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A MESSAGE FROM PRESIDENT FRANK QUIAMBAO

The West Los Angeles Educational Master Plan is the result of over two years of extensive work on the part of all college governance constituencies. Significant financial, as well as personnel resources, have been committed to the development of the Plan.

It is common for institutions to develop master plans. It is also common for master plans, once created, to be ignored and forgotten in a bookcase or shelf never to be read or referred to again.

It is our intention that West Los Angeles College’s Educational Master Plan will not suffer this fate. This Plan will be a living document consulted regularly whenever program and budget developments are being forged; planning will drive the budget. The Master Plan will be our guide to keep us on course with our ultimate goal to be a premier college for our students and community.

I would like to take this opportunity to thank all college personnel, students, staff, faculty, and administrators for their time, diligence and dedication in formulating this very important college document.
Table of Contents

EXECUTIVE SUMMARY ............................................................... ES-1

INTRODUCTION AND PLAN OVERVIEW

I. Introduction and Overview ............................................... I-1
   Background .............................................................................. I-1
   Purpose of the Master Plan .................................................. I-1
   Planning Methods ................................................................. I-2
   Process Overview ............................................................... I-2
   Master Plan Strategic Directions ......................................... I-4
   Plan Overview and Organization .......................................... I-6

II. College Planning Framework ........................................ II-1
   A Vision for the Future ....................................................... II-1
   Our Values ............................................................................. II-2
   Mission Statement .............................................................. II-3
   Strategic Directions ............................................................ II-4
   Planning Principles ............................................................ II-4
   Key Performance Indicators ............................................... II-6

PLANNING CONTEXT

III. Organizational Overview ............................................. III-1
   Mission and Functions ...................................................... III-1
   Major College Divisions ..................................................... III-3
   College Governance Structure.......................................... III-4
# TABLE OF CONTENTS

## IV. Student Demographics and Educational Needs
- Student Profiles
- Feeder Schools
- Demographics
- Educational Goals
- Attendance Preferences and Patterns
- Learning Preferences
- Fall 2001 Focus Group
- Student Academic Achievement

## V. Community Profile and Need
- Demographics
- Educational Trends and Needs
- Housing
- Transportation
- Workforce and Industry Outlook

## VI. College Growth Projections
- Enrollment Demand
- Plan Enrollment Projections

## VII. Educational Program and Service Development
- Planning Assumptions
- Curriculum Improvements
- Divisional Enrollment Growth Projections
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.</td>
<td>Student Success</td>
<td>VIII-1</td>
</tr>
<tr>
<td></td>
<td>Strategy Overview</td>
<td>VIII-2</td>
</tr>
<tr>
<td></td>
<td>Issues Analysis</td>
<td>VIII-5</td>
</tr>
<tr>
<td></td>
<td>Action Objectives</td>
<td>VIII-6</td>
</tr>
<tr>
<td></td>
<td>Other Related Initiatives</td>
<td>VIII-20</td>
</tr>
<tr>
<td>IX.</td>
<td>Human Resources and Organizational Development</td>
<td>IX-1</td>
</tr>
<tr>
<td></td>
<td>Strategy Overview</td>
<td>IX-1</td>
</tr>
<tr>
<td></td>
<td>Issues Analysis</td>
<td>IX-3</td>
</tr>
<tr>
<td></td>
<td>Action Objectives</td>
<td>IX-4</td>
</tr>
<tr>
<td>X.</td>
<td>Marketing and Outreach</td>
<td>X-1</td>
</tr>
<tr>
<td></td>
<td>Strategy Overview</td>
<td>X-2</td>
</tr>
<tr>
<td></td>
<td>Issues Analysis</td>
<td>X-5</td>
</tr>
<tr>
<td></td>
<td>Action Objectives</td>
<td>X-6</td>
</tr>
<tr>
<td>XI.</td>
<td>Financial Health</td>
<td>XI-1</td>
</tr>
<tr>
<td></td>
<td>Strategy Overview</td>
<td>XI-1</td>
</tr>
<tr>
<td></td>
<td>Issues Analysis</td>
<td>XI-1</td>
</tr>
<tr>
<td></td>
<td>Action Objectives</td>
<td>XI-3</td>
</tr>
</tbody>
</table>
IMPLEMENTING AND UPDATING THE PLAN

XII. Implementing the Plan.................................................. XII-1
   A Framework for Change .................................................. XII-1
       Primacy of the Academic Senate
       Regarding Academic and Professional Matters .............. XII-1
       Annual Planning and Budgeting Cycle .......................... XII-2
       Development Process for New Programs
       and Services ................................................................ XII-8
       Emergency Track......................................................... XII-10
       Program Life Cycle....................................................... XII-10

XIII. A Living Planning Process........................................... XIII-1
Executive Summary

West Los Angeles College's Integrated Master Plan is presented in two volumes. This report is Volume I, the educational master plan, which describes the College's goals for its instructional programs and services. Volume II is a separate report and includes the College's facilities master plan and information technology master plan. This executive summary presents the main points of Volume I.

BACKGROUND
In the 2001-02 academic year, West Los Angeles College engaged in an intensive planning process to develop a master plan. Led by the Planning Committee, the process involved all of the College's organizational units and constituencies. A consultant team supported the process by preparing studies and analyses of the College's educational program, facilities, transportation and infrastructure. The College president will recommend a final master plan to the Los Angeles Community College District's Board of Trustees.

Proposition A, a bond measure approved by Los Angeles voters in April 2001, allocated $1.2 billion to repair, rehabilitate and modernize facilities at all nine colleges of the district. West Los Angeles College was allocated $111 million of total Measure A funding.

Purpose of the Master Plan
The educational master plan provides a comprehensive description of the College’s plans for the future. The plan will serve as a framework for future resource allocation, priority setting and continuous innovation.

Planning Methods
As background for the planning process, the planning team analyzed demographic and community needs data and economic trends. The team analyzed existing plans, policies, and educational programs.
PLANNING FRAMEWORK

The foundation of the plan is the College's planning framework of vision, values, and mission.

Vision

The Plan provides a framework for institutional growth to achieve the College's vision for the future:

*Through innovative programs and responsive community service, West Los Angeles College empowers students to succeed.*

Values

The College's values provide a foundation for its efforts to achieve its vision:

- Student Success
- High Standards and Excellence
- Flexible, Future-Oriented Perspectives
- Personal Integrity and Mutual Respect
- Critical Thinking
- Teamwork, Communication, and Support
- Community Service

Mission Statement

The mission of West Los Angeles College is to serve the students and the community by providing quality instructional and support services including programs, facilities, and open access for all who can benefit from its instruction.

West Los Angeles College's mission is founded on a commitment to assisting each student in developing an educational success strategy. The College implements its mission through:

- Transfer Education,
- Career and Occupational Education,
- General Education,
- Foundation Skills Program,
EXECUTIVE SUMMARY

- Economic Development,
- Continuing Education,
- Support Services, and
- Student Activities.

The College promotes and encourages the continuous and timely examination of College programs and services to assess their effectiveness and ensure maintenance of academic excellence.

PLANNING CONTEXT

Organizational Overview
West Los Angeles College is a comprehensive community college serving a broad service area in the western region of the Los Angeles metropolitan area. The College was opened in 1969 in the hills southeast of Culver City in an unincorporated area of Los Angeles County. It serves an extremely diverse service area of over 1.5 million residents.

The Service Area
West Los Angeles College serves a unique service area. Communities within the service area include Beverly Hills, Brentwood, Century City, Crenshaw, Culver City, La Tijera, Windsor Hills, Marina del Rey, Mar Vista, Pacific Palisades, Palms, Playa del Rey, Venice, Westchester, West Los Angeles, Westwood, Ladera Heights, and Baldwin Hills.

The characteristics of the service area population are quite distinct from the wider Los Angeles City and County. The service area population is 33% Latino, 33% White, 23% African Americans, with the remaining population composed of Asian Americans, Native Americans, Pacific Islanders, and other ethnic groups. This compares to the county’s population, which is 45% Latino, 31% White, 12% Asian American, and 9% African American.

Educational Readiness
West Los Angeles College students come from high schools with widely varying levels of academic performance. Many students at the feeder high schools are English Language Learners (ELL), both Spanish-Speaking and Non-Spanish-Speaking.
Workforce & Industry Outlook

Los Angeles County is one of the most economically productive regions of the world. Key industry sectors in the region include manufacturing, entertainment/motion pictures, high-technology and services. Airport and aviation-related commerce and manufacturing are also prominent. The highest growth occupations for the county are predicted to be in teaching, safety, and retail and office workers.

EDUCATIONAL PLAN

Plan Enrollment Projections

The Master Plan assumes a 4% growth rate for both on-campus and outreach center enrollments, reflecting the College’s assumptions about the educational needs of the service area and market conditions. It is assumed that on-campus enrollment will reach a maximum of approximately 18,500 students after 2020.

Educational Program and Service Improvement Directions

The College’s student service and academic units developed long-range unit plans to anticipate and address student and community needs.

Student Service Themes

- Evaluate and implement online student services, including the use of the COMPASS system, assessment appointments, career assessment, Distance Learning support, and an adaptive assessment unit.

- Investigate the use of an electronic web-based degree audit system and Student Education Plan. Develop and implement such a degree audit system given funding availability.

- Establish data collection processes to measure student progress indicators to be used in the evaluation of training for program directors.

- Automate/computerize registration and matriculation.

- Research best practice models for student services to determine and establish procedures to better align assessment, matriculation, admissions and records, counseling and transfer.

- Continue to foster close relationships between individual academic disciplines and counseling services to ensure up-to-date information exchange and dissemination to students. Students should be afforded a variety of diverse environments for academic advisement.
and given the opportunity to discuss career and academic choices with major faculty.

- Develop a Counseling task force to address the need for and launch a fully operational Career Center.
- Implement basic skills diagnostic assessment of skill level.
- Create a student success orientation program.

**Course Content and Methodology Themes**

- Explore strategies for enhancing the application and utilization of academic skills in professional settings, e.g. through internships, portfolios, etc.
- Monitor and apply standards to classes for quality of instruction, consistent content and valid testing.
- Implement regular and frequent curricular updates in cutting edge areas to respond to technological change and build related professional competencies.
- Review and revise coursework to make more relevant and interesting in order to retain and motivate students, while adhering to articulation guidelines regulating transfer.
- Foster a greater marriage between curricula and changing labor market demands to maximize students’ employment opportunities.

**Certificate Programs**

- Increase the offering of vocational certificate programs to provide students with value-added qualifications and improved employment competitiveness.
- Consider the creation of certificates in: Drugs and Alcohol; Mental Health; Personal Training; and other areas.
- Offer online certificate programs.

**Specific Population Areas**

- Direct marketing efforts to Latinos, older Americans, recent immigrants and other growing ethnic populations.
- Develop online continuing education program for practitioners.
- Target adult population in the College service area in music and arts enrichment and continuing education classes.
**Student Success**
In addition to pursuing new programs, the College will enhance student success by implementing the following objectives:

- **S1** Assess and Orient Every Student to Develop Career Goals and Educational Plans
- **S2** Implement A First Year Success Program
- **S3** Emphasize Early Math and English
- **S4** Provide Supplemental Academic Enrichment Opportunities
- **S5** Enhance Curriculum Sequences
- **S6** Provide Instructional Development Opportunities
- **S7** Strengthen Educational Partnerships
- **S8** Enhance Transfer to Four-Year Institutions
- **S9** Improve the Student Experience and Communications

**SUPPORTING STRATEGIES**
The Master Plan includes three supporting strategies: Human Resource and Organizational Development, Marketing and Outreach, and Financial Health, each with their own specific objectives.

**Human Resource and Organizational Development**
- **H1** Enhance Unit Planning
- **H2** Implement Budget Improvements
- **H3** Create A Human Resource Development Program
- **H4** Implement A Committee Support Structure and Process Improvements
- **H5** Improve Campus Communications
- **H6** Improve Campus Life
- **H7** Enhance the College’s Research Function

**Marketing and Outreach**
- **M1** Identify Clear Executive Responsibility for Marketing and Outreach
M2 Develop and Implement Marketing Plan
M3 Create a Welcoming Campus Environment
M4 Enhance Relationship with Adjacent Communities

Financial Health
F1 Identify Financial Challenges and Opportunities
F2 Develop Partnerships
F3 Offer Fee-Based Programs
F4 Leverage Grant Resources
F5 Enhance Existing Resources

IMPLEMENTING AND UPDATING THE PLAN

Implementing the Plan
The plan will be implemented and continually adapted through the College's annual planning and budgeting process. This process ensures that planning creates the foundation for budget development. The planning committee guides the process, supported by the Dean of Planning. The constituency groups review planning and budget outputs and make recommendations directly to the President.

The College's leadership initiates the annual cycle by participating in a retreat, held in late spring. Representatives from all constituencies review the College's strategic trends and opportunities and participate in training on the College's ongoing decision-making process.

A major premise of the process is that each of the College's major divisions collaborates internally in developing a unit plan that reflects and implements the master plan (the major divisions are: Academic Affairs, Student Services, Administrative Services, and Workforce and Economic Development). Having clarified their internal issues and directions, each major division also shares information and coordinates with the College's other major divisions. The division planning processes are coordinated with planning committee guidance and a constituency review and recommendation process.
A Living Planning Process

The College is committed to continually adapting the Master Plan to anticipate and respond to changing conditions. The College will align the updating of the Master Plan with program review and the accreditation process. Every sixth year, the College will conduct a comprehensive program review process and update the Master Plan. The plan will be available on the web and CD-ROM.
Introduction and Plan Overview
I. Introduction and Overview

West Los Angeles College's Integrated Master Plan is presented in two volumes. This report is Volume I, the educational master plan, which describes the College's goals for its instructional programs and services. Volume II is a separate report and includes the College's facilities master plan and information technology master plan.

BACKGROUND

In the 2001-02 academic year, the West Los Angeles College engaged in an intensive master planning process to develop an integrated master plan. Led by the Planning Committee, the process involved all of the major College constituencies and organizational units, including students, faculty, classified staff and administrators. A consultant team supported the process by preparing studies and analyses of the College's educational program, facilities, transportation, and infrastructure.

Proposition A Bond

Los Angeles county voters approved Proposition A in April 2001, providing $1.2 billion to repair, rehabilitate and modernize facilities at all nine schools of the Los Angeles Community College District (LACCD). Each College adopted a set of prioritized projects for initiation during Phase I of the bond funding. West Los Angeles College was allocated $111 million of total Measure A funding. The master plan creates a foundation for Measure A improvements as well as for the long-term development of the College.

PURPOSE OF THE MASTER PLAN

The overarching purpose of the Integrated Master Plan is to set forth the College’s educational philosophy and goals as well as the action strategies needed to accomplish its objectives. Based on an analysis of student and community needs, the Plan describes instructional improvements, student service strategies, and priorities for program growth. A key element of the Master Plan is a facilities plan that creates the supporting physical framework for the College to achieve its educational and organizational goals.
The intention of the Plan is to provide a comprehensive description of the College’s plans for the future. The Plan will serve as the College’s framework for resource allocation, priority setting and continuous innovation.

PLANNING METHODS

The planning team assessed a range of information sources as background for the planning process:

- Analysis of demographic data using results from the 2000 Census.
- Review of community needs data, including assessment of planning reports from service area municipalities, school districts and stakeholder interviews with community leaders and elected officials.
- Assessment of economic trends using secondary data from regional economic development agencies, the State of California Economic Development Department, and LACCD research reports.
- An analysis of existing data, plans, policies and development constraints.
- Evaluation of existing land uses and facilities including academic, administrative, recreational and student services facilities, parking and circulation, open space, support facilities and campus infrastructure.
- Review of existing conditions from data obtained from field surveys, aerial photographs, and campus and Culver City maps.
- Planning research and interviews conducted with College campus staff, Culver City staff and others to determine current conditions, goals and design constraints.
- Review of traffic patterns and flows on streets surrounding the College obtained through original research.
- Assessment of utilities, infrastructure and requirements.

PROCESS OVERVIEW

In the fall of 2000, the planning committee launched the planning process by holding committee meetings to organize the process. On May 18, approximately 80 students, faculty and staff participated in a Vision Festival 2001, which formally initiated the major participatory phase of the planning effort. The Festival provided a forum for interactive discussion about the College’s educational values and principles and a renewal of a vision for the future. Key questions were examined such as collaboration among the College divisions to meet student needs, potential enhancements to learning and student success
strategies, and techniques for enhancing the College’s organizational effectiveness.

College constituents reconvened on June 4, 2001 for the Campus Design Charrette, whose purpose was to translate the Vision Festival’s results into principles for the physical development of the campus. The outcome of the Charrette created an overall framework for the physical design of the campus to guide the location and characteristics of new construction under the Phase I bond funding. The results from both the Vision Festival and the Design Charrette were gradually refined and elaborated upon as the planning process progressed.

During the summer of 2001, the planning team developed a community needs assessment that described the existing conditions of:

- Student demographics
- Economic trends
- Educational trends
- Student success measures

Students, faculty and staff attended a Planning Retreat in the Fall of 2001 to validate the results of the Vision Festival, review the site organizing framework developed at the Design Charrette, discuss the needs assessment, and launch unit planning across the College’s major divisions.

During the fall of 2001 and extending into the spring of 2002, the College’s major divisions (Academic Affairs, Administrative Services, Student Services, and Workforce and Economic Development, and the offices reporting to the President) engaged in the development of long-range unit plans, including goals for their educational programs and service plans. In light of the community needs and the College’s broad educational principles, the long-range unit planning prompted all the College’s academic divisions and units to address key issues, such as pedagogic methods, the use of technology, and how to improve the coordination of student and instructional services.

College wide strategic planning was ongoing and concurrent with the major planning events mentioned above. The College Planning Committee, joined by other committees and individuals, deliberated strategic issues through coordinated institutional planning. The consulting team also developed a set of campus design options based on the College’s values, vision and educational needs.
In May of 2002, students, faculty and staff participated in Master Plan Discussion Workshops in which the alternatives outlined in the preliminary drafts of the Plan were discussed and strategic directions identified. Also in May, the consultant group conducted technical studies of traffic and utilities implications of the Master Plan. In the Fall of 2002, a Master Plan draft was sent to all constituencies for final review and input. In October 2002, the College President finalized the Master Plan.

MASTER PLAN STRATEGIC DIRECTIONS

The following strategic directions represent the major areas of change included in the Master Plan and form the educational foundation for the Plan.

**Student Success**

The College will implement policies to enhance Transfer, Vocational Programs, Persistence, Retention, and Curriculum Sequence Planning. Action objectives include:

S1 Assess and Orient Every Student to Develop Career Goals and Educational Plans

S2 Implement A First Year Success Program

S3 Emphasize Early Math and English

S4 Provide Supplemental Academic Enrichment Opportunities

S5 Enhance Curriculum Sequences

S6 Provide Instructional Development Opportunities

S7 Strengthen Educational Partnerships

S8 Enhance Transfer Education to Four-Year Institutions

S9 Improve the Student Experience and Communications

**Educational Program and Service Development**

The College will analyze needs and develop programs to address growing market clusters in West Los Angeles. The College will also continually assess and improve the delivery of student services to meet students’ evolving needs. Outreach centers will be developed to ensure community responsiveness.
Human Resources and Organizational Development

The College will create systems to support communications, organizational development, planning, and human resource development. Action objectives include:

H1  Enhance Unit Planning
H2  Implement Budget Improvements
H3  Create A Human Resource Development Program
H4  Create a Committee Support Structure
H5  Improve Campus Communications
H6  Improve Campus Life
H7  Enhance Research Function

Marketing and Outreach

West Los Angeles College will enhance its marketing to the service area to ensure that potential students are aware of the programs and services available at the College. Action objectives include:

M1  Identify Clear Executive Responsibility for Marketing and Outreach
M2  Develop and Implement Marketing Plan
M3  Create a Welcoming Campus Environment
M4  Enhance Relationship with Adjacent Communities

Financial Health

The College will pursue state funding and alternative sources of funding to ensure the financial health of the College. Contract education will be used in a way that maintains academic standing and rigor as a way to maximize non-state revenues. Action objectives include:

F1  Identify Financial Challenges and Opportunities
F2  Develop Partnerships
F3  Offer Fee-Based Programs
F4  Leverage Grant Resources
F5  Enhance Existing Resources
PLAN OVERVIEW AND ORGANIZATION

The Educational Master Plan is organized into the following sections.

**Introduction:** The first section of the Plan provides a comprehensive review of College's planning context. The foundation of the Plan is presented: a planning framework of the vision, mission, values, principles, and strategic directions.

**Planning Context:** This section includes an overview of the College’s organization structure and programs and services. A community profile offers a synopsis of community needs, demographics, service area education levels, workforce needs and emerging trends. A key element of the planning context is an assessment of student demographics and educational needs.

**College Growth Projections:** Against this backdrop, the second section presents the College's growth goals, which are reviewed against population projections and participation rates. This section presents enrollment projections, several potential growth scenarios, and a process for updating enrollment projections.

**Educational Program and Service Development:** This section describes the processes and potential directions for developing and enhancing the College's programs and services and includes growth estimates for the College's academic divisions.

**Student Success:** The student success section of the Plan presents a set of objectives for reaching the highest levels of achievement for the College's students.

**Supporting Strategies:** The following section discusses supporting strategies that create a complete framework for change: Human Resources and Organizational Development, Marketing and Outreach, and Financial Health.

**Implementing and Updating the Plan:** This section provides a detailed examination of the process for designing and implementing new programs and initiatives across the campus. In the final section, higher-level objectives and strategies for Plan implementation and updates are reviewed.
II. College Planning Framework

The foundation of West Los Angeles College's Master Plan is a framework of core principles and values, embodied in the College's vision of success for the future, its institutional values and its mission statement. These concepts will provide a touchstone for West LA’s faculty, staff and students as they work together to make the Master Plan a reality.

A VISION FOR THE FUTURE

Through innovative programs and responsive community service, West Los Angeles College empowers students to succeed.

