Education Master Plan

West Los Angeles College

2025-2030

Go West! Go Far!

West LA COLLEGE

Table of Contents

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College President

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📅 **July 1, 2025**

Dear Campus Colleagues and Community Friends/Advocates:

The 2025-2030 Educational Master Plan for West Los Angeles College reflects the thoughts, opinions, and aspirations of the College and its multiple constituencies, gathered and considered within the context of one major question: "What is our vision for a post-pandemic college?" The document before you is the direct result of efforts to answer that question, both for today and for the future.

The 2021-2026 Educational Master Plan was commendable in its focus on the student journey, but its strategies did not fully reflect what we needed to achieve as a college to re-position ourselves in light of the drastic changes brought on by the pandemic--not the least of which was the loss of our market share in online education. As a result, we decided to jettison that particular plan in the spring of 2024, truncating it by a year so that we could develop a plan that truly reflects who we are and what we want to be in a rapidly changing educational landscape.

The plan also reflects, through its various strategies, my two primary goals for the next five years;

West Los Angeles College, by fall 2029, will be positioned to be named a Top 20 community college by the Aspen Institute for Community College Excellence. We have already achieved the designation of Aspen Top 150 (2023). We are pursuing the next level of achievement because the research of Aspen has provided clear standards of excellence in six critical areas from which we can glean nationally-normed best practices in achieving student success: teaching and learning, certificate and degree completion, transfer and bachelor's attainment, workforce success, broad access to the college and its offerings, and equitable outcomes for students of color and students from low-income backgrounds.

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📅 **July 1, 2025**

West Los Angeles College, by fall 2031, will be recognized as a national model in community college-based climate change education. The College has a moral imperative to help our students understand the pervasive impact of climate change and what they can do as individuals, as advocates, as leaders, as community organizers, and as educators in mitigating the impacts of climate change. We have begun that work with the California Center for Climate Change Education. Moving forward, we will be recognized at a state and national level for our programs and initiatives, and we will establish at least one climate change/CTE bachelor's degree.

This plan would not have come to fruition without the leadership of the Planning Committee co-chairs—Dr. Anthony Cuomo and Dr. Artour Aslanian. Their enthusiasm, their commitment to the project, and their efforts to fully engage the campus and surrounding community have resulted in an educational master plan that outlines an exciting—and provocative—vision for our future.

Go West. Go Far!

James M. Limbaugh, Ph.D.
President, West Los Angeles College

4

Acknowledgements 🎉

On behalf of West Los Angeles College, President Limbaugh would like to thank the entire campus community and our community partners for their thoughtful contributions to the 2025-2030 Education Master Plan. The pursuit of this plan was truly a collaborative and extensive efforts involving all campus constituents. In addition to the many individuals who contributed to this plan, President Limbaugh would like to highlight several key campus leaders who led this work from the kickoff to completion. Without your leadership, this Education Master Plan update would not be possible. Thank you!

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Faculty Co-Chair, Education Master Plan Revision Work Group

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About West Los Angeles College

West Los Angeles College (West), an accredited California Community College located in Culver City, is one of nine community colleges in the Los Angeles Community College District that serves the Los Angeles area. Opened in 1969, West is located in the central west area of Los Angeles County, approximately 5 miles inland from Los Angeles International Airport. It occupies 70 park-like acres overlooking Culver City, Marina Del Rey and Greater West Los Angeles. On a clear day you can see the Pacific Ocean from the highest points on campus. The West service area has a total population of 712,680 residents and the College served 20,451 students in the 2023-2024 academic year.

Since its inception, West has offered its students a number of unique and outstanding programs. The Dental Hygiene program boasts a high national board exam pass rate over the past 30 years. As a pioneer in offering a bachelor's degree at the community college since 2016, it equips graduates with top-tier education and skills, ensuring strong job placement and opportunities for advanced degrees such as a master's and a doctorate. The Aviation Maintenance Technology program is one of only a few community college programs in Southern California and the Bachelor of Science in Avionics is designed to meet a critical demand for highly skilled technicians capable of troubleshooting complex aircraft, spacecraft and satellite systems. West's Film Production program continues to partner with the entertainment industry in LA County to prepare students for entry-level "behind the scenes" trades.

The Los Angeles Community College District (LACCD) has established the California Center for Climate Change Education at West Los Angeles College, a first-of-its-kind, forward-looking resource that will help prepare students for good-paying, fulfilling careers in the clean energy and climate technology industries. The Center is accessible to students and staff from all nine LACCD campuses.

The 50+ year history of West is a study of the College's ongoing commitment to the success of its students, a commitment that was previously recognized in an invitation for the college to apply for the Aspen Prize for Community College Excellence in 2023. The Aspen Prize honors colleges in areas such as teaching and learning, workforce success, and equity. As only 150 community colleges are invited to apply, the Aspen Prize is a nationally recognized honor. The prize is an illustration of West's continued dedication to providing its students with a transformational educational experience. This dedication was first born in 1969 with the opening of the college and continues into the future.

Our Mission

West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community committed to student success, racial equity, social justice, and environmental responsibility.

Through quality instruction, programs, supportive services, community partnerships, and career development, the College encourages excellence and develops student leaders.

A West education enriches students with the knowledge and skills needed to earn associate and baccalaureate degrees and certificates; to transfer; to build careers; and to pursue life-long learning.

Our Vision

WEST: A pathway to success for every student.

Our Values

Equity

At West, it is our obligation to challenge the foundations of implicit and explicit bias and address historic and persistent inequity.

Excellence

West encourages each student and employee to strive for excellence in classes, laboratories, libraries, studios, playing fields, offices, and communities.

Ethics

We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty, and administration.

Empowerment

At West, everyone--students, staff, faculty, administration--is empowered by high expectations, respect and acknowledgment in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations.

Engagement

To be fully engaged--academically, locally and globally--is to embrace learning with passion, commitment, and energy.

Everything we do begins and ends with student success in mind

The Education Master Plan (EMP) will serve as the college's strategic plan for the next five years (2025-2030) and will be the basis by which the college sets its priorities. The EMP serves multiple purposes including:

- Effective pursuit of West's Mission statement.
- Guidance of program review and resource allocation.
- An integrated framework within which all members of the West community can focus energy and effort on what they regard as most important in the long term.
- Efficient use of West's resources in the long term.
- Minimized duplication of effort and support with cross-functionality.

EMP Guiding Assumptions

The College will use its fiscal and human resources prudently and will hold as a priority the maintenance of a balanced budget each year.

The faculty, through Academic Senate, will undertake curricular review and reform as necessary and appropriate to meet the educational needs of our students, the community, and our partners in business/industry.

The College will demonstrate, on a regular and ongoing basis and through curricular and non-curricular initiatives, its commitment to environmental education, action, and equitable outcomes.

The College will ensure that all constituencies are kept abreast of the EMP through an annual report and an annual planning retreat.

