 Academic Senate meeting minutes of September 25, 2007  
<http://www.wlac.edu/academic senate/minutes/ASMinutes092507.pdf>
  
- 14.3 LACCD Education Regulations (look under “E-65”)  
[http://www.laccd.edu/admin\\_regs/](http://www.laccd.edu/admin_regs/)
  
- 14.4 West’s curriculum flow chart  
<http://www.wlac.edu/wportal/Portals/0/Curric%20Mins%20Dec%2012,%202007.doc>

Link to curriculum flow chart:

<http://www.wlac.edu/wportal/Portals/0/Flow%20Chart%20newest.doc>



## Response to Recommendation 5

**The college should develop a sustainable, reiterated cycle of integrated planning, resource allocation, plan implementation, and evaluation by strengthening its information collection and dissemination of program review and concentrating on implementation of the master plan and its ambitious planning agenda.**

**(Standard I.A.4, I.B.)**

### Progress to Date

With regard to strengthening information collection, the visiting team's March 29, 2007 report noted, "Information collection is contributing to decision-making especially in conducting program review and enrollment management."

In Spring 2007, West Los Angeles College committed to developing an online program review instrument with a local software company. The intention was to create a user-friendly version, featuring easily accessible data and questions designed to ask those responsible for program reviews to evaluate the data and its implications for their divisions. This online instrument would also address the "dissemination for program review" portion of Recommendation 5 by allowing deans, vice presidents, and others responsible for evaluating the program reviews—such as Academic Senate faculty members—access to the reports and the opportunity to add their evaluative comments, thus creating a more transparent process.

Because of unexpected problems with the software company, which occurred in late Summer 2007, the college made necessary adjustments because of the shortened timeline and instead, committed to a streamlined unit plan process for the Fall 2007 semester.

Implementing Recommendation 5, this process

- Strengthens links to the college's new Educational Master Plan 2008–2011.
- Continues to strengthen the connections between planning and resource allocation especially with regard to a set-aside of \$250,000 designated for proposals that increase enrollment and retention and implement the strategic objectives of West's new Educational Master Plan (EMP) 2008-2011.

This focused plan was prepared in response to a charge by the college president to the Academic Senate in Fall 2006. The Senate's Educational Policies and Standards Committee (EPSC) developed the plan, based on input from the college-wide retreat of November 1, 2006. Using the SWOT process (which asks participants to consider the strengths, weaknesses, opportunities, and threats to the institution), leaders of college constituent groups as well as interested faculty, staff and administrators suggested future direction for the college (5.1).

The committee linked its work to the Los Angeles Community College District's (LACCD) Strategic Planning Initiative, which reflects the California Community College system-wide plan emphasizing access and student success. After reviewing student achievement data from a variety of sources, key issues emerged: West'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; and 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 (5.2).

Based on these key issues, the Educational Master Plan concentrates 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 up and support WLAC's diversified modes of instructional delivery.

To support these objectives, the EMP specifies a select number of strategies linked to the district's Strategic Plan. The EMP for West Los Angeles College was approved by the Academic Senate on May 16, 2007 and approved by the college president on September 26, 2007 (5.3).

In Fall 2007, because of unanticipated problems with implementing the online program review and the resulting shortened timeline, the college committed to a streamlined unit planning process for 2008–2009. This shortened Unit Plan, which is directly linked to the Educational Master Plan, better integrates the unit plan deadline with the college's budget development process, which aligns with the district's budget process.

## **Strengthening the Links between Planning and Budget**

Last year in Fall 2006, West took two significant steps to link planning to budget. The College Planning Committee focused on college-wide planning goals of increasing enrollment and retaining students (an initiative termed "Save One") in developing criteria to prioritize requests for a set-aside of \$125,000. In addition, the College Planning Committee prioritized facilities requests for funding. In Fall 2007, the College Planning Committee reported the results of the actions funded by the \$125,000 to the College Council. Results of this report, when evaluated, will help refine this planning/budget allocation process.

