



WestWords

A bi-weekly communique from the Office of the President

ISSUE #13: October 18, 2017

WLAC Colleagues:

The District's challenges with enrollment have been likened to a thunderstorm on the horizon. You see it; you know that damaging winds and driving rain are out there; but you're not really worried about it because it's not over you. It's just rumbling in the distance.

Friends, the thunderstorm is directly over us. At the District Enrollment Summit on October 6, the facts of our cumulative nine-college enrollment were presented, accompanied by a projection that the District could very well not make its target enrollment for 2017-2018 (on the second page of this newsletter, you'll find a re-cap of the Summit discussions). Even though West, through the capable leadership of so many of you and in spite of our PeopleSoft challenges, continues to move toward our institution-specific target (we are down only 1.1% from this time last year, and we still have enrollments occurring in our late-start classes), we cannot compensate for the loss of enrollment at our larger sister institutions.

However, I must emphasize that our focus on student success cannot be diminished while we deal with the reality of declining enrollments. Therefore, I will be asking for the help of each of you to address this challenge in the coming months by providing opportunities for your input, comments, and ideas. For example, our first initiative will be a "Process Summit" on November 7, open to any member of the campus community, in which we will discuss the actual mechanics of applying to West. We will track a student through the process and identify, both through procedure and through data, how/when/where a student can be lost—or self-removed—from our onboarding. This is a fundamental review to be undertaken, because malfunction within our enrollment process results in less students in our classroom. More information about this retreat—and other activities to foster campus-wide conversations—will be announced later.

I have every faith that our community of committed educators will be able to meet the challenges in the coming months, because you prove on a daily basis that student success is your first and only priority.

Cordially,

Jim Limbaugh

IN THIS ISSUE:

- The Enrollment "Big Picture": From the District Level
- Dr. Duke Receives Award from Wiley Center
- Food Pantry Donations Continue to be Accepted
- Important Announcements on New Legislation
- Further Reflection on the Las Vegas Shooting
- Planning Continues for Guided Pathways

To realize our vision of serving as "a gateway of success for every student," West Los Angeles College will be recognized for its academic centers of excellence that are responsive to the needs of the communities and region that it serves. These programs and related services will be delivered in an environment exemplifying compassion and an authentic focus on the well-being of every student.

The Enrollment “Big Picture”—From the District Level

Report to Academic Senate | West Los Angeles College

Updated October 17, 2017

Academic Senate members: The highlighted changes provide a correction to information about stabilization as previously presented at your meeting of October 10, 2017.

Recap of highlights of District Enrollment Summit October 6, 2017

1. **Overall enrollment trends** have impacted the District.
 - a. The “summer shift” of enrollment in order to make base in 2016-2017 was 1,782 FTES—meaning that we begin 2017-2018 “in the hole” for that same amount.
 - b. Full-term (WSCH) classes, which make up 70% of the District’s schedule, have been declining since 2013-2014 in both fall and spring terms.
 - i. Fall 2013: 36,886 -> Fall 2016: 34,268
 - ii. Spring 2014: 36,820 -> Spring 2017: 31,077.
 - c. During the same time period note the following increases in short-term offerings.
 - i. Fall 2013: 6,019 -> Fall 2016: 7,871
 - ii. Spring 2014: 1,570 -> Spring 2017: 2,406
 - d. On-line courses continue to increase in popularity: 2012-2013 saw 5,366 FTES generated, while that number had increased by over 100% in 2016-2017 to 11,022 FTES.
 - e. Additionally, non-credit FTES has accelerated as well: 4,555 FTES in 2012-2013 to 6,650 FTES in 2016-2017.
 - f. Not reflected at the District level is the impact of late-start classes, but we know their value at West.
 - g. The message: Students are interested in more flexibility in course offerings.
2. However, our **District efficiency rate** (the optimum ratio of faculty and students) is suffering in our pursuit of enrollment. The District/State goal is 525. In the fall of 2012, our efficiency was 626; by fall of 2016, that number had dropped to 518. The spring semesters show a similar pattern: spring of 2013 reported an efficiency rate of 586, which dropped to 486 in spring 2017.
3. **Other impacts on our enrollment District-wide** include
 - a. A 56% total application yield in 2016-2017 (enrollments leading to applications), meaning that 44% of those applying did not complete the process (and of that 44%, 43% completed assessment testing [14,648 in fall 2016 and 7,660 in spring 2017] but did not attend any District institution, meaning that they are lost somewhere in our District’s application pipeline);
 - b. Nationwide skepticism about the value of a college education;
 - c. Competition from for-profit institutions;
 - d. A confusing system, using jargon that first-time students don’t understand (e.g., the CCCApply process);
 - e. Antiquated scheduling that doesn’t take advantage of time blocks such as mid-afternoon, Fridays, and weekends.
4. Statewide, 48 out of 72 districts are in **stability or restoration**. Examples of statewide reasons for decline include