A Leader in Student Achievement

We will promote a culture of student success that provides each student with the self-understanding and tools to achieve his or her educational goals. We are committed to providing a diverse array of innovative programs and services so that students can achieve success, whether degrees, career enhancement, transfer to a four-year college or university, skills improvement, or life-long learning and personal enrichment.

Committed to Program Innovation

West LA will develop programs of the highest caliber to respond to community needs and build on our core strengths. Our commitment to excellence covers all our programs from matriculation, student services, and basic skills, through our core academic programs, to our vocational and professional programs of regional significance. We will also continue to enhance our internal systems so that we can adapt to change and opportunity. We will promote communication, teamwork, evidence-based decision-making, and professional growth.

Service to the Community

We are committed to serving everyone in our diverse service area. This starts with an ongoing commitment to our core service area. We will continue to enhance our partnerships with our local schools and communities. Our commitment to being a college for everyone also means that we will strive to expand access to groups and areas that need expanded educational services. Unifying our commitment to open access is our vision of becoming a model for building on diversity as a major source of organizational and educational strength.
OUR VALUES

Our vision is supported by the principles we share in common as faculty, staff, and students:

Student Success
Empowering students to be effective in school and in life. Respecting student needs. Engaging students in dynamic, creative dialogue. Engaging students actively in College development.

High Standards and Excellence
Pursuing excellence. Setting high expectations for our students and ourselves. Having pride in the College.

Flexible, Future-Oriented Perspectives
Being able to anticipate change and embrace the future. Developing openness to innovation and change. Cultivating resiliency, flexibility, adaptability, and creativity.

Personal Integrity and Mutual Respect
Practicing the values of respect, honesty, courtesy and fairness. Pursuing our goals with dedication and commitment. Following through on commitments.

Critical Thinking
Engaging in deliberative dialogue and decision-making.

Teamwork, Communication, and Support
Promoting success across the College. Advancing a collaborative ethos. Providing encouragement, support, and recognition for a job well done. Listening actively and carefully. Communicating in a timely and open manner.

Community Service
Establishing connections to the community. Respecting community needs. Being open to the community. Having pride in the College.
MISSION STATEMENT

The mission of West Los Angeles College is to serve the students and the community by providing quality instructional and support services including programs, facilities, and open access for all who can benefit from its instruction.

The College, as an institution of higher learning, is committed to an environment that reflects respect for all students. The College provides an education experience that is challenging and inclusive of the needs of its diverse student body. The College affirms the belief that multiculturalism contributes to the success of all students as they learn to value the diversity of the College and society.

West Los Angeles College’s mission is founded on a commitment to assisting each student in developing an educational success strategy. The College implements its mission through:

- **Transfer Education** to provide general education and major preparation for those students who plan to continue their studies at a four-year college or university.
- **Career and Occupational Education** providing certificate and associate degree programs to meet the needs of those students preparing for employment in a changing globally-centered society, and those currently employed who wish to train themselves or update their skills to meet the growing demands of increasingly interdependent societies.
- **General Education** to introduce students to the humanities, the arts, the social and natural sciences allowing them the opportunity for personal, intellectual and cultural growth; while providing the oral and written communication, mathematics and critical thinking skills and the international perspectives necessary to succeed in life.
- **Foundation Skills Program** to provide students with the necessary capabilities in mathematics, oral, reading and written language skills, and study skills to successfully complete a certificate, degree or transfer program.
- **Economic Development** to develop educational partnerships with business, industry, labor and government in order to offer programs for the working adult or those preparing for work recognizing that the nature of work grows increasingly international in content and global in scope.
- **Continuing Education** to meet, where possible, educational needs of the community not otherwise served by regular college programs.
- **Support Services** to assist students in defining and achieving their educational goals.
- **Student Activities** to involve students more in the college experience.

The College promotes and encourages the continuous and timely examination of College programs and services to assess their effectiveness and ensure maintenance of academic excellence.
STRATEGIC DIRECTIONS

The following strategic directions represent the major areas of change included in the Master Plan and form the educational foundation for the Plan.

- Student Success
- Educational Program and Service Development
- Human Resources and Organizational Development
- Marketing and Outreach
- Financial Health

PLANNING PRINCIPLES

The following principles express the overall approach to change envisioned in the Master Plan:

Shared Governance: The College will implement the Master Plan according to shared governance agreements developed with constituencies.

Evolutionary Change: Through an iterative process of program development and pilot testing, faculty and staff will build the approaches that work best in meeting the needs of students. West LA will develop its learning systems through an evolutionary process that builds on our strengths and develops our organizational capacity. Throughout our efforts, we will maintain the highest levels of academic excellence.

A Commitment to Learning Processes: A diversity of approaches will be explored to advance student success, including traditional instruction, group learning, interactive methodologies, and the integration of technology in the curriculum. The College’s approach will include activities and services to support student learning such as supplementary instruction and learning cohorts, as well as Service Learning in the community.

A Continuum of Services: We are committed to supporting solutions across traditional organizational boundaries. Student success requires partnerships between instruction and student services, between faculty and students, and among all constituencies. Everyone at West LA is part of the student success process from intake and matriculation, through instruction and academic support, to transition services to the workplace or to future educational opportunities.
Environmental Sustainability: The College is committed to operating in a way that conserves natural resources for future generations. From building design to operational practices, we will employ best practices to conserve energy, water, and physical resources, while promoting an ethic of stewardship toward natural ecosystems.

Flexible Facilities: To support its evolutionary approach to learning innovations, the College will develop facilities that allow the greatest flexibility possible. Our buildings and classrooms will be adaptable so that new techniques can be adopted while successful existing practices can be continued.

Social Interactions: Our campus environment will support interactions between and among students, faculty and staff. Learning is an active process, requiring active discussions. We will build in places for the informal interactions that can promote learning outside the classroom.

Dynamic Spaces: Our outdoor spaces will be a part of the learning environment by creating a sense of place that is welcoming and by promoting an active, energizing campus life.

Information Technology: The College will take advantage of the new opportunities afforded by computer and information technology in the classroom and administrative processes, and as communication tools. Technology will be deployed to maximize the time faculty, staff and students have to spend on the highest value activities: personal interactions aimed at improving student success and organizational effectiveness.

Conserving and Enhancing Resources: The College will manage its resources effectively, including the efficient use of existing funding, leveraging through partnerships, and diversified sources of income.

Staff Development: The College recognizes its faculty and staff as its most important asset and will provide effective professional development on an ongoing basis.
KEY PERFORMANCE INDICATORS

The College intends to use key performance indicators in evaluating its effectiveness in meeting its goals. Potential indicators are identified here and will continue to be refined:

- FTES
- WSCH
- Persistence
- Retention
- Learning Objectives
- Transfers
- Certificates
- Benefit to Business
- Contract Education
- Curriculum Quality
- Technology in the Curriculum
- Satisfaction
- College Image
- Productivity
- Campus Quality
- Degrees
- Course Completion
- Vocational Education Program Development
- Basic Skills Improvement
<table>
<thead>
<tr>
<th><strong>KPI #1: FTES</strong></th>
<th><strong>KPI #2: WSCH, DSCH, and Positive Attendance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Full-Time Equivalent Student)</td>
<td>(Weekly Student Contact Hours)</td>
</tr>
<tr>
<td>• 525 WSCH = 1 FTES</td>
<td>• WSCH# = (Name/Class @ 1st Census) X (# Instructional Hours)</td>
</tr>
<tr>
<td>• Non-Credit FTES</td>
<td>• Total Class WSCH# = (Name/Class @ 1st Census) X (# Instructional Hours per Week) X (Course Weeks/Term Weeks)</td>
</tr>
<tr>
<td>• Credit FTES</td>
<td>• Funded WSCH#</td>
</tr>
<tr>
<td>• Annual FTES (Sum of FX/SX/SuX)</td>
<td>• Funded DSCH#</td>
</tr>
<tr>
<td>• [No-credit, Credit]</td>
<td>• Funded Positive Attendance#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KPI #3: Persistence</strong></th>
<th><strong>KPI #4: Retention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fall to Spring Re-enrollment</td>
<td>• # of students @ 1st Census who receive a grade A, B, C, D, F</td>
</tr>
<tr>
<td>• Spring to Fall Re-enrollment</td>
<td></td>
</tr>
<tr>
<td>• Fall to Fall Re-enrollment</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KPI #5: Learning Objectives</strong></th>
<th><strong>KPI #6: Productivity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Degree Earned</td>
<td>• WSCH/FTEF</td>
</tr>
<tr>
<td>• Certificate Earned</td>
<td>• Cost/FTES</td>
</tr>
<tr>
<td>• Transfers to Four-year</td>
<td></td>
</tr>
<tr>
<td>• Stated Objective on Application</td>
<td></td>
</tr>
<tr>
<td>• Major (Declared/Undeclared)</td>
<td></td>
</tr>
<tr>
<td>• Job Placement</td>
<td></td>
</tr>
<tr>
<td>• Other Placement</td>
<td></td>
</tr>
<tr>
<td>KPI #7: Curriculum Quality</td>
<td>KPI #8: Technology in Curriculum</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>• Appropriateness of learning experience measured against needs to perform in that domain</td>
<td>• Internet access for students, faculty and staff with students getting top priority</td>
</tr>
<tr>
<td>• Integrate learning resources of Los Angeles County into the West LA’s curriculum</td>
<td>• Long distance education and online courses</td>
</tr>
<tr>
<td>• Critical Thinking and writing across the curriculum</td>
<td>• Fully-developed computer-assisted instructional program</td>
</tr>
<tr>
<td>• Assessment entry/exit competencies</td>
<td>• Sufficient computer facilities for students, faculty, and staff; supporting word processing, email, and connections to our library as well as other libraries and databases. These facilities must be staffed in a manner that will provide sufficient support for their effective use.</td>
</tr>
<tr>
<td>• External Standards</td>
<td>• Fully-automated Library and Instructional Media Center</td>
</tr>
<tr>
<td>• Multicultural exposure, awareness, and ability to communicate on issues from diverse viewpoints, perspectives, and orientations</td>
<td>• Dial-in access to the College and Library database.</td>
</tr>
<tr>
<td></td>
<td>• Automated student record keeping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI #9: Satisfaction</th>
<th>KPI #10: College Image Community Relations</th>
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<tbody>
<tr>
<td>• Students</td>
<td>• Community</td>
</tr>
<tr>
<td>• Community</td>
<td>• Business and Industry</td>
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<tr>
<td>• Staff</td>
<td>• Students</td>
</tr>
<tr>
<td>• Programs</td>
<td>• College Staff</td>
</tr>
<tr>
<td>• Services</td>
<td>• Government Agencies</td>
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<tr>
<td>• Facilities</td>
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<table>
<thead>
<tr>
<th>KPI #11: Campus Quality</th>
<th>KPI #12: Support Services</th>
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</thead>
<tbody>
<tr>
<td>• Learning environment</td>
<td>• Instructional Support Services</td>
</tr>
<tr>
<td>• Course outlines current</td>
<td>• Students Services</td>
</tr>
<tr>
<td>• Clear and specific course syllabi</td>
<td>• Campus Life</td>
</tr>
<tr>
<td>• Student behavior</td>
<td>• Administrative Services</td>
</tr>
<tr>
<td>• Faculty behavior</td>
<td></td>
</tr>
</tbody>
</table>
Planning Context
III. Organizational Overview

West Los Angeles College is a comprehensive community college serving a broad service area in the western section of the Los Angeles metropolitan area. One of the nine public community colleges of the Los Angeles Community College District, the College was opened in 1969 and is located in the hills southeast of Culver City in an unincorporated area of Los Angeles County. It serves an extremely diverse service area of over 1.5 million residents. Communities within the service area include Baldwin Hills, Beverly Hills, Brentwood, Century City, Crenshaw, Culver City, Ladera Heights, La Tijera, Windsor Hills, Marina del Rey, Mar Vista, Pacific Palisades, Palms, Playa del Rey, Venice, Westchester, West Los Angeles and Westwood.

MISSION AND FUNCTIONS

The College’s mission and functions are reflected in the following:

**Transfer** - Enables the student who completes two years of study to continue upper division (third year) work at accredited four-year colleges and universities. Careful and continuous articulation with accredited collegiate institutions and high schools is required.

**Career Education** - An occupational program planned to offer the student basic business, technical, and professional curricula to develop skills that can lead to employment, job advancement, certification, or an associate degree.

**General Education** - General education courses are introductory courses that are designed to satisfy three purposes:

- To ensure that students have the skills necessary for success in more advanced classes;
- To introduce students to a wide variety of academic services while exposing them to a working understanding of the fundamental assumptions, theories and laws peculiar to each; and
- To expose students to the unique insights of scholars from each of the respective disciplines. These courses encompass the widest spectrum of key concepts leading toward a college degree. General education does not include remedial course work in basic skills, course work that is applied to a specific area, or course work in one’s major subject.
**Foundation Skills** - A program of remedial and basic skills courses for students needing preparation for community college level courses and programs, and English as a Second Language instruction for students whose primary language is not English and who have limited English proficiency.

**Counseling and Guidance** - A program that helps students explore ways and options to implement and realize educational goals and career objectives. Counselors provide information about specific classes, degree and certificate programs, and transferring to four-year colleges.

**Community Services** - These classes are offered through the Westside Extension program. Westside Extension offers an array of elective, not-for-credit classes, workshops and one-day seminars in a wide variety of topics, such as, arts and crafts, computers, business, personal finance, performing arts, writing and personal development.

**Joint Functions** - The Center for Economic Development and Continuing Education (CEDCE) offers specialized educational programs for individuals as well as business and industry. CEDCE trains individuals looking for a job or a career change and provides businesses that are starting up, expanding or downsizing with the strategic knowledge to maximize their competitive position. CEDCE continually develops new programs in conjunction with business and government agencies, with an emphasis on leading-edge technologies and high-growth fields.
MAJOR COLLEGE DIVISIONS

The College's major divisions, each under the direction of a vice president, work together to provide the range of programs and services described above to meet the needs of its students and communities.
COLLEGE GOVERNANCE STRUCTURE

Planning and evaluation will take place through the shared governance structures of the College as shown in Exhibit A.
IV. Student Demographics and Educational Needs

This chapter provides an overview of West Los Angeles College’s students. The purpose of the chapter is to provide a backdrop that captures different aspects of the student body from which long-term planning principles can be drawn. By gaining a sense of what the student demographics and needs are, the college is better poised to make informed and therefore more effective decisions about West LA’s instructional and administrative strategies. This chapter describes the following characteristics of the student population:

- Student Profiles
- Student Body Statistics
- Feeder Schools
- Demographics
- Educational Goals
- Attendance Preferences and Patterns
- Learning Preferences
- Student Academic Achievement

The chapter draws from the following data sources:

- College and District databases
- A District survey of student opinions (West Los Angeles sub-sample)
- State Chancellor’s Office data
- Student focus group data
- West Los Angeles College Long-range Unit Plans
STUDENT PROFILES

In the long-range unit plans developed during the master planning process, faculty members provided a concise description of West Los Angeles College’s students. The faculty identified the student characteristics outlined below as key factors the college should address.

Bi-Modal Preparation

West LA’s student body shows a bi-modal distribution of levels of academic preparedness. The two profiles tending to describe students are: (1) those with a higher level of interest and mastery of fundamental writing and mathematics skills, and, conversely, (2) those needing further development of their basic academic skills. One unit plan notes:

[T]he campus seems to be bimodal in student preparation. Many students in the advanced classes have excellent educational skills. Their skills are often equal to the skills of students attending major universities. These highly motivated well-prepared students are by far the easiest group to teach. A significantly larger group has a preparation level of middle school or even elementary school. These students have never developed the skills that are necessary to enhance and express their cognitive capabilities.

Ethnic and Cultural Diversity

The student body at West LA is extraordinarily diverse in terms of the ethnic, racial and national backgrounds of students. Sizeable numbers of African American, Latino, White and Asian, as well as a significant number of foreign students, make the campus culturally heterogeneous. Students draw from a diversity of life experiences that enrich the campus. One unit plan notes:

Our students tend to come here with high levels of intention and motivation. While often poor and poorly educated, they are here to get the advantages of a quality education, whether that is vocational training or academic endeavor. Their life experiences reflect very intensive family and work activities; and, many of our students, born abroad, bring diverse cultural heritages and perspectives. It is a particular strength of this campus that we are the choice of so many African-American students.
Multiple Financial Responsibilities

Many students attending the College come from household situations that make financing a college education a challenge. In fact, many students must struggle to support their education while simultaneously meeting a number of other financial responsibilities.

The two economic indicators that measure family income (home ownership and participation in a free or reduced price lunch program), suggest that many students that end up attending West do not have high levels of economic support from their parents and are probably required to work to support their own or supplement their families’ living expenses, leaving less time available for their academic pursuits. Enrollment data show that 53% of students work 30 hours a week or more.

First-Generation College Students

Due to historical and socioeconomic factors, the college must be particularly cognizant of the needs of students not accustomed to the norms often demanded in higher education. This phenomenon is described in the following manner:

Our students are historically low income, educationally disadvantaged first generation college students. . . [They] are looking for an educational system that will accept them for who and where they are in their academic pursuit, and will support them as they challenge themselves and are challenged by their instructors to go further and succeed. Most of our students are not familiar with the “college culture” level of expectation.
# Student Demographics and Educational Needs

## Student Body Statistics

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transfer</td>
</tr>
<tr>
<td>Number</td>
<td>2,257</td>
</tr>
<tr>
<td>Percent</td>
<td>30.1</td>
</tr>
<tr>
<td>Day</td>
<td>37.9</td>
</tr>
<tr>
<td>eve</td>
<td>2.6</td>
</tr>
<tr>
<td>Day and Eve</td>
<td>35.1</td>
</tr>
<tr>
<td>Full-time (12+)</td>
<td>2.6</td>
</tr>
<tr>
<td>Part-time (&lt;12)</td>
<td>73.5</td>
</tr>
<tr>
<td>New</td>
<td>32.4</td>
</tr>
<tr>
<td>Continuing</td>
<td>53.7</td>
</tr>
<tr>
<td>Returning</td>
<td>14.0</td>
</tr>
<tr>
<td>Female</td>
<td>64.3</td>
</tr>
<tr>
<td>Male</td>
<td>35.7</td>
</tr>
<tr>
<td>African American</td>
<td>56.9</td>
</tr>
<tr>
<td>White</td>
<td>10.2</td>
</tr>
<tr>
<td>Latino</td>
<td>18.2</td>
</tr>
<tr>
<td>Asian-Pacific</td>
<td>7.5</td>
</tr>
<tr>
<td>Other</td>
<td>7.2</td>
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<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>1.0</td>
</tr>
<tr>
<td>16-18</td>
<td>7.7</td>
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<td>19-22</td>
<td>26.0</td>
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<td>23-30</td>
<td>32.9</td>
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<tr>
<td>31-40</td>
<td>21.2</td>
</tr>
<tr>
<td>41-50</td>
<td>7.9</td>
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<tr>
<td>51-60</td>
<td>3.0</td>
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<tr>
<td>60+</td>
<td>4.4</td>
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<tr>
<td>Degrees/Units</td>
<td></td>
</tr>
<tr>
<td>0 units</td>
<td>22.7</td>
</tr>
<tr>
<td>.5 to 15.5 units</td>
<td>22.0</td>
</tr>
<tr>
<td>16 to 29.5 units</td>
<td>13.1</td>
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<tr>
<td>30 to 59.5 units</td>
<td>21.1</td>
</tr>
<tr>
<td>60+ no degree</td>
<td>14.6</td>
</tr>
<tr>
<td>AA AS BA BS +</td>
<td>6.6</td>
</tr>
</tbody>
</table>

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1 WLAC Institutional Research, October 15, 2001 (Formatted by MIG.). Data are from the Fall 2000 MEDS files for West Los Angeles College and reports data for students enrolled as of the census. Data for goals, gender, ethnicity, age and previous degrees/units are reported by the students. Data for other statistics is calculated. The "other" goal category includes students taking personal interest classes.
FEEDER SCHOOLS

The following table shows the college’s top feeder high schools. The Academic Performance Index (API), established under the California's 1999 Public Schools Accountability Act, ranks California public schools for current performance and improvement over time. Los Angeles County’s high schools are ranked under the API and this section shows the ranking of high schools that traditionally send students to West LA; the college’s feeders include schools in both the top (e.g. Palisades) and bottom (e.g. Crenshaw) quintiles of the index, as noted above.

<table>
<thead>
<tr>
<th>Top 10 Feeder High Schools</th>
<th>API and County Rank</th>
<th>API</th>
<th>COUNTY RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>API and County Rank</strong></td>
<td><strong>STUDENTS ENROLLED</strong></td>
<td><strong>API</strong></td>
<td><strong>COUNTY RANK</strong></td>
</tr>
<tr>
<td>Culver City</td>
<td>130</td>
<td>670</td>
<td>43</td>
</tr>
<tr>
<td>Crenshaw</td>
<td>110</td>
<td>452</td>
<td>157</td>
</tr>
<tr>
<td>Hamilton</td>
<td>110</td>
<td>585</td>
<td>84</td>
</tr>
<tr>
<td>Westchester</td>
<td>98</td>
<td>567</td>
<td>94</td>
</tr>
<tr>
<td>Dorsey</td>
<td>75</td>
<td>440</td>
<td>160</td>
</tr>
<tr>
<td>Palisades</td>
<td>68</td>
<td>705</td>
<td>36</td>
</tr>
<tr>
<td>University</td>
<td>61</td>
<td>595</td>
<td>80</td>
</tr>
<tr>
<td>Venice</td>
<td>60</td>
<td>573</td>
<td>87</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>59</td>
<td>482</td>
<td>139</td>
</tr>
<tr>
<td>Beverly Hills</td>
<td>30</td>
<td>824</td>
<td>8</td>
</tr>
</tbody>
</table>

API Scores: Low = 200, High = 1000, Statewide Goal = 800 for each school
DEMOGRAPHICS

The demographic characteristics of our students are a foundation of the master plan. Understanding the profiles of our students will assist the college in developing responsive programs and services. The charts present several key characteristics of West LA’s student population.