In Fall 2007, the college committed to additional steps to strengthen the links between educational planning and budget by developing a Unit Plan that requires all areas of the college—Academic Divisions, Student Services, Administrative Services and the President's Office—to focus proposed actions to be considered for the \$250,000 set-side focusing on enrollment growth and retention and/or implementing at least one of the Educational Master Plan's strategies (5.4). The College Planning Committee (CPC), charged with linking the college's existing planning to the college's budgeting of discretionary resources, will make allocation recommendations to the College Council in the spring 2008 semester. Thus, as it did last year in accordance with the effective shared governance MOU #CC906-1, the Planning Committee will use the EMP's Strategies to establish criteria by which it makes allocation recommendations for the \$250,000 set-aside (5.5).

As 2008 began, the combined Program Review and Recommendation 5 Committee met with a software engineer to discuss the process for putting online the user-friendly, data-based, transparent program review and unit plan template for our college. Such an instrument, with readily accessible graphs to

capture trends in enrollment, retention, and full-time and part-time ratios as well as progress toward assessing Student Learning Outcomes at the program level, will also include benchmarks to assess the performance of instructional and administrative units within the college (5.6).

This effort coincides with a clear budget timeframe and proposed language that clarifies the roles of the College Planning Committee, the Budget Committee, and the Facilities Committee, all standing committees of the College Council. Clarifying the distinct yet complementary roles of these key committees is another tool leading to making informed decisions, creating recommendations toward improvement and involving many key constituents in the process (5.7, 5.8).

With regard to upgrading and improving West's professional staff in research, planning and the office of institutional effectiveness, in Fall 2007, the acting Vice President of Academic Affairs, at the behest of the college president, undertook a study of the LACCD District's colleges to see how they have staffed these critical areas. In each case, West's sister colleges have upgraded their research staff to better meet the expected outcomes related to research, planning and institutional effectiveness. The study also included interviews with campus staff who rely on data, for example, the co-chairs of the Program Review Committee and the chair of the Faculty Position Identification and Prioritization Committee, to determine how this position or positions could better serve their needs.

As a result of this study, during this spring 2008 semester, the acting Vice President is proposing a job description for a Dean of Planning and Research. Such a position aligns with the move to further institutionalize research, planning and institutional effectiveness efforts as they relate to the college's mission, its Educational Master Plan goals and accreditation standards.

### **Future Plans 2008–09**

Over the coming year, the college plans to focus its efforts in relation to this recommendation on the following actions:

- Implement an online, user-friendly, data-based, transparent program review instrument that addresses success measures in addition to enrollment growth, further strengthening the link between planning and resource allocation.
- With the Academic Senate and the College Planning Committee, develop a program review evaluation that is linked to the Educational Master Plan's strategies.

## Documentation for Recommendation 5

- 5.1 Fall 2006 Leadership Retreat Report and Evaluation  
[http://www.surveymonkey.com/sr.aspx?sm=kF1LfnfkiN3igsEVnTS\\_2b5wL23sZ6Tc7gFMkzsB7juZo\\_3d](http://www.surveymonkey.com/sr.aspx?sm=kF1LfnfkiN3igsEVnTS_2b5wL23sZ6Tc7gFMkzsB7juZo_3d)
- 5.2 LACCD Strategic Plan  
[http://www.laccd.edu/inst\\_effectiveness/strategic\\_plan/](http://www.laccd.edu/inst_effectiveness/strategic_plan/)
- 5.3 WLAC Educational Master Plan 2008-2011  
[http://www.wlac.edu/academicsenate/documents/WLAC\\_Educational\\_Master\\_Plan\\_May\\_22\\_2007.pdf](http://www.wlac.edu/academicsenate/documents/WLAC_Educational_Master_Plan_May_22_2007.pdf)
- 5.4 2008-2009 Unit Plan  
[http://www.wlac.edu/programreview/documents/PDF%20files/Unit%20Plan%202008-09%20112707%20\\_2\\_.pdf](http://www.wlac.edu/programreview/documents/PDF%20files/Unit%20Plan%202008-09%20112707%20_2_.pdf)
- 5.5 Governance Process MOU  
[http://www.wlac.edu/collegecouncil/Governance\\_Process\\_MOU\\_Final\\_9-25-061.pdf](http://www.wlac.edu/collegecouncil/Governance_Process_MOU_Final_9-25-061.pdf)
- 5.6 <http://www.wlac.edu/pr2007/index.html>
- 5.7 College Council Standing Committees
- 5.8 2008 Budget Timeframe

## **Response To Recommendation 6**

**The College should periodically review its staffing practices, hours of operation, and counseling priorities to ensure that what is delivered is consistent with program review, of acceptable quality, and aligns with the mission and values of the college. (Standard II.B.1)**

Since the beginning of Spring 2007, West Los Angeles College has addressed Recommendation 6 through action in two areas:

- Increasing and reorganizing staffing
- Reviewing and expanding available service hours

These actions increase student contact and improve effectiveness in delivering student services.