EMP Timeline and Roadmap 2024-2025

Spring 2024 Semester

- Project Kickoff
- Support from BluePoint Consulting
  - Document review, trend analysis, research and data gathering
  - College interviews and listening tours (round 1)
  - College Town halls
  - Student Surveys
  - Student Focus Groups
  - Gaps & Needs Analysis
  - College listening tours (round 2)
  - Community Partner Interviews

Summer/Fall 2024 Semester

- College goals established and presented to Academic Senate and College Council
- Environmental Scan Complete (BluePoint Consulting)
- Facilities Analysis Complete (BluePoint Consulting)

April 2025

- College Council Presentation (April 3, 2025)
- Academic Senate Presentation (April 22, 2025)

March 2025

- Work Group Recommendation (March 24, 2025)

January/February 2025

- Management Convening to review plan (January, 24, 2025)
- Finalized EMP

May 2025

- Presentation to LACCD Board of Trustees Committee: Institutional Effectiveness & Student Success Committee (IESS) (May 21, 2025)
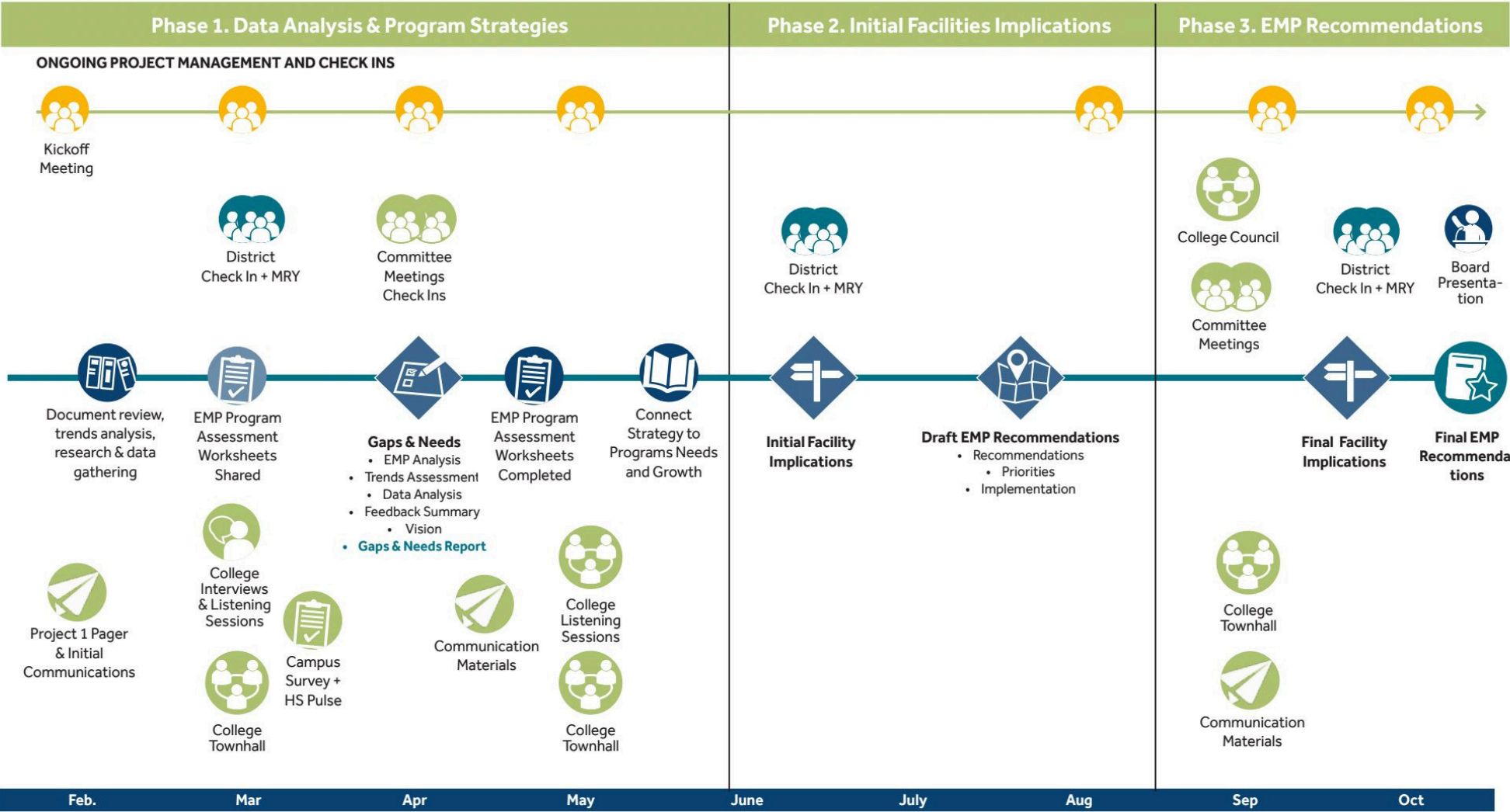
June 2025

- Presentation to LACCD Board of Trustees (June 11, 2025)