Age Groups: Approximately two-thirds of the college’s student body are twenty-five or older. West LA has a broad distribution of age groups. In fact, only 37 percent of students are twenty-four or younger, an age group which at other colleges might represent the majority of the student population. The age distribution may also suggest that a large component of students are already developing careers and may have a greater interest in vocational skills or mid-career courses.

Marital Status: While roughly two-thirds of West LA students are single, the remaining third is either married or separated/divorced. This indicates that a relatively high proportion of students have both financial and time commitments to their partners and dependents. It also implies that a significant portion of the student population needs some accommodation in meeting the dual demands of family and study.

Parental Status: A significant number (31%) of West LA students report having children. This statistic suggests the need, as noted above, for allowing students the flexibility of meeting a schedule to support both family and academic requirements.
Work Obligations: The vast majority of West LA students work to underwrite their education costs. Over half of students work nearly full-time in addition to their academic schedules. This again underscores the need for providing students flexibility in structuring their schedules.

Household Income: Although a quarter of students have a combined household income greater than $41,000, three-quarters are below this level, and more than half earn below $26,000. Given that many students are married and have families, this statistic should be given due consideration in understanding students’ socioeconomic backgrounds and needs. The U.S. Department of Health and Human Services defines the national poverty threshold at $18,100 for a family of four (note that the cost of living in Los Angeles County is higher than the national average).

Ethnic Representation: The breakdown of the student body by ethnicity appears to the right, illustrating that half of students are Black, while the other half is comprised of Latino, White, Asian and other ethnic groups.

Source: 2000 LACCD survey
EDUCATIONAL GOALS

West LA Student Goals: The chart to the left depicts West LA students’ educational goals. It shows that students have diverse aspirations. A significant number report vocational goals, while another large group seeks to transfer to four-year institutions.

District-Level Student Goals: The district-wide data suggest that the educational goals of West LA students largely mirror student preferences at the district level.

Preferences for Length of Term: The largest segment of students prefer a course term of 15 weeks, but many prefer longer or shorter terms as well.

Source: 2000 LACCD survey
ATTENDANCE PREFERENCES AND PATTERNS

Day/Evening Class Loads: This chart shows the percentage of weekly student contact hours (WSCH) during both the day and evening. Over the past decades, the proportion of evening classes has been steadily increasing, which may reflect restrictions of students' work schedules. At present, the ratio of evening to daytime classes has nearly reached one to one.

Preferred Class Times: Students’ class time preferences are fairly evenly distributed across the school day. It should be noted that many students report not being able to attend classes between 9 a.m. and noon and between 7 and 10 p.m. This is presumably because of work schedules.

Preferred Class Sessions: About one half of students prefer one and a half hour classes. Roughly one quarter prefer longer class times while the remaining quarter prefer shorter periods.
LEARNING PREFERENCES

The following survey responses express student preferences regarding their educational experience at the college. The data are from the West Los Angeles College sub-sample of a survey of student opinion administered by the District in 2000.

Relationship with Faculty

79% feel that faculty are supportive of their education
75% feel that instructors are available outside of class to discuss issues

Learning Preferences

80% would like more “hands-on” experience in the classroom
72% would like more relevant experience outside the classroom
51% of students study with others sometimes or frequently

Campus/Peer Involvement

67% of students spend six or less hours a week on campus outside of scheduled class/lab time
77% of students have rarely or never attended a campus event or participated in student activities

Overall Campus Environment

83% feel that students are treated fairly at the college regardless of gender, ethnicity, or sexual preference
86% feel safe and secure on campus
83% feel that classrooms are well maintained and grounds and public areas clean
88% would recommend West Los Angeles College to others
FALL 2001 FOCUS GROUP
A focus group was conducted with a student leadership class. The results are illustrative of some of the experiences of West LA’s students.

Interactive and Diverse Teaching

- I like involved, active teaching styles. When instructors ask questions and interact with students, classes are more interesting.
- Good classes mix up the activities, like including field trips and visual aids.
- Use of technology and the Internet in classes can help make learning interesting.
- I prefer classes where students have a hands-on role in solving problems and develop their skills. It’s frustrating sometimes when professors just solve the problems for us on the blackboard.
- It’s good when professors incorporate present day events into the classroom and lectures.

Collaborative Learning

- In the best class I’ve ever had at West, we had our chairs arranged in a circle and the instructor let us work together, providing suggestions and guidance.
- I was in a class that organized us in groups that met throughout the term. Each team prepared and delivered a lecture during the semester.
- In some classes, students have been able to help one another. For example, if one student is having trouble, someone else can show them how to solve the problem. Professors should see that this works, and not try to shut it down.
- Students teaching and presenting material is good.
- Having motivated students makes classes better.
Environment

- It helps to have good environmental conditions—good climate control and general maintenance.
- Classes are better if they aren’t over-crowded, and the student to teacher ratio is low.

Faculty Engagement

- It’s best when we feel the professors are supportive and friendly and want to help us.
- One of my professors comes early to provide tutoring for students who need extra help. Extra office hours would be good.

Planning and Advising

- I’ve had success when I had a game plan for making it through a class. For example, in one tough class I worked with a tutor to read one chapter ahead so that I could keep up with the work. It helped me to plan.
STUDENT ACADEMIC ACHIEVEMENT

This section presents information that the college will use to assess its performance in helping students meet their educational goals.

- Transfer
- Partnership For Excellence Comparison Data
- Course Success
- Basic Skills Progress
- Persistence
- Partnership for Excellence Goals

Transfer

**CSU Transfers.** The chart to the right exhibits the fluctuating absolute number of West LA students that have transferred to colleges within the CSU system over the last decade. Over this period, the minimum number of annual transfers was 200 and the maximum 260. (Source: West LA Institutional Research. Sept. 2001)

![College Transfers to California State University](chart-CSU_transfers.png)

**UC Transfers.** This graph displays the total number of West LA students that have transferred to colleges within the UC system over the last decade. Over this time span, the minimum number of annual transfers was 22 and the maximum 45.

![College Transfers to University of California](chart-UC_transfers.png)
Partnership For Excellence Comparison Data

The charts shown below compare the college’s performance to those of other urban community colleges in California. All data are reported from the 1999-2000 academic year. These figures are predictors for students’ competitiveness and eligibility for transfer to baccalaureate schools.

Transfer Directed Students. The percentage of students who were “transfer directed” is an indicator of the level of student achievement.² By monitoring student enrollment in core classes required for transfer, it reflects the number of students who are on track for eventual transfer to four-year institutions. West LA ranks lowest among comparable schools on this measurement.

Model Transfer Ready Students. This statistic takes as its base group transfer directed students and indicates what percentage of these students go on to attain the minimum coursework and performance level required for eligibility for transfer to four year institutions.³ West LA scores competitively along this ranking, indeed outscoring the model transfer rate at Santa Monica City College significantly.

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² Total Transfer Directed: Students who enrolled in and earned a grade of “A”, “B”, “C” or “CR” in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1993 and the Spring term of 2000.

³ Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 2000.
Course Success

The information presented in this section shows the percentage of students successfully completing courses designated into various subgroups, including courses required for transfer eligibility; basic skills (i.e., English and mathematics) courses; those courses of a vocational or technical nature; and a composite course completion rate of all of the above subgroups plus other college courses. The charts reveal how West LA compares along these measurements with other state community colleges. This chart represents the percentage of students successfully completing courses for which transferable credits are given at four-year universities.

---

4 Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100. Transfer enrollments are those where the course’s Transfer Status (CB05) equals “A” or “B”.
5 Basic Skills enrollments are those where the course’s Basic Skills Status (CB08) equals “B” or “P” and SAM Priority Code (CB09) equals “D” or “E”.
6 Vocational Education enrollments are those where the course’s SAM Priority Code (CB09) equals “A”, “B”, or “C” and Transfer Status (CB05) equals “C”.
7 All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to “IP”, “UD”, “UG”, and “XX”. The “All” category includes the subgroups of Transfer, Vocational Education, Basic Skills, and other enrollments, excluding noncredit courses.
Basic Skills Progress

This section evaluates how West LA fares in student improvement of basic English and mathematics skills in reference to Partnership for Excellence basic skills goals. Those students showing an advancement of abilities by their successful completion of an introductory course and subsequent enrollment in an advanced course are deemed to have made progress in their basic skills.

While West LA scores slightly lower than Santa Monica College, it ranks at an average level among schools with similar demographics in English, but ranks lowest among the seven schools in terms of mathematics improvement.

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8 Basic skills course are those with a Course Basic Skills Status (CB08) of “P” or “B”. English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71, 4930.80, 4930.81, 4930.82, 4931.00. Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42. To be counted as “Improved” a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. A student was also counted as “Improved” if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group.
Persistence

The persistence rate indicates the percent of students who register for classes during two contiguous terms. It effectively shows how many students are staying enrolled in the college from one term to the next.

The persistence rate between spring to fall is historically lower than the fall to spring rate.\(^9\)

\(^9\) This is calculated as number of students enrolled in semester 1 and semester 2 divided by the number in semester 1. For example, number of students enrolled in both Fall 1996 and Spring 1997 divided by the number of students in Fall 1996.
Partnership for Excellence Goal Achievement

The Partnership for Excellence (PFE) requires measurement of performance of California’s community colleges against standards set forth in five goal areas: transfer; degrees and certificates; successful course completion; workforce preparation course completion; and basic skills improvement. Each school has quantified goals and is accountable for creating strategies and allocating resources to attain them. PFE benchmarks also allow colleges to monitor their performance. A detailed definition of the goals and measurement methodologies can be found in the 2001 report, *System Performance on Partnership for Excellence Goals*. The tables below present West LA’s baseline data for the five goal areas and point toward some of the college’s strengths and weakness. The tables also project the growth needs which the colleges must achieve by 2005-06 in order to keep parity with the goal levels. As can be seen below, in some areas West LA lags behind and in others the college exceeds performance goals.

Goal 1 – Transfer

<table>
<thead>
<tr>
<th></th>
<th>Base Year 98-99</th>
<th>Goal for 05-06</th>
<th>Goal for 99-00</th>
<th>Actual 99-00</th>
<th>Difference for 99-00</th>
<th>Growth Need By 05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California</td>
<td>30</td>
<td>45</td>
<td>31</td>
<td>30</td>
<td>-1</td>
<td>15</td>
</tr>
<tr>
<td>California State University</td>
<td>215</td>
<td>303</td>
<td>224</td>
<td>213</td>
<td>-11</td>
<td>90</td>
</tr>
<tr>
<td>Transfer Prepared</td>
<td>690</td>
<td>877</td>
<td>725</td>
<td>518</td>
<td>-207</td>
<td>359</td>
</tr>
</tbody>
</table>

Goal One is defined as “the number of students who transfer from community colleges to baccalaureate institutions,” and also presented in terms of the number of students transferring specifically to CSU and UC schools.10 Those students deemed “transfer prepared” are “the net number of students in the system who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00.” While West LA performs only slightly below its PFE goal for transfer to CSU and UC institutions, it performs below the benchmark for transfer prepared students by a count of 207.

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Goal Two covers the annual “number of [associate] degrees and certificates awarded,” and goals are pegged to the overall student population. West LA reaches only 88 percent of its goal for total awards in 1999-2000.

Goal Three gauges the percentage of students successfully completing courses (i.e. receiving a grade of A, B, C or Credit), and is sub-divided into completion of transfer, basic skills and vocational education courses.

West LA is performing on par or above all categories of this goal, indicating the strength of the college in supporting its students through the completion of classes in all major areas.

Goal Four relates to the “number of successfully completed Apprenticeship course enrollments; ... the number of successfully completed Advanced-level Vocational course enrollments; and ... the number of successfully completed Introductory Vocational course enrollments.” It attempts to document colleges’ performance specifically in the vocational preparation of students. While
apprenticeship course completion reaches only 4% of the statewide goal, introductory and advanced vocational course completion exceeds it.

Goal Five focuses on the number of students exhibiting improvement of basic skills (i.e. English and mathematics), reflecting “the number of students completing coursework at least one level above their prior basic skills enrollment.”

### Goal 5 – Basic Skills Improvement

<table>
<thead>
<tr>
<th></th>
<th>Base Year 98-99</th>
<th>Goal for 05-06</th>
<th>Goal for 99-00</th>
<th>Actual 99-00</th>
<th>Difference for 99-00</th>
<th>Growth Need By 05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Improved</td>
<td>529</td>
<td>735</td>
<td>566</td>
<td>719</td>
<td>153</td>
<td>16</td>
</tr>
<tr>
<td>(English &amp; Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Community Profile and Need

This chapter provides a profile of the West Los Angeles College service area and surrounding region, describing the demographic and industry trends that will shape enrollment and educational outcome patterns over the next ten years. In the following pages, several key questions are addressed:

- What does West LA’s service area population look like today?
- What will it look like ten to twenty years from now?
- What level of preparedness do West LA students have?
- What types of educational outcomes do West LA students seek?
- What expectations do business, industry and the UC and CSU systems have of West LA graduates?

DEMOGRAPHICS

Population

The Los Angeles Metropolitan Area, among the world’s most populous, is a vibrant, diverse region that encompasses one of the largest economic growth engines in the country. Demographic trends indicate that in the coming years the Los Angeles area will be predominantly young and Latino. Despite the overall aging of the population predicted in other areas of the State by the graying of the baby boom generation, the median age of Los Angeles residents will remain in the mid- to early thirties. Ethnically, Latinos will account for half of the County’s population by 2010. Whites and African Americans will continue to decline in absolute numbers, and segregation will continue to describe their settlement patterns in Los Angeles County.

West LA’s service area population is expected to remain fairly stable in the near future, due to current development restrictions within the region. Most population increases will be in the cities and communities to the east of the College where there is the greatest potential for infill development. The Playa Vista development will also contribute to population growth in the service region. The cities west of the College, including Culver City, Santa Monica, Beverly Hills, and El Segundo have relatively low population increases anticipated in the coming years.
Nearly 10 million people lived in Los Angeles County in 2000, 45% of whom are Latino.

The population of the County is expected to increase 9% by 2010 and 25% by 2025; the City of Los Angeles will grow at a similar rate.

The six-county southern California region had over 16.5 million people in 2000, an increase of nearly 13% over 1990. Southern California Association of Governments (SCAG) anticipates a further increase of 13% by 2010 and 35% by 2025.

The Inland Empire counties (San Bernardino and Riverside) are the fastest growing regions of the state and will contribute heavily to the anticipated growth in the region.

Just over 1.5 million people live in West LA’s service area.

Nearly ¼ of the service area population is under 18.

### Age, Race/Ethnicity, Household Size

Age, ethnicity and household size are the primary population characteristics that affect the growth rate of an area. For example, the presence of young adults of childbearing age is a sign of potential population increase. Conversely, communities with high rates of older adults are less likely to experience comparably high birth rates. Latino families typically have higher birth rates than White families. Therefore, concentrations of Latino households can have the effect of accelerating population growth rates.

- The median age of the Latino population is 26, and is expected to stay stable over the next 40 years.
- The median age of the White population in Los Angeles County is 41, and is expected to increase over the next 40 years.
- The median age is also expected to rise in the Asian American, African American, and Native American populations.
- More than 50% of prospective college students ages 15 to 24 are Latino.
RACE AND ETHNICITY BY GEOGRAPHIC AREA

Source: 2000 Census data
West LA Service Area

NORTHWEST

NORTHEAST

CENTRAL

SOUTHWEST

SOUTHEAST

Ring at a radius of 6 miles

West Los Angeles College
Institutional Research
Service Area Sectors

West Los Angeles College serves a unique service area. As the tables below illustrate, the characteristics of the service area population are quite distinct from the wider Los Angeles City and County (data provided by West Los Angeles College Office of Institutional Research). The service area has a larger proportion of people over 18 and larger African American and White populations than the City and County. The service area population is 1/3 White and 1/3 Latino. African Americans comprise the next largest demographic group, accounting for 23% of the population; however, the proportion of African Americans and Whites in the service area has declined in recent years.

Average household size is also significantly smaller than households in the City and County. Smaller household size is an indication of both lower birth rates and lower density within housing units. There is a correlation between income and household size, with higher income households typically reporting lower household sizes. These differences are critical to evaluating and projecting the service area population growth.

<table>
<thead>
<tr>
<th>Population</th>
<th>Households</th>
<th>Household Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles County</td>
<td>9,519,338</td>
<td>3,133,774</td>
</tr>
<tr>
<td>City of Los Angeles</td>
<td>3,694,820</td>
<td>1,275,412</td>
</tr>
<tr>
<td>West LA Service Area</td>
<td>1,585,316</td>
<td>614,528</td>
</tr>
</tbody>
</table>

Percent 20 Years and Over

| Los Angeles County | 69% |
| City of Los Angeles | 70% |
| West LA Service Area | 73% |

A similar analysis illustrates the distinct characteristics of the service area sectors:

<table>
<thead>
<tr>
<th>Population</th>
<th>Households</th>
<th>Household Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>374,241</td>
<td>146,918</td>
</tr>
<tr>
<td>Northwest</td>
<td>273,395</td>
<td>129,276</td>
</tr>
<tr>
<td>Northeast</td>
<td>486,498</td>
<td>179,877</td>
</tr>
<tr>
<td>Southwest</td>
<td>115,675</td>
<td>55,158</td>
</tr>
<tr>
<td>Southeast</td>
<td>335,507</td>
<td>103,299</td>
</tr>
</tbody>
</table>
AGE GROUPS BY SERVICE AREA SECTOR

<table>
<thead>
<tr>
<th></th>
<th>0-19</th>
<th>20-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>26%</td>
<td>55%</td>
<td>20%</td>
</tr>
<tr>
<td>Northwest</td>
<td>18%</td>
<td>58%</td>
<td>25%</td>
</tr>
<tr>
<td>Northeast</td>
<td>27%</td>
<td>56%</td>
<td>16%</td>
</tr>
<tr>
<td>Southwest</td>
<td>19%</td>
<td>62%</td>
<td>19%</td>
</tr>
<tr>
<td>Southeast</td>
<td>37%</td>
<td>49%</td>
<td>14%</td>
</tr>
</tbody>
</table>

RACE/ETHNICITY BY SERVICE AREA SECTOR

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>8%</td>
<td>32%</td>
<td>27%</td>
<td>28%</td>
<td>4%</td>
</tr>
<tr>
<td>Northwest</td>
<td>11%</td>
<td>2%</td>
<td>9%</td>
<td>73%</td>
<td>4%</td>
</tr>
<tr>
<td>Northeast</td>
<td>10%</td>
<td>18%</td>
<td>44%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Southwest</td>
<td>7%</td>
<td>9%</td>
<td>16%</td>
<td>64%</td>
<td>4%</td>
</tr>
<tr>
<td>Southeast</td>
<td>2%</td>
<td>41%</td>
<td>48%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

The Central Sector most closely mirrors the service area as a whole, with household size, proportion of residents under 20 years and sector population most closely corresponding to that of the service area overall. Population characteristics of the Northwest and Southeast Sectors reflect the extreme variations in the sectors. The Northwest is characterized by older, smaller and predominately White households. The population in the Southeast Sector is younger with more diverse ethnic populations. Household size is also significantly larger here than in other sectors.
Percent Change in Race / Ethnicity of the Population of WLAC Extended Service Area (1990 - 2000)

Los Angeles County Population Projections

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>% of population</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>Change in Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td>41%</td>
<td>32%</td>
<td>27%</td>
<td>23%</td>
<td>19%</td>
<td>16%</td>
<td>-39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,633</td>
<td>3,163</td>
<td>2,837</td>
<td>2,629</td>
<td>2,452</td>
<td>2,204</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td></td>
<td>38%</td>
<td>46%</td>
<td>51%</td>
<td>55%</td>
<td>60%</td>
<td>64%</td>
<td>162%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,384</td>
<td>4,483</td>
<td>5,407</td>
<td>6,399</td>
<td>7,581</td>
<td>8,870</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
<td>120%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>919</td>
<td>1,237</td>
<td>1,456</td>
<td>1,657</td>
<td>1,856</td>
<td>2,024</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>11%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>-19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>938</td>
<td>928</td>
<td>876</td>
<td>862</td>
<td>820</td>
<td>764</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>28</td>
<td>29</td>
<td>29</td>
<td>28</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8,901</td>
<td>9,839</td>
<td>10,604</td>
<td>11,576</td>
<td>12,737</td>
<td>13,888</td>
<td></td>
</tr>
</tbody>
</table>

Source: California Department of Finance
Los Angeles County Population Projections, Ages 15-19

Los Angeles County Population Projections, Ages 20-24
Los Angeles County (1990 - 2040)
Adults 55 and Older

Source: California Department of Finance
EDUCATIONAL TRENDS AND NEEDS

New UC and CSU eligibility criteria may increase community college enrollments. Proficiency examinations at the state colleges and dual admissions policies at UC schools may increase the proportion of students entering community colleges. Some of the county’s lowest performing schools are in the West LA service area. Many of our high schools have high rates of English Language Learners. Many of the closest surrounding schools are also in low- and moderate-income neighborhoods. Entering students at West LA are often unprepared for college level work and need additional support to enable student success.

Key Educational Trends

- Los Angeles Unified School District has seen an 8% increase in student enrollments over the last five years. This growth rate is consistent with the overall growth of the County.

- Over the past five years the proportions of African American and White students decreased slightly and the proportion of Latino students increased in the district.

- Half of the schools in the West LA service area are over 90% non-White.
In half the schools in the service area at least 20% of students are designated as English Language Learners.

Fewer than 50% of the students entering CSUs from most high schools located in the West LA service area displayed proficiency in math or English.

The number of non-CSU eligible graduates in West LA’s service area is expected to double in the next four years.

A high school exit exam, known as CAHSEE, with language and mathematics components is being implemented statewide. Students must pass both parts of the CAHSEE to receive their high school diploma, beginning in spring of 2004.