### **Progress to Date**

#### **Increasing and Reorganizing Staffing**

West Los Angeles College has made extensive progress in increasing staff and reorganizing the division. With the hiring in February 2007 of the Vice President of Student Services, a review of staffing for student services was completed and is a key component in the newly developed strategic plan for the Student Services Division (6.1).

With a complete administrative leadership team in place in Fall 2007, this strategic plan will be fully implemented. The plan assures that student services align with the college's educational master plan and its overarching goal of improving student success (6.2).

With college enrollment growing, the Vice President of Student Services instituted a chain of actions for the division, including the hiring of several administrators in key positions to provide needed services to students (6.3). Two associate deans were hired in August 2007. One Associate Dean of Student Services has responsibility for student activities, the Associated Students Organization, scholarships, the Health Center, and the Child Development Center. The second Associate Dean of Student Services' primary responsibilities includes Admissions and Records, International Students, School Relations and Outreach, and the California High School Exit Exam (CAHSEE) grant. As part of the division's restructuring, the job responsibilities of the Dean of Student Services were expanded to include student discipline.

To increase counseling's effectiveness, the college hired two tenure-track counselors and two limited-contract counselors. One tenure-track counselor was hired to work in the general counseling department and to develop a pilot online counseling service component. The other tenure-track counselor was hired for Extended Opportunity Programs & Services (EOP&S). The two limited-contract counselors who were hired will provide academic advisement to the general student body and provide counseling services specifically for student athletes. Additional adjunct counseling faculty was employed, totaling two full-time equivalents (FTE). In October 2007, West hired a new athletic director.

In order to provide additional coverage for peak registration periods, the college hired 44-hour-per-week temporary registration assistants working three weeks prior to and four weeks into the fall and spring semesters. This expands Admissions services to be available from 8:00 a.m. to 7:00 p.m. during this time.

By January 2008, we plan to hire two classified recruiters for the Office of School Relations and Outreach.

### **Reviewing and Expanding Available Service Hours**

The Vice President of Student Services reviewed all support services within the division and found that the majority of student service programs offered day and evening hours. However, to better serve our students' needs for extended hours, the following services have added to or adjusted their hours of operation: Financial Aid, which is now open mid-day from 12:00 p.m. to 2:00 p.m.; Admissions & Records, which extended its morning and evening hours during peak fall and spring registration and some Saturdays; Transfer Center, which added Wednesday evenings until 7:00 p.m.; Counseling, which now remains open during weekly staff meetings and Saturdays during peak registration; and EOP&S, which added two evenings a week, Tuesday and Wednesday from 5:00 p.m. to 7:00 p.m., to better serve its evening population.

The expansion of our service hours, as outlined above, is a strategy we have implemented to meet Objective 4.e. of the college's Educational Master Plan, which identifies providing support services for evening and weekend students as a strategy for supporting diverse modes of instructional delivery.

Looking at other student services on campus outside of the Student Services Division, the library, tutoring, the college's Federal TRIO programs, bookstore, and business office also have evening hours available to serve students. The business office during peak registration times is aligned with Admissions and has a satellite location in the admissions area.

## **Student Contact, Communication, Effectiveness and Improvements**

In Fall 2007, Student Services was also strengthened by streamlining educational practices and initiating new programs/services to increase and focus on student contact and communication. Priority was placed on enhancing the visibility and reputation of West's student services within the college and outside communities.

To fulfill our mission of serving the community and providing open access, the newly created Office of School Relations and Outreach has stabilized the college's outreach program. Financial Aid has an innovative podcasting component. The Academic Hurdlers is a program designed to focus on student retention, persistence, and completion of academic and vocational goals. With enhanced brochures, many services now have high-quality marketing tools, thereby improving the visibility of and communication about the division. The college website's Frequently Asked Questions web-based system, in place as of December 2007, adds to West's diverse modes of instructional delivery (6.4).