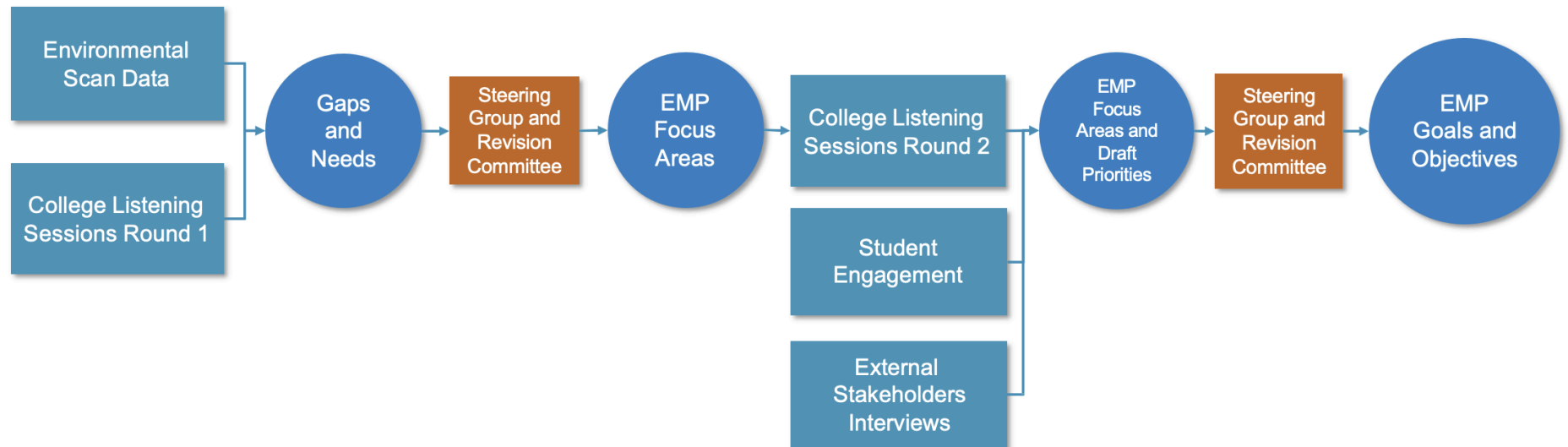## July 2025

- EMP live July 1, 2025

West Los Angeles College | EMP Recommendations & Facilities Implications
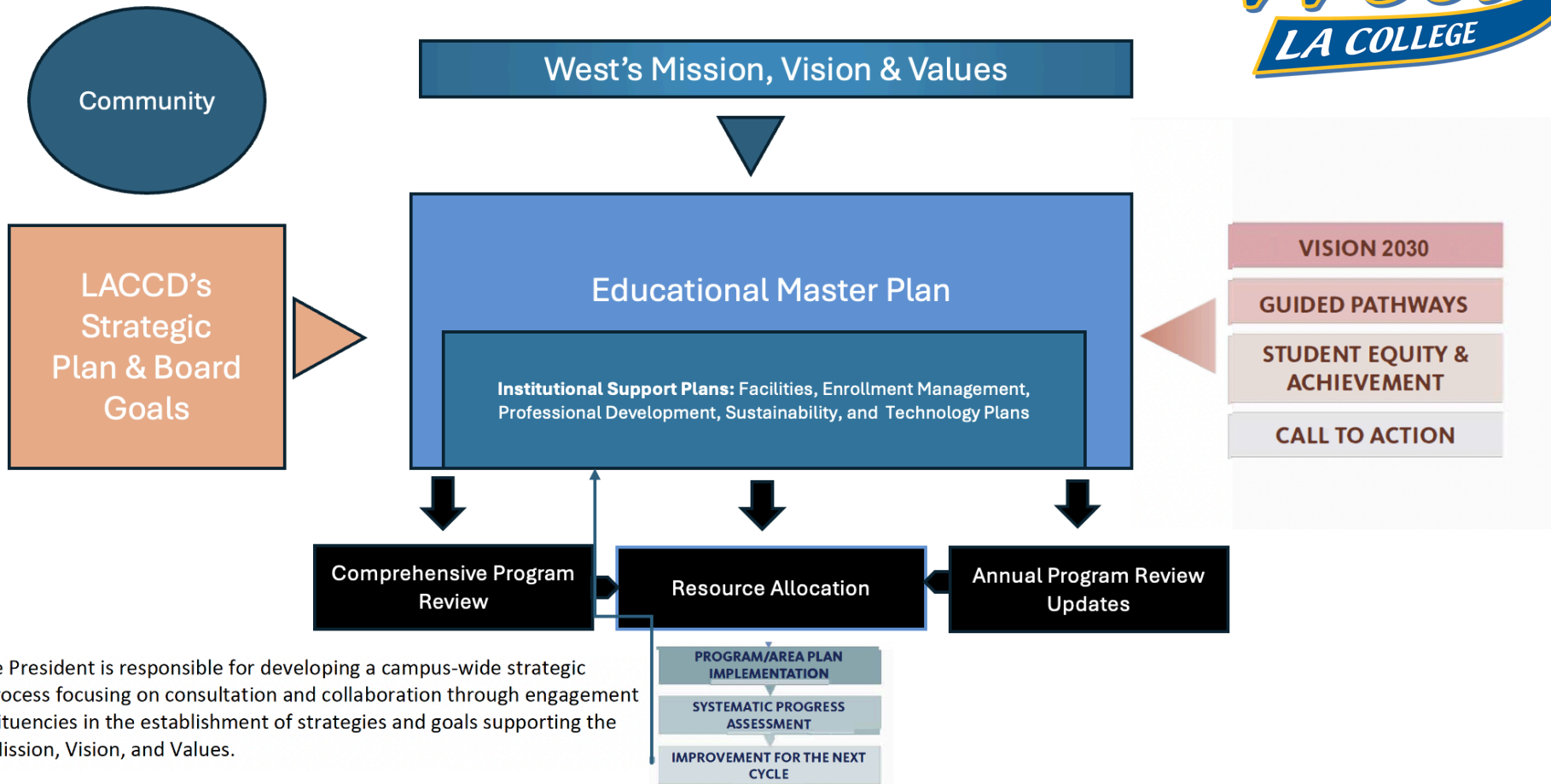
Process & Schedule

Phase 1. Data Analysis & Program Strategies	Phase 2. Initial Facilities Implications	Phase 3. EMP Recommendations

ONGOING PROJECT MANAGEMENT AND CHECK INS

Kickoff Meeting

District Check In + MRY

Committee Meetings Check Ins

College Council

District Check In + MRY

Board Presentation

Committee Meetings

Document review, trends analysis, research & data gathering

EMP Program Assessment Worksheets Shared

Gaps & Needs
- EMP Analysis
- Trends Assessment
- Data Analysis
- Feedback Summary
- Vision
- **Gaps & Needs Report**

EMP Program Assessment Worksheets Completed

Connect Strategy to Programs Needs and Growth

District Check In + MRY

Initial Facility Implications

Draft EMP Recommendations
- Recommendations
  - Priorities
  - Implementation

Final Facility Implications

Final EMP Recommendations

Project 1 Pager & Initial Communications

College Interviews & Listening Sessions

Campus Survey + HS Pulse

College Townhall

Communication Materials

College Listening Sessions

College Townhall

College Townhall

Communication Materials

Feb.	Mar	Apr	May	June	July	Aug	Sep	Oct

10

EMP Process

Environmental Scan Data

College Listening Sessions Round 1

Gaps and Needs

Steering Group and Revision Committee

EMP Focus Areas

College Listening Sessions Round 2

Student Engagement

External Stakeholders Interviews

EMP Focus Areas and Draft Priorities

Steering Group and Revision Committee

EMP Goals and Objectives

Integrated Planning

Community

West's Mission, Vision & Values

LACCD's Strategic Plan & Board Goals

Educational Master Plan

Institutional Support Plans: Facilities, Enrollment Management, Professional Development, Sustainability, and Technology Plans

VISION 2030

GUIDED PATHWAYS

STUDENT EQUITY & ACHIEVEMENT

CALL TO ACTION

Comprehensive Program Review

Resource Allocation

Annual Program Review Updates

PROGRAM/AREA PLAN IMPLEMENTATION

SYSTEMATIC PROGRESS ASSESSMENT

IMPROVEMENT FOR THE NEXT CYCLE

The College President is responsible for developing a campus-wide strategic planning process focusing on consultation and collaboration through engagement of all constituencies in the establishment of strategies and goals supporting the College's Mission, Vision, and Values.

West LA College partnered with BluePoint Planning to conduct an environmental scan to ground the EMP in current regional demographic and economic market data, as well as key trends affecting education design and delivery and facilities. The data from the environmental scan along with student surveys, focus groups, listening sessions with over 70 faculty, administrators, and staff and community partners shaped the creation of the EMP goals, strategies and objectives. **The environmental scan is organized around 5 key areas: student characteristics, enrollment & success trends, LA County & service area demographics, education trends, and college engagement.** The complete environmental scan can be accessed via the hyperlink below.

Student Characteristics

Enrollment & Success Trends

LA County & Service Area Demographics

WLAC Environmental Scan

Education Trends

College Engagement
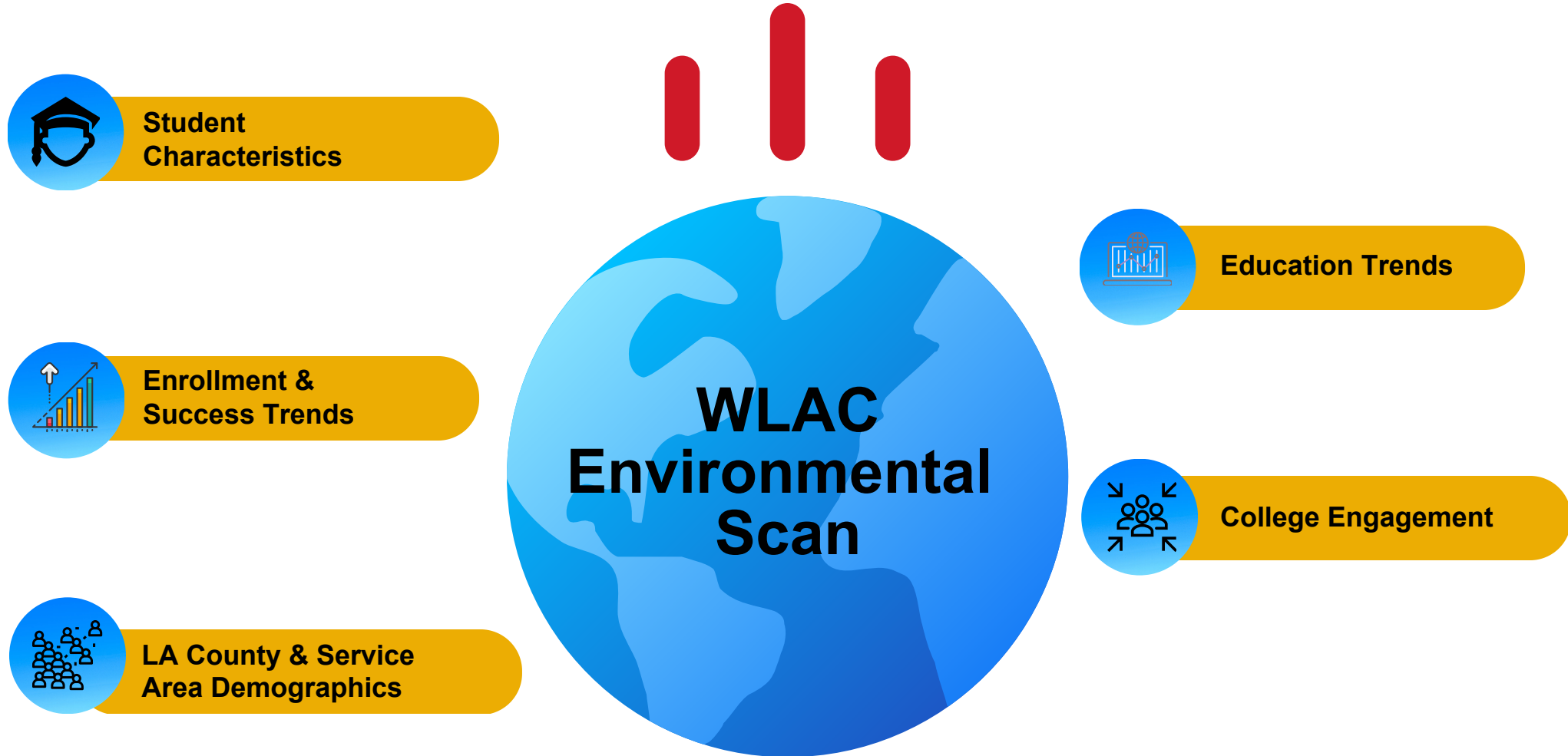
Please click here to read the full environmental scan.