Under ELC (Eligibility in the Local Context Program), the top 4 percent of students in each California high school who are on track to graduate and have completed specified academic coursework by the end of the junior year will be designated UC eligible, beginning with students entering UC in fall 2001.

UC is implementing a new Comprehensive Review policy that is expected to lead to a more thorough and complete review of student qualifications because it will include a broader variety of academic and personal qualifications that all applicants must present.

Under the new Dual Admissions policy, students ranked between the top 4 percent and 12.5 percent of their class in each California high school, based on grades in UC-required courses, will be granted UC eligibility and admission provided they complete a transfer program at a California community college.

**High School Composition**

Each fall approximately 1,000 new recent high school graduates are in attendance at West LA. Serving these students well requires understanding who these students are and where they come from. Many of the students entering West LA out of high school come from the neighborhoods and communities from which West LA draws the largest proportions of its student body: neighboring Culver City and the communities surrounding the College in south and central Los Angeles.
The students coming from these local high schools reflect the demographics of these communities. At most of the area’s high schools, students are primarily Latino or African American. Culver City, Hamilton and Los Angeles High Schools are predominately Latino, while Crenshaw, Westchester and Dorsey are predominately African American. In every area, either Black or Latino students represent the largest group. Only Culver City and Venice High Schools report White students comprising the second largest racial group.

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>GRADUATES ENROLLED FROM HIGH SCHOOL (&lt; 21 years old)</th>
<th>HIGH SCHOOL ZIP CODE</th>
<th>TOTAL ENROLLMENTS FROM ZIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culver City</td>
<td>130</td>
<td>90230</td>
<td>418</td>
</tr>
<tr>
<td>Crenshaw</td>
<td>110</td>
<td>90043</td>
<td>481</td>
</tr>
<tr>
<td>Hamilton</td>
<td>110</td>
<td>90034</td>
<td>618</td>
</tr>
<tr>
<td>Westchester</td>
<td>98</td>
<td>90045</td>
<td>320</td>
</tr>
<tr>
<td>Dorsey</td>
<td>74</td>
<td>90016</td>
<td>540</td>
</tr>
<tr>
<td>University</td>
<td>61</td>
<td>90025</td>
<td>79</td>
</tr>
<tr>
<td>Venice</td>
<td>60</td>
<td>90066</td>
<td>315</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>59</td>
<td>90019</td>
<td>389</td>
</tr>
</tbody>
</table>

Source: WLAC Institutional Research

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>LARGEST RACE/ETHNICITY</th>
<th>SECOND RACE/ETHNICITY</th>
<th>THIRD RACE/ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culver City</td>
<td>Latino</td>
<td>White</td>
<td>African American</td>
</tr>
<tr>
<td>Crenshaw</td>
<td>African American</td>
<td>Latino</td>
<td>*</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Latino</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Westchester</td>
<td>African American</td>
<td>Latino</td>
<td>White</td>
</tr>
<tr>
<td>Dorsey</td>
<td>African American</td>
<td>Latino</td>
<td>*</td>
</tr>
<tr>
<td>University</td>
<td>Latino</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Venice</td>
<td>Latino</td>
<td>White</td>
<td>African American</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Latino</td>
<td>African American</td>
<td>Asian American</td>
</tr>
</tbody>
</table>

Source: California Department of Education
Los Angeles Unified School District has seen an 8% increase in student enrollments over the last five years. This growth rate is consistent with the overall growth of the County. During this period the proportion of African American and White students decreased slightly and the proportion of Latino students increased.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**

<table>
<thead>
<tr>
<th>RACE / ETHNICITY</th>
<th>1996</th>
<th>2000</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14%</td>
<td>12.8%</td>
<td>- 1.2</td>
</tr>
<tr>
<td>Asian / Pacific Islanders</td>
<td>4.8%</td>
<td>4.4%</td>
<td>- 0.4</td>
</tr>
<tr>
<td>Latino</td>
<td>68%</td>
<td>70.8%</td>
<td>+ 2.8</td>
</tr>
<tr>
<td>White</td>
<td>11%</td>
<td>9.9%</td>
<td>- 1.1%</td>
</tr>
</tbody>
</table>

Source: Los Angeles Unified School District

Most notable is the number of high schools in which the majority of the student body is non-White. *Half of the schools in the West LA service area are over 90% non-White.* Only Beverly Hills and El Segundo High Schools have a White majority student population. There is also a large proportion of English Language Learners (ELL) at many schools correlating with high immigrant populations. *In half the schools in the service area at least 20% of the student body are designated English Language Learners.* API ranks are correspondingly low. Only a handful of schools rank within the top twenty in the county. Two schools in the service area, Fremont and Locke, are ranked lowest in the county.
<table>
<thead>
<tr>
<th>High School</th>
<th>Total Enrollment</th>
<th>Enrolled at West Fall 2000 (&lt;21 years old)</th>
<th>% Non-White</th>
<th>% ELL* Spanish Speaking</th>
<th>% ELL* Non-Spanish Speaking</th>
<th>County Ranking of API**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culver City</td>
<td>1,790</td>
<td>130</td>
<td>72.6</td>
<td>7.8</td>
<td>2.7</td>
<td>43</td>
</tr>
<tr>
<td>Crenshaw</td>
<td>2,196</td>
<td>110</td>
<td>99.8</td>
<td>11.2</td>
<td>0.3</td>
<td>157</td>
</tr>
<tr>
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<td>3.4</td>
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<td>El Segundo</td>
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<tr>
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<tr>
<td>Foshay</td>
<td>3,545</td>
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<td>98.8</td>
<td>9.9</td>
<td>0.0</td>
<td>126</td>
</tr>
</tbody>
</table>

Source: WLAC Institutional Research, California Department of Education Socioeconomic Indicators

* ELL – English Language Learning
** API – Academic Performance Index (A state mandated ranking based on Standard 9)
Socioeconomic indicators suggest that students of the main feeder high schools tend to exhibit academic deficiencies prior to beginning their college education. Participation in the free/reduced price lunch program and tenure of housing were analyzed as two indicators of the income in the local community. Participation in the free or reduced price lunch program is an indicator of household wealth, as eligibility is based on income. Housing tenure represents the proportion of households that own or rent. Many households sending students to West LA do not own their own home. High proportions of renters typically indicate lower household wealth. Forty-seven percent of the students attending high schools in West LA’s extended service area participate in the free or reduced price lunch program. The top feeder schools vary in their participation in the lunch program. Los Angeles and Crenshaw, in particular, have high participation rates, compared to the service area mean.

These two indicators of income suggest that many students that end up attending West LA do not have high levels of economic support from their parents and are probably required to work to support themselves or supplement their families’ living expenses, leaving less time available for their academic pursuits. This is corroborated by enrollment data, which show that 53% of West’s students work 30 hours a week or more.

<table>
<thead>
<tr>
<th>SERVICE AREA SOCIOECONOMIC ECONOMIC FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREE/REDUCED PRICE LUNCH PROGRAM</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
</tr>
<tr>
<td>Culver City</td>
</tr>
<tr>
<td>Crenshaw</td>
</tr>
<tr>
<td>Hamilton</td>
</tr>
<tr>
<td>Westchester</td>
</tr>
<tr>
<td>Dorsey</td>
</tr>
<tr>
<td>University</td>
</tr>
<tr>
<td>Venice</td>
</tr>
<tr>
<td>Los Angeles</td>
</tr>
</tbody>
</table>

Source: California Department of Education

**Performance Measures**

Compounding the economic disadvantages faced by recent high school students attending West LA, many are beginning their post secondary education with low academic proficiency levels. In an analysis of freshmen entering California State Universities, CSU officials found that many of the students from high schools within the West LA extended
service area had low math and English proficiencies. Proficiency
determination was based on test scores, either standardized test scores
taken while in high school or a placement examination administered to
all non-exempt students prior to class registration. With the exception
of one school, fewer than 50% of the students entering CSUs from West LA
service area high schools displayed proficiency in math or English. Assuming that
West LA students are no more prepared than CSU students, this statistic
suggests that many of the students entering West LA from its service
area high schools are probably also not proficient in math or English.
The low rates of proficiency also indicate that many of those entering
West LA from the service area high schools will need remedial math and
English classes in order to meet the basic requirements for transfer
eligibility or to earn an associate’s degree.

### Proficiency of Recently Enrolled CSU Students from Service Area High Schools

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>PERCENT MATH PROFICIENT</th>
<th>PERCENT ENGLISH PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culver City</td>
<td>63%</td>
<td>29%</td>
</tr>
<tr>
<td>Crenshaw</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>Hamilton</td>
<td>30%</td>
<td>48%</td>
</tr>
<tr>
<td>Westchester</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Dorsey</td>
<td>6%</td>
<td>18%</td>
</tr>
<tr>
<td>University</td>
<td>44%</td>
<td>36%</td>
</tr>
<tr>
<td>Venice</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>24%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: California State University, Analytic Studies Division
HOUSING

Los Angeles County is currently experiencing a severe housing crunch. Population increases anticipated in the coming years are expected to put more pressure on the housing market. In the West Los Angeles College service area most of the surrounding communities are built out. Playa Vista, a planned community west of Culver City, is the only significant development expected in the region. Playa Vista will ultimately add 13,000 new households and as many as 30,000 new residents. Other communities to the west and north of the College do not anticipate any significant growth over the next ten years. The City of Los Angeles has developed Community Plans for its neighborhood regions and, except for Playa Vista, the Westside plans call for a continuation of existing single-family neighbors. The Baldwin Hills Community Plan for the neighborhoods east of the College allows for some development. Infill growth on vacant lots or renovated parcels is anticipated in this area. It is expected that many of these new developments will be multi-family units to meet the local demand for housing, but this area too would like to preserve the characteristics of its single-family neighborhoods.

**Future Housing Patterns and Projections**

- Limited growth in most surrounding areas.
- Culver City is built-out, with 17,130 housing units
- Marina del Rey / Westchester / Airport area is built-out with 20,129 housing units
- Playa Vista -- located close to West LA, between Venice, Marina del Rey, Playa del Rey, Westchester and Culver City -- will add:
  - 3,246 residences in 2002-2003
  - 9,754 planned residences
  - 13,000 total new residences
  - Approximately 30,000 new residents (based on average household size of 2.35)
  - Affordability – 15% of rental housing designated for very-low, low and moderate income families and 10% of for-sale housing
  - 1,400 homes under construction in Fall 2001
- Region-wide, new home development is principally concentrated in San Gabriel Valley, San Fernando Valley, and Orange County.
SCAG’s Regional Housing Needs Assessment estimated that the City of Los Angeles needed to add 8,000 units of new housing annually to meet the area housing demand. Two-thirds of the new housing units required are needed to meet the needs of moderate, low, and very-low income households.

The Los Angeles County Housing Element characterizes three factors contributing to the area housing crunch:

- Lack of available vacant land
- Community resistance to increasing densities
- Construction-defect litigation discourages the construction of multi-family housing

Key issue noted in the West Los Angeles Community Plan (from the LA General Plan) is the need to maintain low-density character of single-family neighborhoods and avoid encroachment of other uses. Similar goals are described in the Venice Community Plan.

The West Adams – Baldwin Hills – Leimert Community Planning Area to the east of Culver City describes itself as residentially rich and job poor.

A high proportion of residents in the surrounding communities are renters.

TRANSPORTATION

Traffic congestion will continue to impede access to West Los Angeles College. The I-405 and I-10 freeways are highly congested, with the former problematic seven days a week. 1997 peak period traffic congestion was estimated at 50% to 75% on the 405 in the Westside area.

Highway improvements are not expected to keep pace with the anticipated 40% increase in population by 2025 in the five-county region. Enrollment growth from communities that would typically take the freeway to West LA will be low to negative. Few new roads or arteries are planned to ease congestion, instead high-occupancy vehicle lanes (HOV), truck lanes, and reversible lanes will be added to improve congestion. Additional HOV lanes are planned through the corridor in 2010, yet these will only serve to maintain current congestion levels by accommodating future traffic. Some road improvements are planned in the Westside area. These road improvements, related to the development at Playa Vista, will improve access and congestion from the Westside communities of Venice, Westchester, Marina del Rey and
Playa Vista to West LA. New bypasses and arterial streets will also ease congestion in downtown Culver City.

On the transit side, it is worth noting that bus ridership has increased steadily on Culver City buses. Also, new rapid bus and light rail projects are planned for Santa Monica and the Playa Vista area. A Maglev, high speed rail line, between Irvine and LAX is currently being studied. The line is intended to link Orange County to the Westside. It probably will not affect planning at West LA in the next 10 years.

Other planned transportation projects include:

- Lincoln Boulevard roadway improvements, including new lanes to be added.
- Lincoln Boulevard-Culver Boulevard connector improvements
- Playa Vista’s Lincoln Boulevard Transit Expansion Program
- Five new Santa Monica buses
- Playa Vista Tram and Beach shuttle
- Playa Vista Drive, a new roadway under construction, runs parallel to Lincoln Boulevard, between Teale St. and Culver Blvd., bisecting Jefferson Blvd.
- Marina Freeway extension over Culver Boulevard, with on/off ramps at Culver.
- New private toll roads in Orange, Riverside, and San Bernardino Counties.
- New bus/rail projects to improve access to Santa Monica from Downtown LA and Montebello.

WORKFORCE AND INDUSTRY OUTLOOK

Overview
Los Angeles County is one of the most economically productive regions of the world. According to figures compiled by the Los Angeles County Economic Development Corporation, Los Angeles County, if a separate nation, would have ranked 19th in 1997 in the world for gross product. The Westside is a dynamic and vibrant part of the County economy, including Century City and the media giants Sony and Fox Studios, and Los Angeles International Airport, one of the largest hubs of commercial shipping and pleasure and business travel in the world. Culver City, formerly a manufacturing town of furniture warehouses and
Machine parts has recently become replete with technology and Internet “dot-com” firms. The Westside economy is tightly linked to county and state trends. Its key industry sectors -- manufacturing, entertainment/motion pictures, high-tech, and services -- are tied to the overall well-being of the statewide economy. Airport and aviation-related commerce and manufacturing are important economic drivers.

**Core Industries on the West-Side**

- Aviation and Aerospace
- Entertainment
- Airport and Airport Area Services
- Hospitality and Travel
- Technology and Internet Services

*Source: Los Angeles Economic Development Corporation, West Los Angeles College Center for Economic Development and Continuing Education*

Overall SCAG predicts moderate airport growth at most area airports, but not at LAX. Westside aviation manufacturing may be positively impacted by the area aviation growth. The Playa Vista development may also contribute to economic development in the area. At build-out, the development anticipates hosting 57,000 new permanent jobs in commercial, retail, hotel and government sectors. Playa Vista is partially union owned and is being developed under a union project labor agreement. Further, 10% of the construction jobs are targeted for at-risk youth and adults.

**Key Workforce and Industry Projections for the Region**

- New job development is expected on the Westside by 2025, but the most significant job growth will be in Orange County and in the Southwest part of San Bernardino County
- Westside economic development is linked to airport growth in passengers and cargo, the planned airport expansion will foster Westside development, but may negatively impact congestion.
- Moderate airport growth is expected at most area airports, but not at LAX.
For Southern California and the Los Angeles County region, LA County Economic Development Corporation (LAEDC) predicted sharp declines in apparel/textile manufacturing, international trade, and motion picture production. Advertising and aerospace were indicated as industry segments at risk.

Unemployment rates for Los Angeles County dropped to 5.7% in December, the lowest rate since June.

The County unemployment rate in December 2001 was lower than the state and national rates.

Employment increases in December were largely seasonal with increases in retail trade, government services (postal workers), and services.

Over the past year the County has had significant job losses in manufacturing (22,000 jobs) and service sectors (5,900 jobs overall and 10,900 jobs in motion pictures).

The largest job growth over the past year has been in government sectors with 10,800 new jobs.

**OCCUPATIONS WITH THE GREATEST GROWTH RATES (LOS ANGELES COUNTY: 1997-2004)**

- Teachers 27%
- Safety and Security 26%
- Retail and Office Staff 25%
- Skilled Trades 13%
- Administrators and Managers 12%
- Healthcare Workers 10%

Source: Los Angeles Economic Development Corporation, West Los Angeles College Center for Economic Development and Continuing Education
Outlook for West Los Angeles
(Excerpts from the LAEDC 2001-2002 Economic Overview and Forecast)

The Strengths
- The region has a large financial and professional services base, which generates well-paying jobs.
- It has a lot of amenities, including a rich entertainment base.
- Despite the dot-com and high-tech crash, there is still a significant technology base in the region, enhanced by the presence of UCLA.
- There is quick access to LAX, attractive for business people.
- The region appeals to international tourists and high-end business travelers.

The Weaknesses
- There is a lack of affordable housing, resulting in many workers having lengthy commutes. This lack also limits the potential labor pool for firms in West Los Angeles.
- The 405 and 10 freeways are quite congested, with the former problematic seven days a week.
- In addition, much of West Los Angeles has limited freeway access.
- Near-term, there is risk of a downswing in international tourist travel, a situation that could last into 2003.
- Longer-range, some attractive new entertainment/retail/shopping venues are being developed that could present a competitive challenge to West Los Angeles.

Services, Retail and Manufacturing

Services
The service industry is the largest employer in the county and, with nearly 1.5 million people expected to be employed by service sectors in 2005, it is also one of the fastest growing sectors of the economy. Countywide the travel industry accounts for 133,000 jobs and contributed nearly $13.5 billion to the local economy in 1998. On the Westside, motion picture production services and restaurants, hotels, shuttle bus operators and other travel related services are primary employment sectors. The Employment Development Department predicts the strongest labor market growth in service
sectors. The greatest number of occupational openings in the next few years is expected in non-skilled service sectors, including retail, food service and general office. Private security personnel represent a growing segment of the service sector with over 55,000 employees reported Countywide and a strong demand for more employees.

**Manufacturing**

Los Angeles County is the largest manufacturing region in the United States, with over 650,000 employees engaged in manufacturing occupations. Aviation and aerospace manufacturing remains one of the most important components of the manufacturing industry. *Over 65,000 people throughout the County are employed in the manufacture of aircraft and parts for the aviation and aerospace industry.*

**Retail**

Retail is also an important component of the Westside economy with several large shopping centers in the region, including Fox Hills Mall and Westside Pavilion. It is the third largest employment sector in the County, with over 600,000 employees. Retail and wholesale trade, while still expanding in the Los Angeles region, has cut its rate of growth to just 0.3%, down from 1.6% in April 2001. Retail salaries are amongst the lowest in all industry sectors. *Average annual retail earnings in Southern California are just over $17,000, slightly above apparel manufacturing and personal services.*

**Economic Development**

Outside of the traditional economic sectors, the largest economic development project in the local area is Playa Vista, located near Westchester and Marina del Rey. Playa Vista is a national example of urban infill redevelopment. The development will transform the old Hughes Aircraft manufacturing site into a new community. The new development community, featuring apartments, condominiums, single family homes, parks and recreation spaces, retail, and a corporate office campus, was planned with extensive community participation. A portion of the housing will be set aside for low and moderate income households and all parks will be open to the public. The first Playa Vista homes became available in mid-2002.

- Playa Vista Development
  - Construction jobs, 10% for at risk youths and adults
Planned development includes 750 hotel rooms, 1.9 million square feet commercial space, 600,000 square feet of retail space

Estimated to add 57,000 new permanent jobs

Performance Indicators

Los Angeles County and Westside businesses have thrived over the past several years as the economic boom of the nineties brought new commercial activity to the region. In recent months, however, the economy appears to be slowing. The uncertainty regarding terrorism has deepened the effects of an already slowing economy. While the nature and extent of the economic slow down is yet to be determined, there are some important economic performance indicators that have a strong impacts on the vitality of local area commerce and manufacturing.

Economic Forecast

The industry outlook for Los Angeles and the Westside is uncertain. In the wake of the terrorist attacks in September 2001, media and advertising industries have reported increased layoffs; hotels, tourism industries and airlines report increased job losses; and large layoffs have been seen in the aircraft and aircraft parts industries as orders for new planes have been cut sharply.

It is important to note that even without the attacks, the Los Angeles economy was predicted to experience a slowing during 2001 and 2002. The prestigious Mid-Year Update, 2001-2002 Economic Forecast and Industry Outlook by the Los Angeles County Economic Development Corporation (LAEDC) had predicted a slowing economy in July 2001.

The Forecast stated “all four of the State's major industries, agriculture, international trade, technology, and tourism, will be under pressure in 2001.” For Southern California and the Los Angeles County region, LAEDC predicted sharp declines in apparel/textile manufacturing, international trade, and motion picture production. Advertising and aerospace were indicated as industry segments at risk.

Many of the core industries on the Westside were predicted to have low or negative growth rates in 2001 and 2002. Westside industries concentrated in these areas are probably at higher risk for low performance than was previously forecast in July 2001.

While key industries on the Westside may be affected by the slowing economy there are many employment opportunities still available in the
region. Several sectors have reported no significant declines and others have noted increasing demand in employment.

The 1997 occupational growth estimates also predicted a 43% increase in technology positions, a 15% increase in manufacturing and an 18% increase in trucking, between 1997 and 2004. (Relatively few initial technology positions account for the large growth rate predicted for this field.) With the changing economic climate, job growth in these areas may not be as robust over the next 2-3 years as anticipated.

Several organizations have also tried to forecast areas of employment growth over the next several years. Reports from the State Employment Development Department predict the strongest labor market growth in service sectors. The greatest number of occupational openings in the next few years is expected in non-skilled service sectors, including retail, food service and general office. While these positions are expected to have the largest number of openings, they also represent low wage positions. Higher wage positions for teachers, security guards, managers and healthcare workers are also expected to experience increased openings in the coming years.

Among these occupations security guards and teachers are seeing the fastest rates of growth. Specialty teachers, including computer science, life sciences, and healthcare teachers are predicted to have particularly rapid job growth between 1997 and 2004.