The following are actions taken by Student Services to be more effective in its communication, student contact, and delivery of services:

### **Online Orientation**

As of December 2007, the Online Orientation can be accessed by anyone with an internet connection. This allows students to obtain information on academic programs and services offered at West. The orientation combines video, text, animation, and audio into an engaging and informative presentation. The orientation will be presented in English and Spanish and will include captioning in accordance with the Americans with Disabilities Act (6.5).

### **Office of School Relations and Outreach**

As an outgrowth of the Access to Success program, West created a student-based ambassador program, the Office of School Relations and Outreach, launched in Fall 2007 (6.6). This is now a consistent and stabilized program, which also includes the California High School Exit Examination (CAHSEE) population.

The Office of School Relations and Outreach is responsible for:

- Outreach to the feeder high schools and the community
- Recruitment of new students
- Facilitation and support of the concurrent enrollment/jump start program
- Establishment of relationships/partnerships with high school counselors, other college campuses, and community organizations

This office provides students with personalized information on academic majors, financial aid, and life on campus, along with a series of printed materials

- College View Book
- Recruitment Brochure
- Student Services Brochure

### **Welcome Week**

During the first week of the fall and spring semesters, the Associated Student Organization/Student Activities Office sponsored a weeklong Welcome Week Resource Fair for all students. The fair ran from 8 a.m. to 8 p.m. Monday through Thursday, and from 8 a.m. to 1 p.m. on Friday. The fair provided students with the following:

- Information about academic disciplines and student services
- Access to a computerized “add and drop satellite” for student use

### **Academic Hurdlers**

The Hurdlers Program, instituted in Fall 2007, is completely focused on student retention, persistence and completion of academic and vocational goals.

### **Queuing System**

At the beginning of Spring 2008, a Queuing System will be implemented. The queuing system is designed to help alleviate and expedite long waits in lines and prevent any confusion that students might experience during peak registration periods. Student Services will monitor the effectiveness of this system.

### **New Marketing Brochures (6.7)**

- Recruitment Brochure
- College View Book
- Counseling Folder
- Admissions Welcome Folder
- Student Services Brochure
- Transfer Brochure
- Student Policies and Procedures and Planner
- Athletic Handbook

### **Westside College Fair**

The Westside College Fair was a collaborative effort spearheaded by two local districts—Los Angeles Unified School District and Culver City Unified School District—as well as the private Star Prep Academy. It was hosted at West Los Angeles College. Over eighty colleges and universities from across the country were present, in addition to the nine colleges of the Los Angeles Community College District. This will be an annual recruitment event to enhance community awareness of the college.

### **Website Enhancements**

Addressing our Educational Master Plan Objective 4.b to “Make available to all students online assessment, counseling, library and financial aid services” and 4.f to “Provide the infrastructure for technologies in and out of the classroom,” we have improved our website (6.8).

Westside for technologies in and out of the classroom,” we have improved our website (6.8).

- Financial Aid – Implementation of 24/7 podcasting of financial aid information.
- FAQs Frequently Asked Questions Web-Based System. The Associate Dean of Student Activities has the responsibility for the development and system updates for the Frequently Asked Questions FAQ web-based system. This program was activated in December 2007. The system will allow students to look up frequently asked questions and will be available on the West webpage. FAQ topics offer a robust system for students to access 24 hours a day.
- CCC Apply System –This system facilitates on-line admission to all California community colleges.
- Comprehensive Online Courses and Services including:
  - Online Library Resources
  - Assessment Services
  - Counseling, Financial Aid, Tutorial Services

### **Streamlined Processes to Improve Effectiveness (6.9)**

- Dismissal Process – The new policy eliminated unnecessary steps for students to appeal academic dismissal. Counselors have full authority to evaluate, approve, or deny appeals for academic dismissal.
- Transcript Evaluation Process – Evaluation of non-LACCD transcripts can be processed at two locations: Graduation Office or the Division of Counseling Services.
- Athletic Eligibility – A working flowchart was developed, highlighting the individuals who need to be consulted and timeline required to process student athletes for competitive sports.
- Graduation Petition Process, two types, Counselor and Self-Initiated – Students can now choose to self-initiate graduation or continue to work with a counselor on the petition.