To prepare for West's EMP update, the college participated in extensive quantitative and qualitative data collection beginning with a review of current institutional plans, shared governance recommendations and a town hall kick off followed by individual division meetings with over 67 attendees. Then, campus and community wide input were collected. A comprehensive environmental scan was also created.

799
Student Engagements

709 students completed the student engagement survey, 79 dual enrollment students completed a dual enrollment survey and 11 students participated in two focus groups.

83
Round 2 Listening Sessions

83 faculty, staff and administrators participated in three online listening sessions after reviewing themes from student engagement data to discuss preliminary focus areas for the EMP.

13
Community Stakeholders and Workforce Development Focused Interviews

13 interviews with local stakeholders representing employers, workforce development organizations, and the College.

EMP Revision Work Group

Chaired by the Faculty Education Master Plan Co-Chair & Dean of Institutional Effectiveness, the revision work group consists of equal representation of faculty, staff and administrators including all union bargaining units.

EMP Steering Committee

Consists of campus leadership including the college president, senior staff, EMP revision work group co-chairs, public relations manager, and director of facilities.

College Participatory Governance

EMP Revision Work Group reports to College Council and regularly presents to Academic Senate.

Campus Wide and Community Engagement

Opportunities for campus wide feedback through town hall presentations, constituency outreach, Classified Professional Day, and via an ongoing anonymous survey

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

High Quality, Accessible Technology and Support Services

Encourage student access and success through innovative, accessible technology, holistic wrap-around services, personal and professional development opportunities, life-long learning, counseling and skill-building programs for students to thrive throughout their educational journey and in a dynamic and competitive job market.

Diversified and Sustained Funding

Increase and diversify funding sources to sustain the College, create and grow innovative programs, and to provide the services and facilities to serve those needs.

Model for Climate Change Education

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

LACCD Board and District Strategic Goals Crosswalk

Board Goals	Related District Strategic Goals	Related West Goals	Related West Strategies
Board Goal 1: Oversee District/college efforts to increase enrollments, transfer, completions, student performance, and success.	**Goal 1:** Access to Educational Opportunities **Goal 2:** Premier Learning Environments **Goal 3:** Student Success and Equity	Equity and Anti-Racism High Quality, Innovative, and Responsive Programs and Instruction High Quality, Accessible Technology and Support Services Model for Climate Change Education	Create Inclusive Community Spaces Enhance Communication of Student Services Develop and launch an ongoing educational campaign Increase Cohort-Style Programs and Improve Academic Scheduling Strengthen Transfer Partnerships and Articulation Agreements Expand Climate Change Education and Workforce Development
Board Goal 2: Maintain the financial health of the district.	**Goal 4:** Organizational Effectiveness **Goal 5:** Fiscal Integrity	Invested, Collaborative, and Effective Culture Diversified and Sustained Funding	Strengthen Campus Community and Engagement Increased diversified funding to enable the college to adapt to new changes and bolster innovation

LACCD Board and District Strategic Goals Crosswalk

Board Goals	Related District Strategic Goals	Related West Goals	Related West Strategies
Board Goal 3: Strengthen the operational efficiency, effectiveness and oversight of the District and the colleges.	**Goal 4:** Organizational Effectiveness	Invested, Collaborative, and Effective Culture	Foster Collaboration and Professional Development Strengthen Campus Community and Engagement
Board Goal 4: Promote innovation and provide policy direction on educational issues.	**Goal 4:** Organizational Effectiveness	Equity and Anti-Racism High Quality, Innovative, and Responsive Programs and Instruction	Establish a Comprehensive Racial Equity Learning Program Implement Comprehensive Program Evaluations to Ensure Quality and Responsiveness Expand and improve access to high-quality, justice-centered, science-based climate change education at the community colleges that we serve Develop and sustain community partnerships for advancing climate education

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

West Los Angeles College's mission is focused on "fostering a diverse learning community committed to student success, racial equity, social justice and environmental responsibility" (West LA College Mission Statement). At West, "it is our obligation to challenge the foundations of implicit and explicit bias and address historic and persistent inequity" (Equity Value Statement). During the last EMP cycle, the college has participated in several key strategies to support its equity and anti-racism efforts. First, the College's Racial Equity & Social Justice Task Force was established to implement LACCD's Racial Equity and Social Justice Framework.

The College's Racial Equity & Social Justice Task Force has defined racial equity as a process of eliminating racial disparities and improving outcomes for minoritized groups in all [areas] of life, including education, income, health care, criminal justice, housing, and employment. It is the intentional and continual practice of changing policies, attitudes, practices, cultural messages, and structures by prioritizing measurable change that can address the shifting conditions and/or modalities in which systemic racism assumes and expresses its power over time" (Racial Equity & Social Justice Task Force). The Task Force submitted recommendations to College Council and the College President, which are reflected in the strategies below.

Second, the College has received support from an outside consultant and former Chancellor of Contra Costa Community College District, Dr. Helen Benjamin. Twenty-seven interviews were conducted with faculty, administrators and staff focused on three key questions: "(1) What is working well regarding diversity, equity and inclusion at West (2) What is not working as well as it should be regarding diversity, equity and inclusion at West and (3) What recommendations do you have to improve the climate for diversity, equity, and inclusion at WLAC?" (WLAC DEI Report). Recommendations from this report include: (1) Increase institutional capacity for making positive change in DEI, (2) Provide training that will create equity-mindedness in the college culture. (3) With assistance from experts, review college policies and practices with equity based on fairness firmly in mind.

Overall, after reviewing the Task Force recommendations, consultant recommendations, Student Equity & Achievement Plan, Guided Pathways Work Plan and EMP data collection, the objectives and strategies for this goal were created.

Objectives

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

- **Establish a Comprehensive Racial Equity Learning Program:** Launch a continuous racial equity and equity mindedness learning program that educates participants on the distinctions between institutional, structural, interpersonal, and individual racism, with the goal of implementing the program by the 2026-2027 academic year and ensuring ongoing development and participation.

- **Create Additional Inclusive Community Spaces:** Create welcoming and affirming spaces on campus for students, faculty, and staff to develop a deeper sense of community especially among traditionally underrepresented and marginalized groups.

- **Advance Intercultural Understanding:** Students and employees actively engage in a diverse, culturally rich environment grounded in data literacy, creativity, innovation, and cultural awareness across the college including in teaching practices, curriculum, student services, and employee resources.

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

Strategies

1. Continue to modify and update curriculum using culturally responsive pedagogical practices, including syllabi redesign, updating course content and objectives to reflect the lived experiences of the diverse student population the college serves, and adopting assessment methods that serve diverse student learning styles, goals and experiences.

2. Develop additional equity data tools, such as an EMP Data Dashboard to assess ongoing activities focused on improving equity outcomes.

3. Develop a repository of equity examples including syllabi language, pedagogical tools and teaching practices, examples of incorporation into the classroom.

4. Provide professional development to meaningfully incorporate DEIA into employee evaluations as appropriate.

5. Reform student probation process to be more equity focused.

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

Strategies

6. Identify or establish a permanent equity committee focused on supporting ongoing equity efforts and implementing recommendations.