**OCCUPATIONAL OPENINGS -- LOS ANGELES COUNTY 1997-2004**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th># OF NEW JOBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Positions</td>
<td>81,870</td>
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<tr>
<td>Food Service Industry</td>
<td>64,730</td>
</tr>
<tr>
<td>General Office</td>
<td>52,010</td>
</tr>
<tr>
<td>Teachers</td>
<td>44,460</td>
</tr>
<tr>
<td>Security Guards</td>
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<tr>
<td>General Managers</td>
<td>24,706</td>
</tr>
<tr>
<td>Healthcare Workers</td>
<td>18,970</td>
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</tbody>
</table>

Source: California Employment Development Department
Educational Plan
VI. College Growth Projections

This chapter presents the College's educational program and service plan. After an overview of the main points of the community context chapter, the chapter describes the plan's enrollment demand assumptions and the goals of the College's Academic, Student Service, and Workforce and Economic Development divisions.

ENROLLMENT DEMAND

This section discusses the estimated future enrollment demand for the College. The plan's enrollment projections are based on the needs described above, the District's enrollment projections, and the College's plans for new educational programs and facilities.

Overview

The College has a broad service area, ranging from Pacific Palisades in the Northwest to the Crenshaw area in the Southeast. The service area is much closer to "build-out" than the City and County of Los Angeles; therefore population will grow at a slower rate than County forecasts in the coming years. Enrollment growth thus will be the result of changes in community needs and programs enhancements, rather than of absolute population growth.

Population Projections

West Los Angeles College is fortunate that its Master Planning Process coincides with the decennial census: the population counts determined through the recent 2000 Census accurately reflects the service area population. Total population was determined for each zip code in the Service Area using 2000 U.S. Census File STF1, a 100% count of the population. The current service area population was then compared to figures from the 1990 U.S. Census. This data, also supplied by the College’s Office of Institutional Research, illustrates how the campus’s service area has grown and changed in the past ten years.
Regional Population Shifts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles County</td>
<td>8,863,164</td>
<td>9,519,338</td>
<td>7.4%</td>
</tr>
<tr>
<td>City of Los Angeles</td>
<td>3,485,398</td>
<td>3,694,820</td>
<td>6.0%</td>
</tr>
<tr>
<td>West LA service area</td>
<td>1,529,685</td>
<td>1,585,316</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

As is illustrated in the table above, the West Los Angeles College service area grew at a much slower rate than the County or City of Los Angeles. The different growth rates are the consequence of the different characteristics of the service area. This suggests that in analyzing and understanding future growth for the region, population growth rates for the City and County are inaccurate references.

Department of Finance Projections

The California Department of Finance (DOF) is the authoritative source for population projections. According to DOF projections, the county is expected to grow over 40% over the next 40 years.

But, as illustrated above, there is a large difference in growth rates between the service area and the County for the ten-year period between 1990 and 2000. Determining the population growth of the service area over the next 40 years will require a more methodical approach than simply applying the County growth rate to the service area.

Los Angeles is a vast county, extending for miles, with significant variation in the rate of new housing construction and absolute population growth. For example Antelope Valley, defined by the cities of Lancaster and Palmdale, grew 40% between 1990 and 2000, a much greater than the rate of growth in the County as a whole.

Conversely, the service area encompasses the western portion of the county and includes some of the most developed areas of the County. Neighborhoods are old and well established and many communities are resistant to future growth. Between 1990 and 2000 the service area grew by only 3.6%, compared to the 7.4% growth rate for the County overall.
The population projections determined for the service area are based upon the historic, 1990-2000 growth rate for the service area.

**Participation Rates**

A college's participation rate – the percentage of an area's population enrolled in its programs – is a general measure of access. As presented below, West Los Angeles College's participation rate is less than the state and District averages. In turn, the District's participation rate is significantly below the state average, suggesting that the College's participation rate is not that different from its sister colleges.

The low participation rate suggests a need for the College to enhance access. Determining the precise magnitude of unmet need is difficult without additional data from other districts, as service area residents attend neighboring community colleges, both inside and outside the Los Angeles Community College District. To the extent that residents must make longer trips to other colleges, or experience high-class sizes at these colleges, West LA may need to expand its offerings in order to provide more efficient access.

### 2000 Participation Rates

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>Adult Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central</strong></td>
<td>0.96%</td>
<td>1.26%</td>
</tr>
<tr>
<td><strong>Northwest</strong></td>
<td>0.11%</td>
<td>0.13%</td>
</tr>
<tr>
<td><strong>Northeast</strong></td>
<td>0.25%</td>
<td>0.33%</td>
</tr>
<tr>
<td><strong>Southwest</strong></td>
<td>0.42%</td>
<td>0.50%</td>
</tr>
<tr>
<td><strong>Southeast</strong></td>
<td>0.23%</td>
<td>0.35%</td>
</tr>
<tr>
<td><strong>Total Service Area</strong></td>
<td>0.40%</td>
<td>0.53%</td>
</tr>
<tr>
<td><strong>LACCD</strong></td>
<td>1.16%</td>
<td></td>
</tr>
<tr>
<td><strong>State Average</strong></td>
<td>4.69%</td>
<td></td>
</tr>
</tbody>
</table>

(Enrollment data from WLAC. Population data from Census 2000.)

**Cross-College Enrollment Patterns**

In a 1988 study, 33% of community college students in the West LA service area attended other LACCD colleges, with roughly similar percentages over the preceding decade. However, West LA received significant enrollments from other service areas, with the net result being that West LA "lost" 3% of its enrollments (258 of 8,192) to the three other LACCD schools drawing the highest enrollments from the West LA service area. If this pattern continued to the
present, it would represent a negligible change to the participation rate (1/100 of one percent).

A larger issue is the role of Santa Monica College in providing access in the West LA service area. A separate 1988 study indicated that SMC’s enrollments in the service areas to the west and north of West LA are significantly higher than those of the college itself. Enrollments in the central service area were slightly lower than West LA’s, but still significant. Data from 2000 indicate that West LA serves very few students from the Santa Monica service area.

If these general service patterns are roughly comparable across this time period, which anecdotal reports from the college tend to imply, it suggests that West LA might be able to afford more efficient and potentially higher quality access by serving more students from its core service area. It is possible that with enhanced programs and facilities, the College could increase its participation rate in its central service sector and in adjacent areas by providing more convenient access or more class availability. This is especially true if, as projected, traffic congestion continues to increase in severity on the West side. (This would also be true to some extent in relation to El Camino College, although the cross-enrollment between West LA and ELC seems to be characterized by more symmetrical transfer of enrollments.)
Impact of Funding on Access and Enrollments

Enrollment levels are also greatly influenced by growth funding. Colleges offer sections in line with their expectation of receiving funding for those sections. The statewide participation rate declined each year from 1990 to 1995 reflecting reduced funding from state General Funds, property tax shortfalls and significant increases in student fees in Fiscal Year 1993-94.

Given the College's large service area, and its relatively low participation rate, it is likely that high-quality programs will attract significantly larger enrollments. The chart below presents the College’s and District’s historical enrollment levels, demonstrating the close link between District and College enrollments, both of which are driven by state funding patterns.

Note: District enrollments have been divided by ten to establish a comparable scale for the college data.
District Enrollment Projections
The California Community Colleges Chancellor's Office prepares District-wide enrollment projections. These projections are an alternative estimate of likely enrollments based on demographic and economic factors. As displayed on the following chart, the Chancellor's Office estimates a 46% increase in enrollment for the period 2001 to 2015, which is a 2.73% annual growth rate.
PLAN ENROLLMENT PROJECTIONS

The Master Plan assumes a 4% growth rate in enrollment. This represents forecast of growth between the low of 2.75% established for the LACCD by the State Chancellor's office forecast and a higher potential growth rate of 5.25%. The forecast is for all on-campus and outreach center enrollments. It is assumed that the on-campus enrollment will reach a maximum of approximately 18,500 students, which will not be achieved until after 2020. This is a strong growth rate estimate, reflecting the significant educational needs in the service area. The enrollment levels represent the need the College should be prepared to serve and reflect the College's assumptions about the community needs and market conditions.
Distribution of Enrollment Growth

The chart below shows the College's growth projection, which assumes a 4% annual growth of enrollment activity (weekly student contact hours), and a corresponding growth in head-count enrollment. The chart displays the College’s total enrollments, main campus enrollments and off-campus enrollments. In 2023, on-campus enrollments are projected to reach approximately 18,500, which is the likely maximum student population for the campus. Off campus enrollments are currently comprised largely of physical education courses, with some academic courses also offered at high schools ("Jump Start"). While these physical education enrollments decline early in the planning period, the College’s plans to increase offerings of educational programs and services in the community will eventually off-set these reductions. The College will establish satellite locations in areas needing enhanced access to educational programs and services.
Enrollment Projection Updates
The enrollment forecasts will be updated when more refined
demographic data based on the 2000 US Census is developed by the
Department of Finance.

Growth Summary
The table below presents a summary of the College's projected
enrollment activity through the year 2025. The College expects to
reach a maximum on-campus student enrollment of approximately
18,500 in 2023. These estimates are based on the College's existing
staffing ratios and its assumption of 4% growth in WSCH
enrollment, as described above.

<table>
<thead>
<tr>
<th>Master Planning Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fall Data</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment (headcount)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11,064</td>
<td>15,891</td>
</tr>
<tr>
<td>On Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Enrollment</td>
<td>7,199</td>
<td>12,110</td>
</tr>
<tr>
<td>Jump Start</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Subtotal On Campus</td>
<td>Total</td>
<td>7,499</td>
</tr>
<tr>
<td>Rate</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Day Graded Enrollment</td>
<td>76%</td>
<td>5,679</td>
</tr>
<tr>
<td>Off Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>2,626</td>
<td>1,154</td>
</tr>
<tr>
<td>Non PE</td>
<td>939</td>
<td>2,327</td>
</tr>
<tr>
<td>Subtotal Off Campus</td>
<td>Total</td>
<td>3,565</td>
</tr>
<tr>
<td>Rate</td>
<td>12%</td>
<td>48%</td>
</tr>
<tr>
<td>Employees (FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>168.0</td>
<td>265.6</td>
</tr>
<tr>
<td>Non-Instructional Faculty</td>
<td>15.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>128.00</td>
<td>174.80</td>
</tr>
<tr>
<td>Administrators</td>
<td>10.00</td>
<td>13.66</td>
</tr>
</tbody>
</table>
VII. Educational Program and Service Development

This chapter describes the College's strategy for meeting changing community needs. Developed to respond to the trends and needs described above, this strategy is one of the foundations for achieving the College's future vision of being a leader in student achievement, program innovation, organizational effectiveness and community service. The chapter describes the growth directions of the academic divisions and includes growth estimates for the College's weekly student contact hours for the planning period, as well as those of each division.

PLANNING ASSUMPTIONS

The following are the assumptions guiding the enrollment growth estimates for the academic divisions. These assumptions were developed based on the Long-Range Unit Plans.

Overall

- All Divisions will grow or remain stable, based on the strong and ongoing need for education and training in the service area.
- Divisions will differ in how fast they grow depending on demand and the need to allocate enrollment growth to develop new programs or emphasize certain disciplines in order to achieve Partnership for Excellence goals.
- Staffing in instructional support and student services will be increased in line with overall college growth.

Discipline Specific

- The Communication, Media and Entertainment Academy will begin to generate significant enrollments in 3-5 years. Private partnerships will be established to support development of this interdisciplinary effort.
- The Public Safety Academy will begin to increase its enrollments in 1-2 years. A proportion of this is likely to be delivered through contract education. The Academy will be housed at an outreach center.
- The new Science Building will accommodate the greater levels of demand for science courses, driven by the growth of technical and...
scientific fields in West Los Angeles, Southern California, and the state as a whole. This will contribute to increases in biological and physical sciences, and math. The new building will also support expansion of the dental hygiene program, which is projected to experience high demand throughout the planning period.

- The new General Classroom will accommodate the service area's demand for classes in English, which is related to the importance of service, professional and technical fields in West Los Angeles. The new classroom building will also accommodate high levels of demand for a broad range of courses leading to the associate's degree and transfer to four-year institutions, including behavioral and social sciences, foreign languages, humanities, etc.

- Enrollments in online distance learning will increase.

- Other programs are currently under discussion: Nursing, Allied Health, Drug and Alcohol Counseling, American Studies, new Dental Hygiene programs, Avionics.

- The Hollywood Cinema Production Resources Partnership will be continued.

- The Baldwin Hills Conservancy will open, creating partnership opportunities in a range of disciplines.

**Improving Student Success**

- Efforts to achieve Partnership for Excellence transfer and basic skills goals may increase enrollments in English, Math, tutoring and learning skills courses.

- While student success strategies may increase demand in some areas, the College may also implement strategies to provide greater individual attention to students. For example, the College may increase the use of tutoring programs, promote structured study groups, or provide smaller class sizes for entry-level courses. The cost of such strategies, for example, paying tutors or supporting lower enrollments in some classes, will need to be planned for and supported through the annual planning and budgeting process.

- Interdisciplinary programs may be pursued in response to community needs, giving rise to new cross-divisional mechanisms for planning and budgeting.

**Developing the Curriculum**

- The College will increase second-year offerings.

- Sections will be added to accommodate growth.

- The College will increase offerings within its existing disciplines, in addition to adding new programs.
Enhancing Access

- The College will conduct outreach to increase enrollments.
- The College will use alternative delivery mechanisms to meet the needs of students, including alternative schedule (e.g., early mornings, afternoons) and distance education.
- While rigorously maintaining academic standards and integrity, thereby ensuring the academic standing of the College, the College may offer some courses in contract education mode as an alternative funding mechanism when at the FTES cap. Non-credit courses will be increased to support the credit instruction program.
- The College will need to manage facilities utilization to meet state capacity load standards for consideration in the state capital program.

CURRICULUM IMPROVEMENTS

The academic divisions identified a common set of improvements, as identified by a content analysis of the Long Range Unit Plans. Many of these enhancements will not require additional budget, but are strategies the divisions will be able to implement by changing existing procedures. The affect of this type of initiative will be to increase enrollments in tandem with enhancements to the quality of student's educational experiences.

Course Content and Methodology

- Explore strategies for enhancing the application and utilization of academic skills in professional settings, e.g. through internships, portfolios, etc.
- Monitor and apply standards to classes for quality of instruction, consistent content and valid testing.
- Implement regular and frequent curricular updates in high-growth areas in order to keep abreast of technological change and related professional competencies.
- Review and revise coursework to make more relevant and interesting in order to retain and motivate students, while adhering to articulation guidelines regulating transfer.
- Foster a greater marriage between curricula and changing labor market demands to maximize students' employment opportunities.
Certificate Programs

- Increase the offering of vocational certificate programs to provide students with value-added qualifications and improved employment competitiveness
- Offer online certificate programs

Specific Population Areas

- Direct outreach efforts to Latinos, older Americans, and immigrants from Europe, Africa and Asia.
- Develop online continuing education program for practitioners

The table on the following page presents the specific growth ideas of the Academic Divisions as presented in the Long-Range Unit Plans.
### Potential Divisional and Program Growth Directions

<table>
<thead>
<tr>
<th>Programs</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aviation</strong></td>
<td>• Form partnerships with at least five local high schools</td>
</tr>
<tr>
<td></td>
<td>• Form internship programs with at least ten companies</td>
</tr>
<tr>
<td><strong>Behavioral and Social Sciences</strong></td>
<td>• Implement the American Cultures program</td>
</tr>
<tr>
<td></td>
<td>• Expand psychology and teaching programs</td>
</tr>
<tr>
<td></td>
<td>• Expand Public Safety Programs</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>• Expand certificate programs and offerings in computer applications and law</td>
</tr>
<tr>
<td><strong>Communication, Media, Entertainment</strong></td>
<td>• Provide students in Broadcasting, Cinema and Journalism access to multimedia computer, digital in-net radio station, digital sound recording, K-WLAC Radio/TV, webcasting, and broadband broadcasting.</td>
</tr>
<tr>
<td></td>
<td>• Provide cutting edge professional training in career opportunities for our students in creative and performing art disciplines of Art, Dance, Music, Speech, Theater, Photography and Writing in Communication Media Entertainment Industry.</td>
</tr>
<tr>
<td></td>
<td>• Communication Media Entertainment Business Management and Law course are under development to support this educational option.</td>
</tr>
<tr>
<td><strong>Counseling</strong></td>
<td>• Evaluate transfer needs of the student population</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with academic departments to ensure information exchange and dissemination to students</td>
</tr>
<tr>
<td></td>
<td>• Use the SARs system to enhance data collection and accountability</td>
</tr>
<tr>
<td></td>
<td>• Provide online student services, degree audit, and student educational plans</td>
</tr>
<tr>
<td></td>
<td>• Deliver student services in an integrated “one-stop” format in the new student service/administration building</td>
</tr>
<tr>
<td><strong>Dental Hygiene</strong></td>
<td>• Develop a computerized system for storing patient and procedure records; perform academic tracking; and interface with the UCLA paperless chart system.</td>
</tr>
<tr>
<td></td>
<td>• Create transfer programs for students in dental hygiene and nursing through the Allied Health division</td>
</tr>
<tr>
<td></td>
<td>• Develop the use of clinical practice, case studies and other hands-on methodology</td>
</tr>
<tr>
<td><strong>Distance Learning</strong></td>
<td>• Provide high-quality, flexible online degree and certificate programs</td>
</tr>
<tr>
<td></td>
<td>• Provide a one-stop website that offers online access to tutoring, library resources, counseling, transfer center, career services and detailed course information.</td>
</tr>
<tr>
<td><strong>Health and P.E.</strong></td>
<td>• Increase course offerings in yoga, hip-hop, African dance, belly-dance, and social dances</td>
</tr>
<tr>
<td></td>
<td>• Install a sprung wooden dance floor to accommodate student interest</td>
</tr>
<tr>
<td></td>
<td>• Provide certificates for Personal and Group Exercise Trainers</td>
</tr>
<tr>
<td><strong>Humanities and Fine Arts</strong></td>
<td>• Offer multimedia certificate programs, such as in web design, 3-D imaging, etc.</td>
</tr>
<tr>
<td></td>
<td>• Develop online and CAI-based language programs for expanded language selection</td>
</tr>
<tr>
<td></td>
<td>• Develop a transfer major to Art History</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>• Expand and strengthen ethnic study programs—e.g. Jewish, Latin American and African American</td>
</tr>
<tr>
<td><strong>Library/Learning Center</strong></td>
<td>• Develop information competency offerings</td>
</tr>
<tr>
<td></td>
<td>• Promote the use of bibliographic resources by students, for example, by providing courses on Internet research</td>
</tr>
<tr>
<td></td>
<td>• Expand instructional support in learning skills and tutoring</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>• Implement comprehensive math assessment</td>
</tr>
<tr>
<td><strong>PACE</strong></td>
<td>• Expand the new Law and Society track</td>
</tr>
<tr>
<td></td>
<td>• Improve basic skills instruction, faculty advisement and mentoring programs</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>• Develop a nursing program under the direction of the Allied Health Division</td>
</tr>
<tr>
<td></td>
<td>• Standardize curricula and the quality of all courses</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>• Provide real-world, experiential education through internships and a “virtual” travel agency</td>
</tr>
<tr>
<td></td>
<td>• Offer new, specialized course offerings and certificates—e.g. hospitality</td>
</tr>
</tbody>
</table>
DIVISIONAL ENROLLMENT GROWTH PROJECTIONS

Based on the unit plans and the assumptions presented above, the following tables describe the expected growth path for West Los Angeles College.

<table>
<thead>
<tr>
<th>Division</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2015</th>
<th>Fall 2020</th>
<th>Fall 2025</th>
<th>2002 - 2025 Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total College WSCH</td>
<td>89,666</td>
<td>94,391</td>
<td>106,185</td>
<td>128,887</td>
<td>157,599</td>
<td>192,643</td>
<td>230,123</td>
<td>144%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>28%</td>
<td>21%</td>
<td>22%</td>
<td>22%</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Travel</td>
<td>4,730</td>
<td>5,552</td>
<td>6,556</td>
<td>7,803</td>
<td>9,494</td>
<td>11,551</td>
<td>13,882</td>
<td>150%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>46%</td>
<td>19%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral and Social Science</td>
<td>12,507</td>
<td>14,415</td>
<td>15,272</td>
<td>16,901</td>
<td>20,563</td>
<td>25,018</td>
<td>30,068</td>
<td>109%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>28%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Safety Academy</td>
<td>1,050</td>
<td>1,181</td>
<td>1,562</td>
<td>2,022</td>
<td>2,460</td>
<td>2,993</td>
<td>3,598</td>
<td>205%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>56%</td>
<td>29%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Business</td>
<td>9,972</td>
<td>11,493</td>
<td>12,177</td>
<td>13,475</td>
<td>16,395</td>
<td>19,947</td>
<td>23,973</td>
<td>109%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>28%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comm Media &amp; Entertainment</td>
<td>66</td>
<td>76</td>
<td>1,091</td>
<td>2,391</td>
<td>2,909</td>
<td>3,540</td>
<td>4,254</td>
<td>*</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>1649%</td>
<td>119%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Counseling</td>
<td>343</td>
<td>396</td>
<td>419</td>
<td>464</td>
<td>565</td>
<td>687</td>
<td>825</td>
<td>109%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>28%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>8,963</td>
<td>9,926</td>
<td>12,040</td>
<td>15,778</td>
<td>20,094</td>
<td>25,291</td>
<td>29,997</td>
<td>202%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>49%</td>
<td>31%</td>
<td>27%</td>
<td>26%</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Comm Media & Entertainment is a proposed new interdisciplinary program. Growth rates are inapplicable.
Projected College Wide Growth (continued)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2015</th>
<th>Fall 2020</th>
<th>Fall 2025</th>
<th>2002 - 2025 Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>8,549</td>
<td>9,712</td>
<td>11,352</td>
<td>13,509</td>
<td>16,435</td>
<td>19,996</td>
<td>24,032</td>
<td>147%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>39%</td>
<td>19%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>5,942</td>
<td>6,849</td>
<td>8,007</td>
<td>8,861</td>
<td>10,781</td>
<td>13,117</td>
<td>15,764</td>
<td>130%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>41%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td>7,443</td>
<td>8,374</td>
<td>9,923</td>
<td>11,662</td>
<td>14,189</td>
<td>17,263</td>
<td>20,748</td>
<td>148%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>40%</td>
<td>18%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PACE</td>
<td>4,000</td>
<td>4,610</td>
<td>4,885</td>
<td>5,405</td>
<td>6,577</td>
<td>8,001</td>
<td>9,616</td>
<td>109%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>124%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Health</td>
<td>18,622</td>
<td>13,288</td>
<td>13,875</td>
<td>15,855</td>
<td>19,181</td>
<td>23,393</td>
<td>27,111</td>
<td>104%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>-22%</td>
<td>14%</td>
<td>21%</td>
<td>22%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>7,098</td>
<td>8,080</td>
<td>8,560</td>
<td>14,243</td>
<td>17,329</td>
<td>21,084</td>
<td>25,339</td>
<td>214%</td>
</tr>
<tr>
<td>5-Year Growth</td>
<td>27%</td>
<td>66%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VIII. Student Success

West Los Angeles College's Integrated Master Plan is founded on a commitment to achieving the highest levels of student learning and success. As an educational institution, we recognize learning as an intrinsically valuable and transformative human experience. At the same time, we are committed to helping students achieve the end results they seek, whether transfer to a four-year institution, workplace advancement, skills development or personal enrichment.