<ul style="list-style-type: none"> • The economy • Accountability measures • Students taking fewer units per semester • Minimum wage increase 	<ul style="list-style-type: none"> • Limitation on course repetition • BOGG fee waiver (reduction in # of applications) • Declining undocumented student enrollment (20-25% in LACCD) • High school graduation rates
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5. What does **stability and restoration** mean?
 - a. If the district does not meet its base enrollment in 2017-2018, it will go into stabilization, meaning that in 2018-2019 we get a “one-year pass;” i.e., our funding would stay at the same rate as in 2017-2018 (at issue is the FON requirement, but that is being addressed at the District level). However, we will have to meet our base in 2018-2019. In other words, we have twenty months (November 2017-June 2018) to get the District’s enrollment back in line with no budget reduction.
 - b. If we don’t achieve base enrollment targets in 2018-2019, the District’s budget will be reduced in 2019-2020. The same will happen in 2020-2021 if we cannot make base enrollment targets.
 - c. If we do not make our base in these three academic years (2018-2019, 2019-2020, and 2020-2021), then we are “re-based”—meaning a loss of approximately \$60 million in State funding. West comprises approximately 7.5% of the District apportionment (based on 2015-2016 data). The impact on West with a District reduction of \$60 million is estimated to be \$4.5 million.
6. The remainder of the Summit focused on a **presentation from a public relations/marketing consultant**, providing ideas that will ultimately be addressed by our Director of Public Relations in consultation with the Enrollment Management Strike Force, the Enrollment Management Committee, and Senior Staff. A particular issue is how well we communicate throughout the matriculation process.
7. At Presidents’ Council, we received an **enrollment management report** (in draft form) that the colleges will be required to complete.

Dr. Duke Receives Award from the Wiley Center

Dr. Shalamon Duke, Dean of Student Services, was recently honored by the [Wiley Center](#) at its annual Gala with the Education Partner Award. As the result of Dr. Duke's leadership and outreach over the past several years, West Los Angeles has provided college-level courses through our College to Career program for students who are participating in the Center's activities and services. West is the only College in the District that provides this opportunity for students affiliated with the Wiley Center.



From the left: Dr. Roberto Gonzalez, Vice President for Student Services; Dr. Duke; and WLAC students

Important Announcement on New California Legislation Affecting Community Colleges

Two important pieces of legislation were signed into law last week by Governor Brown. While we are awaiting direction from the District and from the State Chancellor's office as to implementation, provided below is a summary of each law. These pieces of legislation will have significant and far-reaching impacts on virtually every aspect of the College's operations.