7. Establish and evaluate policies, practices, spaces and programs to better serve the disproportionately impacted student groups identified by the college including the following populations: Black/African American, Latina/o/x/e, LGBTQ+, APDA+ and Veterans.

8. Identify strategies focused on increasing persistence rates and the student populations that suffer disproportionate impact on persistence.

9. Increase faculty and staff mentorship for historically marginalized students.

Equity and Anti Racism Metrics

Objective	Metrics
Establish a Comprehensive Racial Equity Learning Program	Employee participation rates in equity-focused professional development.
	Number of courses incorporating culturally responsive curriculum.
	Employee survey responses on racial equity training effectiveness.
Create Additional Inclusive Community Spaces	Survey questions to establish baseline on feelings of inclusivity in community spaces.
	Frequency of student and employee participation in cultural and equity-focused events.
	Existence and utilization of permanent equity-focused spaces on campus.
Advance Intercultural Understanding	Examination of student outcomes disaggregated by demographic groups to identify and close existing equity gaps.
	Employee self-reported confidence in intercultural engagement (survey).
	Employee participation in activities focused on inclusivity, including affinity clubs, employee organizations, and outreach programs.

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department esablished during implementation.

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

The goal of fostering an invested, collaborative, and effective culture aims to strengthen the institution's commitment to its mission, vision, and values through enhanced communication, professional development, and community engagement.

To achieve this, West will improve awareness of student services among faculty, staff, and administration, enabling better referrals for students. Comprehensive professional development programs will be implemented to bolster collaboration and communication skills, while campus-wide events will be organized to foster connection and a sense of belonging.

Strategies include integrating student services information into instructional materials, providing ongoing learning resources for staff, streamlining the onboarding process for new employees, and enhancing communication from senior management. Additionally, West will establish a system for regular educational meetings and training on critical topics, while expanding community partnerships to enhance outreach and collaboration across campus.

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

Objectives

- **Enhance Communication of Student Services:** Increase faculty, staff, and administrators' knowledge about student services, improving their ability to refer students to these resources.

- **Collaboration and Professional Development:** Develop and implement comprehensive professional development programs for faculty, administrators, and staff, focused on effective communication and collaboration including dedicated time for in-person training and sustained opportunities for ongoing learning.

- **Campus Community and Engagement:** Organize and promote campus-wide events aimed at fostering connection, a sense of belonging, and collaboration among students, faculty, staff, and community members.

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

Strategies

1. Communicate student services to students in instructional materials and spaces, such as classrooms, syllabi, office materials, and Canvas course shells.

2. Share more resources and offer learning opportunities for faculty, administrators, and staff to effectively communicate and collaborate.

3. Share more resources and offer learning opportunities for faculty, administrators, and staff to effectively communicate and collaborate.

4. Increase campus-wide events designed to foster connection, sense of belonging, and collaboration.

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

Strategies

5. Implement a coordinated system of monthly educational meetings and quarterly planning sessions to align strategic goals, improve efficiency, and enhance cross-discipline and cross-department learning opportunities.

6. Enhance communication from senior management and across campus constituencies to provide more lead time for planning and to better inform the community about priorities, events, and opportunities.

7. Increase visibility and access of senior management, supervisors and campus leaders to allow for more opportunities for communication, collaboration, and connection.

8. Provide campus-wide training on new Behavioral Intervention and Threat Assessment training and assess campus wide engagement and awareness of training and resources.

9. Expand community partnerships and connect programs to amplify outreach.

Invested, Collaborative, and Effective Culture Metrics

Objective	Metrics
Enhance Communication of Student Services	Student survey questions to establish baseline and track progress of student awareness of resources, services available to them, and how supported they feel (Campus Climate Survey).
	Statistics on student use of various student services that are disaggregated by demographics.
Collaboration and Professional Development	Identify success and gaps in West's strategy to foster collaboration and promote professional development via focus groups consisting of faculty, staff, and administration.
	Review and evaluation of onboarding processes.
Campus Community and Engagement	Track cumulative attendance of students and faculty, staff, administration at campus events.
	Survey questions on student experiences covering the following topics: experienced microaggressions, sense of welcomeness, availability of spaces where students can study/relax/talk to people (Campus Climate Survey).
	Survey questions for faculty, staff, and admin about sense of collegiality, communication, and participation in campus life (Campus Climate Survey).
	Track student course retention (within-term retention rate), term to term, year to year persistence.

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department esablished during implementation.

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

The goal of creating, growing, and maintaining high-quality, innovative, responsive programs and instruction at West focuses on continuously evaluating offerings to meet student needs and enhance their success and career opportunities.

To support this, an ongoing educational campaign will inform students about stackable certificates, degrees, and credit for prior learning, emphasizing their role in career advancement. West will design additional cohort-style programs that cater to diverse student populations, ensuring both online and in-person options while maintaining a two-year academic scheduling framework for timely completion. Strengthening partnerships and articulation agreements will streamline transfer processes, while comprehensive program evaluations—guided by labor market data—will ensure our offerings align with workforce demands.

Strategies include promoting career tracks, enhancing articulation agreements, and expanding internships through partnerships with local businesses, alongside developing innovative programs that address emerging workforce needs, such as advancements in Artificial Intelligence (AI) and technology.

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

Objectives

- **Develop and Launch an Ongoing Educational Campaign:** Create a campaign aimed at informing students about stackable certificates, degrees, credit for prior learning, and career tracks, highlighting how these can facilitate career advancement through multiple program completions.

- **Increase Cohort-Style Programs and Improve Academic Scheduling:** Design and implement cohort programs that cater to various student populations and affinity groups, providing both online and in-person options to accommodate diverse learning preferences. Maintain academic programs with a two-year scheduling framework aligned with modality and general education offerings, enabling timely completion for students.

- **Increase Dual Enrollment Participation and Strengthen Transfer Partnerships. and Articulation Agreements:** Increase dual enrollment offerings and course-to-course articulation agreements to streamline transfer processes for students.

- **Implement Comprehensive Program Evaluations to Ensure Quality and Responsiveness:** Establish a robust evaluation framework in partnership with the Academic Senate using labor market data to assess academic programs, ensuring they meet enrollment needs, support student success, and align with future workforce demands. Expand partnerships with local businesses to increase internship and workforce opportunities leading to livable wage employment.

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

Strategies

1. Create a campaign to educate students about stackable career tracks emphasizing how multiple programs can lead to career advancement.

2. Design and expand cohort programs including cohorts based on affinity groups, ESL learners, In-language learners, and other student populations that offer both online and in-person formats to cater to diverse learning preferences.

3. Ensure academic programs are maintaining two-year scheduling based on modality and general education offerings ensuring that students can complete in a timely manner.

4. Improve course-to-course articulation agreements to facilitate smoother transfer processes for students.

5. Evaluate academic programs based on criteria set by the Academic Senate to ensure the College has the enrollment, resources, and support to ensure student success, persistence and completion.

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

Strategies

6. Evaluate programs based on labor market data, livable wage opportunities, and educational pathways leading to employment.

7. Enhance partnerships with local businesses and organizations to provide more internships and work opportunities for students.

8. Expand and develop unique innovative programs that meet the needs of our future workforce including advancements in Artificial Intelligence (AI), new technology and climate change.

9. Expand and promote Credit for Prior Learning (CPL) through an awareness campaign to all students and especially military servicepersons, veterans, and partnerships with workforce partners while providing training for faculty, administrators, and staff to approve courses for CPL, and support students in applying for and receiving CPL.