The strategy outlined in this chapter is an integrated approach to creating a highly effective learning organization that serves all our students and achieves the core outcomes that define success for the College:

- Optimal enrollment levels
- Persistence from semester to semester
- Retention of students throughout each semester
- Course success
- Transfer to four-year colleges and universities
- Vocational advancement
- Students’ personal and civic development
STRATEGY OVERVIEW

West Los Angeles College will implement a student success strategy to actively engage each student in a diverse array of programs and services designed to meet his or her educational goals. The strategy is based on early and intensive assessment, orientation and goal setting, provision of a range of supplementary academic enrichment services, effective curriculum design, and consistent follow-up and feedback. The strategy envisions a partnership between student services and educational divisions, creating a seamless continuum of experiences leading to the highest possible levels of student success. The long-term vision guiding this strategy is for West LA to proactively provide effective services and learning experiences while holding students accountable for their success.
Early Engagement

The foundation of the strategy is a series of intensive interactions with students as early as possible in their career at West LA, starting with an accurate assessment of each student’s academic strengths and challenges. This assessment becomes the basis for developing an effective educational plan, describing not only a sequence of courses, but also a program of supplementary academic activities, such as tutoring and study skills classes, tailored to meet the needs of the student. Students are also thoroughly oriented to the services and resources available and to their responsibilities for achieving their goals. Instructional faculty, counselors, and other staff will join in partnership to recruit and provide personal support to students through this process. Overall, assessment and goal setting will become a routinely expected part of the West LA experience. The desired outcome of this process is that students know their current academic skill level, understand how West LA’s student success programs can work for them, and are motivated to pursue a well-articulated educational plan to completion.

Academic Enrichment Activities and Learning Cohorts

Many of West LA’s students are the first in their families to attend college, and are from educationally disadvantaged communities. To address the difficulties some of these students experience in succeeding at West LA, the College’s student success strategy promotes participation in activities that supplement and enrich learning in the classroom. Starting with assessment and orientation, West LA will strongly market tutoring, study skills courses, learning in teams, and other activities that have been proven to support learning and goal attainment. The expected results of these activities include increased retention, course success, persistence, and long-term enrollment levels, as well as enhanced student commitment to their educational success.

Effective Pedagogy and Curriculum Design

As innovations in educational technology and change in student profiles occur, West LA’s faculty will continue to update their instructional practices. The student success strategy will support this process by putting in place pedagogical training and instructional design components. The strategy also envisions the development of course offerings based on the analysis of the student educational plans. This
element of the strategy will lead to educational techniques that take advantage of emerging educational strategies and technologies.

Ongoing Follow-Up

Providing ongoing feedback and guidance is a key support to student success. West LA will identify students who are at risk for not succeeding and provide tailored support to keep them at West LA. Effective follow-up services will improve retention, persistence and achievement of student educational plans.

Implementation Responsibilities and Time Frame

Implementing this strategy is primarily the responsibility of the faculty and student service professionals of the College. Effective implementation of the overall student success strategy will require coordination and consultation with the groups listed below:

- Academic Senate
- Deans of Academic Affairs and Student Services
- The Divisional Council
- Partnership for Excellence task forces
- Matriculation Committee
- Counseling
- Admissions
- Assessment
- Associated Students Organization (ASO)

The strategy should also use student input from clubs such as CLUE, BSU and AGS.

The student success strategy describes a long-term vision that will require several years to achieve. Through an iterative process of program development and pilot-testing, faculty and staff will build the approaches that work best in meeting the needs of students. West LA will develop its learning systems through an evolutionary process.
ISSUES ANALYSIS

The strategy described in this section was developed to respond to several critical educational needs.

**Low Levels of Educational Preparation**
West LA’s students come predominantly from low-performing schools. Many students arrive needing basic skills development.

**Low Levels of Persistence**
Approximately half of the students registering at West LA in any given semester do not return the following term. This means that few students are progressing through their educational programs at West LA, making it difficult for West LA to effectively assist these students in developing basic skills, earning degrees and certificates, building vocational skills and transferring to four-year colleges and universities. This creates a cycle in which West LA offers lower level courses, and does not develop a pool of students who would enroll in second year courses.

**Low Transfer Levels**
The College was below its Partnership for Excellence goals for transfers and transfer-prepared students in the 1999-2000 academic year.

**Other Partnership for Excellence Outcome Measures**
The College is on par with comparable community colleges in regard to other Partnership for Excellence measures, while it lags its peer institutions in some categories.

**Increasing Language and Cultural Diversity**
The service area’s linguistic and cultural diversity are increasing.

**West LA Learning Preferences**
A majority of West LA’s students (80%) would prefer more “hands-on” experience in the classroom, and 72% would like more relevant experience outside the classroom, suggesting a preference for experiential learning. Fifty-one (51%) of West LA’s students report that
they currently study with others, suggesting support for collaborative learning approaches.¹

ACTION OBJECTIVES

These action objectives were developed during the campus-wide planning sessions held by the Planning Committee. Supportive initiatives are included. Student service initiatives are specific goals drawn from the long-range unit plans of areas in the Student Service Division, while the instructional initiatives are broad themes and common strategies synthesized from the long-range unit plans of the academic divisions.

The student success model will be implemented through the following action objectives:

S1  Assess and Orient Every Student to Develop Career Goals and Educational Plans
S2  Implement A First Year Success Program
S3  Emphasize Early Math and English
S4  Provide Supplemental Academic Enrichment Opportunities
S5  Enhance Curriculum Sequences
S6  Provide Instructional Development Opportunities
S7  Strengthen Educational Partnerships
S8  Enhance Transfer to Four-Year Institutions
S9  Improve the Student Experience and Communications

¹ LACCD 2000 Student Survey: West Los Angeles College Results
ACTION OBJECTIVE S1: Assess and Orient Every Student to Develop Career Goals and Educational Plans

Engage every eligible student in a self-directed process of assessment, orientation and goal setting.

Helping students understand their academic needs and develop realistic educational plans is the foundation for all later success. To achieve this, West LA will actively recruit all students who are required to undertake matriculation into a dynamic process of assessment, orientation and goal setting. The goal is that every student will have a Student Educational Plan early in his or her first term at West LA. A success factor for this objective is establishing a college-wide expectation that all eligible students participate. Moreover, the experience will be most effective if it is enjoyable and meaningful for students. This objective calls on the College as a whole to support the matriculation process.

- A key aspect of this will be to improve the intake process to create a streamlined, one-stop process that is enjoyable, effective, and comprehensive.
- The College will also develop a multi-dimensional assessment process that assesses all key success factors, including learning needs and technology access and skill level.
- There will also be specialized assessments to identify learning and developmental delays.
- The College will explore enhancements to its career planning function.
- The College will establish a research process to gather and use information on students who leave before completing courses or program.
- To be successful, universal assessment and plan development must be supported by both instructional faculty and assessment and counseling staff.

Supportive Student Services Initiatives

- Evaluate and implement online student services, including the use of the COMPASS system, assessment appointments, career assessment, Distance Learning support, and an adaptive assessment unit.
Investigate the use of an electronic web-based degree audit system and Student Education Plan. Develop and implement such a degree audit system given funding availability.

Establish data collection processes to measure student progress indicators to be used in the evaluation of training for program directors.

Further automate/computerize registration and matriculation.

Research best practice models for student services to determine and establish procedures to better align assessment, matriculation, admissions and records, counseling and transfer.

Counseling will work closely with individual academic disciplines to ensure up-to-date information. Students should be afforded a variety of diverse environments for academic advisement and given the opportunity to discuss career and academic choices with faculty in their majors.

Develop a Career Counseling task force to address the need for and launch a fully operational Career Center.

Implement basic skills diagnostic assessment.

Create a student success orientation program.

Supportive Academic Division Initiatives

Implement assessment measures, including placement testing and frequent student reviews, to ensure that students meet basic skill levels and so that deficiencies can be detected and corrective strategies developed.

Develop and expand the academic advisement program and provide comprehensive counseling to all students.

Improve career planning services, integrating academic advising with professional development.

Additional Implementation Methods

The following options will be evaluated in implementing this objective:

A bridge orientation program before the start of the semester of intensive assessment, orientation and goal setting activities.

A welcome week at the beginning of school that includes marketing to students, emphasizing the importance and benefits of assessment and goal setting.
Matriculation staff should make arrangements with instructors to allow **presentations in classes** at key times during the semester to encourage students to undertake assessment and goal setting so as to directly reach as many students as possible (e.g., at the start of the term and twice around the middle of the term).

- Assessment instrument **enhancements**.
- Use of **assessment software** to supplemental personal assistance in assessment and orientation.
- Development of **personal development** courses to support self-awareness and plan development.

**Responsibilities**

**CO-LEADS:** Vice President of Student Services and Vice President of Academic Affairs

**TEAM:** Representatives of the Matriculation Coordinator, Admissions Dean, Counseling Chair, and Math Chair, Language Arts Chair, career education representative, transfer education representative
ACTION OBJECTIVE S2: Implement A First Year Success Program

Implement a strongly recommended success program for new and returning students including options such as intensive orientation and assessment, small classes, tutoring, support groups, paired classes, and faculty advising.

As a complement to universal assessment and goal setting, West LA will develop an integrated program of strongly recommended courses and academic enrichment activities. The purpose of the program would be to give new and returning students an intensive and supported experience so that they build their confidence in achieving their goals. This would help to address the low levels of persistence seen at West LA. The following implementation options will be evaluated in planning to achieve this objective:

- A "strongly recommended" and expected first-year curriculum of math, English, tutoring and learning support groups
- Intensive orientation and assessment
- Small classes
- Tutoring
- Support groups or other learning community strategies
- Paired classes
- Faculty advising
- Recruitment of a small initial cohort
- Emphasis of math and English
- Use of the University of Missouri, Kansas City, supplemental instruction model

Supportive Student Services Initiatives

- Implement basic skills diagnostic assessment.
- Create a student success orientation program.
- Establish data collection processes to measure student progress indicators to be used in the evaluation of training for program directors.
Supportive Academic Division Initiatives

- Increase tutoring programs, both peer and professional.
- Standardize and strengthen campus-wide application of basic skills programs and requirements.

Responsibilities

CO-LEADS: Vice President of Academic Affairs and Vice President of Student Services
TEAM: Representatives of Learning Resources, Language Arts, Math, Matriculation, and Counseling

ACTION OBJECTIVE S3: Emphasize Early Math and English

Strongly encourage students to take their math and English requirements early in their program to build a learning foundation.

Many students avoid taking their math and English requirements, which can impede their progress in other courses. Some transfer institutions also rank more highly for acceptance students who complete their math and English requirements early in their educational programs. West LA will encourage students to complete these requirements early.

Supportive Student Services Initiatives

- The initiatives listed under S1 and S4 are supportive of this action objective.

Supportive Academic Division Initiatives

- Develop a campus-wide policy for prerequisites to ensure that students are placed into appropriate course levels.
- Standardize and strengthen campus-wide application of basic skills programs and requirements.

Additional Implementation Methods

The following implementation options will be evaluated in planning to achieve this objective:

- During the orientation, and in developing Student Educational Plans, students will be encouraged to take their math and English courses early in their programs.
Pre-requisites are established and enforced in courses where math and English skills are vital for course success.

Responsibilities

LEAD: Vice President of Student Services (Counseling Department Chair)

TEAM: Math and Language Arts Chairs

ACTION OBJECTIVE S4: Provide Supplemental Academic Enrichment Opportunities

Develop and promote a series of academic enrichment programs to supplement learning in the classroom.

Because students in all segments of higher education have uneven or inadequate preparation levels, many colleges and universities have developed strategies to augment classroom instruction. West LA currently provides tutoring and study skills courses.

This objective calls for these approaches to be developed, marketed and supported as routinely used and well-accepted methods for achieving student success. This will include a long-term process in which the College develops the components that work best and simultaneously builds awareness and acceptance of these programs among students.

Supportive Student Services Initiatives

- Create and expand programs for outreach and special student support services, such as soliciting State funding for the Puente program.

- Counseling will work closely with individual academic disciplines to ensure up-to-date information. Students should be afforded a variety of diverse environments for academic advisement and given the opportunity to discuss career and academic choices with faculty in their majors.

Supportive Academic Division Initiatives

- Develop and expand academic advisement by instructional faculty and provide comprehensive counseling to all students.

- Pursue a faculty mentoring program to provide students with long-term support and academic development.
- Improve and strengthen student-faculty relationships prior, during and subsequent to course term.
- Increase tutoring programs, both peer and professional.
- Increase student-faculty interaction, for example, by reducing class size, providing training incentives for faculty mentoring, etc.
- Provide computer-assisted instruction to complement traditional curricula.
- Focus on a student-centered approach to learning that uses hands-on, creative study methods to reinforce diverse learning styles.
- Explore ways to provide real world, experiential learning through internship programs, case studies, innovative labs, group projects, etc.
- Standardize and strengthen campus-wide application of basic skills programs and requirements.
- Focus on study skills, reading, writing and math abilities and critical thinking – “academic socialization” – to raise students to the level required of college-level courses.
- Create procedures to ensure the adoption of new technologies with less lead time.
- Integrate computer-assisted instruction to provide individualized feedback and track student progress.
- Add online courses to various disciplines to accommodate students’ schedules.
- Add multi-media elements and CAI to curricula where appropriate to enhance learning in both traditional and new areas to enrich with creative and technical aspects.
- Develop paired classes to utilize the strengths in multiple divisions through a synergy effect.

Additional Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Identify a coordinator to promote and market the development and adoption of supplemental academic enrichment activities.
- Expand the provision of mentoring and advising, by developing a program of faculty, staff and administrator advisers.
• Encourage development of student cohorts around shared educational goals to promote success through peer learning, mutual support, a sense of belonging, and study groups.

• Provide and market universally available tutoring services. Ensure that tutors are knowledgeable about course content and approaches. Consider group tutoring.

• Develop alternative delivery models such as the Kansas City "supplemental instruction" approach in which student resource persons participate in class.

• Link basic skills courses to content courses.

• Promote computer-aided instruction.

Responsibilities
LEADS: Vice President of Academic Affairs (Deans of Academic Affairs)

TEAM: Learning Resources Chair, Matriculation Coordinator; Divisional Council

ACTION OBJECTIVE S5: Enhance Curriculum Sequences

Use data from assessments, SEPs, and student success measures to develop a coordinated offering of classes that meets the needs of our students, including appropriate basic skills and second year programs.

As the use of West LA’s assessment and plan development function increases, the academic affairs division can use student’s planned sequence of activities and courses to plan appropriate course offerings. Students’ SEPs would be entered into a database, and updated over time. This effort would also optimize the use of co- and pre-requisites to support West LA’s overall student success program.

Supportive Student Services Initiatives

• Investigate the use of an electronic web-based degree audit system and Student Education Plan. Develop and implement such a degree audit system given funding availability.

• Research best practice models for student services to determine and establish procedures to better align assessment, matriculation, admissions and records, counseling and transfer.
Counseling will work closely with individual academic disciplines to ensure up-to-date information. Students should be afforded a variety of diverse environments for academic advisement and given the opportunity to discuss career and academic choices with faculty in their majors.

- Develop a Career Counseling task force to address the need for and launch a fully operational Career Center.
- Implement basic skills diagnostic assessment.

**Supportive Academic Division Initiatives**

- Develop a campus-wide policy for prerequisites to ensure that students are placed into appropriate course levels.

**Additional Implementation Methods**

- The implementation team will develop methods for this objective.
- Offer full two-year programs in majors.

**Responsibilities**

**LEADS:** Vice President of Academic Affairs and Vice President of Student Services

**TEAM:** Divisional Council

**ACTION OBJECTIVE S6: Provide Instructional Development Opportunities**

*Provide enhanced opportunities to engage in professional development related to pedagogical innovation.*

To support the student success model, West LA’s faculty will work with the Divisional Council and Academic Senate’s Staff Development committee to identify and support opportunities to develop and continually update instructional methods. This will support faculty in evaluating and responding to new technologies, new pedagogical techniques, and changing student profiles and needs. The College will seek to encourage the participation of all faculty in instructional development activities. (See related Action Objective for Information Technology in Volume II.)
Supportive Student Services Initiatives
- Provide opportunities and funding for participation in professional development activities.

Supportive Academic Division Initiatives
- Focus on a student-centered approach to learning that uses hands-on, creative study methods to reinforce diverse learning styles.

Additional Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Promote professional development to faculty and provide resources to support participation, for example, paying course fees and for the attendance time. Provide a menu of instructional training options and canvass faculty interest to develop the training program.
- Develop a 2-year sequence of professional development activities for new faculty focused on effective instructional innovations.
- Develop and broaden the use of methods to assess and enhance the effectiveness of instructional approaches through classroom-based research.
- Develop a supportive process of faculty peer review and feedback.
- Provide training, technical assistance, software, and equipment to support the development and use of faculty and course web sites.
- Provide support for proven and potentially effective course strategies such as writing across the curriculum, emphasis of workplace practices (group work, projects), SCANS competencies, information literacy modules aligned with disciplines. Support and promote applied learning.

Responsibilities
LEADS: Vice President of Academic Affairs (Staff Development Committee Chair)

TEAM: Divisional Council
ACTION OBJECTIVE S7: Strengthen Educational Partnerships

*Develop partnerships with high schools and four-year institutions to maximize student success.*

West LA will build on its relationships with its educational partners to enhance the preparation levels of entering students, and to facilitate a seamless transition from the College to transfer institutions. This will allow West LA to identify and implement programs that will benefit both area high schools, the College’s transfer partners, and the College itself.

**Supportive Student Services Initiatives**
- The initiatives listed under S1, S2 and S4 are supportive of this action objective.

**Supportive Academic Division Initiatives**
- The initiatives listed under S1, S2 and S4 are supportive of this action objective.

**Additional Implementation Methods**
The following implementation options will be evaluated in planning to achieve this objective:

- Develop and maintaining articulation and guaranteed admissions programs.
- Offer CSU and UC classes at West LA.
- Share information with high schools regarding the preparation levels and successes of their recent graduates.
- Deliver outreach at high schools on the expectations and requirements for student success, and West LA’s resources for supporting students.

**Responsibilities**
**LEADS:** President

**TEAM:** Vice President of Academic Affairs, Jump Start Director, Transfer Center Director
ACTION OBJECTIVE S8: Enhance Transfer to Four-Year Institutions

Create a comprehensive program to support the transition of West LA’s transfer students to four-year institutions.

West LA will create a robust transfer program to increase the success of students in transferring to the University of California, the California State University, and private universities and colleges. This will include specific programs and services, such as a transfer center, workshops, and resources, but also the intangible elements often referred to as a "transfer culture." To contribute to the “transfer culture,” college publications, such as the college catalog and schedule, will organize information on transfer in a way that is easily identified and easily understood. Actively supporting transfers will be a constant theme of West LA’s activities, a taken-for-granted value and priority supported by resources and effective programs.

Supportive Student Services Initiatives

- Develop a counselor-based task force to evaluate the transfer needs of the student population.

Supportive Academic Division Initiatives

- Develop a "transfer culture:" a campus climate in which students are expected to perform on a college level, complete their transfer program in a timely manner, and leave West LA prepared to flourish at the college of their choice.
- Structure and direct degrees toward transfers to four-year institutions.
- Improve articulation agreements with transfer institutions to include new course offerings and continually expand the number of available programs.

Additional Implementation Methods

Detailed implementation steps are being developed by the Transfer Task Force and will be submitted for college review. A key task is to conduct a thorough analysis of the College's Partnership for Excellence data regarding transfer directed rate, transfer success, basic skills success and transfer rates (see Chapter IV).
Responsibilities
Under development by Transfer Task Force.

ACTION OBJECTIVE S9: Improve the Student Experience and Communications

Provide students with ongoing and effective communications and educationally and personally enriching experiences.

West LA will provide dedicated leadership for planning, coordination and implementation of a student communication program. This will include identifying key messages, events, and deadlines and developing a proper channel for each communication need.

Supportive Student Services Initiatives
- Undertake regular website updates to keep students abreast of information regarding campus activities, deadlines and information processing.

Supportive Academic Division Initiatives
- Schedule a class-free period during the school day to allow for student meetings, counseling and faculty office hours.

Additional Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Provide College administrative support, coordination and resources for student life activities such as cultural, entertainment and educational events including recruiting, logistics, and publicity. Research student interest.
- Create a food service facility for students.
- Promote academic linkages by publishing the calendar in advance to facilitate instructors creating for-credit linkages to events. Develop scheduling blocks that make it feasible for students and faculty to attend the events, for example, a class-free hour.
- Create a student communication support structure.
- Develop an email broadcast capacity either using existing student accounts or college provided accounts. (See related action objective T3 in Information Technology.)
- Enhance the web delivery of student communications in coordination with the District web site.