Assembly Bill 19

"A push to make California community colleges more enticing to first-year students was signed into law by Gov. Jerry Brown on Friday. The proposal, [AB 19](#) by Assemblyman Miguel Santiago (D-Los Angeles), lays the groundwork to waive the fees for the first year of community college for all first-time students. It's an incentive that would draw in new students who wouldn't otherwise enroll, Santiago said. . . .The state already offers fee waivers for low-income students, but some community college districts report that a substantial percentage of students eligible for the waiver don't apply for it. The new law is contingent on securing funds in next year's budget to fully roll out the promise of a free first year." (*The Los Angeles Times*, October 13, 2017)

Assembly Bill 705

"Gov. Jerry Brown has signed into law a bill that will [fast-track changes to remedial education](#) in community colleges. Research has shown the existing system to bring underprepared college students up to speed can actually hurt their chances of earning a degree. Individual community colleges have taken steps to solve the problem, and the California State University announced [its own sweeping changes](#) in August.

"The governor's action rolls the reforms out statewide. They include using high school grades instead of standardized placement tests to decide which classes students should take. Research suggests placement tests frequently "underplace" students, costing them money and delaying graduation. [Assembly Bill 705](#) also prohibits colleges from enrolling students in remedial classes unless their high school coursework shows it is necessary." (*KPBS News*, October 16, 2017)

Donations Still Needed for Food Pantry

The West Los Angeles Food Pantry is again available to our students in need. Located in Building A-9, this fall's operating hours are

- Mondays, 10 a.m. to 5 p.m.,
- Tuesdays and Wednesdays, 10 a.m. to 6 p.m., and
- Thursdays, 10 a.m. to 5 p.m.

Faculty and staff are encouraged to direct students to the Pantry who are experiencing significant food insecurity. While the selection changes, every effort is made to keep an assortment of foods that can be eaten both on campus or at home.

Donations are always accepted and can be taken to the ASO office. Right now, we are in particular need of

- Paper bowls, napkins, cups, and disposable utensils;
- Microwavable noodles/soups/macaroni and cheese cups, and mini cereal bowls;
- Toiletries, hand sanitizer, feminine hygiene products, and toothbrushes.

The Pantry is made possible by the Associated Students Organization, the West Los Angeles College Foundation, the Exchange Club of Culver City, and the generous donations of West faculty and staff.

Planning Continues for Guided Pathways Implementation

CCC Chancellor Eloy Ortiz Oakley has established a goal that all California community colleges will, in the next five years, re-structure virtually every aspect of its academic programs and student services to implement a [comprehensive guided pathways model](#). To support this initiative, \$150 million will be made available to the CCCs over the next five years to support the implementation process.

Planning at the local level includes attendance by ten members of West's faculty and staff this week at a Guided Pathways workshop, a precursor activity to completing the Guided Pathways self-assessment tool, which is due by December 23. By March 30, 2018, all colleges will submit multi-year work plans.

This college-wide endeavor is under the initial leadership of Mary-Jo Apigo and Holly Bailey-Hofmann. However, as the planning progresses, ample opportunity will be provided for input and participation from all corners of the campus.

A Post-script to my comments on the Las Vegas shooting...

After distributing via campus email my thoughts in response to the horrors of the Las Vegas shooting, I noted (and repeated) the news stories claiming that this was the worst mass shooting in modern history.

However, upon further reflection, I needed to further understand the categorization of "worst mass shooting in modern history" that was being used by the media. As a student of history, I am aware of other events which transcend the Las Vegas shooting—certainly not in the pain inflicted and the immensity of the tragedy on an individual and collective level, but in the number of individuals lost to violence in one event.

Consider the Wounded Knee Massacre in 1890 which claimed the lives of over 250 Native Americans, or the 120 men, women, and children killed at the Mountain Meadows Massacre in 1857. Another sorrowful example is the Tulsa Race Riot in 1921, in which an estimated 300 African-Americans died.

I have learned that the categorization of these events is often established with the context of time and motive. For an excellent discussion on how historians and researchers try to differentiate "mass murder" from "mass shootings," I recommend the [reporting done by NPR](#) in the wake of the Las Vegas massacre.

However, no matter how labels are applied, too many Americans have died in mass events that defy our logic.