10. Increase Zero Textbook Cost (ZTC) Degrees and Adoption of Open Educational Resources (OER).

11. Increase dual enrollment participation.

High Quality, Innovative, Responsive Programs, and Instruction Metrics

Objective	Metrics
Develop and Launch an Ongoing Educational Campaign	Participation rates in educational campaign events.
	Student awareness survey results on new programs and pathways.
	Number of faculty/staff participating in campaign-related professional development.
Increase Cohort-Style Programs and Improve Academic Scheduling	Number of cohort-style programs launched.
	Student retention and success rates in cohort-based programs.
	Percentage of programs with two-year scheduling plans.
	Student average time to completion per program.
Increase Dual Enrollment and Strengthen Transfer Partnerships and Articulation Agreements	Number of new articulation agreements established.
	Student transfer rates to four-year institutions.
	Growth in dual enrollment participation. • Disaggregated by High School
Implement Comprehensive Program Evaluations to Ensure Quality and Responsiveness	Number of programs evaluated using labor market alignment.
	Employment rates of program graduates. • Livable wage data desired.
	Stakeholder feedback on program responsiveness.

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department esablished during implementation.

High Quality, Accessible Technology and Support Services

Encourage student access and success through innovative, accessible technology, holistic wrap-around services, personal and professional development opportunities, life-long learning, counseling and skill-building programs for students to thrive throughout their educational journey and in a dynamic and competitive job market.

The goal of High Quality, Accessible Technology and Support Services is to enhance student access and success by leveraging innovative and accessible technology alongside comprehensive support services.

West aims to provide holistic wrap-around services that address the diverse needs of our students and facilitate personal and professional development opportunities that promote lifelong learning.

By offering counseling and skill-building programs, West empowers students to thrive not only throughout their educational journey, but also in a dynamic and competitive job market. This multifaceted approach ensures that every student has the resources and support necessary to achieve their goals and succeed in their future careers.

High Quality, Accessible Technology and Support Services

Encourage student access and success through innovative, accessible technology, holistic wrap-around services, personal and professional development opportunities, life-long learning, counseling and skill-building programs for students to thrive throughout their educational journey and in a dynamic and competitive job market.

Objective

Enhance Student Success and Engagement: Expand access to support services and basic needs, foster career readiness, and improve the delivery of resources to facilitate student onboarding.

High Quality, Accessible Technology and Support Services

Encourage student access and success through innovative, accessible technology, holistic wrap-around services, personal and professional development opportunities, life-long learning, counseling and skill-building programs for students to thrive throughout their educational journey and in a dynamic and competitive job market.

Strategies

1. Grow campus-wide collaboration opportunities to promote services.

2. Increase student career readiness through work-based learning by increasing career panels, career fair, career-specific mentorship opportunities, career readiness assessments, and job skills training including soft skills training and resume workshops.

3. Increase tutoring availability and course support including embedded tutoring and librarians in courses.

4. Increase services to ensure students' basic needs are met including CalFresh and Fresh Success resources.

5. Address lags in technology infrastructure, software applications, and student access to technology to improve service delivery and support equitable opportunities for all students.

6. Improve and enhance student orientation and onboarding to student services including support for In-language and ESL learners.

High Quality, Accessible Technology and Support Services Metrics

Objective	Metrics
Enhanced Student Success and Engagement	Course success rates by department – objective to measure faculty support in courses • Disaggregated by student demographic groups • Interviews with professors who have high success rates. • Supplement with qualitative information on syllabi that links the course to resources like the library or tutoring • Equity evaluations in program review
	Student service usage • Disaggregated by student demographic groups
	Career center data on student attendance and counselor meetings (student services)
	Qualitative data on the accessibility considered in the design of web pages/software and computers at the campus level
	Increased engagement with drop out and stop out student population

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department established during implementation.

Diversified and Sustained Funding

Increase and diversify funding sources to sustain the College, create and grow innovative programs, and to provide the services and facilities to serve those needs.

The goal of Diversified and Sustained Funding is to enhance and diversify funding sources, ensuring long-term sustainability for the institution.

By broadening the College's financial base, West aims to create and expand innovative programs that cater to the evolving needs of our students and the community.

This strategic approach will not only enhance the educational offerings but also enable West to invest in essential services and facilities, fostering an inclusive environment that supports diverse learning experiences.

Ultimately, this goal reflects West's commitment to empowering students and addressing the challenges of a rapidly changing educational landscape.

Diversified and Sustained Funding

Increase and diversify funding sources to sustain the College, create and grow innovative programs, and to provide the services and facilities to serve those needs.

Objective

Increase diversified funding to enable the College to adapt to new changes and bolster innovation.

Diversified and Sustained Funding

Increase and diversify funding sources to sustain the College, create and grow innovative programs, and to provide the services and facilities to serve those needs.

Strategies

1. Develop grant processes and resources within departments and across the college to increase grant applications and awards.

2. Develop and increase philanthropy efforts through the College's foundation.

3. Increase College Foundation engagement and community outreach.

4. Improve program review processes to better align resource allocation and budgeting with department needs and more meaningful integration with strategic planning.

5. Establish an endowment of innovation funding to increase innovation efforts focused on new programs and new approaches to help build college capacity to support student success and equity.

Diversified Funding Metrics

Objective	Metrics
Increase diversified funding to enable the College to adapt to new changes and bolster innovation.	Number of grant applications submitted and awarded.
	Total grant funding received per year.
	Number of new and returning donors.
	Number of new funding initiatives launched.
	Amount of funding secured for innovation and strategic initiatives.

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department established during implementation.

Model for Climate Change Education

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

The Model for Climate Change Education goal is to establish a shared climate imperative that permeates every aspect of the institution.

By creating clear climate curriculum pathways, West aims to equip students and graduates with the necessary skills and knowledge to take meaningful climate action.

This goal will focus on integrating climate change education rooted in scientific inquiry and environmental justice, ensuring that all learners understand the complexities of climate issues and their impacts on society.

By fostering a collective commitment to sustainability, West prepares its graduates to become informed leaders and advocates for environmental stewardship in their communities and beyond.

Model for Climate Change Education

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

Objectives

- **Expand Access to Climate Change Education:** Improve access to high-quality, justice-centered, science-based climate change education.

- **Establish Climate-Focused Workforce Development Pathways:** Create workforce development pathways that promote climate action, offer a clear curriculum to help students learn about climate change through scientific inquiry and environmental justice, preparing graduates to engage in sustainable practices in their communities and careers.

- **Foster Community Partnerships for Climate Education:** Develop and sustain community partnerships for advancing climate education.

Model for Climate Change Education

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

Strategies

1. Create and implement strategies to increase enrollment and completion rates for existing Climate Studies & Environmental Justice pathway (CSEJ).

2. Support the creation of new programs for the CSEJ pathway (stackable certificates and CTE Bachelors).

3. Improve training programs that integrate classroom and on-the-job learning, such as summer internships and fellowship programs.

4. Create and pilot sustainability fellowship.

5. Create a job placement program.

Model for Climate Change Education

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

Strategies

6. Expand West's leadership role in regional and national climate action networks via participation in steering committees, coalitions, task forces, advisory boards, and collaborative projects focused on enhancing climate education, workforce development and advocacy in Southern California and beyond.

7. Increase professional development to help faculty, staff, and students understand West's climate goals and adopt climate-conscious behaviors.

8. Increase participation in annual Climate Palooza.

9. Continue to expand Climate Across the Curriculum (CATC) to incorporate climate-related content into courses across disciplines.