- Promote student technology skills and access by gauging incoming students’ technology skills and access, and facilitating access to training and technology access. Provide on-campus Web access. Facilitate computer ownership through information and referral to existing grant and load programs, and through other means.

- Develop a consistent and effective approach to on-campus information dissemination using means such as kiosks, posters/flyers, web stations, scrolling closed circuit TV messages, and faculty announcements.

**Responsibilities**

**LEADS:** Dean of Student Services and ASO Adviser

**TEAM:** IT Supervisor, Facilities Director, Bookstore Manager, faculty representatives of Theater, Dance, Music, Art.

**OTHER RELATED INITIATIVES**

- Generate monthly or quarterly reports to assess baseline information and other key indicators to track progress, including student retention, persistence, success, student access, student contact, student satisfaction, and employee satisfaction. These outcomes will help determine training needs of program directors and a higher quality of service delivery. (Student Services Dean)

- Implement an ID scanning system to track financial aid, counseling, matriculation, EOPS, DSPS, and other departmental reporting to the state. Such a system is needed to monitor and track all aspects of student contact across service areas. (Student Services Dean)

- Continue to work with the SAR’s system to enhance the data collection and accountability in counseling. (Counseling)

- Computerized student services link system between programs. (Matriculation)
IX. Human Resources and Organizational Development

West Los Angeles College’s Integrated Master Plan will be supported by an ongoing commitment to enhancing organizational effectiveness. The College will work over time toward developing the processes and human resource development programs that will ensure that West LA can adapt flexibly to the changing needs of its students and communities.

The strategy presented in this chapter represents a long-term approach to building sustainable institutional capacity and achieving core desired outcomes:

- Information-based decision making
- Integration of processes and communication across traditional organizational boundaries
- Effective flow of information
- High levels of morale and motivation
- Effective team processes and facilitation
- A shared direction and vision for the College
- Trust

STRATEGY OVERVIEW

West LA has made a long-term commitment to improving its processes for communication, decision making, and information management. Building on its existing shared governance agreements and communication forums, the College will explore additional enhancements. Critical elements include creating shared settings for dialog, enhanced team-based planning, integrating planning and budgeting, and creating a committee support structure.

Common Settings for Dialog and Direction Setting

The College will increase opportunities for the institution’s diverse leadership groups to come together in dialog over key challenges and opportunities. In a complex institution, it is important for those in leadership positions to have a shared experience of reviewing evidence, providing input to overall College directions, and agreeing on a common
set of broad institutional priorities. West LA will develop a regular schedule of such leadership activities to include committee and division chairs, shared governance leaders, deans and directors, and senior staff in shared dialog about the future. This will lead to the alignment of the various activities of the College and support implementation of the master plan.

**Enhanced Team Processes and Planning**

The College will enhance its deliberative and planning capacity. Training will be provided in meeting management and facilitation skills. The College will also develop an efficient and effective process design including regular meetings of all operational units so as to build the ongoing capacity to evaluate evidence and develop plans to respond. The goal is to develop inclusive and participatory planning processes that meet the needs of each unit. Effective ongoing planning processes will lead to unit plans that are routinely maintained and serve as effective tools for achieving success.

**Budget Process Improvements**

The College will implement improvements to the budgeting process that will make planning and budgeting more accurate and meaningful. Budgets will be based on the best estimate of expected revenues for the fiscal year to give units a more accurate picture of resources at the outset of the planning and budgeting cycle. Protocols will also be developed to assist units in developing more accurate cost estimates, including assistance from administrative service staff who have the ability to develop detailed implementation and cost estimates for proposed changes. Involving affected staff in this way during project planning and budget will also serve to enhance communication about new initiatives and directions across organizational boundaries. Options will also be explored for allowing units to retain some or all of their budget savings to fund their long-term plan objectives.

**Committee and Governance Enhancements**

The College will create a focused priority supporting its committee and governance processes. A “committee support” team, composed of the administrative support staff of College administrators, will support each major College committee by assisting with logistics and preparing meeting minutes. An annual leadership retreat will bring together committee chairs, senior staff, division chairs, and unit directors to discuss major issues and planned activities for the coming year (see Chapter XIV for a full description).
College Climate and Communications
West LA will continue to improve its institutional climate and flow of information. This will include specific communication tools, such as an interactive Intranet, as well as campus activities and celebrations. The overall goal is to create a positive climate of innovation and excitement at West LA.

Implementation Responsibilities and Time Frame
Implementing this strategy is primarily the responsibility of the College’s senior staff and the Academic Senate in close partnership with the unions, classified staff leaders and student government, as outlined in the College’s existing shared governance agreements. These groups will develop improvements in this area to build on its recent successes in enhancing College communications, such as the College coordinating council and the President’s Monday consultation meetings.

ISSUES ANALYSIS
The strategy described in this section was developed to respond to several critical organizational needs.

Need for Regular and Shared Processes for Setting an Organizational Agenda
In addition to establishing a long-term cycle for master planning, the organization needs an annual process to bring together the diverse leadership group to review trends and issues and agree on a coordinated plan of action for the coming year. Recent improvements such as the coordinating council and the President’s consultation meetings are a foundation to build on. However, these processes tend to have an ad hoc quality that does not support a consistent focus on core organizational priorities.

Need to Enhance Models for Ongoing Unit Planning
West LA has committed significant energy to unit planning in recent years. There is a need to further refine the unit-planning model. First, there needs to be better integration across the planning units that make up the College’s major divisions. Unit planning is currently conducted at the budget unit level, which promotes development of plans that are not linked by a common context or overall direction. Second, unit planning needs to be linked to an regular and ongoing process of participatory planning and problem solving. Supervisors, directors, and division chairs
within each major division need to collaborate more frequently with their peers to follow up on unit plans and to ensure coordination within the major divisions. Similarly, all staff should have regular opportunities to participate in unit planning. (See Chapter XIV for the proposed annual planning process.)

**Need Support for Committee and Governance Processes**

Effective participatory process yields better decisions and improved morale. However, such processes require the commitment of time, energy and resources. West LA’s current practice for supporting its committees and governance bodies needs to be enhanced to ensure that meetings are focused and well facilitated, results are documented, and closure is achieved on major College issues.

**Opportunity to Leverage Technology**

Existing and emerging information and communication technologies can expedite the flow of planning and operational information in complex organizations. Automated service delivery, shared databases, and user-managed web postings can help West LA achieve its goals regarding communication and decision making.

**Need for Training to Support Organizational Development**

Changing institutional practices and expectations is a long-term process of personal and group development. Carefully designed training and team building experiences can aid skill building and relationship development. West LA needs to enhance its human resource development tools and capacities to integrate organizational development into its ongoing operations.

**ACTION OBJECTIVES**

**H1**  Enhance Unit Planning

**H2**  Implement Budget Improvements

**H3**  Create A Human Resource Development Program

**H4**  Implement A Committee Support Structure and Process Improvements

**H5**  Improve Campus Communications

**H6**  Improve Campus Life

**H7**  Enhance the College's Research Function
ACTION OBJECTIVE H1: Enhance Unit Planning

Develop regular and efficient unit planning activities.

West LA will develop an ongoing process of unit planning that integrates planning as a "way of doing business" within the College’s major divisions. This will create the bottom-up vehicle for developing and implementing improvements and innovations, and will create opportunities for team building. Each major division, i.e., Student Services, Administrative Services, Academic Affairs, and Workforce and Economic Development will develop an annual set of directions that support both the College’s master plan directions and the division’s unique needs and goals. These improvements will be integrated with Program Review to link planning to review of progress. (See Chapter XIV for detailed description of the annual planning-budgeting process.)

Potential Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Each division conducts a division wide scanning and direction-setting retreat as a follow-up to the annual leadership retreat.
- Conduct regular status and strategy sessions with the leadership of each major division (for example, quarterly).

Responsibilities
LEADS: Vice Presidents

TEAM: Division Chairs, Deans, Directors, Supervisors and Managers
ACTION OBJECTIVE H2: Implement Budget Improvements

Implement improvements to the budget development process.

The College will improve the budget development process. Administrative service staff will assist units in developing budget estimates. This will increase the accuracy of budgets and enhance cross-departmental communication. A second improvement is to base development of the budget on total expected revenues. This will give units a more accurate estimate of the total resources available to them, and avoid having unexpended funds at the end of the fiscal year. A final budget improvement is to develop a process for units to retain some or all of budget savings generated at the end of the fiscal year for application to planned long-range unit goals. This will encourage efficiency, while eliminating the incentive to spend remaining funds at the end of the fiscal year due to the requirement to return savings to the College general fund.

Potential Implementation Methods

The implementation lead and team members will develop methods for implementing this objective. The results of this effort must be approved by constituencies and reflected in amended shared governance agreements.

Responsibilities

LEADS: Vice President of Administrative Services

TEAM: Budget Committee
ACTION OBJECTIVE H3: Create Human Resource Development Program

Develop a recruitment, training and development program that supports the integrated master plan.

The College will provide opportunities for all employees to develop the skills and competencies that are needed for West LA to achieve the vision outlined in this Integrated Master Plan. Separate training elements will be developed for administrators and supervisors, line staff, and faculty. This will be done in appropriate consultation with constituencies pursuant to AB 1725. The purpose is to leverage the important benefits available through a coordinated and well-supported program of staff development. Core training areas identified during the master planning process include:

Student Success: instructional design, technology, supplemental academic enrichment approaches, classroom-based research.

Human Resource and Organizational Development: Communication skills, teamwork, facilitation, meeting management, technology, use of information in decision making, customer service, College programs and services, planning, budgeting, diversity.

Technology: Use of Intra- and Internet in education, web-based service delivery, office applications.

Implementation of these training items will be done in a manner that is consistent and supportive of other training-related items in Action Objectives the student success and human resource and organizational development strategies.

The College will identify alternative means for recruiting highly qualified employees. This will include enhancements to the recruitment process, including enhanced advertising for positions, targeted outreach, streamlined web-advertising processes, and the use of specialized recruiting channels such as professional associations and the California Registry.

New approaches to interviewing will also be explored such as including people from outside the department on hiring committees, conducting more formal, extensive interviews for tenure-track positions, and streamlining the process where appropriate.
Potential Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Vice Presidents develop preliminary training plans based on the integrated master plan.
- Vice Presidents survey staff regarding their levels of interest and need regarding topics identified in the preliminary training plan.

Responsibilities
LEADS: Vice Presidents
TEAM: Deans, Directors, Division Chairs

ACTION OBJECTIVE H4: Implement a Committee Support Structure and Process Improvements

Establish a Committee Support Structure.
The College's shared governance committees are central elements in developing policy and guidance for the institution. The Dean of Planning will provide leadership in supporting the efficient operations of the College's committee system. The dean will ensure training for committee chairs and members and logistical support, especially meeting minutes. Other Administrators will be assigned to committees to ensure the committee support system is effectively implemented, staffed by existing or additional administrative support personnel of the College's administrators.

Potential Implementation Methods
The following implementation options will be evaluated in planning to achieve this objective:

- Establishing a committee meeting calendar and meeting topics.
- Developing a committee support structure with Administrators and support staff assigned to each committee to ensure the effective organization of the College's shared governance committees, including assistance with by-laws, membership and operations (e.g., scheduling, meeting summaries, etc.).
- A "Committee Book" of members, charges, and committee planning timelines.
Appointment of committee members in the Spring.

Training on process design and facilitation, etc.

Methods for enhancing student participation on committees.

Adequate staff release time for committee participation.

Emphasis of contractual obligation of all faculty members to participate in the life of the College beyond the classroom.

Annual publication of committee accomplishments.

Recognition and support for committee membership.

Regular meeting minutes.

**Responsibilities**

**LEADS:** Dean of Planning

**TEAM:** Senior Staff and Classified Support Staff

**ACTION OBJECTIVE H5: Improve Campus Communications**

**Make effective communication a college-wide priority.**

Senior staff will provide consistent support for practices that support the effective flow of information. This will include providing public praise and recognition for effective communication.

The College will develop and internally market training programs on effective communication skills and on the College’s programs and processes. This will be supported by a handbook documenting the training, which will be posted to the College’s Intranet. In addition to providing information on the College’s programs and services, the training program and handbook will focus on providing easy access to information on "how to get things done at West LA" and "how to be a good communicator in a complex organization". (See related Action Objective T3 in Information Technology.)

**Potential Implementation Methods**

The following implementation options will be evaluated in planning to achieve this objective:

- Provide trainings on West LA’s programs and services, “how to get things done” and communication skills.
- Create a comprehensive intranet.
- Enhance the use of technology for communication.
- Develop and maintain an annual College master calendar.
- Develop clear entry points, wayfinding designs, and signage.

**Responsibilities**
LEADS: A “communications officer” position (assignment to be identified)
TEAM: Senior Staff and IT Supervisor

**ACTION OBJECTIVE H6: Enhance Campus Life**

**Create an exciting campus climate.**
West LA will create a diverse program of cultural and entertainment events that supplements the educational process and creates informal opportunities for staff interactions, student interactions and staff-student interactions. (See related Action Objective M5 in Marketing.)

**Potential Implementation Methods**
The following implementation options will be evaluated in planning to achieve this objective:

- Create a dining facility for faculty, staff and administrators.
- Create gathering spaces for informal interactions for all constituencies.
- Provide staff to support a well-planned and implemented calendar of events.

**Responsibilities**
LEADS: Senior Staff and Communications Officer
TEAM: Facilities Manager, Bookstore Manager, faculty representatives of Theater, Dance, Music, Art.
ACTION OBJECTIVE H7: Enhance the College’s Research Function

Create a user-driven research program.

The College will publish information and analyses in formats and on a schedule that meets the needs of committees, unit planners, and other consumers of research. Training will be provided on the use of information in planning. Core data needs include:

- Student satisfaction and performance (e.g., transfers, certificates, degrees, persistence, and retention).
- Current and projected student demographics and needs.
- Community needs and business and industry trends.
- Pedagogical effectiveness.
- Why students drop out.
- Innovations and best practices.
- Service quality and usage.
- Campus climate.
- Institutional data and projected needs.
- Program evaluation.

Potential Implementation Methods

The implementation lead and team members will develop methods for implementing this objective.

Responsibilities

LEADS: Dean of Planning and Director of Research

TEAM: Academic Divisions, Committee Chairs, and Vice Presidents
X. Marketing and Outreach

The West Los Angeles College's marketing and outreach efforts are one of its most effective tools for achieving its program and financial goals. As the College develops new and enhanced programs, the marketing program will help to generate enrollments, publicity and resources. The College's image and reputation can also help maintain the financial health by attracting partners and resources, and building non-state resources such as contract education. Overall, the marketing and outreach effort will help the College achieve several key desired outcomes:

- A clear and positive image
- Positive community relations
- Strong enrollments
- Diversified funding
- Productive partnerships
- A reputation for distinctive and excellent programs
- Access for all who can benefit from our services.

Key Marketing Outcomes
STRATEGY OVERVIEW

West LA’s marketing and outreach strategy is to actively create a clear image of West LA with our key audiences: students, parents, high schools, senior institutions, potential partners, and businesses seeking training for their employees. The strategy is guided by a clear commitment to a set of values that defines who we are as an organization and guides our service to the community. West LA’s marketing and outreach strategy has several core elements:

A Focus on Program Excellence

The foundation of West LA’s marketing program will be its program strengths. The College will attract students and partners by highlighting excellence in all our programs, as demonstrated by the awards, certifications and external recognition our programs receive. Building on our existing foundation of strong programs of regional significance, West LA’s marketing program will also demonstrate our strengths in new program areas and in our student services and economic development activities.

A Diverse Service Area

West LA has a diverse and broad service area of over 1.5 million people. To serve such a vast region, West LA will organize its marketing efforts to reach both its "core service area" and four outlying sub-areas (see table on the following page). As with most community colleges, the greatest share of West LA’s students come from the core service area: the communities closest to the College. Additionally, West LA serves the outlying sub-areas as well as regional and international communities, through programs that attract students from throughout California, other states and the world.

Commitment to Our Core and Expanded Service Areas

Our marketing and outreach efforts will reinforce our ongoing commitment to the communities in our core service area. We will continue to enhance our partnerships with our local schools and communities. We will also strive to enhance access to groups and areas that need expanded educational services. Unifying our commitment to open access is our vision of becoming a model for embracing ethnic, generational, linguistic and other forms of diversity as a major strength.
Positive Community Relations
West LA will continue to build its relations with community leaders and jurisdictions within its core and expanded service area. West LA is committed to partnering with the governments and organizations in the service area to build opportunities for the area's residence.

Every Interaction is a Marketing Opportunity
The College's faculty and staff will promote the College's strengths at every opportunity. This starts with the College providing faculty, staff and administrators the training and support they need to provide the highest levels of service, and continues with specific efforts to enhance the ability of every West LA employee to communicate the College's image and programs effectively in a variety of contexts and interactions.

West LA's Core and Expanded Service Area

<table>
<thead>
<tr>
<th>Cities and Communities</th>
<th>High Schools</th>
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<tbody>
<tr>
<td><strong>Core Service Area</strong></td>
<td><strong>Culver City</strong></td>
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<td><strong>Venice</strong></td>
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<td><strong>West Adams</strong></td>
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<td><strong>Baldwin Hills</strong></td>
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<td><strong>Crenshaw</strong></td>
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<td><strong>Mar Vista</strong></td>
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<td>**Rancho Park/</td>
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<td>**Cheviot Hills/</td>
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<td></td>
<td><strong>Beverlywood</strong></td>
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<td></td>
<td><strong>Venice</strong></td>
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<td><strong>Westchester</strong></td>
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<td><strong>Expanded</strong></td>
<td><strong>Beverly Hills</strong></td>
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<td><strong>Westwood</strong></td>
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<td><strong>Pacific Palisades</strong></td>
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<td><strong>Century City</strong></td>
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<td><strong>Brentwood</strong></td>
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<td><strong>Marina del Rey</strong></td>
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<td></td>
<td><strong>Playa del Rey</strong></td>
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</table>
Values-Based
West LA’s marketing and outreach strategy will be guided by a set of core values and principles:

We are committed to meeting the needs of our core service area, while expanding access to other areas and groups.

- We will attract students by focusing on program excellence.
- West LA is committed to the success of our core service area.
- By expanding our services, we will increase enrollment and access to the College for all groups within our service area.
- We can create effective learning environments for all students, regardless of backgrounds, ability levels, and goals.
- Diversity is a vital strength of the College.
- Outreach and expansion opportunities will be pursued in balance with efforts to grow and develop the main campus.
- The campus and program offerings will be accessible to students with varying needs.
- West LA is an adaptive and flexible institution that is willing to invest in change.
- Our actions will promote a positive College image.
- We will be proactive in expanding access.

Implementation Responsibilities and Time Frame
Implementing this strategy is primarily the responsibility of the President’s office. However, all College faculty and staff play important roles in promoting a positive image for the College. This plan calls for a full-time or fractional assignment to fulfill the role of marketing director. The marketing strategy will need to be continually maintained and updated to reflect the evolving programs and needs of the college.
ISSUES ANALYSIS
The strategy described in this section was developed to respond to several issues.

**Good Location**
The College is convenient to many cultural, business, and educational resources in West Los Angeles, which are potential sources for partnerships and can be used to enhance the image of the College.

**Attractive Campus**
The campus is attractive with a moderate climate.

**High Degree of Competition**
There are many public and private colleges, training institutes, and universities providing education and training services in direct competition with West LA.

**Lack of Awareness of West's Regional Mission**
Community leaders in the core service area are not aware of the extent of West's commitment to serve a regional service area, not just the local communities.

**Lack of a Strong West Image and Identity**
Many people are unaware of the College and its strengths, including its new facilities and strong programs.

**Lack of Physical Visibility**
The College's location is remote from main thoroughfares and the site lacks a distinctive entrance.

**Perception that the College is Inwardly Focused**
Stakeholders report that the College needs to do more to reach out to the community.
ACTION OBJECTIVES

The student success model will be implemented through the following action objectives:

**M1** Identify Clear Executive Responsibility for Marketing and Outreach

**M2** Develop and Implement Marketing Plan

**M3** Create a Welcoming Campus Environment

**M4** Enhance Relationship with Adjacent Communities

(See also Action Objective H6, *Improve Campus Life*, in Chapter IX.)
ACTION OBJECTIVE M1: Identify Clear Executive Responsibility for Marketing and Outreach

Identify and fill an administrative position to execute an ongoing marketing program based on the master plan.

West LA will create a marketing director position, as either a full-time or fractional assignment. In close coordination with the President and other senior staff, the responsibilities of this position will be to oversee development, implementation, evaluation and updating of a professionally developed marketing plan.

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEADS: College President

TEAM: Dean of Planning and Director of Governmental Relations and Community Affairs

<table>
<thead>
<tr>
<th>Illustrative Marketing Options</th>
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<tbody>
<tr>
<td>- Web marketing</td>
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<tr>
<td>- Advertise community events in class schedule</td>
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<td>- Radio station</td>
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<td>- Billboards</td>
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<td>- Print ads</td>
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<td>- Windshield flyers</td>
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<td>- Post cards</td>
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<td>- Billboards</td>
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<tr>
<td>- Web banners on search engines</td>
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<tr>
<td>- Bus ads</td>
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<td>- CD Rom</td>
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<tr>
<td>- Video</td>
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<tr>
<td>- Web site</td>
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<tr>
<td>- Ambassadors at various community locales (Fox Hill Mall) with catalogues and schedules, doing personal contacts</td>
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<tr>
<td>- Press releases to local newspapers</td>
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<tr>
<td>- Speakers bureau</td>
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<td>- Celebrity endorsements</td>
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</table>
ACTION OBJECTIVE M2: Develop and Implement a Marketing Plan

Create an effective strategy for communicating the College's strengths to potential students.