The Intercollegiate Athletics Department added baseball (Fall 2007) to athletics. In Spring 2008, West will add women's volleyball and women's soccer with competition beginning in Fall 2008.

The Athletic Department, Financial Aid, and Admissions use a Student Clearinghouse website to verify course work and earned degrees (6.10).

### **Facility Remodeling**

- Admissions & Records – Purchased new workstations and furniture to create a professional and welcoming environment.
- Office of School Relations and Outreach – Purchased new workstations and furniture. Office provides assistant to concurrent Grades K–12 students only.
- Student Services Lobby / student waiting area – Welcome desk and counter built to disseminate and respond to students' questions.
- Health Center – After sixteen years, the office was painted a bright, cheerful color.
- Financial Aid – Prior to Spring 2008, annexing classroom A-12 107 to convert to a lobby area and computer workstations for students.

### **Future Plans**

West Los Angeles College continues its efforts to address Recommendation 6. Future plans include steps to:

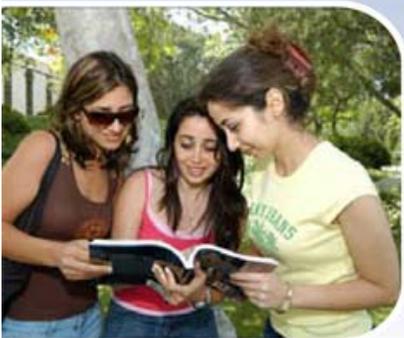
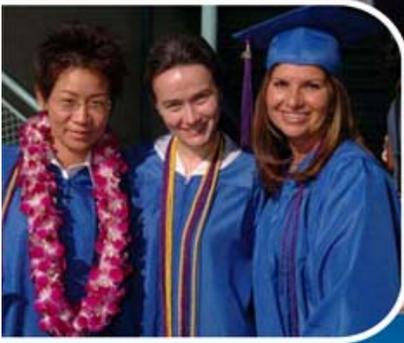
- Expand Mental Health Services
- Automate Document Imaging and Management system/software
- Assess the need for weekend college services
- Expand online Student Services to include support programs such as EOP&S and DSPS
- Develop more “point of service” surveys for student services
- Implement a Degree Audit System (offering a computerized student educational plan that can be accessed and managed by counselors and students)
- Develop comprehensive in person/group orientation for students.

## Documentation for Recommendation 6:

- 6.1 West Los Angeles College Student Services 2008–2011 Strategic Plan  
<http://www.wlac.edu/services/documents/SSstrategic%20Plan%20for%202008-2011.pdf>
- 6.2 West Los Angeles College Educational Master Plan 2008-2011  
[http://www.wlac.edu/academicsenate/documents/WLAC\\_Educational\\_Master\\_Plan\\_May\\_22\\_2007.pdf](http://www.wlac.edu/academicsenate/documents/WLAC_Educational_Master_Plan_May_22_2007.pdf)
- 6.3 Student Services Organizational Chart  
<http://www.wlac.edu/services/documents/SSOrgChart.pdf>
- 6.4 Student Services Programs Description  
<http://www.wlac.edu/accreditation/Student%20Services%20Program%20Descriptions%20Accred%20'07'08.pdf>
- 6.5 Matriculation/Online Orientation  
<http://www.wlac.edu/worientation.htm>
- 6.6.1 Outreach Plan 2007-2008 / Office of School Relations and Outreach  
<http://www.wlac.edu/services/documents/SSSchool%20Relations%20and%20Outreach%20Plan%202007-2008.pdf>
- 6.7 New Marketing Brochures  
<http://www.wlac.edu/athletics/AthleteEligibility.pdf>
- 6.8 Student Services Website  
<http://www.wlac.edu/services/index.html>
- 6.9 Streamlined Student Services Processes  
<http://www.wlac.edu/services/studentsservicesadm.html>  
<http://www.wlac.edu/athletics/AthleteEligibility.pdf>
- 6.10 Student Clearing House  
[www.studentclearinghouse.org](http://www.studentclearinghouse.org)



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