Model for Climate Change Education Metrics

Objective	Metrics
Expand Access to Climate Change Education	Enrollment in Climate Studies & Environmental Justice Pathway + Climate Change and Environmental Studies major • Disaggregated by ethnicity, age, other pertinent variables • Consider especially variables associated with socioeconomic status given the unequal effects of climate change
	Data on awarded climatized degrees/certificates
	Data on students that completed Climate badges (workshop series)
	Data on students who completed a climatized CATC course at West
	Student and college personnel survey section on climate-conscious behaviors • Transportation • How prepared students and college personnel feel to handle climate change. • How well educated they are about the process of climate change
	Embeddedness of climate change education across the campus (climate change related units/elements in syllabi)
	Diversity of audience (staff, admin, faculty, student) at CC events, field trips and collaborations. Measures the participation of different community members at events.
	The number of different offices and organizations that the CC works with (Dream Center, BSU, etc.)
	Transfers to 4-year institutions to pursue climate-related major

Model for Climate Change Education Metrics

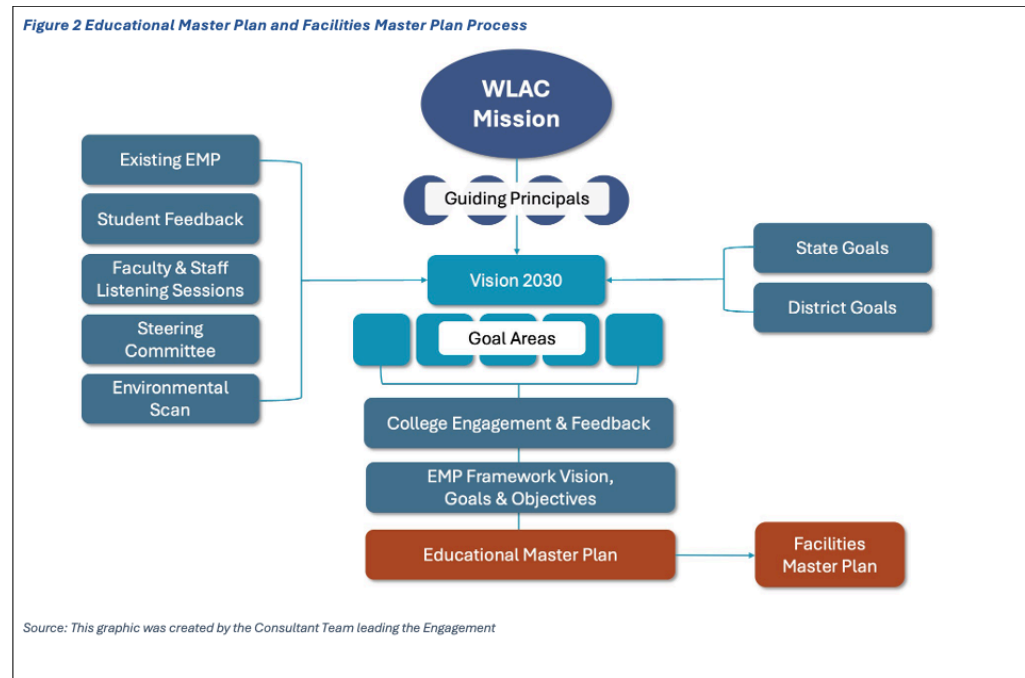| Objective	Metrics
Established Climate-Focused Workforce Development Pathways	Data on CYLC WLAC fellowships (2024-2025) and internships (Summer 2024 and Summer 2025)
	Data on alignment of program outcomes with labor market needs and statistics (job growth, wages) in report format. • Important to consider all careers that are climate-related in some capacity, not just those categorized by the research as climate-focused.
	Number of community-based organizations that are actively engaged in effective, intersectional climate activism and/or in the implementation of climate solutions.
Fostered Community Partnerships for Climate Education	Report on the number and nature of existing partnerships delivered annually.

The metrics above serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department established during implementation.

Facilities Implications

During the EMP data collection process, the College also participated in a year-long engagement program supported by BluePoint Planning with the College community producing an in-depth facilities analysis that combines and synthesizes information from multiple analyses and engagement activities to provide information on the current and future state of each educational discipline, the college as a whole, and how that impacts the future facilities needs for the campus. This analysis was developed through a process highlighted in the adjacent figure and utilized and integrates information from those activities including:

- Environmental Scan, including internal enrollment and demographic information and external labor market trends
- College Engagement
- External stakeholder Interviews
- Program Questionnaires and Deans' Program Reviews
- Collaborative development of the new Educational Master Plan Goals
- Educational Program Forecasting Analysis
- Weekly Student Contact Hours (WSCH) Analysis

In order to compete in a post-COVID educational landscape, the College needs to update its amenities to attract more students on campus and provide additional amenities for growing programs that are at capacity especially in-person cohort based programs. This section includes College-wide facility implications for general space on campus as well as discipline-specific facility implications.

Figure 2 Educational Master Plan and Facilities Master Plan Process

Source: This graphic was created by the Consultant Team leading the Engagement

College-Wide Facilities Implications

Although West has underutilized spaces and large new facilities are not needed to support growth, significant enhancements, reconfiguration, and new amenities are needed to support College EMP goals and increase enrollment. Below are College-wide facility implications that are not program-specific, including spaces for student mentorship, collaboration, and outdoor spaces.

Non-programmed Student Support Spaces

There is a substantial need at the college for non-programmed space to use for student engagement, and services, and for students to be comfortable in between classes.

Conference Rooms and Meeting Spaces

Students, staff, and faculty need to be able to access a range of functional and flexible spaces to meet, to have group study, and to hold not-program related activities.

Collaborative Study Spaces

There is a need for more collaborative study rooms on campus for students to work on coursework together. These study spaces should include up-to-date technology.

Technology Availability

West needs to improve availability of technology to better serve its students and further student success outcomes. Students use phones and laptops to access course material and online courses, which require outlets for charging. West should increase the number of outlets, especially in collaborative and individual study spaces, to better serve students. Additionally, WiFi is inconsistent across campus even within buildings. West should invest in WiFi upgrades to ensure consistent access to the internet for its students.

Student-Faculty Mentorship Spaces

Faculty express a need for dedicated space to meet with students outside of the classroom. Ideally, these meeting spaces could occur outside of faculty offices, in a common room designed for faculty-student meetings, or in an area that has bookable rooms for private conversations, especially since all adjunct faculty do not have their own offices. This will be especially true if the College continues to regrow its in-person offerings.

Student Gathering Spaces

There is a strong need for more social gathering spaces on campus, including a student lounge, for students to spend time in as well as access basic amenities in between classes. These amenities should be accessible for night students past 5pm, when many other services on campus are closed.

Program Specific Needs

The main candidates to receive more space include Health Sciences, Allied Health programs and Dental Hygiene (simulation lab), Aviation, and potentially, climate change-related disciplines.

Program Needs:
Which Programs Are in Need of Renewed or Revitalized Space?

The educational landscape for community colleges and West has fundamentally changed since the COVID-19 pandemic. With peer institutions offering more online courses, West's initial online course offerings prior to the COVID-19 pandemic are no longer unique to the College. West must now compete with other community colleges in the region and beyond for online courses.

While West is slowly rebuilding its overall enrollment, it is seeing growth in some key areas. For example, Avionics sees high demand. In addition, West's Four Year Dental Hygiene program and Dental Assisting Program, both leading to high-paying jobs are in demand. In addition, Allied Health programs support an increased need in the market for healthcare workers for an aging population. West's increased emphasis on climate change and the growing green jobs field point to an increase in climate change programs. Importantly, these types of programs generate students who have West as their home campus, creating more investment and steadier enrollment than "visiting" students who take one or two classes.

Due to overall declining enrollment and increased online courses, West currently has much more space than is being utilized. In light of the College's underutilized space, West needs to update its facilities, campus, and specific amenities to promote student success, build its programs, and meet its potential in this new educational Post-COVID landscape. In some cases, West will need to repurpose excess lab space in online/ shrinking disciplines and reallocate and repurpose to growing fields. Many disciplines would also forgo the need for facilities upgrades if lecture courses that were taught in labs could be moved to lecture rooms.

The main candidates to receive more space include Aviation, Dental Hygiene, Allied Health disciplines, and potentially, climate change-related disciplines. In addition, the Athletics space needs to be revitalized. The need for additional space is also dependent on in-person student cohorts and whether online lecture and lab courses for these signature programs are moved to in-person.

Equity and Anti-Racism

Foster an inclusive, welcoming, and equitable campus environment by addressing systemic barriers that impact students facing inequitable outcomes.

Facilities Implications

- On campus space for students to build community

- Spaces on campus to reaffirm cultural backgrounds and identities. Spaces for disproportionality impacted groups to foster greater sense of belonging including Black, Latinx, APDA+, Veterans, LGBTQ

Invested, Collaborative, and Effective Culture

Strengthen the college culture to exemplify deep and broad investment and collaboration in the planning, effective operation, and success of West to meet its mission, vision and values.