West LA will retain a professional communications or marketing firm to develop a marketing plan to achieve the outcomes identified in this strategy. The marketing plan will be based on market research to assess perceptions of West LA and document what motivates people in selecting educational providers. Elements of the research and plan will include: key audiences, messages and marketing activities. The plan should also recommend implementation strategies and a process for ongoing monitoring and updating of the plan.

Potential Implementation Methods
The following concepts will be addressed in achieving this objective:

- Promote specialized and distinctive programs as the foundation of West LA's image.
- Enhance the "branding" of West LA to enhance name recognition and to strongly associate West LA with desirable qualities.
- Develop a public relations program.
- Redesign the class schedule to communicate West LA’s image to as many audiences as possible to make it fun and engaging like commercial pieces.
- Develop a comprehensive Web marketing strategy to ensure links and placement in search engines, etc.

Responsibilities
LEADS: President (with Marketing Director see Action Objective M1 above)

TEAM: Vice Presidents
ACTION OBJECTIVE M3: Create a Welcoming Campus Environment

**Make the campus an inviting and comfortable place to visit.**

The campus itself is a marketing tool. If the campus, both in terms of its physical attractiveness and the College's organizational qualities, impresses first-time visitors, they are more likely to remember and recommend the College.

**Potential Implementation Methods**
The following implementation options will be explored in planning to achieve this objective:

- Enhance the physical design of the campus: Create a clear gateway to campus through design and signage; develop a clear way-finding system so visitors and students can easily find what they need; and make parking easy to find and convenient for visitors.

- Provide a "reception" function to direct visitors, whether through a booth or kiosks or both. Include an area for drop-off and pick-up.

- Address problems in the phone system as a "point of entry" for potential students and other people contacting the College.

- Provide customer service and marketing training to all College employees, so that they can create positive impressions in students and other visitors.

**Responsibilities**
**LEAD:** Vice President of Administration

**TEAM:** Vice Presidents
ACTION OBJECTIVE M4: Enhance Relationship with Adjacent Communities

Strengthen the College’s relationship with area community and government leaders.

West LA is committed to being a community resource within both its core service area and in the expanded service area. The College will build on its existing relationships with leaders in the communities that border the College to identify areas of shared interest and to ensure that the College is a "good neighbor". To be effectively achieved, this objective should be a shared responsibility of all senior staff.

Potential Implementation Methods
The following implementation options will be explored in planning to achieve this objective:

- Provide expanded information and presence in the community (quarterly City Council presentations, link to City Web, Chamber of Commerce newsletter, etc.).
- Conduct Presidential visit to Culver City High School to explore partnerships: build West LA's community image through schools partnerships.
- Publicize our existing benefits to the community: Emeritus College, Scholarships, Art Gallery, Jump Start, etc.
- Partner with immigrant cultural groups (e.g., Russian, Chinese, Kenyan, etc.).

Responsibilities
LEADS: Director of Governmental Affairs and Community Relations
TEAM: Senior Staff
XI. Financial Health

Using a comprehensive approach, the West Los Angeles College will maintain its financial health by using existing resources effectively, while also identifying new resources. The annual planning and budgeting process will leverage existing resources by improving the continuity and quality of planning. The annual process also institutionalizes a consideration of costs and benefits as the basis of decision-making. Building on initiatives already underway, the College will continue to seek alternative resources, such as fee-based and contract education, partnerships, and grants. Building a firm foundation, the College will continuously seek to maximize state resources and other traditional sources of support. These financial health strategies are intended to achieve key desired outcomes:

- Stable and predictable funding
- Ability to plan for and constrained financial circumstances
- Flexibility in resource allocation
- Ability to develop and nurture new programs
- A healthy College endowment through the College Foundation

STRATEGY OVERVIEW

West LA's financial health strategy is to continually identify key challenges and opportunities, and match revenue acquisition to strategic needs. This approach will be implemented through an annual assessment of financial needs and opportunities that will be published in the Planning and Budgeting Guidelines document (see Chapter VI). This assessment will set the College's direction for the development of resources through the annual planning and budgeting cycle. The guidelines will direct the College's planners, budget developers, and grant writers to seek funding by providing fee-based education and training, pursuing grants, and establishing partnerships.

ISSUES ANALYSIS

The strategy described in this section was developed to respond to several issues.
Inadequate State Allocations
Given limited public resources, the funding of the California Community College system creates challenges for all community colleges, from large class sizes to insufficient funding for capital construction.

Unpredictable Budget Cycles
Funding varies with the overall California business cycle, which cannot be predicted with accuracy. This boom and bust pattern creates difficulties when trying to establish new programs or provide academic enrichment programs.

Opportunity for Partnering
The College is in a resource-rich environment, with a multitude of businesses, industries, research organizations, educational centers, and cultural and philanthropic organizations in its service area. This situation creates many opportunities for partnering.

Ability to Provide Fee-Based Education and Services
The College has a track record of providing rigorous college programs through alternative funding arrangements, an approach which can be leveraged and managed to ensure academic quality while diversifying the College’s financial base.

Unique Organizational Assets
The College’s Workforce and Economic Development Division has unique competencies with regard to partnership development, grant writing and private sector needs assessment. These can be deployed to help identify funding for the College’s core academic and student service programs. Through the direct actions of the College Foundation, capital campaigns will be mounted to address specific College needs and establish and maintain the College endowment fund.
ACTION OBJECTIVES

The financial health model will be implemented through the following action objectives:

F1  Identify Financial Challenges and Opportunities
F2  Develop Partnerships
F3  Offer Fee-Based Programs
F4  Leverage Grant Resources
F5  Enhance Existing Resources
ACTION OBJECTIVE F1: IDENTIFY FINANCIAL CHALLENGES AND OPPORTUNITIES

Identify and communicate key financial and funding challenges and opportunities.

The Planning and Budgeting Guidelines published each Fall will present an analysis of the College's financial situation. This will include information on the state and district budget outlook, potential new grant and other revenue sources, as well as any ongoing and potential partnership efforts.

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEADS: Vice President of Administration
TEAM: Dean of Planning and Director of Governmental Relations and Community Affairs
ACTION OBJECTIVE F2: DEVELOP PARTNERSHIPS

Identify financial and in-kind service partnerships that support the College's mission.

West LA will continually scan for potential partnerships with organizations that support the College's vision and values, and with whom the College can create mutually beneficial relationships. This can include partnerships where West LA and a partner jointly conduct a program, with potential financial contributions to the College, or joint efforts where the College receives in-kind benefits such as advertising, use of space, or training.

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEADS: College President
TEAM: Senior Staff, Division Chairs, and Unit Managers

ACTION OBJECTIVE F3: OFFER FEE-BASED PROGRAMS

Identify opportunities to offer high-quality programs in alternative funding modes.

The College can avoid limitations in state funding by providing educational programs through alternative payment models. Potential clients include public agencies requiring specialized training and College units, businesses and industry groups.

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEAD: VP Workforce and Economic Development, VP Academic Affairs
TEAM: Divisional Council
ACTION OBJECTIVE F4: Leverage Grant Resources

Develop an ongoing grant program to support implementation of the master plan.

West LA will develop a coordinated and effective approach to grant development. The College will provide support to grant development to acquire non-state funds to implement the master plan. Goals of this effort are to ensure coordination in grant seeking, align grants with the master plan, and manage the grant function to limit operational duplication and inconsistency (for example, avoiding decentralized purchase of a wide range of incompatible technologies).

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEADS: Senior Staff
TEAM: Deans, Division Chairs and Program Directors
ACTION OBJECTIVE F5: Enhance Existing Resources

Increase state funding and effectiveness of resource use.

West LA will continually enhance its financial management regarding existing revenue sources, to maximize its state allocations. It will also improve the effectiveness of resource use, by rigorously implementing the planning-budgeting cycle that regularly adjusts internal operations and program approaches based on a continually feedback cycle.

West LA’s new and improved facilities will be a valuable resource, especially in combination with the unique educational programs and services that the College offers. The College will actively manage its facilities to ensure a high utilization of facilities, including both fee-paying and community users.

Potential Implementation Methods
The implementation lead and team members will develop methods for implementing this objective.

Responsibilities
LEADS: Vice President of Administration

TEAM: Senior Staff
Implementing and Updating the Plan
XII. Implementing the Plan

The College's major divisions and constituency organizations will collaboratively implement the plan through an annual planning and budgeting process. The action objectives will be implemented, as appropriate, through this process. The College is committed to the concept that planning will be the driving force for the budget.

A FRAMEWORK FOR CHANGE

By synthesizing ideas for improvement from throughout the College, the plan is intended as a spur to innovation and creativity. The plan will serve as a framework of goals and potential strategies for problem solving and the development of initiatives for the College as whole, major College divisions, and units. Most importantly, the plan serves as a common framework of shared goals for the institution.

Many of the challenges and opportunities of the College are long-term and complex. By establishing a framework of desired outcomes and innovations, the plan creates a flexible framework that can change with changing circumstances, while keeping the College on track for achieving its vision. Throughout development of the plan, all constituencies, faculty, staff, and students will be given ample opportunity to provide input.

PRIMACY OF THE ACADEMIC SENATE REGARDING ACADEMIC AND PROFESSIONAL MATTERS

The approaches presented in this chapter will be implemented through the College's shared governance agreements, which are written to conform with AB 1725. Nothing in the Master Plan releases the administration from bringing all academic and professional changes, near inception and prior to their implementation, to the Academic Senate to allow the Academic Senate to make formal recommendations within the appropriate realm (of "rely upon" or "mutual agreement") as agreed to in the shared governance agreement.
ANNUAL PLANNING AND BUDGETING CYCLE

The College's annual planning and budgeting process is intended to directly link planning and budgeting. A major premise of the process is that each of the College's major divisions collaborates internally in developing a unit plan that reflects and implement the master plan (the major divisions are: Academic Affairs, Student Services, Administrative Services, and Workforce and Economic Development, and the President's Office). Having clarified their internal issues and directions, each major division also shares information and coordinates with the College's other major divisions. The major steps of this process are described in the table and figure on the following pages.

<table>
<thead>
<tr>
<th>Process Step</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1 Leadership Retreat</td>
<td>May</td>
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<tr>
<td>2 Distribution of Annual Planning and Budgeting Guidelines</td>
<td>August</td>
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<tr>
<td>3 Initial Planning Session of Major Divisions</td>
<td>August/September</td>
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<tr>
<td>4 Unit Planning</td>
<td>September-October</td>
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<tr>
<td>5 Completion of Unit Plans</td>
<td>October (end of month)</td>
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<tr>
<td>6 Vice President's Review And Synthesis</td>
<td>November</td>
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<td>7 Cross Divisional Information Sharing</td>
<td>November</td>
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<td>8 Planning Committee Review and Feedback</td>
<td>November</td>
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<tr>
<td>9 Divisional Review And Priority Setting</td>
<td>November</td>
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<tr>
<td>10 Annual Plan and Budget for Major Divisions</td>
<td>December/January</td>
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<tr>
<td>11 Planning Committee Review And Feedback</td>
<td>February</td>
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<tr>
<td>12 Constituency Review</td>
<td>February</td>
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<tr>
<td>13 Joint Planning-Budget Committee Priority Setting</td>
<td>March</td>
</tr>
<tr>
<td>14 Constituency Review</td>
<td>April</td>
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<tr>
<td>15 Final Plan And Proposed College Budget</td>
<td>May</td>
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</table>
1. Leadership Retreat (May)
Preparation for the annual planning-budgeting process starts in the spring. In May, the Dean of Planning organizes a leadership retreat that brings together the College's shared governance leaders (Academic Senate, ASO, Classified Forum, administration), administrators, division chairs, committee chairs, Deans, and program directors. The focus is on preparing for the Fall's planning process, which identifies the College's priorities for the academic year starting fourteen months after the retreat.

The retreat is an important opportunity for the leadership from all constituencies to participate in training on the College's ongoing decision-making process. The retreat should provide each participant with the knowledge of how the College deliberates and comes to agreement on major decisions.

The purpose of the retreat is to conduct a college wide review of trends and issues and identify preliminary areas for focused planning during the Fall. The Dean of Planning will present background information on the College's performance indicators and other trend data. Importantly, this is an opportunity for constituencies to introduce and get preliminary feedback on potential new ideas. It is also an opportunity to brief incoming leaders on planning-budgeting timelines and activities and conduct leadership training, e.g., facilitation.

The Dean of Planning will debrief the retreat with the Planning Committee, the result of which will be the direction for documenting the outcomes of the session. The Dean of Planning will then prepare a Summary Report describing the potential issues and opportunities facing the College as a whole, and a preliminary list of priorities for the next planning cycle. The report and priorities will be made available to the entire campus.

2. Distribution of Annual Planning and Budgeting Guidelines (August)
Over the summer the Dean of Planning coordinates the development of Annual Planning and Budgeting Guidelines. These draw upon the Leadership Retreat Summary Report, as well as evaluations of the College's key performance indicators and other measures of institutional effectiveness. An important purpose of the Planning and Budgeting Guidelines document is to provide the context for the upcoming planning and budget development process, including District and State
budget conditions, so that unit leaders are encouraged to provide concrete plans with realistic cost/benefit analyses.

3. **Initial Planning Session of Major College Divisions (August/September)**
Each Vice President will convene their deans, managers, and chairs to review the Planning and Budgeting Packet and initiate planning within each major division of the College (i.e., Administrative Services, Student Services, Workforce and Economic Development, Academic Affairs, President's Office). The result of the meeting will be a list of proposed priorities for each major division based on the division's discussion of the master plan, the Long-Range Unit Plan Summary, and any other relevant information. These priorities will feed into the Planning-Budgeting process for that division. The meeting will also serve to brief the division's leaders on the process for developing their Annual Unit Plan and Budget.

4. **Unit Planning (September/October)**
Each dean, division chair, or office manager will consult with their division or department to complete the Annual Unit Plan and Budget template. This will include a program review of the previous year's activities.

5. **Completion Of Unit Plans (October)**
Each unit submits its Draft Annual Unit Plan and Budget to the Vice President. Partnership for Excellence Committees submit their unit plans in accordance with shared governance agreements.

6. **Vice President's Review and Synthesis (October/November)**
Each Vice President will review the unit plans and develop a Draft Divisional Annual Plan and Budget. The purpose of this draft is to attempt to identify a consensus plan for the division as a whole that meets unit needs while supporting implementation of the Integrated Master Plan.

7. **Cross-Divisional Information Sharing (November)**
The Vice Presidents will meet together to review the draft Divisional Annual Plans for each major division. The purpose of the session is to identify common priorities and planning themes across the College. The meeting is also an opportunity to identify cross-divisional impacts and to provide early feedback.
8. Planning Committee Review and Feedback (November)
The Planning Committee will review the draft Divisional Annual Plans and Budgets and provide feedback to the Divisions.

9. Divisional Review And Priority Setting (November)
Before the end of the Fall term, the same major divisional planning group will reconvene to review the Draft Divisional Unit Plan and Budget. The purpose of the meeting is to develop a general consensus on the Divisional Annual Plan and Budget that the Vice President can finalize after the meeting.

10. Annual Plan and Budget for Major College Divisions (December-January)
Based on the extensive internal input and planning committee feedback, the Vice President and President develop a planning document representing the proposed initiatives and budget allocations for the coming fiscal year. This takes place in December and January.

11. Planning Committee Review and Recommendation (February)
In February, the Planning Committee will review the draft Divisional Unit Plans and provide feedback to the Divisions. After any response from the Divisions, the planning committee will develop a recommended Annual College Master Plan Update presenting the major goals and objectives for the next academic year. The Update will be distributed to College constituencies for their review and forwarding of recommendations to the President. (The President will receive a copy for informational purposes, but cannot act until constituency input is received.)

12. Constituency Review (February)
Constituency groups will review the Annual College Master Plan Update and submit their recommendations directly to the President.

13. Joint Planning-Budget Committee Priority Setting (March)
The Planning Committee and Budget Committee will meet to rank budget initiatives (and reductions). The resulting recommendations will be forwarded to constituencies for their review and forwarding to the President.
14. **Constituency Review (April)**
Constituency groups will review the draft Budget Priorities and submit their recommendations directly to the President.

15. **Final Plan And Proposed College Budget (May)**
The President will make final decisions on the Annual Master Plan Update and Budget and communicate these to the constituencies.
Annual Planning and Budgeting Process

1: Leadership Retreat
- Issues and Opportunities
- Priorities for the Coming Year
- Leadership Training

2: Annual Planning-Budgeting Guidelines

3-12: Divisional Unit Planning

Committee Processes

13-15: Planning and Budgeting Linkage
- Committee Meetings
- Constituency Reviews

Spring (Year 1)  Summer  Fall  Spring (Year 2)
DEVELOPMENT PROCESS FOR NEW PROGRAMS AND SERVICES

The College will use a systematic process to develop new initiatives. The process has two foundational elements: College-wide collaboration and the assessment of evidence in decision-making. This process can be initiated at any time. Ultimately, the sponsors will submit the final proposal for consideration to the Academic Senate and then through the annual planning and budgeting cycle (or through the emergency track).

All areas of the College will use the same basic steps:

1. Assemble A Planning Group to Develop a Coordinated Program Development Plan: A planning group will be assembled of people currently involved or interested in planning potential initiatives to a meeting to share information and develop a plan for evaluating student and/or community needs, assessing program feasibility, identifying target audience/markets, and developing an overall program structure. The purposes of this process are to 1) share information on potential program goals, 2) identify sources of external needs assessment data, 3) identify related district or other efforts, 4) identify resource persons in industry or the district, 5) develop a plan for developing the potential program initiative. It is critical that the Planning Group include representation from the major divisions that will be directly involved in or significantly affected by the initiative, especially cross-representation between Student Services and Instruction. Parties with a less direct interest should be informed of decisions affecting them, and/or invited to select meetings. It is also desirable to include people from various staffing positions, such as classified staff, in the communication link to identify issues and opportunities early in the planning cycle.

2. Obtain External Information on Program Needs and Opportunities: Obtain objective, third-party assessments of community and/or student needs. The planning team will also define program models with a high likelihood of success: in the case of educational programs, the plan will identify the market niches West LA can successfully fill in each area; in the case of student services, the plan will identify service approaches whose potential effectiveness can be assessed, for example, by examining research results or the implementation experiences of comparable colleges.

This external validation can be achieved either through a special study or through external advisory groups. Either method needs to
ensure that the assessment is fairly comprehensive and analytical, and uses the highest quality information available. In some cases, an outside expert's knowledge and judgments may be the best information. Quantitative data should be used wherever possible to validate subjective judgment-based conclusions.

3. **Develop a Program Plan to Address Specific Need**: Using the external assessment, identify the key elements of a program that will address the student need or fill the competitive market niche that is not currently served (or not served adequately or completely by other providers). In the case of student services, the program plan will address barriers to success, such as recruiting the target audience. In the case of educational programs, the plan will address barriers such as competition, as there are many competitors in the College's service area, and West LA needs to define clearly how its program will fit in the competitive environment.

4. **Develop an Implementation Plan/Proposal for Review**: Based on the research-driven program plan, the team will develop a proposed implementation plan for review by appropriate College committees and constituencies, and approval by the president. This plan will be composed of (1) a description of need and benefits, (2) proposed program approach, (3) implementation steps, (4) implementation roles and responsibilities, (5) timelines, (6) a outreach plan for communicating with participant and affected parties, (7) an evaluation and monitoring approach and (8) resource needs and sources. The plan should be comprehensive and address human resources, organization, facilities, information resources, marketing, and financing.
EMERGENCY TRACK

To provide flexibility, the planning committee will oversee an "emergency track" to expedite review of proposals that must be acted on quickly for the College to gain a significant benefit. The planning committee will review each proposal and its supporting documentation and route each for consideration in keeping with the College's shared governance agreements.

The emergency track includes several requirements to ensure the integrity of the normal planning and budgeting process. First, the planning committee will only review emergency track proposals that provide evidence demonstrating that the College will lose a significant opportunity if an expedited review is not conducted. Second, any emergency track proposal will also have to address the steps 1 - 4 listed above under "Development Process for New Programs and Services." In particular the proposal must include the plan referenced in step 4, describing the costs, benefits, and implementation steps, based on objective external evidence.

PROGRAM LIFE CYCLE

Through the annual planning and budgeting process, the College will ensure programs and services receive appropriate resources to respond to changing needs. This will be a dynamic process that nurtures emerging programs and services that may have initially low cost-benefit ratios, while maintaining an overall budget that balances costs and revenues. As new academic programs are developed the need to support them despite low enrollment will be considered. Similarly, new student service initiatives will receive initial investments while they build their systems for recruiting and retaining students. These investments will be based on the existence of rigorous program plans developed using the process described above (see "Development Process for New Programs and Services"). The investment will not be open-ended, but will be assessed in the annual planning and budgeting cycle.

The long-range enrollment projections presented in Chapter VII are an example of planned investments in new programs. While all programs are expected to grow as the College grows, programs representing growth targets for the College, such as Science, Humanities, and
Communications, are allocated a higher than average share of projected growth.

The College will also establish processes for transitioning programs that are experiencing shifting or declining needs. Areas experiencing declining needs will identify new areas where they can provide services or ways to modify their existing services to meet student or community needs.

Starting with the improvement initiatives described in this master plan, each major College division will develop annual planning and budgeting documents to identify these program investment and transition decisions.
XIII. A Living Planning Process

The College is committed to continually adapting the Master Plan to anticipate and to respond to changing conditions. As outlined in the graphic on the following page the College will align the updating of the Master Plan with program review and the accreditation process.

The main elements of the ongoing planning process shown on the timeline include accreditation, annual planning and budgeting, program review, and master plan updates. The accreditation process establishes an overall baseline and set of recommendations, which are integrated with the master plans in the first year of the cycle. Following the publication of the accreditation report, the college conducts an annual planning and budgeting process to implement the master plan. In the sixth year of the cycle, the College conducts a comprehensive program review process and updates the Integrated Master Plan elements, i.e., values, vision, mission and strategy, in light of any major changes in the planning environment.