Facilities Implications

- Identify multi-use and lounge spaces for faculty, staff and administrators to connect and collaborate.

- Ensure staff have sufficient space on campus to fulfill job duties.

- Centralize student services

High Quality, Innovative, Responsive Programs and Instruction

Create, grow, and maintain high quality, innovative programs and instruction by continuously evaluating programs, pedagogy and ensuring programs support student needs, persistence, success, and career opportunities.

Facilities Implications

- Review campus Weekly Student Contact Hours (WSCH) analysis and scheduling to ensure proper use of existing space

- Identity new space and repurpose underutilized space based on WSCH analysis and data to optimize program scheduling and course offerings

- Updated technology in classrooms

- Outdoor classrooms

- Movable classroom arrangements

- HyFlex classrooms

- Library study spaces (individual and group)

- Larger, tech-enabled Library classroom

- Additional program spaces for skills lab, health sciences, aviation technology and climate education

- Flexible study spaces

High Quality, Accessible Technology and Support Services

Encourage student access and success through innovative, accessible technology, holistic wrap-around services, personal and professional development opportunities, life-long learning, counseling and skill-building programs for students to thrive throughout their educational journey and in a dynamic and competitive job market.

Facilities Implications

- Address access to more consistent WiFi and cellular service on campus.

Facilities Implications

- Enhance green spaces including native plants, landscaping, shade and microforest

- Community garden

- EV charging stations

- Water refill stations

- Enhanced sustainable waste sorting on campus

Establish a shared climate imperative across the college and a clear curriculum pathway to equip West and its graduates for climate action, modeling climate change education built on scientific inquiry and environmental justice.

Framework for Assessing the EMP

For the College to assess ongoing progress towards Educational Master Plan goals and objectives, a formal assessment plan is presented. Data on targets are provided by the Office of Institutional Effectiveness (OIE) in the middle of summer terms once most data has been reported (preliminary data or estimates are used in cases where the final data had not yet been reported). In cases where the target data need to be prepared by other areas, the data would be provided to OIE for inclusion into a report.

A key planning group will consist of at least the following positions:

- EMP Assessment Coordinator
- Dean of Institutional Effectiveness
- Senior administration officials
- Deans and Coordinators

The EMP Assessment Coordinator will be a selected faculty member and receive reassigned time. A planning retreat will take place after the group has been given a preliminary report of the data prepared and delivered by OIE. At this meeting, annual targets, are set and adjusted accordingly based on analyzing the most recent data. Strategies to achieve these targets are also considered. These targets are presented in consultation with Academic Senate and College Council.

Regular updates on efforts are provided by the lead EMP Assessment Coordinator to management and in meetings with the Planning and Institutional Effectiveness (PIE) committee during the academic year. In coordination with the EMP Assessment Coordinator, PIE supports on considering pending data needs of the campus and in highlighting areas of reporting to the general campus community. PIE also work towards compiling evidence of how areas of the campus are supporting the EMP's efforts through information submitted within the Program Review process. Reporting on EMP implementation is given to both the College Council and Academic Senate on a regular basis.

EMP Implementation Process

The purpose of this diagram is to show how the EMP implementation process will be supported by annual convening meetings, action planning to implement EMP strategies, and check-ins to evaluate progress. The EMP implementation process is also connected to all area comprehensive program reviews.

EMP Implementation Process

West LA COLLEGE

Summer	Summer	Fall	Academic Year	Winter	Spring	Summer
#1 Summer Convening	**#2 Planning**	**#3 Participatory Governance**	**#4 Execution**	**#5 Mid-Year Review**	**#6 Comprehensive Program Review**	**#7 Next Summer Convening**
Review annual KPI targets, assign strategies leads and align to participatory governance efforts.	Leads create action plans for strategies prioritized during the annual convening.	Action plans are presented to Academic Senate and College Council. Committee EMP goals established.	Strategies are executed according to the action plans throughout the year.	Review progress on EMP goals, objectives, strategies, goal metrics, and KPIs. Develop preliminary priorities for next year.	In the program review submissions, areas are asked to create program plans aligned to the EMP.	Progress on program review plans, action plans and annual goal metrics and KPIs reviewed.

The implementation chart below provides a framework for managing, assessing, and implementing the EMP strategies listed under each EMP Goal.

Strategies	Activities	Possible Funding Sources (If necessary)	Expected Outcomes	Metrics	Person(s), Department, or Group	Timeline

EMP Data Dashboard

The OIE manages the public facing <u>Education Master Plan (EMP) Dashboard</u> which provides the public and campus community with regular progress on meeting Key Performance Indicators (KPI) that align with the College's goals, objectives, and strategies as well as the Accrediting Commission for Community and Junior Colleges (ACCJC), the California Community College Chancellor's Office (CCCCO) Vision 2030, the Los Angeles Community College District (LACCD) Strategic Goals, LACCD Board Goals, the Student Centered Funding Formula (SCFF), Student Equity & Achievement (SEA) Plan and supporting institutional plans, such as the College's Enrollment Management Plan.

Along with the KPIs listed in the EMP, each goal includes metrics associated with each goal's objectives to serve as a framework for keeping track of progress made toward each objective. The progress of each strategy will be managed by the point person or department established during implementation.

 Metrics and KPIs are established using institutional data, when available, and analyzing variances of data to set targets, which are located in the EMP Dashboard.

Key Performance Indicators

Key Performance Indicators	Description
Annual unduplicated headcount	The annual unduplicated headcount of students taking one or more courses at West Los Angeles College during the academic year under consideration.
Annual Enrollments	The annual count of student enrollments as of census at West Los Angeles College during the academic year under consideration.
Annual FTES for Residents	The full-time equivalent student count for resident students only based on a formula that includes hours of instruction, length of the course, and enrollment totals among other elements.
Number of students receiving a Promise grant	The annual count of students who had received a California Promise Grant during the academic year under consideration.
Number of students receiving a Pell grant	The annual count of students who had received a Federal Pell Grant during the academic year under consideration.
Course success rate	Percent of students enrolled at Census attaining a grade of A, B, C, CR, P, or X
Course retention rate	Percent of students enrolled at Census attaining a letter grade that is not an EW or W.
Fall to spring persistence rate	Percent of 1st time certificate/degree/ transfer-seeking students that enroll in fall and enroll in the subsequent spring term.
Fall to fall persistence rate	Percent of 1st time degree/ transfer-seeking students that enroll in fall and enroll in the subsequent fall term.
Number of certificates awarded	Count of credit certificates requiring the equivalent of 16 units or more awarded within an academic year.

Key Performance Indicators

Key Performance Indicators	Description
Number of associate transfer degrees awarded	Count of Associate of Arts for Transfer and Associate of Science for Transfer degrees awarded within an academic year.
Number of bachelors awarded	Count of Bachelor's degrees awarded within an academic year.
Application to Successful Enrollment Rate	Percent of students who applied to West and ended up enrolling at West within the academic year being considered.
Career Technical Education (CTE) 9 or more units earned	Headcount of students by district who successfully completed the equivalent of nine or more CTE units with grades equivalent to C or better within the district in the reporting year.
Transfer level English and Math attainment in first year	Headcount of students by district who successfully completed both a transfer-level mathematics course and a transfer-level English course with grades equivalent to C or better in the district during the academic year when first reported as non-special admit credit student.
Number of students transferring to a 4-year institution	Headcount of students by district who earned the equivalent of 12 or more semester units in the district in the year prior to the reporting year and were not reported as enrolled at a California Community College in the reporting year and were reported as enrolled at a 4-year institution in the reporting year.
Employment rate	Percentage of students who exited all postsecondary and who were unemployed 2 quarters before entry or re-entry and became employed 2 quarters after exit.

Key Performance Indicators

All metrics will be analyzed using an equity focus to also consider the closure of equity gaps where present.

Education Master Plan

West Los Angeles College

2025-2030